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Importance of Cognitive Approach to Learning Synonyms in Primary Grades

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ABSTRACT

In the article the importance and methods of cognitive approach to learning synonyms in primary grades are discussed.

A cognitive approach to the content of language education, including the content of primary education, determines the content of general education. In language education, in turn, it is very important to rely on the connection between language and thinking. Humanity has been interested in the problems of knowledge and understanding since ancient times. He defined the cognitive approach as a modern interdisciplinary approach to studying the questions of where and how human knowledge and experience are stored. The concept of cognitology has various definitions in scientific literature and dictionaries. For example, the meaning of the term cognitive linguistics by the linguist Sh. Safaraov is related to the English word “cognitive”. (Compare: “cognize”, “cognition”). It is known that knowing the world, reality, its perception is not a simple phenomenon. In some cases, knowledge is directly connected with the actions of understanding, understanding. However, it is known that animals are also partially (albeit in a simple form) capable of understanding, analysis and generalization. Therefore, when it comes to cognitive activity, it is not limited to imagining the phenomenon of cogitation (Latin), that is, “mind, thinking”, but cogitatorium - the person of thinking activity and all kinds of nomental (social, cultural, linguistic) phenomena should also be taken into account. It should not be forgotten that the thought itself is formed as a result of the purposeful activity of a person, and it is the expression of an active attitude towards reality expressed in the process of communication between people.

The cognitive approach to the study of sciences is aimed at gaining knowledge about knowledge, and its main focus is on problems related to acquiring knowledge, processing and storing the acquired knowledge and being able to apply it in practice. Such problems relate to the procedures that describe the use of acquired knowledge in human behavior and, most

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importantly, in their thinking and communication processes. However, special attention has been paid to language and its phenomena in human knowledge and cognitive processes. In the conducted studies, the special role of the cognitive process in the speech and thinking activity of a person is emphasized. The introduction of new approaches to teaching science requires a revision of traditional views on human knowledge. Cognitive analysis is becoming a promising method for determining the specific characteristics of cognition. In this analysis and approach, it is impossible to explain the complexity of the cognitive process, the formation of a scientific theory, and its specific features on the basis of general principles. It is known that among the sciences there is no science that studies a separate person, therefore, the need to unite human sciences into a single system is being felt day by day. In this regard, the issues of integration of scientific knowledge from the point of view of synthesis of natural, social and technical sciences are gaining urgent importance. From this point of view, the study of the process of cognition focuses on the study of a person in relation to the knowledge he acquires and the development of his thinking. Primary school students' interest in lessons, their desire to acquire knowledge is evaluated as a cognitive process. Based on linguistic skills, students begin to distinguish the presence of mutually distinguishing signs of synonymous words that reflect the content of surrounding real realities and events. Teaching synonyms to elementary school students based on a cognitive approach forms students' speech and linguistic skills. The exercises and tasks given in the textbook "Native language and reading literacy" not only direct students to independent, creative thinking, but also are important in that they are aimed at ensuring perfect learning of synonyms. To date, language is one of the most basic and important topics not only of cognitive linguistics, but also of cognitive psychology, in which language, the tasks of the mother tongue in the cognitive process, the pattern of this language, (model) language and speech skills, (competence) language acquisition ability, the emergence of speech and its understanding are studied as a cognitive model of communicative activity and a system of internal knowledge. As mentioned above, cognitology as a science deals with information about the world, studies phenomena such as human existence, perception of the world and the reflection of the perceived world in the human mind, consciousness, memory and human ability to know. A cognitive approach to science is a direct appeal to knowledge and cognition. Many researchers consider the main task of the science of cognitology to be "to understand how a person with relatively limited abilities is able to process, absorb, learn and change a very large amount of knowledge in a limited period of time. "The phenomenon of synonymy in the language is one of the most important topics not only for writers and translators, but also in the process of communication between people and in the students' learning, expressing their thoughts, theoretically reading or analyzing texts. According to IVArnold, synonymy serves as an indicator of language development, because the advanced vocabulary of a language has a highly developed system of functional styles, and the richness of these styles means that the speaker has a choice. In recent years, the development of school education based on the requirements of the times requires a new approach to the education of students. Therefore, one of the most important tasks of primary education is to find wide opportunities for effective use of various methods and ways in teaching the mother tongue, to help students learn and interpret synonyms, and at the same time use them in the speech process. teaching to use serves to improve the skills of using synonyms in the process of communication and thinking of primary school students. Learning to use synonyms while learning to use them in speech by elementary school students, being able to choose words with neutral and expressive coloring from the synonymy series, gives them the opportunity to develop speech and expand their thinking. will give. Also, today's rapidly developing society sets primary education as the main task - to expand students' thinking and develop their speech.

Because only through the development of speech, it is possible to develop thinking, imagination, ideas, as well as the child's personality. Being able to express one's opinion correctly , accurately and beautifully is one of the necessary conditions of speech culture. All of the above is achieved by fully mastering the vocabulary of the language, various grammatical tools.

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PIRLS – Program for International Student Assessment, the program identifies and assesses students' reading and comprehension of text. PISA-2022 (formerly PISA-2021) assessment of international students of Uzbekistan and the level of students' reading comprehension in accordance with the agreements signed between the inspection of the quality of education in the Republic of Uzbekistan and the OECD and IEA organizations participation in the international assessment program PIRLS-2021. It is in this program that primary school students participate. It should be noted that in primary education, serious attention is paid to the development of students' thinking. In particular, it is important to understand the meaning of synonyms in primary school students to develop their creative thinking and reading comprehension in reading lessons. A child who begins to acquire language culture increases cognitive activity, as a result, the culture of text perception is formed. Primary education involves continuing the task of developing students' mastery of synonyms throughout their education in subjects such as mother tongue and reading literacy. Also, the increase in the level of acquisition of synonyms by learners and the expansion of the scope of using synonyms in speech serve to determine the effectiveness of mother tongue education. Increasing students' active vocabulary is one of the priorities of teaching the Uzbek language, because a student's lack of vocabulary makes it difficult to express thoughts, describe and compare any object in an essay. Familiarity with synonyms is an important part of enriching the vocabulary of elementary school students. Learning synonyms in primary school based on a cognitive approach involves, on the one hand, studying the synonymic means of expressing a concept in order to teach the content of the concept by analyzing the lexical meanings of synonyms that objectively express a certain concept. Includes on the other hand, the concept of the cognitive approach to the study of synonyms is a means of linguistic implementation, which shows the importance of the cognitive features of students' thinking for the differentiated nomination, and therefore considers it to be of communicative importance. The cognitive approach to the study of synonyms involves relying on imagination, as well as on the differentiation of subsequent meanings, that is, on the meaning of a speech statement obtained by the speaker on the basis of non-nominative meanings in the context of a specific communicative situation. Takes on the other hand, it connects the linguistic verbalization of synonyms with the cognitive activity of students. In contrast to the purely linguistic approach to the study of synonyms, the cognitive approach makes it possible to consider language in connection with the process of cognition in the analysis of linguistic phenomena. This approach is explained not only as a means of communicating, expressing ideas and thoughts, but also as a way of reflecting human consciousness and thinking. Uzbek synonyms of sweet, delicious, sweet are one of the main ways of linguistic expression of the concept of "taste". Words with similar meanings have their own gradation, representing different levels of taste. According to the obtained data, the use of synonyms in younger children differs according to age. Children prefer to use more adult experience in speech. That is, children use only the "sweet" quality in speech. The conducted experimental work confirms this. Even in surveys conducted among Uzbek-speaking parents, they distinguished their children's use of the word "sweet" from the synonym list for the pleasant taste. When it comes to teaching students words with close meanings, it works well to analyze the acquisition of native synonyms within the framework of a cognitive approach and related to synonymy relations and gradation. A cognitive approach to language phenomena allows us to consider language as a way of reflecting human consciousness and thinking. AA Kibrick states that "The cognitive approach to language is the belief that the form of language is ultimately a reflection of cognitive structures, that is, the structures of the human mind, thinking, and perception."[1]

In conclusion, it should be emphasized that synonyms in the language as a lexical unit belonging to the cognitive system serve as the main means of expression for the communication process. Synonyms in each language have synonymous relations, and their activation occurs in a certain

[1] Kibrik AA 1994. No. 5.S.126.

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contextual environment. Consequently, the semantic structure of synonyms is a complex system , and they differ from each other in subtleties of meaning. A cognitive approach to the study of synonyms allows to consider synonymy as a category that is formed by native speakers as a result of knowledge and description of the surrounding reality and is related to the problem of "choosing" equivalent language units. Using the synonyms available in the language, students perform a linguistic action. In order to fulfill their communicative purpose, students must be able to solve the problem of "choosing" synonyms and have a broad understanding of them. Thus, the study of synonyms based on a cognitive approach helps to further study them beyond the traditional understanding. The peculiarity of this approach is that it processes information about a specific object or event. Actually synonyms are "information processing system".[2] Accordingly, it will be easier to teach synonyms to elementary school students based on a cognitive approach. This is of particular importance in the integration of the knowledge they can master.

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[2] Demyankov 1994, 17

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