



Integration of the cognitive and communicative approach in the practice of language education of students

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ABSTRACT

The article considers the problem of realization of the cognitive and communicative approach in language education. The concept of a cognitive and communicative approach in the language education of students, which is based on the integration of cognitive and communicative approaches, has been given. In linguodidactics, the emphasis was primarily on language and communication aspects, but with the development of cognitive science, the priority of the communicative approach has been replaced by a cognitive and communicative approach in recent decades. In teaching languages, the problem of revealing the connection between communicative and cognitive approaches to the organization of linguistic education became relevant because essential characteristics of the cognitive process are predetermined by the integrative study of language as a means of learning, cognition and as a means of communication. This relationship of cognitive and communicative aspects in linguodidactics is based on the integration of the two main functions of the human language: communicative and cognitive.

Keywords: cognitive and communicative approach, language education, methodology, didactics

INTRODUCTION

We justify the need to integrate these approaches and consider it appropriate to apply the cognitive and communicative approach in the practice of language education for students. The reorientation of linguodidactic and methodological research into the problems of the cognitive-communicative approach is due to the achievement of certain successes in this area: cognitive-linguocultural methodology (Kunanbayeva 2005), cognitive and communicative approach in teaching spelling as text-formulating activity (Golovanova 2004), cognitive-communicative approach in terminology (Skriabina 2011), the cognitive-communicative approach in text activity (Kulgildinova 2008), integrated technology (Kondubayeva 2013).

The cognitive-linguocultural methodology as a universal conceptual basis for multilingual and multicultural education was developed at the Kazakh Ablai Khan University of International Relations and World Languages by S.S. Kunanbaeva (Kunanbayeva 2005). In this methodology, in the complex of methodological principles as the fundamental provisions of the theory of language education, the cognitive principle is defined as the leading one. The language education, based on the cognitive principle, is carried out through the thought process, there is a correlation of knowledge with existing cognitive concepts. The formation of a new concept (concepts) always takes place according to a certain pattern, in which the universal side of man's cognitive activity is manifested when mastering non-native languages. The mastering of languages is the

application of successive systems of cognitive strategies. This happens through the use of a set of cognitive techniques, such as metacognitive, cognitive, social, affective. Despite the fact that mastering the cognitive strategies in the educational process is extremely important, but they are not self-sufficient - a synthesis of the connection between cognitive and communicative methodological principles is necessary. The basic schema of the essence of language in the cognitive and linguocultural methodology looks like an interdisciplinary construct in the triad of language-culture-personality.

E.I. Golovanova notes that languages serving various areas of professional activity are considered by us as special cognitive-communicative spaces. At the heart of the organization of each such space is a complex of significant concepts, categories, and subcategories. Since the terms form the core of the languages of professional communication, they serve as the main means of conceptual orientation in the cognitive-communicative space, set the direction of the thinking activity of specialists, serve simultaneously as a guide to thinking and a guide to activity (Golovanova 2004).

V.M. Leichik proposed to consider the term as a complex multilayered formation in which the natural language substratum and the logical superstratum form respectively the lower and upper layers, and its core is the terminological entity (Leichik 2000). This approach to the structure of the term is justified in modern conditions and can be interpreted along the lines of the cognitive-communicative approach (Golovanova 2004).

Skriabina O.A. (Skriabina 2011) believes that the cognitive-communicative approach in teaching spelling as a text-forming activity rests on the following provisions: 1) speech is "not only a system of signs, not only a means of communication, which is much higher than communication but also a phenomenon of psychology and neurophysiology of man" (I.M. Rumyantseva); "Speech is a means of regulating (organizing) the higher mental processes of man" (Luria 1979); 2) the text is "not the sum of components, but a whole work having a goal-

setting, functional purpose and possessing author's modality" (Valgina 2003); 3) a literate letter "is a highly functionally coordinated action and is the result of self-consistency of the mechanism of thought-speech-language activity" (Radzikhovskaya 2010). The cognitive component in the formation of spelling is the ability of the individual to control activity. In modern studies, the cognition is regarded as a cognitive activity of a person, which has a psychological nature, is associated with speech as a form of expression of thought (E.S. Kubryakova, E.F. Tarasov, and others).

O.A. Skriabina tries to answer the question, what cognitive skills provide the internal processes of successful movement of thought to the word? Is the implementation of the communicative intention of the writer important in the creation of the text? O.A. Skriabina determines that in writing a whole range of cognitive skills related to inner speech is important: to set a goal and plan its achievement using the imagination; to form and to formulate a thought, to choose a language form and orthographic and punctuation spellings for its adequate graphic design; to anticipate the choice of writing and prepare for it; to stop on "thinking", relying on reflection; to choose consciously, using rational-logical thinking, or intuitively, relying on the "sense of language"; to activate long-term memory of spelling norms and operational - about operations; To control, collating the image of the result with the real incarnation, activating the attention; to correct and edit the message created by the course of the letter, combining verbal self-control with spelling control. These skills are formed in written speech as activities based on cognitive mechanisms: goal setting, planning, prejudging (anticipation), choice and control (Skriabina 2011).

MATERIALS AND METHODS

In the previous works of the author of this study (Kulgildinova 2008; 2014), an attempt is made to consider the integration of cognitive and communicative approaches in textual activity. We shall delineate the functions of each of the approaches and define the parameters that unite them. The communicative approach of the teaching of textual activity is understood as the

orientation of learning on the formation of the semantic perception of the text in students, the understanding of reading and the mastery of linguistic material for constructing speech utterances as a result of the discussion of the text. The cognitive approach as a learning procedure for isolating semantic supports is directed at processing the information contained in a speech work sufficient to perceive the meaning of the text at a deep level, using keywords and activating a body of knowledge in the form of situational models that, as an extralinguistic factor of speech activity, are an important element influencing the language design of speech. The cognitive approach is realized mainly in the classroom, aimed at determining how we receive information about the reality, how we decode it, conduct comparisons, make the necessary decisions, or resolve problems that arise in the process of reading and interpreting the text. In this respect, communication strategies are aimed at making the cognitive information from the text using communication tools.

In order to manage the reading comprehension process, it is necessary for the trainee to work on updating and identifying relevant knowledge and ideas about the information embedded in the text. Communicative attitudes, which students receive immediately before reading the text, make the process of thinking purposeful, help to predict the topic or idea of the text. Many methodologists attach special importance to cognitive strategies of comprehending the names of topics that often have great informative value. The cognitive-communicative approach to textual activity is determined by three types of communicative needs - contact-setting, information and impact, and also with three aspects of cognition that includes the processes of perception, cognition, and presentation. The activity of the teacher and students in information processing is expressed in the cognitive strategy of the lesson, which allows you to mobilize the necessary amount of local and global information in order to implement a dialogical strategy for its interpretation, taking into account the following moments of the discursive organization of the text:

- the general composition of the text, which requires the student to identify the author's

techniques for promoting the most important information and creating a background;

- the connectedness of the text, which is denoted by the terms "cohesion" and "coherence".

It is the teaching of foreign languages (in common with the teaching of the national language) that acts as an effective means of developing the communicative abilities of trainees, preparing them for interpersonal and intercultural interaction/cooperation both within their own country and at the international level. It develops value orientations, including, on the basis of the inclusion of students in the dialogue of cultures, contributing to the formation of a person of culture, striving for self-development and self-realization, who can avoid and overcome conflicts.

The main objective of modern foreign language education is not only the formation of effective communication skills, but also the social and personal development of students - the development of independent critical thinking, the culture of cognition and mental work among the students, the training in self-education skills, which is associated with the search for information and its processing, which implies the variability of the approaches used to implement the learning process.

The implementation of innovative approaches to teaching a foreign language today should be seen as a way of innovative transformation of modern pedagogical reality and the educational environment by a teacher. It is the teacher who designs and implements various forms of the organization of the learning process in general and the learning sessions as its individual elements, uses a variety of methods, forms, means, and technologies, ensuring the gradual movement of the students thought along the path of cognition and creating a varied educational environment.

We note that the traditional methods of teaching a foreign language at school imply the assimilation of knowledge in artificial situations so that the student does not have the opportunity to see the connection of the studied subject with his life or to correlate it with his future. In this regard, in recent years, the modernization of scientific approaches to the teaching of a foreign

language in the school has been transformed in the direction of a dialogue of cultures and has also acquired a new sound in accordance with the genesis of the goals of teaching foreign languages. In the course of its evolution, the teaching of foreign languages has evolved from a single target component - to their diversity, from politically conditioned learning goals - to universal and social goals that open up humanistic ideals of communication and existence in the modern world community for the trainees.

With the approach to learning a foreign language, we consider it advisable to understand the theoretical and methodological basis that determines the learning strategy and the choice of methods and corresponding methods of teaching a foreign language, implemented on certain principles of education.

The transformation of scientific approaches to teaching a foreign language is taking place today under the influence of research in the basic sciences for the methodology of foreign language teaching of sciences. Among them - psychology and linguistics, the main combination of directions which determined the emergence of a cognitive-communicative approach, the interdisciplinarity and multidimensionality of its content as a scientific term.

The cognitive-communicative approach is considered by us as a modification of the cognitive approach with the addition of its communication component.

However, first of all, it should be noted that the cognitive-communicative approach owes its integral formation and development to a generalizing humanistic approach to learning a foreign language that appeared in the foreign method of foreign-language teaching in the 1960s and 1970s of XX century. The essence of the humanistic approach is a comprehensive orientation on the personality of the trainee, on his interests, needs, and opportunities, and also on the choice of methods, techniques, forms and technologies of training that correspond to the individual characteristics of the student. This approach is characterized by a complete reorientation of the main focus of the entire process of foreign language instruction from the teacher's personality and the choice on their basis

of methods of teaching the student's personality and the appropriate choice of methodological tools.

The cognitive aspect must be included in the communicative and subordinate to it, but at the same time it should be shown where there is a basis for this: where it is necessary to find any analogies facilitating the assimilation, or, on the contrary, to reveal differences in order to avoid likening (interference) (Skriabina 2011). We hold the opinion about the equivalence of communicative and cognitive components in learning. The derivation of the concept of "cognitive" in the name of the approach to the first place is due to the historical primacy of its appearance and the basis of personal-individual and socially-personal characteristics of the trainees for choosing the methodological tools and approach to learning.

The cognitive-communicative approach to learning is, on the one hand, the theoretical justification of the communicative methodology for teaching foreign languages, that is, the solution of such methodological issues as selection, organization, the sequence of studying linguistic and speech material and the ways of presenting and training it, taking into account the communication needs of students of a certain age and educational conditions, on the other hand, from cognitivist positions, it ensures the conscious assimilation of knowledge and information of the linguistic, cultural and aesthetic character, satisfying and developing the cognitive interests and requests of the developing personality of the student in a society that is mastering a foreign language at the minimum necessary level (Kulgildinova 2008). In this regard, the trainee becomes an active participant in the process of foreign-language learning and socialization and not simply an object of the teaching activity of the teacher.

In turn, in the learning process, real communication models and features of real foreign language communication are realized, since the possession of a language system (knowledge of grammar and vocabulary) is insufficient for the effective use of a trained foreign language in conditions of intercultural communication.

Thus, communicative teaching methods,

activated by the cognitive approach and the humanistic concept, make it necessary today to take a fresh look at the traditional ways and methods of teaching a foreign language in a secondary school in the absence of a natural language environment, increasing the emphasis on the social and personal development of students.

In the work of Kondubaeva M.R. "Integral technology of teaching philological courses" (Kondubaeva 2013) is analyzed a postulate of academician O.S. Naraikin (Naraikina 2011), who believes that if functional blocks can be singled out in technical systems, then in the human body this is impossible, since in humans "everything is integrated at the cellular level". The cell simultaneously works as a sensor, and as an energy, and as an information system, therefore, it is impossible to exclude the first language from learning the learner while mastering the second language. Therefore, the integral technology, according to the author's conception, is based on a holistic philosophy of philological education, including an accounting of such general linguistic factors as the infinity of language, as a social order for a multilingual education formulated in the Project on Multilingual Education.

In addition, the philosophy and methodology of education, aimed at preparing a competitive personality, includes competence, socio-cultural, cognitive-communicative and information technology approaches.

RESULTS AND DISCUSSION

The most important component of integral technology is a hypertextual representation of knowledge, intended for mastering a linguistic material, which is aimed at teaching the understanding of the text of learning, hence, conscious remembering of the information obtained (Kondubaeva 2013). We believe that this work sheds light on the subject of our research due to the fact that due to the cognitive-communicative approach, the implementation of integrated technology is possible.

In the mainstream of this approach, the theoretical basis is the position about the activity nature of language, according to which language is viewed as a cognitive process carried out in

communicative activity and provided with special cognitive structures and mechanisms in the human brain (Kubriakova 1994).

If we turn to the integration of these two approaches for educational purposes, we get a cognitive-communicative approach to linguistic education, which is a person-oriented concept, a methodical system that suggests that the trainees have an adequate understanding of the system of the language being studied and the ability for speech actions and skills in a speech sphere, a cognitive approach is understood as the solution to traditional problems of linguodidactics by methods that take cognitive aspects into account, which include the processes of perception, thinking, cognition, explanation, and understanding. The cognitive approach in any subject area focuses on "knowledge", or rather, on the processes of their representation, storage, processing, interpretation and production of new knowledge (Plotinsky 2001). The cognitive approach differs from other approaches in that it is rather a general (universal) empirical approach that combines a set of topics related to the processing of information by people, the establishment of a hierarchy of meanings and values in the picture of the world of the individual.

For the theory of the cognitive approach, it is important to determine how the information related to the cognitive structures of the individual is represented. There are two types of cognitive structures: personal constructs and schemes. Physical constructs in linguistic education reflect the vital or situational dominants of the personality, attitudes, motives that are reflected in the processes of creating texts and their content, as well as in the perception of other people's texts. Schemes as a cognitive structure create a background image similar to what is present in the mind of the bearer of language and culture. To identify such a cognitive structure, it is important to operate with images in the minds of the speaker and the listener as it happens when communicating the speakers of the same language and the same culture.

As a modern paradigm of linguodidactics cognitive-communicative approach to language education operates the principles of the communicative and cognitive orientation of

learning. The communicative orientation means the organization of the formation of ideas about the linguistic phenomena of language according to the regularities of the natural process of cognition, ensuring the active role of the student in comprehending linguistic phenomena. The cognitive orientation of language education makes it possible to make the learning process more effective by using the metalinguistic consciousness of the trainee in revealing reliable thematically relevant information for further use in oral and written professionally oriented communication. The principle of cognitive orientation forms the conscious use of the language of a certain branch of knowledge among learners.

Learners acquire language education in the process of solving cognitive and communicative problems. The principle of the communicative orientation of education assumes that the formation of different types of speech activity is carried out in the process of communication activity.

Conducting classes aimed at forming the communicative competence of trainees is based on the parallelism and interconnectedness of instruction characteristic for the communicative methodology of all types of speech activity. This is provided by an integrative system of cognitive-communicative exercises, where the types of speech activity are interrelated and contribute to the functional use of the language, i.e. solving certain communicative tasks.

The cognitive and communicative approach to language education is manifested in the fact that the scale of the human perception of the world is transferred to the entire studied system of the relationship between language and culture, since language is a means of forming and preserving culture, a kind of key to understanding its semantics, codes, and attitudes.

The essence of the communicative principle in linguistic education is understood as the orientation of instruction in the formation of a system of speech resources for pupils, the assimilation of which would ensure communicative activity in situations of communication; Semantic perception of language material, understanding of reading and mastering of linguistic material for constructing speech

utterances as a result of discussion of the problem. A communicative approach to linguistic education involves modeling the learning process in real communication. In the lessons on languages, the main, fundamentally important parameters of communication are modeled, which include: creating a discussion-oriented situation; Ability to predict the possible course of the discussion and determine your own strategy of argumentative speech behavior; Making possible alternative judgments on the main staging question and determining the course of counter-arguments; The ability to build his speech on the basis of a demonstrative discourse, suggesting the removal of the majority of non-independent points of view; The ability to choose the logic of constructing his speech and tactics of his speech behavior on the basis of taking into account the nature of the interlocutors; The ability to use metacommunication influencing tools to create a background for supporting your point of view; The ability to get in touch with the audience. Tasks built with the above criteria contribute to the formation of the highest level of the linguistic personality, the advanced communicative situations as forms of the functioning of communication provide a substantive basis for the process of language education. The cognitive approach is aimed at solving problems such as: processing, structuring, preservation, and the use of knowledge (Kubriakova 1994, Kulgildinova 2008); The perception, knowledge and understanding of learning language phenomena, the dialogue between the author of the text and the reader, the strategy of forming a linguistic picture of the world. The integration and synthesis of the two approaches are manifested in the interconnection and interdependence of its two aspects: functional, cognitive-linguodidactic (Poliakov 2014). The first aspect is functional, it is the conceptual core of the cognitive-communicative approach to language education, since it is the study of the language in real functioning, connected with the use of language units in a particular situation, which requires the transmission of some information, i.e. knowledge, forms the communicative competence of the learner. The second aspect is cognitive-linguocultural, it is associated with the

use of language as an instrument of cognition of another linguistic culture and, consequently, a means of developing intercultural competence and a linguistic personality in the whole (Yusupova 2015).

In language education, it is very important to form a language model of the world that is associated with metalinguistic comparisons of language phenomena in the native and learned language. The linguoculturological component is very important in the language consciousness of the personality, which participates in the categorization of objects, the identification of a general/different, the classification of concepts that are in the language picture of the world, imprinted with the means of language, specifying patterns of interpretation of the perceived (Yusupova 2014).

The language picture of the world, according to I.P. Susov, is built on the cognitive structures that have undergone language processing that provide the student with orientation in the environment, as well as control his behavior. A communicative-pragmatic space is created around the trainee, whose functions in describing the surrounding reality include: a) the interpretation of the information received; b) the "new" subjective reflection of the world (Susov 1985).

For the formation of cognitive abilities, which include the construction of images and the logical conclusion on their basis, the acquisition of new knowledge, drawing on the available information, drawing up and implementing plans (Demyankov 1994), it is very important to introduce a cognitive-communicative approach, which is the key to solving questions related to the analysis of cognitive processes.

The cognitive-communicative approach as a scientific paradigm is defined as a linguodidactical complex of methods and technologies associated with the use of language as an instrument of cognition of another linguoculture based on the application of cognitive-linguocultural complexes, including the sphere and the situation of communication, determine which conditions must be modeled in the educational process for their integration (Sharandin 2015).

We, recognizing the effectiveness of the

cognitive-communicative approach, which activates the actual recognition of linguistic phenomena, allows successfully implementing the strategy and tactics of communication, taking into account the situation, we offer cognitive strategies of language education. Cognitive strategies for the formation of pedagogical discourse, which are represented by stages: general (global) understanding - modeling of personal understanding - interpretative understanding - critical thinking, relevant for interaction based on professional discourse, and cognitive resources of communication subjects that correlate with a personal phenomenon (Niyazova 2017).

Students of pedagogical faculties in the learning process should receive "an idea of both new ideas that have already been implemented in the practice of advanced teachers or in experimental scientific research, as well as the prospects for the development of methodology, to determine their attitude to individual methodological provisions and specific recommendations, and then on the basis of developed point of view to outline ways to improve their own practice of language education. Comprehensive professional training of the future teacher is based not only on acquiring the necessary theoretical knowledge but also in mastering the scientific and pedagogical discourse that is shaping the scientific and professional competence (Miasnikov 2014).

We consider cognitive strategies for the formation of pedagogical discourse as a set of functionally organized activities of students in a certain branch of knowledge. Cognitive strategies, being the technology of the organization of learning, form certain requirements for learning activity and can serve as a criterion in the evaluation of the conceptual and content aspect in teaching. To denote this phenomenon J. Bruner (Bruner 1977) clarifies: "Strategy is a way of acquiring, preserving and using information that serves certain purposes in the sense that it must lead to certain results."

In the article, the discourse is considered as an integral set of functionally organized, contextualized units of language use in a certain branch of knowledge. Discourse, being a peculiar

form of the existence of knowledge, sets certain parameters in this existence, forms certain requirements and can serve as a criterion in the evaluation and calculation of the conceptual and informative apparatus of educational knowledge. The fact that the term "scientific and pedagogical discourse" has the right to exist is written by scientists A.V. Litvinov (Litvinov 2004), V.E. Chernyavskaya (Chernyavskaya 2009). In their opinion, the discourse is at the same time an instrument that creates a social life. As Karasik notes, the texts of textbooks, chrestomathies, rules of behavior of pupils, etc., as precedent phenomena of pedagogical discourse are among the precedent texts of the scientific discourse: the works of the classics of science, famous quotations, the names of monographs, articles, some illustrations (Karasik 2002). The term "scientific and pedagogical discourse" from the point of view of an integrated approach to the study of the scientific and pedagogical (in the sphere of higher education) seems justified for the implementation of intercultural studies. To denote this unity, L.V. Kulikova suggests using the term "academic discourse", understood as "a normatively organized speech interaction possessing both linguistic and extralinguistic plans, using a certain system of professionally oriented signs that takes into account the status and role characteristics of the main participants in communication (Scientists as researchers and / or teachers, as well as students in the field of university education), interpreted as a culturally marked communication system" (Kulikova 2006). We believe that the term "scientific and pedagogical discourse" more reflects the purpose of our study - the actualization of the text of the textbook presented in a discourse aimed at realizing its significance in the classroom from the standpoint of cognitive-communicative methodology.

In modern technologies for the formation of a certain discourse, there is a model of perception of the new material, which is carried out through certain cognitive strategies, by which methods of forming the interrelation between mental operations and actions aimed at realizing the methods of activity in cognitive (educational) activities are understood (Matienko 2016). Cognitive strategies are aimed at adequately

reacting trainees to specific educational problems so that students rationally apply knowledge and skills in practice. The content of any strategy is the set of decision rules used to determine the main lines of business. There are strategies for learning and communication, learning and mastering strategies, product strategies and receptions, and others. The conceptual field of cognitive strategies answers the question "I know how", than "I know what" (Khutorskoy 2003). A.A. Pligin (Pligin 2003) notes that "cognitive strategy" contains two components: general and structural. According to the general definition, the cognitive strategy is the individual interconnection of mental operations and actions aimed at realizing the result in cognitive (educational) activity. The structural-cognitive strategy includes the individual interconnection (sequence) of operations and actions (intellectual and practical) aimed at realizing the result in cognitive (educational) activity. Cognitive strategies are the strategies of the learner, which serve to learn their own actions to achieve a specific goal. The composition of cognitive strategies is determined by the structure and components of the goal-oriented cognitive activity. For example, in order for the learner to correctly understand the basic meaning of the text, the general idea of the text, which manifests itself both in choice, in comprehension, and in the evaluation of what has been read, it is necessary to methodically provide an adequate perception of the text's educational potential (Karabutova 2014).

In science, the typology of cognitive strategies for each type of learning activity is already known. For example, E.M. Klimova (Klimova 2008) gives the structure of cognitive decision strategies for schoolchildren and their relationship to the success of training. She notes that cognitive decision-making strategies are strategies that ensure the cognitive activity and independence of schoolchildren leading to the achievement of the learning goal that unfolds through the structure of learning activity. By cognitive strategies in building the texts of the media N.N. Boldyrev understands the strategies for choosing ways to conceptualize and categorize the events covered by the calculation of the corresponding pragmatic installations.

These ways and determine the choice of the necessary linguistic means (Boldyrev 2001). Depending on the nature of the problems being addressed and the analysis of various aspects of the language, different types of strategies are singled out: general and private, direct and indirect, strategies used in evaluating performance.

I.R. Galperin singled out cognitive text strategies, which include: the cognitive strategy of informing, when the content of the text gives information, sometimes repeating what is already known, and a cognitive-conceptual strategy, when it is necessary to analyze the idea of the text, that is, the comprehension of the text from the point of view of the reader, to identify the conceptual information (Galperin 2006).

In this sense, it is important for us that students master the learning strategies - a stable set of activities that are purposefully organized by the subject for solving various types of learning tasks. The curriculum strategies are divided into cognitive (the learning activities are aimed at processing and assimilating information) and metacognitive (organizing and managing educational and cognitive activities). Cognitive learning strategies include repetition, elaboration (development) and organization (Bordovskaya 2013).

As cognitive strategies that involve memorizing and manipulating the structures of the language, N.N. Sergeeva, E.A. Ivanova propose the following groups of strategies:

- the imitation of both native speakers and the teacher, the use of phonetic, intonational, language cliches as an example, their sound copying;

- the information retrieval – the use of existing knowledge about the subject to find the necessary language phenomena (search for patterns, similarities and differences, details, features);

- the analysis of information - isolation of language phenomena, allowing a detailed consideration of similarities and differences;

- strategies for the development of memory (auditory, figurative, verbal-logical, emotional, involuntary, arbitrary) (Sergeeva and Ivanova 2012, Astafurova 1997) help to eliminate the

difficulties of remembering and storing information.

From this list of strategies, the last three are very suitable for the formation of scientific and pedagogical discourse: the information search, the information analysis, the memory development strategies. The analysis and synthesis of information make it possible to further comprehend the material studied, it is possible when the data obtained are used to further study new phenomena. Cognitive analysis and synthesis strategies allow you to organize your activities in such a way as to increase the opportunities for obtaining new information.

CONCLUSION

Among the most common cognitive strategies for the formation of scientific and pedagogical discourse, we distinguish strategies that include 4 types of its understanding.

1. General (global) understanding, it is expressed in the form of a common perception, which is provided by a generalized comprehension of the topic, the ability to create an analytical reference on a topic.

At this stage, students' verbal behavior is modeled on a frame basis. The frame of the situation-thematic formation of scientific and pedagogical discourse covers a range of problems related to the topic. Students build conceptual clusters from associations caused by this problem. An important point in this approach is the acquisition of meaningful knowledge. For example, students are required to be able to analyze a textbook, to determine which content exercise corresponds to one or other conceptual frames.

Thus, knowledge of the theory becomes a tool for solving practical problems, because, in order to draw a lesson, one must be able to creatively apply knowledge and systematize what has been learned. Analysis of the textbook assumes a support not only for scientific knowledge but also methodological, taking into account the requirements for the level of students of a certain class.

At the next stage, students process information related to the drawing up of the lesson plan. Through the active transformation of concepts and their inclusion in professional

personal baggage, the second type of understanding is created - personal, which refers to the perception that links information with personal experience. During the discussion, students comment on the different options for the lesson, on a conventional basis (rules, norms, training standard), exchange opinions and conceptualize the information in the learning process.

The interpretational understanding (the third type of thinking) is a cognitive strategy of discourse formation, based on the discussion of implied connections and ideas in different linguistic phenomena. The narrative frame creates a unified framework for scientific and pedagogical discourse, which aims to reflect the communicative strategy in the process of speech interaction. The interpretational understanding requires students to be able to materialize speech behavior, presented in a single text of dialogue in the form of a dialogue.

And, finally, critical understanding as a cognitive strategy for the formation of a scientific and pedagogical discourse assumes a critical assessment of the possible and already obtained results in order to improve the process of activity and its product. The result of this type of comprehension should be a written work that reveals the semantic-pragmatic content of the topic. Students are required to use the language tools to express the objective meaning of the utterance, its illocutionary aspect, which includes the appropriateness of the tasks, functions, and content of the thematic-textual unity.

Thus, the four types of comprehension of material considered by us teach students information and speech impact, provide reasoning for the reliability of information, improve their own practice of teaching and form a scientific and pedagogical discourse. In general, when the scientific and pedagogical discourse is being formed, one can agree with the opinion of T.N. Astafurova (Astafurova 1997) who believes that cognitive strategies are mental strategies that involve planning, control, and evaluation of knowledge since the reflexive strategy as an evaluation strategy of the result of training is very important.

Thus, the cognitive-communicative approach as a paradigm of language education is

based on the fact that cognitive orientation of language learning, carried out in communicative activities that stimulate their speech initiative, that is, cognitive activity, including the processes of perception, categorization, and conceptualization of objects, is closely related to communicative aspects of the language education.

The cognitive-communicative approach in linguistic education forms cognitive-communicative competence through the construction and understanding of utterances, their perception from the point of view of the speaker and the listener, the psychological processes accompanying the speech situation.

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