

**PRINCIPLES AND TECHNOLOGIES FOR DEVELOPING STUDENTS' COGNITIVE
COMPETENCE**

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Abstract: This article addresses the issue of principles and technologies for the formation of cognitive competence in students in native language education. That is, when it comes to the principles of the formation of cognitive competence in students, attention is first paid to scientific research conducted on the linguistic, psycholinguistic, methodological principles of communicative-cognitive methods, which have taken their place in national and world methodologies based on the communicative approach, the competency approach, and the national and international methodologies formed on their basis.

Recommendations are made about the preparatory process, which includes types such as imitation exercises, transformation exercises, and communication exercises aimed at building cognitive competence in students in native language education.

Keywords: cognitive competence, communicative approach, competency-based approach, communicative-cognitive methods, linguistic, psycholinguistic, methodological principles, imitation exercises, transformational exercises, communication exercises.

Annotation: In this article, the issue of principles and technologies of cognitive competence of students in mother tongue education was mentioned. That is, when it comes to the principles of forming students' cognitive competence, first of all, attention was paid to the scientific research conducted on the study of linguistic, psycholinguistic, methodological principles of communicative-cognitive methods, which have their place in the basis of them, and an analytical attitude was expressed.

Recommendations are given about the preparation process, which includes imitation exercises, transformational exercises, and communication exercises aimed at forming the cognitive competence of students in mother tongue education.

Keywords: cognitive competence, communicative approach, competence approach, communicative-cognitive, methods, linguistic, psycholinguistic, methodological principles, imitation exercises, transformation exercises, communication exercises.

The main goal of teaching a native language is to educate a communicator who can actively communicate in social life in a multilingual and multicultural environment. The communicative competence of a student includes psychological, didactic and methodological processes, such as the formation of cognitive competence, which is its main mechanism. In-depth study of the issue of working on the basis of awareness, demonstrativeness and other didactic principles in the formation of students' cognitive competence in the process of teaching a native language is important for improving the quality and effectiveness of education.

In the world experience, it is becoming increasingly important to improve the knowledge, skills and qualifications of teachers in their native language and foreign languages, introducing advanced

teaching methods in an information and communication technology environment, and to apply the latest advances in technology to the educational process.

Scientific research is being conducted in our country, as well as in a number of foreign countries, including a number of universities in Russia, the USA, and Great Britain, on various problems of competence, communicative competence, cognitive linguistics, cognitive psychology, and cognitive methodology in the process of teaching the native language and in world practice, on technologies, methods, and approaches to the formation of cognitive trends (strategies) in the native language and other foreign languages ¹.

Scientific research on the study of the linguistic, psycholinguistic, and methodological principles of communicative-cognitive methods, which are based on the communicative approach, the competency approach, and the communicative-cognitive methods that have taken their place in world methodology, can be cited by the works of M. Canale, M. Swain, W. Littlewood, E. I. Passov, M. Z. Biboletova, N. B. Galskova, and others. Although cognitive competence, its content, and teaching problems have not been studied in depth methodologically, it can be noted that J. Bruner, D. Ausubel, J. Vygotsky, I. Zimnyaya, M. A. Holodnaya conducted scientific research in the field of cognitive psychology and cognitivism, and V. A. Maslova, A. V. Shchepilova, and Sh. S. Safarov conducted scientific research in cognitive linguistics.

The results of the study of scientific, didactic, psychological and methodological literature on the principles and technologies of forming students' cognitive competence in mother tongue education, as well as local and foreign experience, showed that in recent years, in all educational institutions of the world and in various educational settings, mainly communicative, person-oriented, differentiated, individualized, integrated, activity-oriented, competency-based, cognitive approaches have been used in language teaching and learning. Accordingly, the goal of education was determined as the

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formation, development and improvement of communicative competence, consisting of various competencies, namely linguistic, speech strategic, pragmatic, linguocultural, social, cultural and other competencies, and the organization of current activities was determined accordingly.

A review of the literature shows that the cognitive competence of students in grades 5-6 of general secondary schools, its content, structure, and formation have not been studied in depth from a methodological point of view. It is necessary to methodically study this issue, relying on scientific research conducted in the fields of cognitive psychology, cognitive linguistics, and cognitivism, and on the opinions of scientists.

Cognitive competence is the internal mechanism of communicative competence, which is based on a system of cognitive-conscious strategies, including goals, motives, analysis, generalization, comparison, linguistic comprehension, use of language experience, independent critical, creative thinking, memorization, conclusion, etc.

In order to form students' cognitive competence, it is necessary to develop a system of exercises. For this, it is necessary to study and analyze various exercise systems used in teaching the native language. That is, the following exercise system can be recommended:

1. **Imitation exercises.**
2. **Transformational exercises.**
3. **Communication exercises.**

This type of exercise is aimed at the goal that needs to be formed, that is, it serves to gradually form students' cognitive competence based on awareness, demonstrativeness, consistency, coherence, and other pedagogical and linguodidactic principles.

At this point, we considered it necessary to explain and explain the content and purpose of these types of exercises:

- **The content and purpose of imitation exercises are aimed** at strengthening the student's memory through repetition and imitation, ensuring concentration, perception, remembering by using all analyzers (multisensors), creating a language environment, and restoring internal motivation.
- **The content and purpose of transformational exercises** are aimed at forming the main strategies of cognitive competence, and are designed to teach analysis and generalization, comparison, comparison, expansion of working memory, enrichment of permanent memory, and understanding based on acquired experience.
- **The content and purpose of communication exercises** are designed to develop independent, creative, logical, critical thinking and creativity.

We know well that when developing a system of exercises aimed at the formation of communicative and cognitive competence of students, it is necessary to analyze, first of all, the state educational standard (SES), program, textbook and educational process. In this case, the main attention is paid to the state of the educational materials in the native (Uzbek) language, that is, the curriculum, textbook, teacher's book, multimedia tools. In this case, the textbook serves as the main tool for the formation of communicative and cognitive competence of students. The next issue is the formation of cognitive competence of students. The reason for the choice of the 5th grade was that it was associated with their transition from primary education to secondary general education. It is determined as the first step in organizing this systematically in grades 6-11 of secondary education. The purpose of studying and analyzing the 5th grade "Mother Tongue" textbooks and the learning process is, first of all, to help determine the main task of determining what practical work should be carried out in the formation of cognitive competence using the principles of mindfulness and demonstrativeness and what practical recommendations should be developed.

An analysis of the 5th grade “Mother Tongue” textbook showed that the requirements for the formation of reading comprehension, listening comprehension, speaking, reading, and writing competencies in it were implemented on the basis of the National Program for Mother Tongue. This implies the main goal of teaching the subject of mother tongue, namely, to develop a literate person who can express his/her thoughts competently in oral and written form; has a developed culture of speech and communication; is independent, creative and critical thinker; can effectively use the wide possibilities of the mother tongue; adheres to the norms of the literary language; has a developed culture of speech and communication; has the skills of the 21st century.

Therefore, the work to be done should be aimed at developing the following 4 components:

1. tinglab tushunish (eshitilgan va eshittirilgan nutqni, tinglangan matndagi asosiy axborotni, dolzarb mavzulardagi radio va teledasturlarni
2. gapirish (monologik, dialogik og‘zaki nutq turlarida o‘z shaxsiy qarashlari va fikrlarini bildirish, mavzu doirasida taqdimot qila olish
3. o‘qish: mavzuga oid materiallarni, adabiy-badiiy matnlarni, amaliy materiallarni (rasmlar, hikoyalar, shiori, elektron matnlar) o‘qish
4. yozish (diktant, bayon, insho yoza olish, ijodiy matnlar tuza olish, rasmiy ish qog‘ozlarini yuritishni bilish).

Therefore, the content of exercises for the formation of cognitive competence in students in native language lessons is to increase internal motivation and activity in the student; teach analysis and generalization; use deductive and inductive methods; teach comparison, comparison, and comparison; use language experience to acquire new ones; use memory retention methods; teach the use of tools such as textbooks, dictionaries, drawings, graphs, organizers; teach independent, creative, critical thinking, understanding, and imagination.

Now we will try to expand our ideas about giving examples of imitative, transformational, and communicative exercises, and in doing so, we will focus on aspects such as ensuring the student's concentration and perception; expanding operational memory, enriching permanent memory, teaching them to understand based on acquired experience; and forming independent, creative, logical, critical thinking and creativity .

Exercise. In this case, you will need to show them a picture. We took the following exercise from the 5th grade "Mother Language" textbook as an example.

Ushbu topshiriqdan ko'zlangan maqsad nima?



Ushbu topshiriqdan ko'zlangan maqsad nima?



It is necessary to organize a conversation with students about the country they live in based on the picture. **Question 1 in this case** allows you to fully use the picture, that is, it uses the opportunity to give an answer about each region and its capital. **Question 2** allows the student to use his personal knowledge. This greatly helps to increase the student's activity. **Question 3**, as a continuation of this goal, serves to increase both the student's activity and cognitive-pragmatic abilities. We tried to develop a methodology for using the conceptual map taken from the 5th grade "Mother Language" textbook in conjunction with a three-stage system of imitation, transformation and communication exercises, taking into account the achievements in the process of teaching the mother tongue. In addition, mathematical calculation exercises and intellectual mnemonics that sharpen the mind were also included in the exercises. In this case, it is necessary to expand the system of questions as follows. The following type of work can be used:

- Those who can quickly answer questions and complete practical tasks are taught the need to mark "Yes" or "No" and are given time.
- Then the work proceeds to stage 2. In this stage, students answer each question orally independently.
- In stage 3, assignments are completed. The result of this is likely to be in the form of various drawings, essays, visual statements, and even interviews.

Questions for students to answer and assignments for practical work	Yes, +	No -
a) Questions:		
Question 1: How many republics are there in Uzbekistan?		
Question 2: Did you know that the Republic of Uzbekistan consists of one republic and 12 regions?		
Question 3: The largest region in Uzbekistan is Tashkent region. Is		

this true?		
Note: It is also possible to multiply the questions in this way.		

In addition, mathematical calculation exercises and intellectual mnemonics that sharpen the mind are also included in the communication exercises.

Therefore, the recommended exercises, technologies, and tools are effective to a certain extent in educating creative students who can communicate freely in their native language and other foreign languages, and who have their own independent thoughts, in a modern multilingual, multicultural society.

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