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## **LINGUO-COGNITIVE MODELING AS A MODERN APPROACH TO DEVELOPING AN ENGLISH ONLINE COURSE**

Learning a language is a complex cognitive activity that requires comparison between the familiar and new knowledge. Linguo-cognitive approach in teaching English aims at using a model with high cognitive value which develops and improves logical thinking and encourages imagination. According to this approach, language is a means of expressing semantic concepts that are the result of a person's perception of the surrounding reality and the processing of obtained information [1]. Lexical units are cognitively constructed units or concepts that represent objects reflected in our consciousness. At the same time, lexical units at a cognitive level may refer either to the objects in the real world or to the concepts in our imagination. Thus, teaching English as a foreign language we have to pay attention not only to the lexical or grammar aspects of the language but also to the cognitive side of the language acquisition. The main aim is to help a student transfer from a passive recipient to an active constructor.

Mastering a foreign language presupposes the formation of a different way of thinking, different from thinking in the native language which, in turn, is a complex psycholinguistic process. One of the indicators of foreign language proficiency can be attributed to the formed linguo-cognitive models.

Whereas, modeling as a universal property of human thinking is carried out on the basis of a number of cognitive models (thinking models). All cognitive models basing on their function can be divided into identifying-categorizing and synthesizing. Cognitive models of the synthesizing type allow creating mental models of objects that do not exist in the world, transform them into a goal and put them into practice. One of the basic mechanisms of cognitive activity is recognized as a language which is considered as a universal tool for receiving, storing, transmitting information based on linguistic structures correlated with cognitive thinking models. The linguistic implementation of cognitive models represents both already nominative knowledge and new hypothetical. Any knowledge is verbalized in the process of creating a text and in this process various linguistic structures are involved accordingly [2].

However, linguo-cognitive modeling cannot be carried out without a logical-semantic analysis of a text written or spoken as logical-semantic connections are established between elements of the text at different levels of its structure. The linguistic basis of logical-semantic analysis of the text considers the text as a whole. Relying on the familiar knowledge, a reader or a listener puts forward hypotheses, thereby modeling the possible development of events. Comprehension of the methods of logical-semantic analysis allows concluding that understanding the text is associated with the analysis of its architectonics ("skeleton", structure). The structure of the text and the structure of thought should always be correlated. When modeling a text, the starting point is the comprehension of logical-semantic connections, and then the verbal means of their expression are analyzed [2].

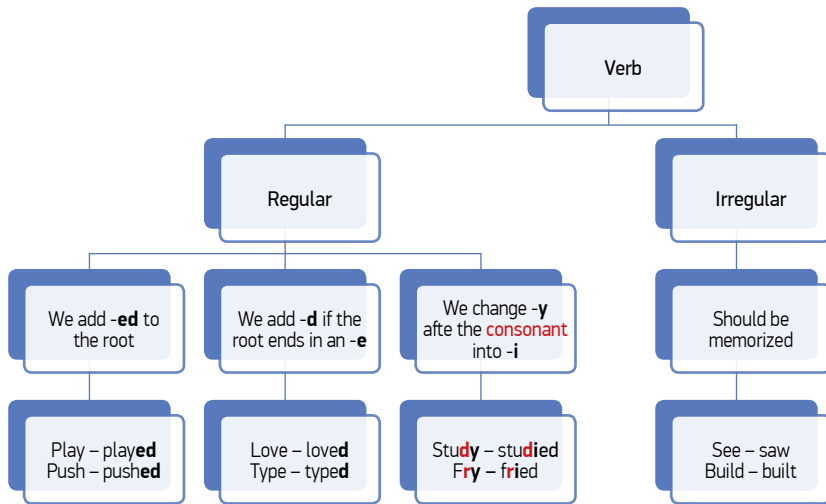
Learning a foreign language requires the students to overcome the cognitive habits. They have to reorganize encyclopedic knowledge and corresponding word association networks. It means that they use the existing knowledge selectively, analyze the patterns and work out new form-meaning pairs. This is the crucial condition for learning language through language use and it's the ideal to strive for in teaching the foreign language.

Implementing distance learning in the current epidemic situation is the best solution for the educational system in Belarus. However, Belarusian educational establishments are used to the traditional mode of teaching and learning (a classroom one) that makes the process of transition to the online form complicated. On the one hand, creating an online course requires special knowledge and techniques that not many of the teaching staff possess. But on the other hand, the students lack the culture of studying online. These are two main problems that we face when planning and developing our English course in the framework of Erasmus+ BELL project.

It should be noted that Brest State Technical University (hereinafter — BrSTU) actively participates in European programmes such as Erasmus+ and is one of the partners of the project of Enhancement of Lifelong Learning in Belarus — BELL. Due to the project BrSTU teachers had an opportunity to undergo tutorials and workshops on various online tools (including Moodle) organized by European partner universities. Knowledge and skills gained helped to carefully plan the structure of the course, analyze the content, and choose the best strategy while developing the English course.

According to MoodleDocs, Moodle is a free, online Learning Management system enabling educators to create their own private website filled with dynamic courses that extend learning, anytime, anywhere. It has easy to use interface, collaborative tools and activities, and a track progress option. Moreover, it promotes a social constructionist pedagogy (which includes collaboration, activity-based learning, critical reflection, etc.) [3].

Taking into account the key elements of cognitive processes involved in language learning: comparison, categorization, pattern-finding and blending-Moodle platform allows a teacher to create a content that will embrace both the linguistic and cognitive aspects of learning. Presenting English tenses, for example, is not necessarily to be done in a form of a plain text. It is more effective to explain and memorize using schemes, tables, mind maps (Figure 1).



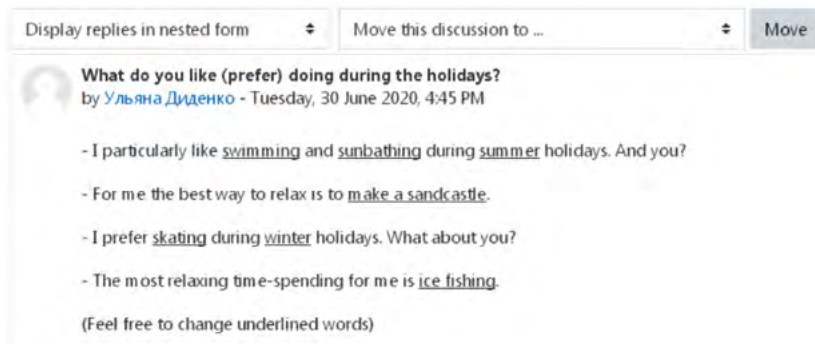
**Figure 1** — Presenting the Past Simple Tense in the form of the mind map

Moreover, Moodle platform suggests adding various activities and resources that give diversity to the course. Tools for collaborative work such as workshop, wiki, chat, forum enable participants to express their opinion, interact with each other and see the language in use (Figure 2). The aim of the course is to minimize the role of a teacher; therefore, prompting students to practice the language in the situations of real communication. Linguo-cognitive approach to the development of the course allows the learner to understand how the language is used in different contexts. Expressing the message the learner would like to convey with a high degree of confidence in different contexts (home, school, work, etc.) enables him to fully understand the language structure and the appropriate to the situation discourse.

In conclusion, linguo-cognitive modeling is used to facilitate and regulate the process of learning. In the context of language learning, students who are proficient in this strategy demonstrate a high level of linguistic analysis and control. Therefore, it is important to foster the development of students’ cognitive abilities as it helps them to control

## My holidays (5 min)

What do you like (prefer) doing during the holidays?



Display replies in nested form    Move this discussion to ...    Move

**What do you like (prefer) doing during the holidays?**  
by Ульяна Диденко - Tuesday, 30 June 2020, 4:45 PM

- I particularly like swimming and sunbathing during summer holidays. And you?
- For me the best way to relax is to make a sandcastle.
- I prefer skating during winter holidays. What about you?
- The most relaxing time-spending for me is ice fishing.

(Feel free to change underlined words)

**Figure 2** — Setting an example of a small talk

their skills and abilities of written and oral communication. It also helps students to thoroughly understand the meaning of the messages they are reading or listening to. These benefits undeniably affect student's success and are essential when learning a foreign language.

### LIST OF REFERENCES

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