

## Ways of Improving Learner's Cognitive Activity in English Classes

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### ABSTRACT

*Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organising new language, summarising meaning, guessing meaning from context, using imagery for memorisation. All of these strategies involve deliberate manipulation of language to improve learning. This article provides information about and effective ways of improving cognitive ability in English classes through writing.*

### Introduction

Learning is a complex process, especially when the brain is developing. Cognitive skills aid this process of learning in children. These skills bring academic success to students and enable them to efficiently read, think, prioritize, understand, plan, remember, and solve problems. When cognitive skills are strong, students pick up things faster, more easily, and find it fun. However, weak skills make grasping new things and logical thinking a real challenge.

**Materials and methods.** Learning a language involves a person's capacity to consider, interpret, ponder, judge, and be attentive rather than just one cognitive process act. Visual representation can be done in many different ways. One of the most distinctive abilities of human language learning is thought to be this. Language proficiency is a plus for effective communication. The goal of humanity is the assimilation of the divine virtues of creation, immortality, unity, strength, honesty, beauty, compassion, and goodness. Numerous of these can only be comprehended by intelligent people (R.S. Naagarazan, 2006).

Every human being can only intuit (understand or operate by instinct) the nature of his or her own mind; no one has clear access to the intelligence of another. The only people who can support themselves are students. Learning is the process of acquiring new knowledge and modifying existing ideas, actions, skills, attitudes, and desires. The psychologically difficult cognitive elements of language development include great motivation and self-awareness. reading comprehension, conceptual understanding, planning, problem-solving, and the use of language for communication. Human potential is enhanced by the language. Language is the capacity of the brain, analytical skills, thinking abilities, and thought abilities to categorize mental diseases.

The neural networks between parts of the brain associated with language and those associated with language theory are interconnected. Because of the ongoing linkages between the physical world and the human mind's amazing interactions with the brain, human learning began before

birth and continues until death.

Investigations on how neurotransmitters like dopamine control human speaking mechanisms. Why learning a foreign language using dopamine can be successful and enjoyable. Numerous disciplines conduct study on the purpose of education, its components, including pedagogy and teaching strategies. The stages of learning and linguistic components should be included in youth colleges and schools, then teach English. This will help college students understand that studying is a luxury for explorers and it is fascinating to know how people learn, how fun, enthusiasm, aspiration, creativity, selfdiscipline, competition, teamwork, etc can emerge. Cognitive functions contribute to awareness, with both information acquisition processes and means. Encompassing reading contributes directly to the processing of knowledge and thus to the maintenance of know-how.

One of the abilities that is highly valued when learning a second language is writing. Writing must be taught in a structured manner; it cannot be acquired intuitively. It's typical for pupils to make errors in their writing.

According to Brown's argument from 2007, "learners inevitably make mistakes in the acquisition process, and this process is impeded if they make no mistakes and then benefit from diverse feedbacks on these mistakes." Further study, according to Ferris (2010), might examine the role of contextual and individual variables among learners. According to her, the lack of sufficient research on these topics has resulted in a huge gap in the field of WCF research. The perspectives of students can be impacted by a number of factors, including their age, sex, degree of ability, motivation, and way of thinking.

The efficiency of feedback and writing growth appears to be significantly influenced by cognitive aspects among these individual factors (Rahimi, 2015). The cognitive philosophies of teachers, which are thought to be potentially significant in second language acquisition, are one of the cognitive variables that remain unstudied. In order to assess writing in ways that are useful to teachers, students, and policymakers without the assessment itself being aggressive, a good written assessment creativity combines what is learnt from both a cognitive and an instructional point of view of writing.

In the past, expository, descriptive, narrative, argumentative, and persuasive writing—as well as the writing and argumentation of exposition—have been the main subjects of academic writing instruction. In this regard, writing can be viewed as a particular form of verbal development where text is produced in order to satisfy a discourse demand or, more generally, as a dynamic and interconnected output that cannot be understood other than for the social and cognitive purposes it serves.

Exposure assumes all the skills included in narrative texts and adds additional approaches in order to promote dynamic knowledge sharing. Typically, persuasive writing combines informative and narrative components, adding persuasion and argument as necessary. A hierarchy of talents that spans a wide spectrum of cognitive sophistication, from simple narratives to complex reasoning and literary skills, can therefore be inferred from text. The traditional writing techniques are exclusively academic since proficient writers can create texts that integrate all traditional techniques in order to fulfill their immediate rhetorical goals (see Rowe, 2008, p. 407). However, conventional forms are of relevance because they reveal real variations in the fundamental abilities required to succeed as a writer.

**Discussion and results.** Cognitive skills are mental capabilities that are vital for students to learn effectively. They complement each other to function effectively and determine the success of learning outcomes. As most learning challenges are caused by inadequate cognitive skills, it is necessary to question how we are enabling our future leaders to grow and what tools we can provide for their growth.

Throughout almost all of recorded human history, it was thought that an individual's intelligence level was set for life and could not be changed. But in 2008, groundbreaking research confirmed that intelligence is fluid and that anyone could increase their cognitive abilities provided they engaged in mental activities that are novel and complex. This research also proved that enhancement of one cognitive skill could improve totally unrelated skills. A dramatic real life example of this is Albert Einstein, who firmly believed that his passion for the violin made him a better scientist.

Some research on handwriting abilities to allow pupils to perform well in planned activities, such as examinations. It means that students will enhance their performance by teaching, encouraging and requiring their students to practice and exercise their craftsmanship in high school by their previous year. Moreover, it has been described studies that show the link between students' ability to integrate the role of motor and brain. These studies also show that when students write, they have a stronger relationship than when they type with the types and patterns of words.

Likewise, schools need to focus on revision approaches by emphasizing handwriting. There is evidence that handwriting helps to remember. The students' ability to record and acquire acquired knowledge is much more perceptible through writing. School students also verify the facts by memory and recording. It is the easiest and most open way to consume textual material.

Schools can start focusing on developing students' cognitive skills through age-appropriate physical activities and brain exercises. Research has established that certain chemicals released during exercise stimulate neural connections and brain growth. In addition, they can try to enhance children's creativity and curiosity by exposing them to art, music, crafts, Sudoku, crosswords, and more. This can significantly influence logic and reasoning skills. Another important activity is interaction with the natural world around them so that they are in tune with it. Without losing sight of the reality that they are a part of a larger social situation, the various separate cognitive processes that go into writing should be given special treatment. It can be complicated since it involves readers as well as other social actors like reviewers, editors, and others, as well as a rich social background that includes modern writing and a variety of social organizations. One of the ensuing difficulties is addressed in the closing portions of this work. It is the contradiction between the requirement to evaluate foreign writing (knowledge of a social context and a rhetorical purpose) and the need to quantify those talents and competencies that are part of expert writing.

**Conclusion.** Each human being can only intuit (understand or function by instinct) his own mind's nature, and no one has clear access to another's intelligence. It means that only students can support themselves. Learning is the practice of developing new ideas, behaviors, abilities, beliefs and desires and changing them. Language development is the mentally complex cognitive features that includes high motivation and self-awareness. The ability to read, grasp and understand concepts, prepare, solve challenges and use language to communicate. The language enhances human potential. Language is brain capability, analytical abilities, thinking powers, thinking powers and thought powers to allocate mental disorders. In a social environment, people write to achieve communicative goals, and so is writing in a school sense. For different purposes, successful training provides students with the skills they need to produce a wide variety of texts in a wide range of social contexts. This analysis would take a wider perspective and as such, we define professional writing as a dynamic cognitive task that requires problem solving and strategies to meet communicative objectives.

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