

**DEVELOPING SPEAKING SKILLS OF HIGH SCHOOL STUDENTS BASED ON
COGNITIVE APPROACH*****Iskhokhon Ibrat****Namangan State Institute of Foreign Languages****Abbos Ermirzayev****Ped.f.f.d(Phd), Associate Professor****Anora Ismailova****2nd-year Master's student in Linguistics (English)*

Abstract: The article elaborates on the role and impact of cognitive strategies on student motivation, classroom learning, and the formation of oral speech. The article emphasizes the importance of scaffolding in instructing students of varying capacities so that they are able to receive assistance for those who need it and challenges for those more capable. From empirical evidence, the article demonstrates that approaches such as cognitive apprenticeship, case-based learning, and the use of cognitive maps promote classroom involvement, performance, and reflection. It further speaks of the difficulties entailed in the utilization of such strategies, the need for professional development and institutional commitment, and argues that cognitive strategies and assessment tools together constitute a full framework for the improvement of oral speech capacity as well as overall communicative capacity.

Keywords: Cognitive strategies, learner motivation, classroom instruction, oral speech development, scaffolding, cooperative learning, visualization, active learning, cognitive apprenticeship, speaking skills, communication competence.

Cognitive strategies have been shown to have a powerful impact on learner motivation and learning in the classroom. Such strategies like summarizing and self-questioning can really make teaching more effective by promoting understanding and fostering learner independence. Cognitive strategies in the classroom can be effectively used by selecting appropriate strategies that are compatible with the learning objectives and students' different needs. Teachers in such a case should be intentional when they select cognitive strategies and ensure that they are adjusting the specific needs of their students.

One effective way to adjust instruction for differently abled students is via scaffolded practice. Scaffolding refers to the process of implementing gradually more reduced assistance to students as they begin to grasp new skills and concepts. Guided practice tasks start with increasing support and then offer diminishing support. This facilitates students to construct thinking and learning strategies as time passes. The instructors can support underachieving students with further guidance while challenging high-ability students to use what they have learned in challenging problems. Teachers, therefore, play a role in creating engaging and interactive learning activities that motivate learners to interact with the learning process. This is possible by using active learning approaches such as group discussions or practical activities with real-world applications.[1]

The incorporation of cognitive strategies into the classroom is a suitable foundation for effective learning, and the potential of development of oral speech plays an important role in the construction of students' communicative skills. Teachers can integrate these processes to provide the students with the capacity to think and communicate. This makes them successful

both academically and throughout life. Cooperative learning is a pedagogy where students work collaboratively in small groups. It improves their speech and understanding. By interacting with peers and critical thinking in a group, they improve speech skills. It is boosted by teachers too by doing think-aloud practice. They articulate their thinking process and solving process out loud. It improves their thinking and speech to an acuter level improving language and literacy.

As students are learning to speak, they are learning language and literacy skills, as well as social and emotional growth. Bringing teaching strategies in line with how the mind functions is essential to successful classroom instruction. Teachers can incorporate cognitive concepts in learning by using group work and practical tasks on real-world cases. [2] For instance, a science teacher can use an experience experiment to investigate the relationship between motion and force instead of teaching it. Similarly, a language arts teacher can use a Socratic seminar to have the students critically discuss significant texts.

In Brown, Collins, and Duguid's study, the use of cognitive apprenticeship, a method that emphasized guided practice and social interaction, led to dramatic improvement in middle school science students' engagement, understanding, and problem-solving abilities. [3] Hidi and Hildyard showed that the use of cognitive maps helped students better structure their ideas within high school English classes. [4] The use enhanced motivation and increased the writing skill of students.

Donovan and Bransford emphasize the importance of case studies in comprehending classroom practice complexity and the merit of exchanging successful approaches among teachers. [5] According to these researchers, case studies enhance teachers' insights into cognitive principles and the application of these principles in real classrooms. While case studies typically center on exceptional contexts, examination of a diverse set of cases enables educators to identify recurring themes and principles applicable to their own unique teaching environments. Lastly, research on effective cognitive strategy implementation provides important lessons to teachers seeking to improve their instructional practices. [6] Based on learning these examples, teachers can gain a deeper appreciation of how best to enact cognitive strategies, amplify student achievements, and transfer powerful practices to their individual classroom settings. Professional development is necessary for maintaining and expanding the use of thinking strategies in schools.

The incorporation of cognitive strategies into classroom practice is crucial to effective learning and instruction. Alignment with cognitive principles maximizes student achievement. When the teaching staff is trained in such strategies and there is a supportive culture that fosters cooperation and reflection, teachers can improve learning dramatically. Cognitive strategies are very promising in education but teachers are likely to face obstacles such as training needs or resistance. Through joint efforts, the process of learning is made more robust through the addition of cognitive strategies in teaching methods. Cognitive strategies are an important part of this oral speech building. They act to improve memory and improve focus and understanding.

Cognitive strategies involve the intentional application of skills in learning to aid speakers in structuring ideas, employing proper words, and speaking to the audience. [7] One of the strongest thinking skills is visualization, where speakers use their imaginations to see things mentally that they intend to communicate, thereby making their speeches richer and engaging. Another technique involves the use of mnemonic devices like acronyms and rhymes. These help speakers to recall phrases and key points, thereby achieving greater fluency and coherence. Cognitive strategies also help speakers manage attention, which is essential in maintaining concentration, managing distractions, and monitoring one's own performance. Some argue that

cognitive strategies are hard to learn and teach and may stifle creativity and spontaneity. But evidence shows that there are ways of teaching these strategies through direct instruction and practice. They can even help increase creativity because they give speakers a mechanism to generate ideas and organize their thoughts.

Cognitive strategies are adaptive across contexts of communication and communicative purposes. They are cross-modal aids for improving skills of speech. Using them in speech preparation and production improves fluency and clarity. It also enhances speakers' capacity to engage and convince their audience. Formulation of such strategies is indispensable for speaking skill development and confers many advantages for effective oral communication. On the other hand, oral speech development tools propose a different image of how to optimize communication skills, where measurement and feedback to the performance of speech are placed at the fore for the purpose of assessing chances for advancement. Cognitive tools and assessment instruments each play their role in introducing oral speech skills. The two support speaking skills together.

In conclusion, this research unambiguously shows how the integration of cognitive-based techniques in English language training can greatly enhance high school students' speaking skills. This study emphasizes the need for modern teaching pedagogy that focuses not only on the production of language but also on the cognitive processes engaged in communication. Student preparation to think critically, organize thought processes, regulate themselves, and reflect on learning has the potential to lead to greater, deeper gains in the ability to speak.

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