

USING COMMUNICATIVE-COGNITIVE TECHNOLOGIES FOR THE DEVELOPMENT OF GRAMMATICAL COMPETENCE OF STUDENTS

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Abstract: The integration of communicative cognitive technologies in language education has modernized the teaching of grammar by blending traditional methods with modern digital tools. This article explores the role of these technologies in enhancing language acquisition. It also examines how communicative interaction with these tools fosters deeper understanding and maintenance of grammar, shifting from rote memorization to meaningful language use.

Key words: grammar, teaching, communicative technologies, cognitive technologies, learn.

The grammar plays a major role in learning languages. Therefore, the knowledge of grammar helps to understand sentence construction, how words and phrases are connected among themselves, and helps to avoid misunderstanding and mistakes during communication. It allows us to express the thoughts precise and clear, also to perceive others statements correctly. Thus, grammar is not only composed of rules it is the base for correct and effective communication.

The relevance of this article is due to the fact that in the context of globalization and information technology, literacy (including grammar) is becoming an important aspect of personal and professional effectiveness. When communication digitalization via the Internet, where simplified forms of language, emoticons and abbreviations are often used, it is important to remind students about the importance of grammatical correctness in order to preserve the culture of speech, avoid misunderstandings, and improve overall literacy. Errors in speech and writing can affect a person's perception, professional and social opportunities. In the era of international mobility and global communication, knowledge of the grammar of other languages is becoming necessary. This is especially important in the context of learning foreign languages for personal, academic, or professional growth.

If grammar plays an important role in learning languages, choosing grammar teaching methods is a more important aspect. Therefore, for language acquisition, it is not enough only learning grammar rules. Thus, the necessity of using new technologies to conduct lessons are appearing. In practice, we see how students having mastered the grammar and knowing all grammar rules are not able to use them in their speech. During teaching, it is important for students to be able to "hear" grammatical structure and also "to recognize" it in the text, and moreover to use it in oral and written speech [1].

In this regard, new technologies in teaching, which replace the traditional method appear, where only teaching grammar forgets about the importance of its application in speech. Such technologies include communicative and cognitive technologies for teaching grammar, which have become important areas in modern methods of teaching foreign languages. Both approaches focus on the active interaction of student with language and its perception, but their emphasis is different. The cognitive-communicative component of teaching grammar has been studied by a number of scientists, and many of them have published works that consider theories, methods, and approaches aimed at integrating cognitive and communicative aspects in teaching languages.

Communicative technologies draw attention to the use of language in real communicative situations. The main emphasis is done on the relation, not on learning new grammar rules. Whereas the cognitive technologies focus on the perceptions and assimilation of grammatical rules through the analysis and processing of information underlying language [2].

The main principals of communicative technologies:

- During teaching grammar rules the main emphasis is on practical application of the language. Students learn grammar not as a set of abstract rules, but through active use in real dialogues and situations where students are asked to express their own opinions, feelings, and share experiences;
- The teacher becomes more of a guide in the world of language, rather than a source of authoritarian knowledge. Students independently discover the rules of grammar in the process of communication, since the main goal of learning is the communicative competence of students;
- Grammar is applied in real communication situations, which helps to better assimilate it and make knowledge more flexible. This principle assumes the constant practical use of the language as a means of achieving the main goal – practical mastery of it.

In his work “How to Teach English” [3], Roger Harmer emphasized the importance of learning through communication. This approach focuses on using language in real life communication situations, allowing students to learn grammatical structures and vocabulary through practical application. When using this method in teaching, teachers need to think through assignments that clearly apply the grammatical structures of the topic covered in the lesson.

According to Michael Lewis, who is the founder of the given approach, in many cases, grammar and lexis are inseparable [4], so it is necessary to work off grammar structures in the context. However, to understand grammar it is not enough only communicative technologies, students should not only find examples in the text but also understand the rules of using one or another grammatical construction. Consequently, there is a need to apply cognitive technologies in teaching.

Cognitive teaching technologies are methods and tools directed at using principals of cognitive science to improve educational process. The theory of cognitive teaching was developed in the United States in 1969 [5]. Ronald Langacker claims that grammar should be considered as a tool for communication, not as a kit of formal rules. In his work, he says how grammar structures can be effectively mastered, if they are included in the context of real communication and connected with the cognitive processes of the students. Cognitive science itself has a communicative focus, the object of which is thinking and mental processes of human consciousness. The use of communicative approaches in the process of teaching has gained big popularity, to make natural conditions and an environment of the study language [7].

This approach considers teaching as an active process, in which students build knowledge by themselves, based on their experiences and world views. The leading principle of cognitive approach is a deeper understanding of grammatical phenomena and conscious not intuitive choice of grammatical forms or structures in the definite communicative situation. Moreover, students begin to understand how the language works at the cognitive process level. They realize grammar rules not thorough mechanical remembering, but though modeling and logical structures. Conscious acquisition of language occurs through the performance of language and speech exercises, since grammar is perceived as a method of structuring knowledge.

The main principles of the given technologies are next: during teaching students begin to understand how the language works on the level of cognitive processes. Students work with linguistic structures, which promotes deep information processing and better memory. Grammar rules are taught in combination with the development of analytical and critical thinking, as well as being given attention to the children.

There are some positive sides of using communicative-cognitive technologies in teaching.

Communicative technologies	Cognitive technologies
More natural and practical language acquisition.	Promotes deep understanding and comprehension of language.
Students can use grammar more quickly in everyday situations.	Students develop self-study skills and analytical abilities.
Develop communication skills and	Improves long-term retention of

flexibility in language	grammar rules
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Both technologies emphasize the importance of active students involvement in the learning process and make grammar not just a set of dry rules, but an organic part of communication and language acquisition. In practice, both technologies can be successfully combined. For example, in class, you can first consider the use of grammatical constructions in a real conversational situation (communicative approach) and then a grammar rule in the context of theory (cognitive approach). Such a synthesis allows the development of both an understanding of the structure of the language, and the ability to use it in life. The relationship between the communicative and cognitive aspects allows the use of various interesting materials in training, create an identical language environment, and increase the motivation and ability of students to realize their potential [8]. The use of a system of communicative-cognitive exercises contributes to a significant increase in grammatical indicators, the strength and flexibility of the skills being formed [9].

So, for example, teaching English verb tense and aspect during planning the lesson teachers should choose an appropriate lexical topic according to the grammatical topic. If the grammar topic is “present simple”, it will be better to choose lexical theme “every day routine”. Initially, students should be getting acquainted with vocabulary, choose the text, where there are presented such grammar constructions and through this text they will be able to understand new grammar topic. As the more often sentences in the present simple are repeated, the faster students will understand them through examples. Consequently, using such tasks helps to develop communicative competence, also cognitive, when students need to build their understanding of new grammar construction logically, do speech activities in accordance with the rules, also give self-assessment to their language competence.

Summing up the theoretical knowledge about communicative-cognitive technologies in education we have found out their positive impact in teaching grammar. Planning the lesson with the use of tasks based on the communicative –cognitive technologies make students better understanding the topic, and develop ability of speaking, which are the most important in learning new language.

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