



ENHANCING THE METHODOLOGY FOR DEVELOPING STUDENTS' LINGUO-COGNITIVE COMPETENCE

Allamuratov G'ofur Ashurovich

Associate Professor, Department of English Language

National Pedagogical University of Uzbekistan named after Nizami

Abstract

This article addresses the issue of developing students' linguo-cognitive competence in professionally oriented foreign language classes. In the study, linguo-cognitive competence is interpreted as a conscious learning mechanism associated with understanding linguistic units, their semantic processing, cognitive analysis, and application in speech activity. The article analyzes processes such as analytical thinking, conceptual processing, reflection, revision, self-assessment, and improvement of speech production based on peer feedback. The methodological potential of the linguo-cognitive approach in expressing scientific ideas, analyzing professional texts, argumentation, and preparing students for communicative activity is substantiated. The findings demonstrate that linguo-cognitive strategies contribute to improving the coherence of content, terminological accuracy, logical structure, and communicative effectiveness of speech.

Keywords: Linguo-cognitive competence, cognitive strategy, academic speech, professionally oriented foreign language, reflection, self-assessment, speech competence, foreign language teaching methodology.

Introduction

In modern higher education, the process of teaching foreign languages is increasingly acquiring a professional and academic orientation. A student must master a foreign language not only as a means of everyday communication but also as a tool for reading, analyzing, discussing scientific information, and expressing reasoned opinions both in written and oral forms. Particularly in higher education institutions, the development of linguo-cognitive competence is one of the key directions in foreign language teaching methodology. This is because linguo-cognitive competence is directly related to a student's ability to understand concepts, present them logically, reason based on evidence, and perform communicative tasks in a professional context.



Linguo-cognitive competence differs from ordinary speech activity by its semantic precision, depth of meaning, understanding of conceptual relationships, logical structuring, and reflective evaluation. To acquire knowledge through a foreign language, it is not sufficient for a student to know only grammatical rules. They must also understand how to analyze information, connect concepts, structure texts, identify errors, and evaluate their own performance. From this perspective, linguo-cognitive strategies emerge as an important methodological tool in the educational process.

The concept of linguo-cognition reflects the interrelation between language and thinking and is associated with an individual's ability to understand, analyze, and regulate cognitive processes. In language learning, this manifests through the student's conscious organization of speech activity, processing of information, and final evaluation. Thus, the linguo-cognitive approach ensures that the student becomes not a passive recipient of knowledge, but an active and independent learning subject.

The use of linguo-cognitive strategies in professionally oriented foreign language classes creates broad opportunities for developing students' academic and professional speech. In this process, the student understands the communicative task, defines the goal, selects appropriate linguistic means, structures ideas, monitors their speech, and evaluates the final result. This process contributes to the development of independent, coherent, and evidence-based expression.

The object of the article is the process of developing linguo-cognitive competence in professionally oriented foreign language classes. The subject is the methodological mechanisms for forming students' linguo-cognitive competence. The purpose of the article is to substantiate methodological approaches for developing speech and cognitive activity based on linguo-cognitive strategies. To achieve this goal, the following tasks were set: analyzing theoretical foundations of linguo-cognitive competence, identifying its structural components, developing a system of exercises, and formulating practical recommendations.

Literature Review

The issue of linguo-cognitive competence is one of the widely studied areas in modern language education. L.S. Vygotsky substantiated the close relationship between



language and thinking, interpreting speech as the main tool of cognitive development [1]. This approach forms the theoretical foundation of linguo-cognitive competence. N. Chomsky defined language competence as an internal grammatical system [2], while D. Hymes expanded this view by introducing the concept of communicative competence [3]. Linguo-cognitive competence integrates these approaches by considering language as both a communicative and cognitive system.

Bloom's taxonomy of educational objectives emphasizes the development of knowledge from simple recall to analysis and creation [4]. This model is crucial for developing linguo-cognitive competence, as it enables deep understanding and application of knowledge in new contexts.

R. Ellis highlights the importance of conscious processing and attention in language learning [5], while M. Swain emphasizes the role of output in strengthening and deepening knowledge [6]. These perspectives are essential for understanding the practical aspects of linguo-cognitive competence.

K. Hyland points out the importance of discourse, audience, and communicative purpose in teaching academic speech [7], while P. Nation emphasizes lexical competence and terminological accuracy [8].

D. Larsen-Freeman views language learning as a dynamic system [9], highlighting the need for a continuous and staged approach. Additionally, A. Kukulska-Hulme's research demonstrates that digital environments make language learning more interactive and flexible [10].

Based on these perspectives, this study analyzes linguo-cognitive competence not only as a theoretical concept but also as a practical methodological system applied in classroom teaching.

Research Methodology

In the preparation of this article, methods such as theoretical analysis, comparative analysis, methodological modeling, and didactic design were employed. Theoretical analysis served to study scientific sources related to linguo-cognitive competence, cognitive strategies, and foreign language teaching methodology. Through comparative analysis, various scientific approaches were contrasted, and their methodological potential in developing linguo-cognitive competence was identified. Based on methodological modeling, a staged model for developing linguo-cognitive competence was designed. This model is structured according to the following



sequence: understanding the goal, receiving information, semantic analysis, conceptual processing, producing a speech product, monitoring, reflection, and final evaluation. Each stage is aimed at enhancing the student's cognitive activity and contributes to the conscious management of their own learning process.

Using the method of didactic design, a system of exercises suitable for professionally oriented foreign language classes was developed. The exercises were divided into three groups: preparatory cognitive exercises, speech-forming exercises, and reflective-assessment exercises. Preparatory exercises help students understand the topic, formative exercises develop the ability to construct ideas, justify arguments, and use terminology, while reflective exercises are aimed at evaluating and improving one's own activity.

Methodologically, the research is based on the following principles: conscious learning, stage-based progression, cognitive activity, reflectivity, professional orientation, and communicative purposefulness. These principles make it possible to organize the development of linguo-cognitive competence as a comprehensive pedagogical process.

Analysis and Results

The conducted analysis demonstrates that in the process of developing linguo-cognitive competence, cognitive strategies perform several essential and interrelated functions that directly influence the quality of students' speech and cognitive activity. The first function is the **analytical function**. At this stage, the student receives and processes incoming information, identifies the main idea, distinguishes key concepts and terms, and determines the semantic relationships between them. This stage requires not only comprehension but also the ability to differentiate essential and non-essential information. As a result, the learner moves from superficial understanding to a deeper level of conceptual awareness, which is considered a prerequisite for further cognitive operations [5].

The second function is the **processing function**. At this stage, the student reorganizes the acquired information, structures it logically, establishes cause-and-effect relationships, and integrates new knowledge into previously acquired cognitive frameworks. This phase involves transformation of knowledge, where information is not simply reproduced but reconstructed and adapted to new communicative contexts.



Therefore, this stage represents the core of cognitive activity and ensures meaningful learning rather than mechanical memorization [6].

The third function is the **communicative function**. Here, the student expresses their ideas either orally or in written form, constructs arguments based on evidence, and actively participates in professional communication. This stage reflects the practical implementation of linguo-cognitive competence, as knowledge becomes operationalized through speech. The ability to produce coherent, logically structured, and terminologically accurate discourse is the main outcome of this phase [7].

The stages of linguo-cognitive competence development can be systematically represented as follows:

Table 1. Stages of Linguo-Cognitive Competence Development

Stage	Cognitive Activity	Student's Practical Action	Expected Result
Stage 1	Goal identification	The student defines the topic and communicative task, clarifies the purpose of speech activity	A clear direction and focus of activity are established
Stage 2	Analysis	The student identifies key ideas, distinguishes concepts, and understands the content	Deep and meaningful comprehension is formed
Stage 3	Processing	The student identifies logical relationships, organizes information, and structures ideas	Structured and systematic thinking develops
Stage 4	Reflection	The student evaluates their own performance, identifies errors and weaknesses	Awareness of mistakes and self-regulation skills are formed
Stage 5	Improvement	The student revises and refines their speech product	The quality, clarity, and coherence of speech improve

The results of the analysis indicate that the linguo-cognitive approach significantly contributes to the development of students' analytical thinking, independence in learning, and overall speech performance. It also enhances their ability to operate with concepts, construct arguments, and engage in meaningful communication.

In professionally oriented foreign language classes, the following types of exercises have been identified as particularly effective in developing linguo-cognitive competence:



The first type of exercise is the **“Conceptual Mapping” task**. In this activity, the student is required to visually represent the relationships between key concepts related to a specific topic. The process involves identifying central ideas, organizing them hierarchically, and establishing semantic links. This exercise stimulates cognitive processing, enhances conceptual understanding, and supports the development of structured thinking. It also encourages students to perceive knowledge as an interconnected system rather than isolated elements.

The second type is the **“Text Analysis Task”**. In this exercise, students work with professionally oriented texts and are asked to identify the main ideas, key terminology, supporting arguments, and structural components of the text. This activity develops analytical thinking, improves reading comprehension, and strengthens the ability to extract relevant information. Additionally, it helps students understand how professional discourse is constructed and how meaning is conveyed in academic contexts.

The third type is the **“Peer Discussion” exercise**. In this task, students exchange opinions on a given topic, present arguments, respond to counterarguments, and engage in collaborative dialogue. This exercise fosters communicative competence, develops critical thinking, and enhances the ability to articulate ideas clearly and persuasively. It also promotes interactive learning and social construction of knowledge.

The fourth type is the **“Reflective Journal” exercise**. In this activity, students analyze their own learning process, evaluate their performance, and identify areas for improvement. They reflect on difficulties encountered, strategies used, and outcomes achieved. This exercise develops reflective thinking, self-awareness, and metacognitive skills, which are essential components of linguo-cognitive competence.

The fifth type is the **“Revision Task” exercise**. Here, students review their previously produced speech or written work, identify errors, and make improvements. This process involves editing, restructuring, and refining ideas. The exercise contributes to enhancing the quality of speech, improving accuracy, and developing the ability to critically evaluate one’s own output.



Methodological Model

Based on the findings of the analysis, the following methodological model for developing linguo-cognitive competence is proposed:

Table 2. Methodological Model of Linguo-Cognitive Competence Development

Model Component	Content	Methodological Tool
Goal Component	Development of linguo-cognitive competence	Professionally oriented topics, scientific questions
Content Component	Terminology, concepts, and academic knowledge	Academic texts, glossaries, professional materials
Process Component	Analysis, processing, reflection, and production	System of structured exercises
Technological Component	Digital and technological support	Educational platforms, AI tools, digital resources
Outcome Component	Coherent, logically structured, and reasoned speech	Essays, presentations, discussions, reports

This model ensures that students not only acquire knowledge consciously but are also able to apply it effectively in practical and professional communication.

Conclusion and Recommendations

The development of linguo-cognitive competence in professionally oriented foreign language classes is one of the key methodological challenges of modern education. This competence encompasses students' abilities to understand information, analyze it critically, think logically, and perform communicative tasks effectively.

Based on the analysis, the following conclusions were drawn:

First, linguo-cognitive strategies contribute to the conscious organization of students' learning activities and enhance their cognitive engagement. Second, analytical and processing stages significantly improve the quality and depth of speech activity. Third, reflective exercises play a crucial role in developing independent learning skills and self-regulation. Fourth, modern digital technologies provide additional opportunities for supporting linguo-cognitive development.

Based on these findings, the following recommendations are proposed:

1. Linguo-cognitive competence should be systematically integrated into foreign language curricula.



2. All speech-related tasks should be structured according to stages of analysis, processing, and reflection.
 3. Reflective tools and activities should be regularly incorporated into teaching practice.
 4. Digital technologies should be used effectively to enhance learning outcomes.
 5. Assessment criteria should include coherence, logical structure, and argumentation quality in addition to linguistic accuracy.
- Thus, the development of linguo-cognitive competence significantly enhances students' professional communicative readiness and contributes to their formation as highly qualified specialists capable of meeting the demands of modern education and professional environments.

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