INTEGRATING JEAN PIAGET'S COGNITIVE THEORY IN LANGUAGE TEACHING

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Abstract: This article explores Jean Piaget's cognitive development theory and its theoretical as well as practical significance in language education. According to Piaget, the process of knowledge acquisition in learners develops step by step, and cognitive development plays a crucial role in their educational activities. Applying this theory in language teaching allows educators to select methods based on learners' age characteristics and to implement effective pedagogical strategies. The study analyzes the advantages of a cognitive approach in language teaching and enriches theoretical conclusions with practical recommendations. The results of the article are of great scientific and practical importance for shaping innovative approaches in modern education.

Keywords: Jean Piaget, cognitive theory, language education, teaching methods, cognitive development.

In today's era of globalization and digitalization, the importance of innovative approaches in language education is increasing. In particular, methods aimed at developing students' thinking processes, cognitive activity, and effective assimilation of knowledge are gaining particular relevance in modern education. Jean Piaget's theory of cognitive development is distinguished by its scientific justification of the gradual acquisition of knowledge by students. The methods and strategies used in the educational process based on this theory are effective not only in language teaching, but also in developing students' independent thinking, problem-solving, and communicative skills. The main purpose of this study is to analyze the theoretical and practical aspects of the approach based on Jean Piaget's cognitive theory in language education and to highlight its importance in the modern educational process**.**

Jean Piaget carved out his own niche in a discipline that he called genetic epistemology, the study of how intelligence changes as children grow. Piaget was not interested in comparing levels of intelligence between children of different ages (quantitative cognitive change); his interests lay in the natural development of mental skills over time (qualitative cognitive change).[1.3p]

Piaget grouped cognitive development into four stages. Piaget's stages are like steps, each building on the one before it, helping children to build their understanding of the world.

The four stages are:

1.Sensorimotor: birth to 2 years

2.Preoperational: ages 2 to 7

3.Concrete operational: ages 7 to 11

4.Formal operational: ages 12 and up.

1. At the sensorimotor stage, babies learn about the world through touch and their other senses.

2. Children begin to arrange objects logically during the pre-operational stage.

3.During the concrete operational stage, children learn that quantities can take different forms.

4. Verbal reasoning and hypothetical thinking develop in the formal operational stage.

While developing the cognitive theory, Piaget made some assumptions about children which include:

1) Based on their experiences, children build their knowledge,

2) Children learn things without influence from others,

3) By nature, children are motivated to learn. The four basic elements in cognitive development are maturation, experience, social transmission and equilibrium. Piaget's clinical method is a research technique used to investigate children's cognitive development. It is a research approach for understanding children's thinking that Piaget adapted from the diagnostic clinical interview used in psychopathology.

Unlike standardized tests, the clinical method uses flexible, open-ended questions to explore the child's thinking in depth. The interviewer adapts their questions based on the child's initial responses, prompting further explanation and clarification. Findings from two major branches of cognitive science have been particularly influential: cognitive psychology, which relies on interpretive, behavioral, and observational methodologies, and cognitive neuroscience, which is grounded in neuroimaging techniques. Numerous theories of effective learning have emerged from research in these :

1.Spaced learning - distributing learning and retrieval opportunities over a longer period of time rather than concentrating them in 'massed' practice;

2.Interleaving - switching between different types of problem or different ideas within the same lesson or study session;

3.Retrieval practice - using a variety of strategies to recall information from memory, for example flash cards, practice tests or quizzing, or mind-map ping;

4.Strategies to manage cognitive load - focusing students on key information without overloading them, for example, by breaking down or 'chunking' subject content or using worked examples, exemplars, or 'scaffolds'; and

5.Dual coding - using both verbal and non-verbal information (such as words and pictures) to teach concepts; dual coding forms one part of a wider theory known as the cognitive theory of multimedia learning (CTML).

Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles. There are several advantages and limitations to the cognitive approach. One strength of the cognitive approach is that it has many practical applications. For example, Baron-Cohen et al's study demonstrated how theory of mind was a deficit of autism and provided a new test for Theory of mind. The test could then be used again to help determine if somebody has autism, whilst the knowledge that people with autism or Asperger's syndrome lack theory of mind can help us better understand what autism consists of and how to accommodate this into school or work situations. Studies such as Loftus and Palmer's experiment into leading questions have also greatly impacted forensic psychology and eyewitness testimony. Therefore, this is a very useful approach with many contributions to psychology and society as a whole.

The main disadvantage of the cognitive approach is that it refers to cognitive processes that we cannot directly observe. It relies heavily on inference. Critics of Loftus and Palmer's leading questions experiments pointed to the validity of the re constructive memory hypothesis, as we cannot be sure that memory has changed as the researchers couldn't observe memories, but only the answers given - which may have been the result of demand characteristics, or even poor judgement of speed. Therefore, the cognitive approach may lack being scientific on the basis that it is subjective in what is taken from findings. Assuming that findings are the result of invisible processes is heavily subjective and could lead to self-fulfilling prophecy and internal validity being raised as issues.

Jean Piaget's theory is one of the most influential theories in developmental psychology. It outlines how children actively construct knowledge as they explore and interact with the world around them. Piaget's ideas have had a huge impact on teaching, particularly

at primary level, and his analysis of how we learn has influenced the way teachers and schools structure the curriculum and deliver content. Piaget proposed that problem-solving and logical processing skills are required for new learning to occur. Therefore the teacher needs to be a facilitator within the classroom and support pupils through the adaptation process, rather than merely feed them information.

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