

THE ROLE OF LINGUISTIC AND COGNITIVE PSYCHOLOGY IN TEACHING ENGLISH FOR YOUNG AND ADULT LEARNERS

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Annotation Linguistic and cognitive psychologies have a vital role in young and adult learners' language acquisition process. Cognitive approach attract learners' attention to the topic, facilitate the comprehension of language, help to comprehend and memorize acquired skills and language components, enhance their interests and motivation to acquire foreign languages

Key words: cognitive psychology, Bloom's taxonomy, Bernard Weiner attribution, Peter Mac Intyre's investigation, Zone of Proximal Development (ZPD) by Lev Vygostky, critical period hypothesis, Communicative Language Teaching (CLT)

All acquired linguistic investigations and hypothesis claim to focus on learners' capability to acquire a language. It is crystal clearly said that acquiring any languages depend on learners' both nature and nurture. After adopting the decree PQ № 1875 "On measures to further improve foreign language learning system" on 10th December, 2012 by the first President of the Republic of Uzbekistan Islam Karimov, in the process of teaching and learning English there has been a significant increase ever since. Taking account of this decree, English has been taught at the 1st class of primary education since 2013. Due to this process, learners start acquiring English at an early age provided conditions with all facilities and chances to learn English in an appropriate way. Comparing past and current appearance of teaching English, it is prominent to say that it is improved significantly and the number of users has been growing

rapidly. Regarding these issues, we have to consider learners' aptitudes of learning languages.

Learning a second language comprises learning a second culture, in terms of whole new way of thinking, feeling and acting. It is obvious that second language acquisition (SLA) process deals with learner characteristics, linguistic factors, learning process, age and acquisition process and classroom instructions. While we are talking about the role of second language acquisition, educators and linguistic experts bear in mind to consider learners' mental and intellectual abilities in successful learning.

It is realizable that Bloom's theory has a great impact and implications during SLA process. According to Bloom's taxonomy¹ learners have to follow 5 steps hierarchically:

1. Emotional development starts with receiving. As we know that all things begin with perceiving and comprehending the surround world.
2. Next stage is learners' response to what they have received, their reactions for obtained skills.
3. After responding they begin valuing what they have. It involves all their attitudes and belief in exploring new things.
4. Valuing leads them to be organized systematically.
5. After developing organizing skills, they develop self-identity simultaneously. This enables them to show what they are able to do.

This theory is linked with not only the acquisition of the first language but also the second language. To my mind, if learners are treated well in

¹ Educational psychologist Benjamin Bloom, 1964

the process of acquiring the first language, they are able to acquire the second language too. What I meant by mentioning the word “being treated well” is that if learners’ receiving, responding, valuing systems are developed while nurturing, they are able to represent abilities in the second language acquisition process.

If body, mind and soul exist as triangle shape in learners’ developmental process, it leads them to have self – esteem and motivates them to succeed.

Next investigation was done by Bernard Weiner² about attribution theory as the foundation of self-esteem. He suggested that attribution theory takes into consideration people’s explanation of own success and failure. According to his investigations, learners involve the attribution using four dimensions as the ability, effort, difficulty of task and luck in accounting for success or failure. Learners acquire better if they can learn from identifying their failures and success.

Peter Mac Intyre’s³ investigations about willingness to communicate claim that learners’ intention for communication plays an important role and helps to avoid unwillingness to communicate because of shyness. All aforementioned investigations assist us while imposing Communicative Language Teaching (CLT) educators have to pay attention learners’ psychological features and help learners obtain new language.

Lev Vygotsky (1978) ideas about a Zone of Proximal Development (ZPD) helps us to apprehend that learners acquire better by scaffolding with assistance of instructors or peers. Learners need instructions at the

² Psychologist Bernard Weiner (1986,1992,2000)

³ Peter MacIntyre et la, 2001

scratching point, after that they can try to produce themselves both oral and written way.

In teaching English it is vital to keep in mind that the terms of competence and performance. These linguistic terms helps us apprehend what learners enable to do and perform.

It is apparent that young learners acquire a new language better than adult learners. Critical period hypothesis plays a significant role in acquisition language process. The capacity of learning languages will start at an early age but if it is not exercised in time, it will disappear by maturation. After puberty learners may have some difficulties to learn foreign languages as native speakers. While teaching process, educators have to consider learners' learning styles and strategies. This will help them to have well-conducted lessons taking learner's interests, needs into account.

All in all, it is crucial to focus on cognitive psychology as it has a great impact on learning foreign language process. It has bonds with other components of acquisition process.

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