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USING COGNITIVE APPROACH IN WRITING AT SENIOR STAGE IN LEARNING FOREIGN LANGUAGE

Annotation. Writing is considered as one of the essential skills to acquire since in the contemporary world of technological progress people need writing skills in order to communicate efficiently via Internet. However, learners of senior stage of foreign language education have difficulties in expressing their thoughts and ideas in written form. Thus, they do not fully acquire communicative competence. In this case a cognitive approach is suggested to use in teaching writing to improve students' writing skills since it allows children to use writing strategies appropriately to improve the quality of their written texts. Thus, the main goal of the article is to provide some theoretical ideas on writing from cognitive point of view and display teaching writing using cognitive approach at senior stage of foreign language education. To achieve the goal of study an analysis of fundamental works and works of different scientists related to the cognitive approach in teaching writing was conducted.

Keywords: writing; cognitive strategies; cognitive approach; teaching writing; educational processes.

Introduction

In the contemporary world with technological development the role of the writing has been changed. Thus, today people communicate online via Internet texting each other or sending emails, which predominantly require different writing skills and strategies. Moreover, in the majority of educational institutions reports and essays are considered as the best option of assessing students' knowledge. Hence, in order to maintain a great communication and resolve different everyday problems there is an increasing demand in acquiring written speech. However, in schools teachers pay less attention to this part of speech in teaching, which leads to the learner's inability to write. In other words, children do not completely acquire communicative competence which is defined as the ability to reach successful communication of the learners [1, p. 20]. Moreover, learners do not know writing strategies that they can use in order to accomplish writing tasks.

In this case cognitive approach is suggested to use in teaching writing for the learners' development of their writing skills, since it is focused on students' independent learning and acquiring of new skills and strategies. Moreover, it requires scaffolding which is defined as a process that gives an opportunity for a child to think of a solution of a problem, carry out a certain task or achieve a purpose [2]. Thus, the main aim of the article is to give some theoretical ideas about writing from cognitive perspective and display teaching writing using cognitive approach at senior stage of foreign language education.

Materials and Methods

To achieve the goal of the study, a review of scientific literature was carried out, articles of linguists and methodologists were studied. Moreover, fundamental works on which cognitive approach was developed were under investigation. Thus, the points of view of diverse scholars regarding writing from cognitive perspective and cognitive approach in teaching writing were identified, analysed and discussed.

Results and Discussions

A study of a number of works published devoted to the writing from cognitive point of view has shown that in writing cognitivists emphasize the importance of process over product. Thus, according to Asimov and Shchukin, the term "writing" has the following meanings: 1. The sign system of speech fixation, which allows using graphic signs to transmit information over a distance and fix it in time. 2. A type of

written message, a written text sent to communicate something to someone. 3. A productive type of speech activity that provides the expression of thoughts in graphic form [3, p. 220].

Thus, when it comes to learning to write, depending on the context, it can go: 1) about mastering graphics and spelling; 2) about mastering structural models of sentences; or 3) about mastering writing as a means of communication. The latter meaning is the focus of the investigation and is adequate to the phrase "written speech", which is used in the article as synonym. One of prominent researchers in cognitivist composition are Flower and Hayes who developed model of writing which is presented in Figure 1 [4].
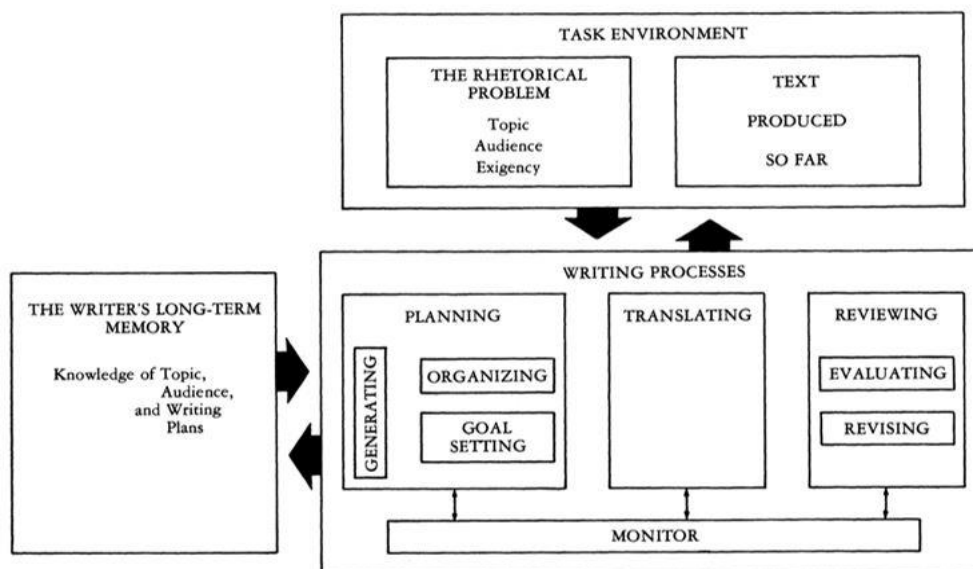

Figure 1- Flower and Hayes's Model of Writing Process*
*developed by L. Flower and J.R. Hayes [4]

In accordance with the Figure 1 it can be seen that there are three essential elements of the writing task (task environment, the writer's long-term memory and writing processes). As it is seen, within the task environment there are rhetorical problem and evolving text. Thus, rhetorical problem is a representation of writing task that is given to the writer to solve, for instance, "Write an opinion essay on advantages and disadvantages of current educational system held in our country". In this case, this problem identifies the main topic and audience for the writer. Moreover, writing or an opinion essay are considered as a solution for this problem. The second element of task environment is evolving written text, which constraints upon what author of the essay can write. In other words, each word of a growing text determines how the text can proceed according to the great array of linguistic and rhetorical conventions already mentioned.

The second element of writing task is the writer's long-term memory, within which there is knowledge about topic, audience, and writing plans. In comparison with the active processing of short-term memory, long-term memory has a more stable entity and internal organization. There are two main problems for the writer concerned with long-term memory which are to retrieve useful information or knowledge to use in writing, and to adapt that information or knowledge to meet the requirements of the rhetorical problem.

According to the model four main mental processes are involved in writing which are planning, translating, reviewing and monitoring. It should be mentioned that the last mental process controls and determines in what order other processes are engaged in. In other words, from cognitive perspective writing process is not linear. The first presented act, planning has a broad meaning in cognitivism. Thus, it is more defined as an internal representation of the information to be used in writing, and has three important subprocesses which are getting ideas, organizing and goal-setting. Getting ideas is a subprocess which presupposes accessing relevant information or ideas from long-term memory for writing task. The second subprocess, organizing focuses on the structurization of the ideas making them more meaningful. Thus, in this case it is possible to create new concepts by browsing and combinatorial activity over ideas in writer's mind. The last subprocess, goal-setting is about writer's generation of his own goals and subgoals for the written text, which clarifies the determination of the rhetorical problem.

The second process of writing processes is translating, which aims to put ideas or knowledge into written text. In other words, it is a factual process of writing, in which individual represents his thoughts in written form. It should be mentioned that during this process writer follows different lexical, syntactical and pragmatic rules in order to represent his ideas in more meaningful way.

The third process is reviewing which aims to evaluate and revise the written text or a draft in order to understand at what stage of writing process the writer is, to identify whether the text meet the demands of rhetorical problem and what can be advanced. This process involves two main subprocesses: evaluating and revising. Revising helps writer to return to previous written paragraphs or sentences, while evaluating aims to analyze the written text according to certain standards and requirements.

The last process is considered to be monitoring which allows writer to monitor his progress and decide when and how he or she should change his or her attention on another mental process. In other words, this process determines the movement from one process to the next one, which can be spontaneous depending on writer's goals or style of writing.

With the analysis of theoretical basis of writing process from cognitive point of view it can be said that in writing classes as the first step students have to understand the rhetorical problem. Thus, they should have enough knowledge to comprehend what they are asked to do. Moreover, they should be able to identify the main topic or problem, the audience that would be interested in their text and the need of these audience. In order to understand all of these aspects students should activate and use their long-term memory, which is the main object of the teacher. Then it will be possible to use their knowledge in writing to create their own good written text or essay. Furthermore, children should know the strategies to use in writing, which should be introduced by the teacher. As it can be seen the main strategies to teach for learners would be those strategies that relate to cognitive writing processes such as planning, translating, reviewing and monitoring.

Moreover, there are several principles of cognitive approach in teaching that are based on fundamental works of different scholars such as Piaget's theory of individual cognitive development, Vygotsky's theory of social cognitive growth or zone of proximal development, Bruner's cognitive constructivist learning theory, and Tolman's theory of sign learning [5; 6]. On the basis of these works the following statements on cognitive approach in teaching have been made: knowledge acquisition is defined as a mental activity involving learner's internal reorganization of structures or concepts through which data is processed and stored, and suggests that learner is an active participant in educational process [7].

Thus, in cognitive approach the teacher is obliged to create problem situations for students in order for them to discover new knowledge on their own. He or she uses cognitive techniques, teaches students to apply certain strategies adequately to the task. Moreover, the teacher's task is not only to pose control questions and evaluate the results of students' work, but also to form students' ability to self-esteem, self-control by involving him or her in an open discussion of "his or her own and someone else's" performance or any educational work. This is also called scaffolding or supportive activities which is based on Vygotsky's zone of proximal development. According to Vygotsky, zone of proximal development shows the potential level of development for learners to achieve within the task [8]. In this case learners should have a good assistance in their way of knowledge development to achieve this task. To provide great assistance teacher should obtain the advanced understanding of the subject, good social skills and scaffolding.

Furthermore, the essence of cognitive technology in teaching is to ensure that students understand educational information. For this, the teacher creates an integral system of assignments. In the process of preparing assignments, it is necessary to take into account the different levels of cognitive development of students and create assignments of different levels of complexity.

Psychological research and the practice of teaching cognitive approaches show that student learning is successful when the brain creates its own mental structures and slows down if the teacher begins to impose ready-made structures on him when giving information. Thus, within writing classes writing is built on the basis of cognitive activity in the process of practice in a learning environment through the interaction of a teacher, a student and his classmates. In addition, it requires for a learner to be an active participator of educational process.

Therefore, it is preferable to create such tasks to stimulate students' interest in learning and acquiring knowledge and skills. In the case of teaching writing the process of learning should become a process of discovering a language and creating various written texts, an exploratory and experimental process.

There are different scholars who provided different models of teaching writing based on cognitive approach. And all of them have similar stages or instructions to introduce during writing classes. Thus, there

are six main stages which are activating learner's background knowledge, discussion, modeling, memorization, support and independent performance [9].

The first stage requires an activation of learners' background knowledge. Thus, the teacher's goal is to activate what children have already know and to make them think of new ways to use this knowledge. In the case of writing class when introducing new genre or type of written text teacher can ask learners to share what they know about this text.

The second stage requires discussion about writing strategies that can be applied in essay or written text. If children are not acquainted with writing strategies, the aim of the teacher is to explain thoroughly each of the strategies that can be used. When students learn about these strategies, then it can be possible for them to have a discussion on what they can do next in order to solve their rhetorical problem. Moreover, the teacher and learners can discuss the usage of writing strategies not only in the context of the task, but also in other situations.

Further, there is the third stage of modeling, in which the teacher clearly demonstrates the process of thinking over the task, which is thinking out loud. This technique can be used in teaching goal setting, planning structure and content, control, correction, forecasting and evaluation. Modeling improves strategies by verbalizing mental processes and demonstrating step-by-step actions when performing a task and serves as an instruction for the subsequent modeling of a statement with a class and in groups [10, p. 90]. For example, teaching planning using a sample text, the teacher analyzes it out loud and comes to the conclusion that the description text consists of three parts: the introduction, the main part and the conclusion, then the content of each of the parts is clarified in a similar way, etc. At this stage, in parallel with the thinking process, it is recommended to use graphic visual aids. Simulation is most effective when the teacher demonstrates how decisions are made at each stage of the process and demonstrates positive statements: "It's hard, but I can do it if I try!" [11, p. 82].

The fourth step is memorizing new strategies. This stage involves working with the whole class and requires the use of scaffolding strategies: mnemonics, criteria, graphic means of visualization, which must be creatively designed. Such supports help to organize and logically express thoughts.

In the fifth stage, students engage in group work and model a collaborative written statement out loud, while the teacher provides instructional support, positive reinforcement, and constructive feedback. Work with graphic visual supports at this stage continues, but gradually, as they are memorized, they should become less detailed.

At the sixth and last stage, students consistently use the strategies learned to solve a new problem.

Conclusion

From cognitive point of view writing is considered as a complex process that involves four main processes and is based on two elements. Thus, for learners of senior stage of foreign language education it is tough to learn and use writing strategies properly. As one of the principles of teaching writing on the basis of cognitive approach is for learner to be an active participant of educational process. With an active participation and teacher's assistance children would be more effective in learning and acquiring writing strategies independently. Furthermore, it was found that the model of teaching consists of six main stages: activating learner's background knowledge, discussion, modeling, memorization, support and independent performance. This model is also focused on teaching students to acquire writing skills and strategies and to apply them in their writing tasks.

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Кулмагамбетова С.С., Гумарова М.Б.
ШЕТ ТІЛІН ҮЙРЕНУДІҢ ЖОҒАРЫ САТЫСЫНДА ЖАЗЫЛЫМДА КОГНИТИВТІК ТӘСІЛДІ ҚОЛДАНУ

Аңдатпа. Жазылым меңгеруі маңызды дағдыларының бірі ретінде қарастырылады, өйткені қазіргі технологиялық прогресс әлемінде адамдарға Интернет арқылы тиімді қарым-қатынас жасау үшін жазу дағдылары қажет. Алайда, шет тілін оқытудың жоғары сатысында оқитындар өз ойлары мен идеяларын жазбаша түрде жеткізуде қиындықтарға тап болады. Осылайша олар коммуникативті құзыреттілікке толық ие бола алмайды. Бұл жағдайда оқушылардың жазу дағдыларын жақсарту үшін жазуға үйретуде когнитивті тәсілді қолдану ұсынылады, өйткені ол балаларға жазбаша мәтіндерінің сапасын жақсарту үшін жазу стратегияларын дұрыс пайдалануға мүмкіндік береді. Сонымен, мақаланың негізгі мақсаты – когнитивтік тұрғыдан жазуға қатысты теориялық идеяларды беру және шет тілін оқытудың жоғары сатысында когнитивтік тәсіл арқылы жазуға үйретуді көрсету. Зерттеу мақсатына жету үшін жазуды оқытудағы когнитивтік тәсілге қатысты іргелі еңбектер мен әртүрлі ғалымдардың еңбектеріне талдау жасалды.

Кілт сөздер: жазылым; когнитивтік стратегиялар; когнитивтік тәсіл; жазуға үйрету; оқу үдерістері.

Кулмагамбетова С.С., Гумарова М.Б.
ИСПОЛЬЗОВАНИЕ КОГНИТИВНОГО ПОДХОДА В ПИСЬМЕ НА СТАРШЕМ ЭТАПЕ ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА

Аннотация. Письмо считается одним из важнейших навыков, которые необходимо овладеть, поскольку в современном мире технического прогресса людям необходимы навыки письма для эффективного общения через Интернет. Однако учащимся старшей ступени иноязычного обучения трудно выразить свои мысли и идеи в письменной форме. Таким образом, они не в полной мере приобретают коммуникативную компетенцию. В этом случае предлагается использовать когнитивный подход в обучении письму для улучшения навыков письма учащихся, поскольку он позволяет детям надлежащим образом использовать стратегии письма для улучшения качества своих текстов. Таким образом, основная цель статьи - представить некоторые теоретические идеи о письме с когнитивной точки зрения и отобразить обучение письму с использованием когнитивного подхода на старшей ступени иноязычного образования. Для достижения цели исследования был проведен анализ фундаментальных работ и работ разных ученых, касающихся когнитивного подхода в обучении письму.

Ключевые слова: письмо; когнитивные стратегии; когнитивный подход; обучение письму; образовательные процессы.