

## LINGUISTICS AND THE EFFICIENT STRATEGIES OF LEARNING LANGUAGES

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### Annotation:

In this article is written about the usage of communicative and cognitive strategies in communicative, intensive, learner – centered approach teaching English as a second language. The studies of English learning strategies help the learners become more successful in their learning.

**Key words:** comonicative and cognitive strategies, learner – centered approach, intensive method, metacognitive strategies, socio –affective strategies, reseach, achievements, eager, efficiency, involve. The article considers the usage of communicative and cognitive strategies in communicative, intensive, learner-centered approach teaching English as a second language. Initially, it is necessary to explain the principles of the above methods. Communicative method refers to the traditional methods of teaching foreign languages. It is based on the communicative approach, which assumes that the learning process should be based on the content side – real communication. To do this, we must use an authentic communicative task, adequate goal. To the supporters of intensive method include which focuses on the student’s personality, his creative and intellectual potential, its role in the team. The concept of “student – centered learning” in our opinion, based on categories such as identity, language personality and communicative personality.

This definition is complete within psychology, but from a linguistic point of view, personality – the carrier autonomous language ability, capable of producing their own texts expressing ideals meaningful values, assumptions needed to address significant issues or problems. In this article we will look at communication and cognitive strategies to effectively intensive, student – centered learning a foreign language and



its assimilation based on student – centered approach to learning. So, to distinguish between: cognitive and communicative strategies. More recent research by Michael O.Malley, Identified 24 strategies of learning a foreign language as a second, which can be divided into three major groups: Metacognitive strategies involve executive processes in planning for learning, monitoring one’s comprehension and evaluating how well one has achieved a learning objective.

Cognitive strategies are those in which the learner interacts with the material to be learned. This can be achieved by manipulating it mentally, as in making mental images or elaborating on previously acquired concepts or skills, or physically as in grouping items to be learned in meaningful categories or taking notes on important information to be remembered.

Socio - affective strategies are those in which the learner either interacts with another person in order to assist learning as in cooperation or asking questions for clarification or uses some kind of affective control to assist learning. There are four basic stages of learning a foreign language:

- First acquaintance with the language, with the use of audio materials speakers for video course,
- Modeling media for movies and audiobook
- Development of additional vocabulary and familiarity with social realities

The studies of English learning strategies help the learners become more successful in their learning. The SLA theory and practice have all the more been proving that the cognition of learning methods plays an increasingly important role in one’s learning and the prerequisite to learning English well is to learn how to learn effectively. More and more research results have also shown that the effective learning strategies are quite relevant to one’s academic achievements. When students are eager to learn and know how to learn, they will be able to achieve ideal achievements. So the students of English learning strategies are important means to improving students’ learning efficiency in all- round way. In conclusion I would like to note that the modern methods involve



and learning a large number of strategies used in the process of teaching a foreign language.

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