UDC 378.147

Cognitive Approach to Language Teaching: Ways of Knowledge Presentation

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Abstract. The article focuses on the ways of presentation of linguistic knowledge to University students in the process of English grammar acquisition. Special attention is given to the conceptual metaphor and the cognitive schema.

Keywords: knowledge representation; conceptual metaphor; conceptualization; cognitive schema; linguistic knowledge.

Introduction. For a long time the metaphor has been studied as a stylistic means which relates rather to words than to mental activity of a person. Within the framework of the cognitive approach metaphor is defined as a way of thinking, a cognitive ability of an individual which facilitates the inference of knowledge.

Materials and Methods. The major theoretical ideas for this article have been taken from home and foreign leading scholars, namely Yel. Kubryakova, M. Nikitin, V. Teliya, M. Kholodnaya, J. Pascual-Leone and others. Their ideas have been looked upon from a methodological perspective, developed and applied in the process of English grammar acquisition. The proposed examples that illustrate the theoretical assertions have been elaborated by the author. The article also realizes the cognitive approach to language teaching which presupposes the active participation of students in the process of knowledge acquisition.

Discussion. Today the conceptual metaphor (CM) is studied as a cognitive ability [1, 74], a mental operation, a way of thinking [2, 3; 3, 120], cognition and conceptualization, a cognitive process without which it is impossible to acquire new knowledge [4, 7], one of the ways of knowledge representation in the linguistic form [5, 55]. The CM performs several functions. Firstly, it facilitates the formation of concepts in the human mind (the cognitive function of the CM) and secondly, it actualizes the existing concepts in the speech and mental process (the communicative function of the CM). It is considered that the CM is a model of interaction of concepts on the basis of analogy [6, 257].

The conceptual information of the CM may be expressed both in verbal and in graphic terms. First, we exemplify the verbal ways of expressing the conceptual information of the CM: 1. "*Irregular verbs are creative. They design their own fancy clothes. They never wear those dull uniforms! Irregular verbs are true artists! Doesn't that make you like them more?*" [7, 4]. The author explains what concepts are supposed to form in the mind of students: "*Verbs can be looked upon as persons. Their affixes are articles of clothing. Regular forms are uniforms. Irregularity is rebelliousness. Irregularity is creativity*" [7, 5].

2. "*In the Complex Object the Bare Infinitive has nothing on because it pals on bad companions. The names of those guys are: to see, to watch, to hear, to observe, to notice, to feel, to make, to let, to have*" [8, 160]. It is presumed that students are supposed to understand that the Bare Infinitive is the Infinitive without the particle *to*, and in the Complex Object the particle *to* is not put before the Infinitive if it is used after certain verbs.

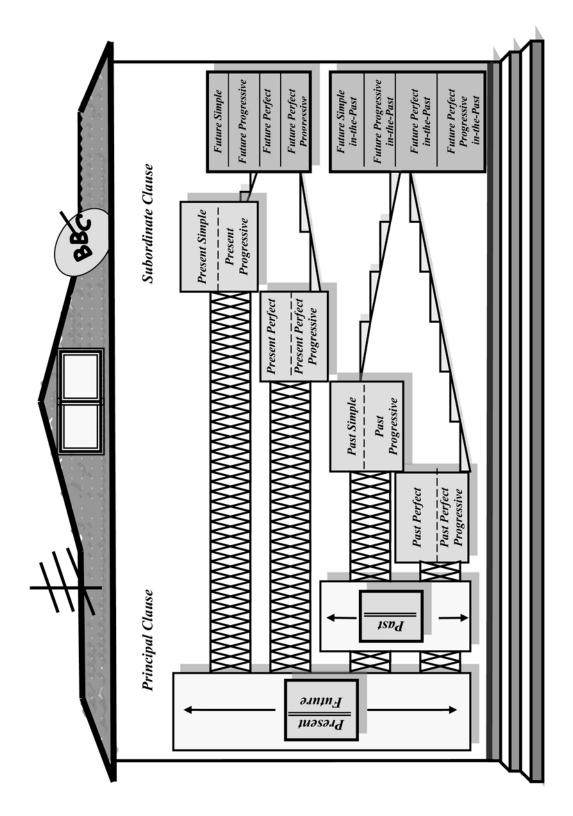Now we will visualize the CM in graphic terms (see Fig. 1).

Figure 1. Cognitive metaphor of the grammatical phenomenon *the Sequence of Tenses* in the English language

We presume that in students' minds the following concepts may form: 1) *the Sequence of Tenses* is used in the complex sentences, which consist of the main and the subordinate clause; 2) the grammatical tenses in the English language make a certain hierarchy, and form sort of grammatical 'floors' where each separate 'floor' is subordinate to the antecedent and the succeeding

'floor'; 3) all the grammatical tenses in the English language can be divided into two groups: the group of *Present/Future* and the group of *Past/Future*. Not all the tenses of these groups can be harmonized in the complex sentences. For instance, *Past Simple* (in the main clause) is not used (not harmonized) with *Present Perfect, Future Simple* or *Present Progressive* (in the subordinate clause) because they belong to different groups, but is used (harmonized) with *Past Perfect* and *Future in-the-Past*, because they belong to the same groups and so on.

Thus, the CM can be studied and looked upon as a way of presentation and inference of linguistic knowledge in the process of English grammar acquisition.

Another cognitive way of linguistic knowledge presentation is the cognitive schema (CS). It is defined as a mental structure used for perception, organization and processing of information [9, 223]. It is considered that the CS is both a structure and a process [10, 33]. As a *structure* the CS represents the conceptual knowledge of a person; as a *process* it helps to categorize, conceptualize, and process the input; it conduces to new concepts and schemata formation, facilitates the understanding of the phenomena under study, and makes an individual more cognitively active.

There are three basic types of the CS: *figurative* (recognition of the objects and events); *operative* (transformation of the information); *directing* (action in problem situations) [11, 115; 12, 310].

For English grammar teaching all three types are relevant. The figurative schema can be visualized in graphic terms preserving the coded grammatical information. If necessary the figurative schema can be turned into operative, visualized in the form of a descriptive grammatical rule. In its turn, the figurative schema can become directing, that is the instruction for an action.

We can exemplify the mentioned above graphically. The given schema is simultaneously figurative, operative, and directing. Let us consider the schema of a typical complex sentence with the grammatical phenomenon *the Sequence of Tenses* in the English language. This sentence consists of the main clause (with a predicate in a past tense), and the subordinate object clause (see Fig. 2):
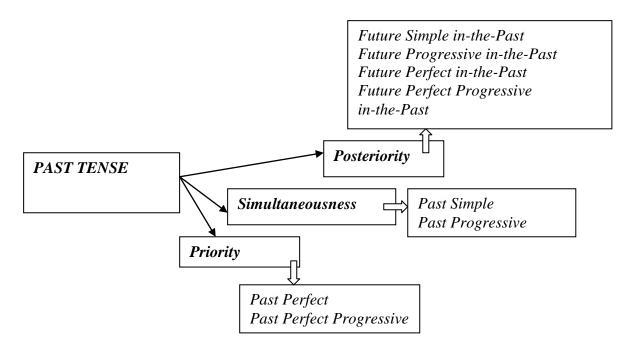

Figure 2. The schema of a complex sentence where in the main clause a past tense is used

From this schema we can infer that the complex sentence consists of two main parts, particularly of the main and the subordinate clause. If in the main clause the past tense is used, in the subordinate clause one of the correspondent past tenses can also be used. If the action in the subordinate clause is prior to the action in the main clause, in the subordinate clause *Past Perfect* or *Past Perfect Progressive* can be used. If the actions of the main and subordinate clauses are simultaneous, in the subordinate clause *Past Simple* or *Past Progressive* can be used. If the action in the subordinate clause is posterior to the action in the main clause, in the subordinate clause one of the tenses of *Future in-the-Past* (particularly, *Future Simple in-the-Past, Future Progressive in-the-Past, Future Perfect in-the-Past* or *Future Perfect Progressive in-the-Past*) can be used.

The presented schema is a cognitive structure which expresses declarative knowledge (though under circumstances it can become procedural); it facilitates knowledge inference and formulation of a grammatical rule, so it can stimulate the mental activity of students.

Conclusion. Thus, considering the mentioned above conceptual metaphors and cognitive schemata can be used in the process of English grammar acquisition as the ways of presentation of instructional information that facilitate understanding the material under study and inferring linguistic knowledge. The usage of conceptual metaphors and cognitive schemata realizes the principle of cognitive orientation in the teaching process which presupposes that students should actively construct their linguistic knowledge and widen their knowledge space.

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Когнитивный подход к обучению языка: способы представления знаний

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Аннотация. В статье рассматриваются способы представления языковых знаний при обучении английской грамматике. В частности, описываются когнитивная метафора и когнитивная схема.
Ключевые слова: представление знаний; концептуальная метафора; концептуализация; когнитивная схема; языковые знания.

UDC 81'243:81'39

Ethnologic Linguodidactic Approach as a Methodological Support for Multilingual Education

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Abstract. The present work investigates the issues of methodological support for the process of multilingual education, where ethnologic linguodidactic approach is being considered and substantiated. There is being discovered the essence of the methodological approach based on identifying the relation of this concept to the methodological principle. It has been shown that the ethnologic linguodidactic approach is a systematic combination of fundamental principles, specialized methods and specified tools serving to distinguish the issues of multilingual education, to define a strategy to resolve them under specific sociolinguistic conditions of multilingual and multicultural community.

Keywords: multilingual education; methodological approach and methodological principle; ethnologic linguodidactic approach; language learning.

Introduction. Considering the issue of methodological aspects of multilingual education, we have come across a problem of defining the concepts of "methodological principle" and "methodological approach". In the course of analysis of the relevant scientific literature, we have concluded that a number of scholars consider the methodological principles based on the concept of methodological approaches, but there are options to consider them separately.

Materials and Methods. The main number of the sources are the materials of dissertations and social analysis. Methods. The article uses comparative method, which supposes the study by the means of comparing two or more events, facts, subjects and etc.

Discussion. In our opinion, the methodological approach designed to determine the starting positions of scientific knowledge of anything, should be a set of fundamental principles, specialized methods and specified tools of its implementation, because according to the interpretation of the dictionary of education and pedagogy terms (the compiler is V.M. Polonskii) approach is defined as a set of techniques and methods in the study of any pedagogical problem [1].

According to the definitions given in the same dictionary, the principle is understood as a basic, initial position of a pedagogical theory, the concept defining the content, organizational forms and methods of teaching and educational work; whereas pedagogical principles are defined as the fundamentals of a normative nature, or the general provisions which apply to all phenomena of the given field of education.

V.I. Zagvyazinskiy considered the essence of the pedagogical principles within the context of realization of teaching laws in the real process of teaching and educating. According to his definition, the principle of teaching is the instrumental expression of a pedagogic concept given in the categories of the activity. This is knowledge about the nature, content and structure of education and its laws and patterns expressed in the form of rules and regulators for the practice. From a theoretical perspective this is the output of the theory, not the starting point of the investigation, but its final result. That is why they are the benchmark for the design of practice. The concept of "pattern" in this definition is used as an expression of the laws in the specific conditions of educational practice. It should be remembered that the bases of principles are the laws and