**The challenge of the English language through**

 **a cognitive perspective**

 The purpose of this essay is to teachers that the cognitive approach used in lesson causes a shift in the dynamics of the language classroom and may be used to motivate pupils. The cognitive model of the author is an illustration of how young learners can easily comprehend and produce the tough English present progressive structure. As pre-linguistic factors play a key role in the model, it is studied within the generativist framework and usage-based theories. The model’s focus is on the relationship between the English contemporary progressive construction and the constructions that came before it. The cognitive method to English language instruction draws learners of English language attention to the subject, improves and facilitates pronunciation, vocabulary and language understanding, increases number of students’ motivation and aids in the memorization of new vocabulary and structures.