



## **PSYCHOLOGICAL MECHANISMS OF DEVELOPING ADOLESCENTS COGNITIVE PROCESSES IN ENGLISH LANGUAGE TEACHING**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
<p>As language learning is the natural, conscious, and inadvertent learning, it is fully connected with psychological process, that's to say cognitive skills of the language learners. Through language teaching cognitive skills of the learners can be developed appropriately. This paper highlights the actuality of psychology in developing adolescents' cognitive skills while teaching English language. As well, psychological mechanisms involved in development of adolescents' cognitive processes in teaching English languages are given in the paper.</p>	<p>Psychology, cognitive process, language teaching, education, learning capacities, mechanisms, teachers' and students' roles</p>

### **Introduction**

Adolescence is a critical developmental period characterized by rapid cognitive, emotional, and social changes that directly influence students' learning capacities. As global demands increasingly emphasize multilingual competence, English language teaching has become a key component of secondary education. However, effective language acquisition during adolescence depends not only on instructional strategies but also on the underlying psychological mechanisms that shape cognitive development. Understanding how attention, memory, motivation, metacognition, and higher-order thinking skills evolve during this stage provides valuable insight into how adolescents process linguistic information and acquire communicative competence in a foreign language.

Recent educational research highlights that adolescent learners engage with language input through complex cognitive processes that are influenced by neural maturation, social identity formation, and intrinsic motivational factors. Psychological mechanisms such as working memory capacity, cognitive flexibility, and the development of abstract reasoning play a decisive role in learners' ability to comprehend, retain, and use English in meaningful contexts. At the same time, affective elements—such as self-efficacy, anxiety, and peer dynamics—interact closely with cognition, shaping how adolescents approach language tasks and respond to instructional methods.

Given these interrelated factors, exploring the psychological foundations of cognitive development in adolescence is essential for designing effective English language teaching practices. By examining how cognitive processes operate and how they can be supported through pedagogical interventions, educators can better foster language proficiency, learner autonomy, and long-term academic success. This paper investigates the key psychological mechanisms that contribute to the development of

adolescents' cognitive processes within English language teaching, emphasizing their implications for classroom practice, curriculum design, and learner engagement.

## Materials and Discussions

Learning a language is much easier by exposing learners to a variety of meaningful experiences in which they use language as well as express and share thoughts to create and re-create knowledge. Bloom (1981) classifies the cognitive process into six levels of increasing complexity. It goes from knowledge as the basic level, through comprehension, application, analysis and synthesis, to evaluation at the highest level. The importance of this classification lies in how it helped us to encourage meta-cognition in our students' learning processes. It means that the most "sub-conscious" thoughts can be brought to "consciousness" and thus they become more teachable. Reading, listening, speaking and writing can be seen as important mechanisms in cognitive changes, and in the building and transmission of knowledge. Reading, listening, speaking and writing cannot be considered as natural in children's development. They are cultural products that are learned not only through interacting with others, but also through formal teaching and learning processes. Nowadays, there is an agreement in considering Reading, listening, speaking and writing as cognitive skills that include complex strategies with lots of psychological processes integrated. Thus, this project will be focused on reading, listening, speaking and writing as the baseline for working on different language skills and for developing cognitive processes based on Bloom's categories. Reading is defined as the process between decoding written / graphical series and understanding of meaning. Writing can be defined as processes of communication that generates feelings, knowledge and structural thinking. These processes depend on the coordination of our information systems (visual, aural, motor, linguistic, and conceptual, among others), that are 1. Knowledge – to acquire, recall, identify, recognize (knowledge; of specifics, of dealing with specifics) (knowledge of universals and abstractions) 2. Comprehension translation, interpretation, extrapolation – 3. Application – to apply, relate, transfer, use 4. Analysis – to discriminate, distinguish, organize 5. Synthesis – to constitute, combine, specify, propose 6. Evaluation – to validate, argue, appraise, reconsider

Language learning is the natural, conscious, and inadvertent learning of a language. In a bilingual or multilingual society, this generally happens. Formal language education with teachers, materials, and learning aids occurs in the classroom and other settings (Kuha et al., 2018; Pilao et al., 2019). Therefore, the phrase 'linguistic learning' is used in this study, which refers to the proceedings in the formal education of a person masters of a second or another language. Although employers acknowledge that most graduates are knowledgeable, they are also complaining that varsities are not producing quality output for them as most graduates lack soft skills (Pilao et al., 2017).

If we come across to factors that influence language learning we have to admit that some students learn a new language faster and easier than others. This fact was related to the key success criteria that are generally beyond student control. Lightbown and Spada (1990) reported that various elements influencing language learning had been identified. Smartness: Traditionally, 'smart' is used to refer to performance in particular types of tests. These assessments are often linked to school accomplishment, and sometimes a correlation was identified between intellectuals and second-language learning. Workout: Under the term of language learning' skill,' specific capacities to predict the success of language acquisition have been explored. Research has characterized the ability to learn swiftly.

Thus, we can expect that a highly skilled person can learn more efficiently and more quickly, but other students can also succeed when they continue. Style of study: The word 'lesson plan' was used to define the natural, customary and preferred approach for a person to absorb, process, and preserve information and skills. Some people believe they couldn't learn until they saw it. Such students would be part of a 'visual' group. Other folks, who might be known as aural students, seem to be learning the best by ear. A physical action such as miming or role play seems to contribute to the learning process for those known as 'kina esthetic' learners. These are referred to as styles of perception. Characteristics: A variety of factors of personality that can affect second language learning have been presented. An outgoing person is generally believed to be well adapted for language learning. Inhibition is another feature of personality researched. Inhibition was recommended to prevent the taking of risks, which are important to advance language learning. In addition, student fears of concern, anxiousness, and tension have been widely examined by numerous students while learning a second language. A recent study into second language student anxiety recognizes that anxiety is more likely to be dynamic and depend upon certain scenarios and conditions. Various other traits have also been investigated, including self-esteem, empathy, dominance, speech, and receptivity.

The definition of these three concepts by Harmer (2001) is distinctive. The approach refers to the theory of the nature of language learning as a source of language teaching strategies and principles. An approach outlines how language is utilized, and its elements interconnect –a model of language skill. An approach describes how people learn the language and make statements on the criteria for successful language learning. The main achievement of an approach is a method. The originators of a technique have decided what sorts of activities, teachers' and students' roles, what type of content is helpful, and what style of organization of syllabus is. As part of their normal cuisine, the methods contain many methods and techniques.

All in all, as psychological mechanisms involved in development of adolescents' cognitive processes in teaching English languages, we can admit the following ones as some of the main key points.

**Attention regulation.** Adolescents' ability to focus, shift attention, and filter distractions develops significantly during this stage. In English language teaching, tasks that require selective and sustained attention (listening comprehension, reading, note-taking) rely heavily on this mechanism.

**Working memory development.** Working memory enables learners to store and manipulate information briefly—essential for grammar processing, vocabulary retention, sentence construction, and oral communication.

**Cognitive flexibility.** Cognitive flexibility allows adolescents to switch between linguistic rules, use alternative strategies, and adapt to new forms of input. It supports understanding idioms, figurative language, and unfamiliar contexts.

**Metacognitive regulation.** This includes planning, monitoring, and evaluating one's own learning. Adolescents begin to develop strong metacognitive skills, such as choosing appropriate learning strategies and self-correcting language errors.

**Analytical thinking.** Increasing ability to analyze, infer, and think helps learners understand complex grammar systems, analyze texts, and produce coherent arguments in English.

**Long-term memory consolidation.** Psychological mechanisms of encoding, storing, and retrieving information influence how vocabulary, grammar, and linguistic patterns become permanent knowledge.

Motivation. Adolescents' language learning is highly impacted by intrinsic motivation, self-confidence, and beliefs about their ability to succeed. These mechanisms influence persistence and engagement.

## Conclusion

The psychological mechanisms that shape adolescents' cognitive development play a pivotal role in determining the effectiveness of English language teaching. As this paper has shown, adolescence is marked by significant transformations in attention, memory, metacognition, motivation, and higher-order thinking—each of which directly influences how learners perceive, process, and produce language. Understanding these mechanisms allows educators to design instruction that aligns with learners' developmental needs, supports their cognitive growth, and fosters sustainable language acquisition.

The analysis underscores that cognitive processes in adolescence cannot be examined in isolation; rather, they function within a broader psychological system shaped by emotional states, social interactions, and identity formation. Consequently, successful English language teaching practices must integrate cognitive stimulation with affective support and meaningful social engagement. Approaches that activate working memory, encourage cognitive flexibility, strengthen metacognitive regulation, and nurture intrinsic motivation are particularly effective in promoting deeper understanding and long-term retention of linguistic material.

Ultimately, recognizing the interplay between psychological mechanisms and cognitive processes allows educators to adopt evidence-based pedagogical strategies that enhance learning outcomes. By creating developmentally appropriate, psychologically informed learning environments, teachers can empower adolescent learners to become more autonomous, confident, and competent users of the English language. The findings of this paper highlight the importance of continued research at the intersection of psychology and language pedagogy, offering valuable insights for curriculum developers, teachers, and scholars seeking to support adolescents' cognitive and linguistic development.

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