

# THE IMPACT OF LANGUAGE ON THE COURSE OF COGNITIVE MENTAL PROCESSES

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**Abstract:** The influence of language learning on the course of cognitive activity of the human brain during the formation and development of the personality of a professional, a future teacher, a foreign language teacher, who constantly has a mechanism for switching thoughts and speech from one language to another or others, should be specific.

**Key words:** memorization, communication, innovative processes, external expression and communication of internal thoughts, effective learning of foreign languages, long-term memory.

The intensification and qualitative change in the nature of international contacts give specialists' knowledge of a foreign language (FL) a professionally significant status. The globalization of science and technology, innovative processes in the field of intensively developing knowledge-intensive areas of modern engineering and technology, as well as the activities of numerous joint ventures of research, scientific, production and implementation nature require professional intercultural communication of specialists of any profile, especially technical ones. Without such communication, it becomes difficult to quickly exchange information, coordinate actions, achieve mutual understanding, and develop optimal and mutually acceptable organizational, technical and social solutions.

It is no secret that in the modern world a foreign language and its study are one of the highest priorities in the education sector. This is largely due to the important role that a foreign language plays in the functioning of modern society. Nowadays, it is used not only as a tool of communication, but also as a mechanism for building international relations, resolving foreign policy conflicts and the

functioning of the international community as a whole. In this regard, the pressing issue of both effective learning of foreign languages and their teaching arises.

The need of modern society is to search for optimal ways to organize the educational process, rational options for the content of education and its structure. The more alternative methodological solutions there are, the more fruitful the search for new ways of teaching the subject as a whole will be. At the same time, the central problems of restructuring the teaching of a foreign language at a technical university are the issues of determining goals, as well as the content of training adequate to them.

On the one hand, the goal is determined by the objective needs of the majority, expressing its social order, on the other, it itself determines the entire education system, determining both the content of this system and its organization.

In addition, the problem of lexical competence, which is directly related to the grammatical component, is also important. Mastering vocabulary in a professionally oriented foreign language teaching course is of system-forming importance. The assimilation of program lexical material can be carried out in accordance with the principle of lexical advance in teaching foreign languages.

The most important place in the process of learning a foreign language is memory. It should be noted that the methodology for learning foreign languages involves various types of memory, which will be discussed below.

Memory is the ability to reproduce past experiences, one of the main properties of the nervous system, expressed in the ability to long-term store information about events in the external world and the body's reactions. Memory is the basis of any mental processes. Memory is the second most important basis of human development after perception. There are several classifications of memory. According to the duration of storing information, memory is divided into short-term, operational, and long-term. Based on the nature of mental activity, memory is divided into emotional, figurative, verbal-logical and motor. Depending on the nature of the goals and methods of memorization, memory can be either voluntary

or involuntary. Voluntary memory - characterized by the obligatory presence of a special goal when memorizing. And not voluntary memory is memorization and reproduction, in which there is no special goal for memorization.

A feature of long-term memory is that it can be practically unlimited in volume and duration of information storage in it.

Emotional memory is a memory for various emotions and feelings; its content is the emotional states that a person experienced in the past. Figurative memory is the memorization, preservation and reproduction of ideas, sounds, tastes, etc.

The act of memory includes three phases:

- memorization,
- preservation,
- playback.

The initial form of memorization is unintentional or involuntary memorization, i.e. memorization without a predetermined goal, without using any techniques. This is a simple imprint of what was affected, the preservation of some trace of excitation in the cerebral cortex. Many things that a person encounters in life are involuntarily remembered: surrounding objects, phenomena, events of everyday life, although not all of them are remembered equally well. What is remembered best is what is of vital importance to a person. Even involuntary memorization is selective in nature, determined by the attitude towards the environment. Voluntary memorization is a special complex mental activity subordinate to the task of remembering. Saving can be dynamic or static.

Reproduction - can take place in the form of sequential recall; this is an active volitional process. Recall is an arbitrary, deliberate reproduction: a person has a goal to remember in advance and for this he applies efforts of thought and will. Involuntary reproduction occurs as if by itself. It is based on associations based on contiguity in time or space, and in some cases also associations based on similarity and contrast. A distinction is made between direct and indirect

reproduction. The immediate occurs without intermediate associations. With indirectness, a person relies on intermediate associations - words, images, feelings, actions with which the object of reproduction is associated.

It is generally accepted in psychology and physiology to distinguish types of memory based on the duration of information storage.

In visual memory, which is more important for the reading process, three types are distinguished according to the duration of information storage:

- iconic;
- short-term;
- long-term.

Typically, the duration of data storage in iconic memory is only a few hundred milliseconds. If after this time we have not been able to use the information received, i.e. did not pass it on, then it is lost irretrievably.

Short-term memory retains information in the form of an incomplete reflection of events. This happens, for example, when looking at a cluster of objects, faces, digital signs, etc. The retention of signals received in short-term memory is carried out in a longer time interval compared to iconic memory - about 15 - 30 seconds. The time here is determined by the type of input information. The contents of this memory outside the storage time interval also disappear irreversibly.

If it is necessary to recognize perceived information and remember it for a long time, long-term memory is already functioning, the data in which can be stored virtually without loss. Anything retained for more than a few minutes is in the long-term memory system. All acquired life experience forms part of it. It is believed that experimental psychology deals mainly with the problems of introducing material into long-term memory, its storage and reproduction. The most important process here is memorization.

A person who has visual memory remembers especially well what his gaze captures, what he himself reads and underlines, especially with a colored pencil. If

it is easier to remember what is listened to (lecture, report, explanations) when read aloud, it means that auditory memory is developed. If memory better assimilates material when certain movements are performed: writing, drawing, reading, then a motor type of memory occurs. This type of memory is the most common. Most people have developed mixed memory, i.e. they have elements of all three types of memory to varying degrees. In this case, it is useful to use all the techniques more or less evenly: reading to oneself, writing down, listening, and retelling one's own.

Different people have different types of memory. That is why it is very important to determine the right approach to ensure that learning a foreign language is as effective as possible.

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