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## **THE EFFICIENCY OF ENGLISH LANGUAGE PROFICIENCY ON STUDENTS IN TERMS OF ACADEMIC PERFORMANCE AND COGNITIVE DEVELOPMENT**

The present scientific article highlights the efficiency of English Language Proficiency on students' academic performance and intelligence. The purpose of the article is to analyze interdisciplinary connections that affect the organization of cognitive processes of students in specialized humanitarian and non-humanitarian classes of high schools while mastering a foreign language. Work with thematic foreign-language material contributes to the formation of specific and generalized skills of students in specialized classes. The cognitive aspect of the goal of teaching a foreign language is associated with the formation of students a broad understanding of the achievements of national culture. Mastering a foreign language and introducing students to a different culture can change the nature of cognitive activity and influence the formation of linguistic consciousness.

**Key words:** English Language proficiency, academic performance, self-perceived English proficiency, cognitive development, intelligence

In modern society, English is intended not only as the way of communication, but on the contrary as something special which can highly effect on student's performance, not only academically but also in many different fields. The objective of English Language Proficiency is to make students deeply acquainted with theoretical and practical knowledge of it. It deeply reveals all main language skills such as Listening, Speaking, Writing and Reading. These skills are integral part of any language, by understanding and using its structure and rules, it allows to know and to use English fluently. The research is conducted to investigate the relationship between

English language proficiency and academic performance of students in a high school located in Nur-Sultan city, with the hope of providing insights for administrators or faculty members who wish to promote students' academic success. In addition, the relationship between multilingualism and academic performance will also be investigated in this study, hoping to fill the gap that exists in the current literature.

The new educational standard, based on the preservation and generalization of the provisions that existed previously in teaching a foreign language, is aimed at transforming and modifying conditions in order to effectively organize the educational process and form cognitive-cognitive qualities of subjects of educational activity at school.

Foreign language teaching is in the strict framework of the implementation of key provisions of the educational standard. The fact is that the modern world is in the regime of a single global interconnected and interdependent network that erodes all sorts of regional and transnational borders, in which there is free movement of human flow, labor migrants, capital, goods, etc. This variety of economic, interethnic, and intercultural contacts mastering a foreign language acquires special significance and value as one of the most important factors in the formation of a linguistic personality. The modern educational standard is aimed at the formation of valuable spiritual and moral qualities: tolerance, intercultural personality, respect for national traditions, religious feelings, mercy, localization of the conflict, the ability to perceive and listen to each other, interact positively with others, etc.

The cognitive activity and competence of the school person today is associated not only with the collection of information, but even more with the analysis of its reliability and identity, the ability to classify, systematize and adapt the information received in line with the modern realities of intercultural dialogue. A special place in this diversity of dialogue of languages and cultures is occupied by English - a language of high international status.

The current state of modernization of the content of education in a foreign language proceeds in the context of communicative and innovative processes, because the educational standard and the curriculum focus on the formation of sociocultural

competence of students, which is an integral part of communicative competence and cognitive activity in connection with the development of the ability of students to graduate from secondary schools to communicate in the studied language. Learning a foreign language is one of the important conditions and learning outcomes, acting as one of the criteria for human education. From the point of view of cognitive science, language is considered as a certain cognitive process, which consists precisely in the processing of information of any speech material. Language is an instrument of communication, on the one hand, and a tool of cognition on the other. These two sides of language teaching - gaining knowledge of the language and gaining knowledge of the language itself, today in the methodology of foreign languages are perceived as equally important processes and serve to form an adequate idea of the linguistic phenomenon, the development of the ability to use this phenomenon in real communication.

Zimnaya (1986) believes that the specifics of mastering a foreign language studied at school differs from mastering a native language. Agreeing with L.S. Vygotsky, she notes different directions, ways of mastering the native and foreign languages. According to Vygotsky (2002), a child learns his native language unconsciously and unintentionally, and a foreign one - starting from awareness and intention. He defines the mastery path for the native language as “bottom-up,” while the foreign language is characterized by the path “top-down” .

Cognitiveness (lat. *Cognitio*, "cognition", study, awareness) means the ability to mentally perceive and process human external information. The process of cognition, the implementation of mental activity, can be considered as a certain state of human consciousness when the information heard or seen takes on the form of knowledge. Regarding school education, this is declarative knowledge. Non-humanitarian students are primarily interested in obtaining subject knowledge of the selected profile: biology, chemistry, physics, geography, and mathematics. Future doctors, pharmacists, engineers, economists, technicians, biologists, biophysicists, etc. consider that this category of knowledge, academic knowledge, are important for the implementation of verbal communication. In other words, this category of knowledge already at the

school stage takes on the form of social experience, which students predict to use in their future profession.

Presentation of modern requirements for the results of teaching a foreign language provides an opportunity to look at it from a new point of view through the use of creative backlog. Of course, the traditional methods and techniques that have passed the test of strength with modern transformation in a different positive way with the inclusion of elements of modern educational technology are not rejected in any way. When considering the content of the “English language” educational discipline in the context of the formation of cognitive activity of students, it is necessary to note its specific difficulties and difficulties in terms of qualitative parameters. Here, first of all, we note such an important factor when an academic discipline (foreign language) is built in accordance with basic knowledge, is of a general educational nature, in which its applied aspects are considered in the context of general education; consists of training tasks that are structured according to them. In this regard, the content of education can be considered in the form of a single holistic system that incorporates theoretical knowledge, practical skills focused on the formation of cognitive activity, the mastery of which guarantees the existence of a certain level of development of cognitive forces of students obtained by organizing holistic educational process in the context of learning English.

A systematic self-assessment questionnaire is developed and used to collect data. In addition to these worksheets, the form includes knowledge of English language proficiency. Students will be asked to rate their English language proficiency using a 4-point Likert scale: 1 (*poor*), 2 (*average*), 3 (*good*), and 4 (*excellent*). Moreover, they will be asked to specify whether they had academic difficulties in understanding English, especially in writing, reading, listening, and speaking. A 4-point Likert-scale is used for these items as well: 1 (*always*), 2 (*often*), 3 (*sometimes*), and 4 (*never*). The questionnaire also includes a paragraph on the variety of languages spoken as well. Participants point out whether English was their 1st, 2nd, 3rd or more language. Academic performance of the participants is measured by their current GPA. Furthermore, participants will be also asked to show how they felt their English

language skills had an impact on their academic achievement. Participation in the study is voluntary. Participants are provided with an informed agreement that contains information regarding the study, including contact information for the principal investigator. They are given five days to complete the polls and return them with a signed notice, according to the main investigator. There are about 20-50 participants in the research. I obtained an IRB approval from the school where the study is carried out. It is situated in Nur-Sultan city. The school has around 300 students. This study is important because the result of the study could help in identifying the major reasons why students' academic performance based on the level of English language proficiency.

According to Lindholm (1991), available research on factors promoting to academic achievement of students in high education reveals a wide range of factors in multiple dimensions. Mainly, these factors divided into the following three categories: academic, psychosocial and cognitive. All of these factors have been thoroughly studied and investigated in previous studies. For instance, among academic factors, previous academic achievement ( McKenzie & Schweitzer, 2001; McKenzie, Gow, & Schweitzer, 2004), learning skills and habits (Andrade, M S., 2006), learning strategies and approaches (Alderson, J.C., Krahnke, K. J., Stansfield, C.W., 1987; Sharon, A. T., 1972) were examined as variables affecting academic performance. Regarding the psychosocial dimension, social integration into the university system, anxiety, motivation, social and emotional support, and psychological health were investigated by Terenzini & Pascarella (1978). The cognitive dimension, which includes self-efficiency ( McKenzie and Schweitzer, 2001) and an individual's attribution style ( Peterson & Barrett, 1987) were also considered in many empirical studies.

The essence of the content of education in recent decades is determined by the orientation towards the ideas of the humanization of education, which is carried out in the context of personality-oriented, and later - subject-oriented approaches. This approach to the content of education presupposes "considering the personality of the student as an absolute value, in contrast to previous approaches, where knowledge alienated from the person was paramount" . This provision determines the possibility

of freedom in choosing the content of education, which should ensure the satisfaction of both educational and spiritual, cultural and vital needs of students. A personality-oriented approach to the implementation of students' cognitive activity in learning English is aimed at solving the problems of developing individual qualities of a student's personality in the educational process, its self-realization in the socio-cultural environment of the school. The content of a foreign language education in the framework of ensuring cognitive and cognitive activity of students is presented in the form of a system that includes knowledge, skills, and communicative competencies that provide a speech act. Here, the system of developing general cultural universal competencies, represented by knowledge, concepts, regulations, algorithms, ensuring the process of students' normal entry into the language and speech space, was highlighted. The specification of the principles and criteria for the implementation of cognitive and cognitive activity of students was based on the idea taking into account the following fundamental provisions:

1. The content of the work on the development of cognitive activity of students in the subject "English" in a comprehensive school is a solution to the problem of the practical use of the language in the process of speech communication. It also manifests itself in the form of students' awareness of semantic associations and connotations of linguistic units - they can completely or partially coincide in two languages (English and Tajik) or even be absent in one language;

2. The content of the work on the development of cognitive activity of students in the subject "English language" should also contribute to the educational tasks of learning. In the lessons, educational and authentic texts should be used, which are designed to be a means of teaching the English language, as they provide useful information regarding the modern life of the country of the language being studied;

3. The content of the work on the development of cognitive activity of students in the subject "English language" should be associated with a holistic perception of system-structured knowledge based on integrated materials from diverse fields of scientific knowledge, which is ensured by their interdisciplinary connections and dependencies. The development of knowledge of the images of the world of culture in

the process of learning a foreign language generates knowledge of the images of the culture of the people, develops cognitive abilities of students, creativity.

Mastering a foreign language and introducing students to a different culture can change the nature of their cognitive activity and influence the formation of linguistic consciousness.

For non-humanitarian students, it is important to understand one or another sociolinguistic-cultural phenomenon, to develop the ability to flexibly use various kinds of information, the ability to construct a mental representation, even when the information is incomplete. The importance of the degree of formation of figurative thinking among students is important. Lakoff (1999) wrote about this: “All these considerations confirm the point of view according to which our conceptual system depends on our physical and cultural experience and is directly connected with it”. In conclusion, we note that through the educational potential of a foreign language, the personality of students is developing. This means that it is necessary to form the need for students to learn foreign languages and master them as a means of communication, knowledge, self-realization and social adaptation in a multicultural world. In conclusion, we note that the development of the personality of students. This means that the needs for learning foreign languages and learning can be used as a means of communication, cognition, self-realization, and social adaptation in a multicultural world.

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