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ROLE OF COGNITION PROCESS IN DEVELOPING WRITING SKILLS

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Abstract

This article deals about definition of cognition process and creative thinking, theory of cognitive theory, merits and demerits of cognition process. Then about various types of cognition process. Finally this article says about developing writing skills with the help of cognition process. An expert user of the language must be competent in all the four skills of the language- Listening, Speaking, Reading, and Writing. Learners write in their English classes by following a specific genre in order to do so; Informal email, a job application letter etc. It is important that learners learn this kind of writing which is usually essential for success of examination, but it doesn't always encourage them to write for the sake of writing in a relaxed and creative way. Writing, unlike speaking is not an ability to acquire naturally, even in our first language it has to be taught. Unless L2 learners are taught how to write in the new language, their writing skills are likely to get left behind.

Creative writing refers to the production of texts which have an aesthetic rather than a purely informative, instrumental or pragmatic purpose. Writing, like all other skills of language is communicative. A language user has to write different kinds of genre in order to perform certain social and academic activities. Thus this skill has to be nurtured properly. So that the language users thinking skill develops and vice-versa. It is a known fact that there is a give and take relationship between writing skill and thinking skill the writing skill of an individual enhances as he develops his thinking skill and vice-versa. So far in developing ones writing skill his cognition processes help in a greater extent. The present article tries contemplating

this issue with illustrations and also suggests that how they can effectively be used to help, support and develop students' writing skills.

Aim

To bring out the role of cognition process in developing creativity among students and to encourage the students as independent thinkers for bettering their writing skill

Objectives

- To show the possible ways to improve writing skills through cognition process.
- To enlighten the creativity of the learners and make them good creative writers in English language

Cognition Process definition:

Cognition is a mental process of thinking, understanding, learning and remembering. Webster defined cognition as '1. The act of knowing; knowledge; perception 2. That which is known'. According to Neisser 'cognition refers to the mental process by which external or internal input is transformed, reduced, elaborated, stored, removed, and used. As such, it involves a variety of function such as perception, attention, memory coding, retention, and recall, decision making, and reasoning, problem-solving, imaging, planning and executing actions'. Cognition process will vary according to different kinds of ages.

Creative Thinking: Definition

Creative thinking is the generation of new ideas within or across domains of knowledge, drawing upon or intentionally breaking with established symbolic rules and procedures. It usually involves the behavior of preparation, incubation, insight, evaluation, elaboration, and communication. In the context of college teaching and learning, creative thinking deliberately and actively engages students in:

- Bringing together existing ideas into new configurations,
- Developing new properties or possibilities for something that already exists; and
- Discovering or imagining something entirely new(Dewey)

Cognitive Learning Theory

Using Thinking to Learn

The Cognitive Learning Theory explains why the brain is the most incredible network of information processing and interpretation in the body as people learn things. This theory

can be divided into two specific theories: the Social Cognitive Theory (SCT), and the Cognitive Behavioral Theory (CBT**).**

The word "learning",usually mean "to think using the brain". This basic concept of learning is the main viewpoint in the Cognitive Learning Theory (CLT). The theory has been used to explain mental processes as learners are influenced by both intrinsic and extrinsic factors, which eventually bring about learning in an individual.

Cognitive Learning Theory implies that the different processes concerning learning can be explained by analyzing the mental processes first. It argues the fact that put forward with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time. On the other hand, ineffective cognitive processes result to learning difficulties that can be seen anytime during the lifetime of an individual.

Merits of Cognition process

- An advantage of the cognitive view of learning is that it is easy for people to understand and appreciate, because we are used to thinking of the brain as a computer.
- Information processing is a cognitive view of learning that compares human thinking to the way computers process information.
- This way of looking at information makes sense to most people. Another benefit is that teachers can organize activities that will help students learn.
- Students are benefited because learning is fun, but they will also be learning more because teaching is designed to enhance learning.

Demerits of Cognition process

- Most of the time low effort thinking serves well and helps to size up a new situation or information quickly and accurately. However, because learners don't control low effort thinking. It can get the learners into trouble.
- For example, It can lead the learners to make false assumption or evil control a racial bias that the learners aren't aware of.
- One disadvantage of this approach to reading is that while learners train their brain to anticipate words and fill in the gaps, it can result in an incomplete reading of the text, especially if the learners skip important words or incorrectly guessed on the completion of thoughts or phrases, whereas in the bottom-up approach, they use each word to build meaning.

Types of Cognition process

The six types of cognitive processes are attention, perception, memory, language, learning, and higher reasoning. The processes are interdependent and occur simultaneously.

They play a role in experiential and reflective modes of cognition. Here is a description of each process along with a few related implications.

Attention: process for selecting an object on which to concentrate. Object can be a physical or abstract one (such as an idea) that resides out in the world or in the mind. Design implications: make information visible when it needs attending to; avoid cluttering the interface with too much information.

Perception: process for capturing information from the environment and processing it. Enables people to perceive entities and objects in the world. Involves input from sense organs (such as eyes, ears, nose, mouth, and fingers) and the transformation of this information into perception of entities (such as objects, words, tastes, and ideas).Design implications: all representations of actions, events and data (whether visual, graphical, audio, physical, or a combination thereof) should be easily distinguishable by users.

Memory: process for storing, finding, and accessing knowledge. Enables people to recall and recognize entities, and to determine appropriate actions. Involves filtering new information to identify what knowledge should be stored. Context and duration of interaction are two important criteria that function as filters. Design implications: do not overload user's memory; leverage recognition as opposed to recall when possible; provide a variety of different ways for users to encode information digitally.

Language: processes for understanding and communicating through language via reading, writing, speaking, and listening. Though these language-media have much in common, they differ on numerous dimensions including: permanence, scan-ability, cultural roles, use in practice, and cognitive effort requirements. Design implications: minimize length of speech-based menus; accentuate intonation used in speech-based systems; ensure that font size and type allow for easy reading.

Learning: process for synthesizing new knowledge and know-how. Involves connecting new information and experiences with existing knowledge. Interactivity is an important element in the learning process. Design implications: leverage constraints to guide new users; encourage exploration by new users; link abstract concepts to concrete representations to facilitate understanding.

Higher reasoning: processes that involve reflective cognition such as problem-solving, planning, reasoning, decision-making. Most are conscious processes that require discussion, with oneself or others, and the use of artifacts such as books, and maps. Extent to which people can engage in higher reasoning is usually correlated to their level of expertise in a specific domain. Design implications: make it easy for users with higher levels of expertise to access additional information and functionality to carry out tasks more efficiently and effectively.

Cognition process in developing Writing skill

Cognitive Models of Writing Cognitive models have tended to define writing in terms of problem-solving (cf. McCutchen, Teske, & Bankston, 2008). Generally, writing problems arise from the writer's attempt to map language onto his or her own thoughts and feelings as well as the expectations of the reader. This endeavor highlights the complexity of writing, in that problems can range from strategic considerations (such as the organization of ideas) to the implementation of motor plans (such as finding the right keys on the keyboard). A skilled writer can confront a staggering hierarchy of problems, including how to generate and organize task-relevant ideas; phrase grammatically correct sentences that flow; use correct punctuation and spelling; and tailor ideas, tone, and wording to the desired audience, to name some of the more salient rhetorical and linguistic tasks. Clearly, writing skillfully can involve sophisticated problem solving. Bereiter and Scardamalia (1987) proposed that skilled writers often "problematize" a writing task, adopting a strategy they called knowledge transforming (pp. 5-6, 10-12, 13-25, 349-363). Expert writers often develop elaborate goals, particularly content and rhetorical goals, which require sophisticated problem-solving.

Conclusion

The word **'**Cognition' comprises of thinking, understanding, learning and remembering. One of the products of cognition process is creative thinking. Creative thinking plays a vital role in using writing skill. Thus, it is suggested that the cognition skills viz, thinking, understanding, learning and remembering have to be strengthened among the students by giving specially designed tasks which in turn help the students and English learners to excel in the task of writing skill in English employing the problem solving strategy, for achieving elaborate goal, content and rhetoric goals and thereby they create the written text with all necessary qualities for ensuring it as "readable text".

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