

HIERARCHICAL AND STRUCTURAL COMPONENTS OF LINGUO-METHODICAL THINKING

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Abstract

The development of linguo-methodical thinking is essential for the effective professional formation of a modern foreign language teacher. This type of thinking integrates linguistic knowledge with methodological awareness and reflective pedagogical reasoning. The present article explores the hierarchical and structural components of linguo-methodical thinking, aiming to clarify its internal organization and functional elements. The research identifies key levels of development-ranging from reproductive application of teaching methods to creative and adaptive use of linguistic and didactic tools in diverse classroom contexts.

Keywords. Linguo-methodical thinking; teacher cognition; methodological competence; structural components; levels of thinking; language pedagogy; foreign language teacher education; reflective practice; instructional design.

Introduction

In the context of modern foreign language education, the demands placed on language teachers extend far beyond mastery of linguistic knowledge. Today's educators are expected to possess a deep understanding of teaching methodology, demonstrate reflective thinking, and adapt to diverse and dynamic classroom environments. This requires a specialized form of professional thinking known as linguo-methodical thinking — a complex cognitive system that combines language knowledge with pedagogical reasoning and methodological decision-making.

Linguo-methodical thinking enables teachers to not only transmit linguistic content, but to make informed decisions about how, why, and when to use specific teaching strategies, taking into account learner needs, communicative goals, and educational context. It forms the intellectual foundation for designing effective

lessons, diagnosing learner difficulties, integrating digital tools, and applying methodological innovations.

Despite its importance, linguo-methodical thinking remains an under-researched area in teacher education, especially regarding its internal structure and developmental stages. This article seeks to address that gap by exploring the **hierarchical** (level-based) and **structural** (component-based) organization of linguo-methodical thinking. The study draws on theoretical models of teacher cognition and practical insights from teacher training programs to define the key components and levels involved in the formation of this essential competence.

Understanding the hierarchy and structure of linguo-methodical thinking can help teacher educators design more effective curricula and training programs that support the gradual and systematic development of professional thinking in foreign language teachers.

Students receive ready-made linguistic and methodological information during lectures or through independent work with linguistic and methodological sources. Work with such sources of information can be carried out at the reproductive (viewing, reading, etc.), reproductive-productive (thesizing, note-taking, etc.) and creative levels (analysis of linguo-methodological texts, linguo-methodological interpretation of a linguistic text, linguo-methodological analysis of a text, comparative analysis of linguo-methodological sources, compiling a thematic annotated list of literature on a linguo-methodological topic, compiling an abstract linguo-methodological review, compiling mind maps, compiling focused dialectical notes, the Cornell method of note-taking, compiling a topic prospectus, writing a bio-bibliographic article about a methodologist for an electronic encyclopedia on linguo-methodology, writing an encyclopedic article on one of the problems of modern linguo-methodology for an electronic encyclopedia on linguo-methodology, compiling a glossary of linguo-methodological concepts, The creation of multidimensional matrices ("morphological box method") of a linguistic-methodological topic, the creation of garlands of associations for a linguistic-methodological concept, theme, or idea, the creation of a cloud of keywords, ideas, themes, and aspects related to the linguistic-methodological topic, the symbolization of linguistic-methodological concepts, ideas, etc. The most preferable level of extraction of linguistic-methodological information from educational (textbooks, teaching aids, methodological recommendations, didactic

materials, etc.) and scientific (lectures, articles in professional journals, monographs, etc.) sources is the creative one.

Cognitive schemas (they were also called complex of schemas (J. Pascal-Leon), hierarchical perceptual schemas (S. Palmer), anticipatory schemas (W. Neisser), etc.) are the most commonly used term in modern science. L. Hjell and D. Ziegler defined cognitive schemas as "... hypothetical cognitive structures that we use to perceive, organize, process, and use information about the world" [748, p. 3]. According to the American cognitive psychologist A. Reber, cognitive schemas "... are cognitive, mental plans that are abstract and that serve as a guide to action as a structure for interpreting information, as an algorithm for solving problems, etc." [6; p. 591].

Explaining his idea, he further points out that "... one can find references to a linguistic scheme for understanding a sentence, a cultural scheme for interpreting a myth, a grasping scheme for a child learning to grasp an object, a scheme of means to achieve a goal for solving logical problems, etc." [6; p.336].

The effective formation of linguo-methodical thinking in future foreign language teachers depends not only on the content of the materials they study, but also on the depth and quality of their engagement with linguo-methodical sources. As this article has shown, students can work with such information at various levels—reproductive, reproductive-productive, and creative—each reflecting a different degree of cognitive activity and methodological maturity.

The structural components of linguo-methodical thinking refer to the key elements that make up the cognitive and professional thinking processes of a foreign language teacher. These components integrate linguistic knowledge, methodological competence, reflective thinking, and practical application skills into a unified system. Together, they enable teachers to analyze language phenomena, make informed pedagogical decisions, design effective lessons, and adapt teaching strategies to diverse learner needs and contexts.

In essence, these components form the internal framework that supports how a teacher thinks, plans, acts, and reflects in the process of language teaching.

While passive activities such as reading or viewing provide a necessary foundation, they are insufficient for the development of higher-order thinking skills. Productive tasks such as note-taking and summarizing offer an intermediate stage that supports retention and initial processing. However, it is the **creative level** of engagement—characterized by analysis, interpretation,

comparative study, conceptual mapping, and independent scholarly production—that most effectively fosters deep understanding and professional growth. [4; p. 876.]

Creative work with linguo-methodical texts enables students to synthesize linguistic and pedagogical knowledge, build methodological awareness, and develop autonomous teaching strategies. Moreover, it cultivates critical and reflective thinking, which are essential for lifelong professional development in the field of foreign language education.

Therefore, teacher education programs should prioritize and intentionally structure learning environments that promote creative engagement with both academic and didactic sources. Doing so not only enhances the students' linguo-methodical competence but also prepares them to become innovative, reflective, and adaptable educators in an evolving educational landscape.

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