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SCIENTIFIC AND THEORETICAL FOUNATIONS OF THE LINGVOKOGNITIVE APPROACH IN TEACHING THE NATIVE LANGUAGE OF PRIMARY SCHOOL.

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Abstract. In this article the author touches on a very pressing topic in our country. The scientific-theoretical foundations of the lingvocognitive approach in teaching the native language in elementary school. The article will consider a number of problems from the perspective of native language teachers and also methods of their solution.

Keywords: lingvocognitive, native language, solution, theory, grammatical, developing.

INTRODUCTION.

At the center of the studied object are modern effective forms and teaching methods, through which language learning becomes more productive. Therefore, in contrast to traditional teaching, in which communication developed, mainly between the teacher and the student, new interactions arise in interactive learning. For the formation and development of communicative and social competence, the ability to listen and engage in dialogue, participate in a collective discussion of the listener's problems, they must be integrated into productive interaction and cooperation with the media. Over the long history of mankind, a great many different educational methods have been developed. Initially, all methods of teaching foreign languages were borrowed from programs designed to teach the so-called "dead languages" - Latin and Greek, in which almost the entire educational process came down to reading and translating. It was such a method, the foundations of which were laid by the enlighteners at the end of the 18th century, that took shape by the middle of the 20th century under the name "grammartranslation method". According to this method, language proficiency is proficiency in grammar and vocabulary. The process of improvement is understood as a movement from one grammatical scheme to another. Thus, the teacher planning the course using this method first thinks about what grammatical schemes he wants to highlight. Then, texts are selected for these topics, from which individual sentences are singled out, and everything ends with a translation. First, from a foreign language to a native language, then vice versa. As for the text, this is usually the so-called artificial text, in which the meaning is not given much importance (it is not so important what you say, it is important how you say A vivid example of such a text is a "conversational topic", for example, "Family", in the framework of which all words related to the topic are worked out. Despite some wrangling, this method has several advantages. Firstly, it really allows you to learn the grammar. Secondly, this method is very good for people with highly developed logical thinking, for whom it is natural to perceive language precisely as a combination of grammatical formulas. The next method - "Silent way" (the method of silence), which appeared in the mid-60s, according to the principle of teaching a foreign language - knowledge of the language was originally laid down in the person who wants to learn it, and most importantly - do not interfere with the listener and do not impose a point teacher's view. Following this technique, the teacher initially does not say anything.Teaching pronunciation at minimal levels, the teacher manipulates the symbols, promotes the student to the intended goal, forcing him to remember the material passed. What are the advantages of this method? Probably, the fact that the level of knowledge of the language of the teacher has practically no effect on the level

of knowledge of the language of the student, and in the end it may turn out that the student as a result will know the language better than his teacher. In addition, in the learning process, the student is forced to express himself freely enough. It should be noted that this method is very good for lovers of high technology. Another interesting method is called the "Total-physical response". The basic rule of this method is: you cannot understand what you did not pass through yourself. According to this theory, it is the student in the first stages of training who does not say anything. First, he must obtain a sufficient amount of knowledge that goes into passivity. During about the first twenty lessons, the student constantly listens to foreign speech, he reads something, but does not say a single word in the language being studied. Then, in the learning process, there comes a period when he should already react to what he has heard or read - but only respond by action. It all starts with the study of words meaning physical movements. So for example, when they study the word "get up" - get up, "sit down" - sit down, and so on. And only then, when the student has accumulated quite a lot of information (first listened, then moved), he becomes ready to start talking. This method is good primarily because the student in the learning process feels very comfortable. The necessary effect is achieved due to the fact that a person passes all the information received through himself. It is also important that in the process of learning a language according to this method, students communicate (directly or indirectly) not only with the teacher, but also with each other. One cannot but pay attention to the so-called immersion method ("Sugesto pedia"), the triumph of which took place in the 70s. According to this technique, one can master a foreign language by becoming (at least for the period of study) a completely different person. Studying the language in this way, all students in the group choose new names for themselves, come up with new biographies. Due to this, an illusion is created in the audience that they are in a completely different world - in the world of the language being studied. All this is done so that any person in the learning process can completely relax, open up, and his speech becomes as similar as possible to the original. So that he speaks, for example, not as a real "Min So", but as a fictional "Guli".

MATERIALS AND METHODS.

Teachers of a foreign language have for a long time gained considerable independence in the choice of teaching aids and methods, in creative understanding of the content and ways of implementing program requirements. Recognizing the existence of various methods in the modern process of teaching a foreign language, it should nevertheless be noted that the leading position is occupied by methods and technologies based on a personality-oriented approach to teaching, which should: ? create an atmosphere in which the student feels comfortable and free; ? stimulate the interests of the learner, develop his desire to practically use a foreign language, as well as the need to learn, making it a real achievement of success in mastering the subject; ? affect the personality of the student as a whole, involve his feelings, emotions and feelings in the educational process; ? activate the student by making him the main character in the educational process; ? create situations in which the teacher is not a central figure; the student should be aware that the study of a foreign language is more connected with his personality and interests than with the methods and means of instruction set by the teacher; ? provide for various forms of work: individual, group, collective, fully stimulating the activity of students, their independence and creativity. All of these criteria can be implemented in the use of interactive forms and teaching methods, which show new opportunities associated with the establishment of interpersonal interaction through external dialogue in the process of mastering educational material. Interpersonal relationships inevitably arise between language learners in a group, and the success of their learning activities depends on what

they will be. The skillful organization of interaction on the basis of educational material can be a powerful factor in increasing the effectiveness of educational activities in general. It is generally accepted that communication in the process of teaching a foreign language can be "one-sided" and "multilateral". In the first case, we mean the organization of the educational process, in which "the teacher asks, i.e. encourages the student to speech activity - the student responds. " This process is built according to the "stimulus - response" scheme. Such an educational paradigm is characterized by the widespread use of so-called frontal forms of work. As for "manychannel" communication, for him typical forms of work are group, in which each student has the opportunity to prove himself as an independent and full member of a certain activity. The model of "multilateral" communication in the classroom has acomplexstructure of relationships and relationships between participants in the process.

CONCLUSION.

Having analyzed all of the above, we can draw the following conclusions:

1.communicative competence is leading and pivotal and underlies all other competencies;

2.the interpretation of goals generally accepted in domestic education should be concretized as follows: practical and educational goals should be aimed at obtaining knowledge that creates the foundation for educational and real activity; developing goals must be correlated with the formation of interdisciplinary or subdisciplinary skills and abilities, with the development of certain mental abilities, without which it is impossible to effectively apply the acquired knowledge, taking into account the tasks and characteristics of the situation;

3. educational goals - the desired outcome or set of competencies related to willingness and ability to act and interact, taking into account the laws and standards of behavior adopted in society, formed moral and value attitudes of the person.

4.the effectiveness of learning is largely dependent on the degree of emotional and sensory impact on students.

So, all the components of the goal of teaching a foreign language are interconnected with each other and mutually determine each other. If the goal is a multidimensional education, then the content with which this goal is achieved cannot be non-multicomponent. Modern domestic and foreign researchers consider it not as a static, but as a constantly evolving category, which reflects both the objective aspect and the process one. The first aspect correlates, as a rule, with a variety of knowledge involved in the process of teaching a subject. The second aspect is the actual skills and abilities to use the acquired knowledge for the purpose of verbal and / or written communication. These components (knowledge, skills and abilities) are most often found among different authors. At the same time, in the theory of teaching foreign languages, there is still no single point of view on the problem of the component composition of the content of teaching foreign languages. The followers of the school G.V. Horny distinguish 3 components of the content of the training: linguistic; psychological; methodological. The linguistic component includes linguistic material (strictly selected phonetic, grammatical,lexical minimums), speech material (samples of speech utterances of different lengths, situationally thematically determined) and sociocultural. The speech utterance in the methodology of teaching a foreign language takes the form of a school unit. As a training unit, a structural group that combines statements of a different nature can act. The content of teaching a foreign language is influenced by such a branch of linguistics as sociolinguistics, which studies the relationship between language and culture, language and society. Therefore, it is necessary to teach a foreign language not only as a new code, but also as a source of information and the national culture of the people, on the basis

that the language has two main functions: communicative and cumulative. The psychological component is the formation of skills and abilities to use the language being studied for communicative purposes. When teaching a foreign language, the educational (cognitive) activity is formed, during which the student learns the language, his speech mechanisms are formed, and communication activity, during which he uses the language. Proficiency in a foreign language is knowledge of the system of speech skills. The methodological component is to teach students a rational reception of learning, to learn a new language for them and to form their skills in order to practically use them for communication (oral and written). Thus, the use of various methods, aspects and components in the educational process helps to achieve many educational goals: o stimulation of motivation and interest in the field of the subject of study; in general educational terms; in continuing to study the topic; o maintaining and enhancing the value of previously obtained information in a different form; facts, systemic understanding; expanded awareness of various opportunities and challenges; the consequences of implementing specific plans or opportunities; o skills development: critical thinking and analysis; making decisions; interaction; specific skills (generalization of information, preparation of projects); o change of attitudes: social values (competition and cooperation): perception of the interests of other participants; o self-development or development due to other participants; opening by the teacher of the same skills of the participants; awareness of their own level of education, the acquisition of skills required in learning a language. Thus, the use of interesting forms and methods in the implementation of a personality-oriented approach and teaching a foreign language can significantly increase the time of speech practice in the lesson for each student, achieve the assimilation of material by all members of the group, and solve various educational and developmental tasks. The teacher, in turn, becomes the organizer of an independent educational, cognitive, communicative, creative activity of students, he has the opportunity to improve the learning process, develop the communicative competence of students, the holistic development of their personality.

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