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## THE FORMATION OF STUDENTS' COMMUNICATIVE AND COGNITIVE COMPETENCIES AS A FOCAL PEDAGOGICAL PROBLEM

**Abstract:** The article mainly discusses the issues of applying communicative and cognitive methods widely in language instruction, considering students as a main subject of the education process, developing students' speech culture through their understanding and careful study of the means of language expression as well as implementing extensively cognitive approaches in teaching process.

**Key words:** communicative-cognitive methodology communicative competence, speech culture, communicative activity, communicative attitudes, cognitive approach, criteria, behavioral approach.

**Language:** English

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### Introduction

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The President of the Republic of Uzbekistan states as follows: "One of the urgent tasks before everyone is to bring up our children as independent thinkers, modern professionals, with a strong life position and people devoted to their country" [8,16]. One of the main principles of the state policy is to educate a spiritually mature and intellectually developed person taking into account his/her personality, aspirations, abilities and interests. In the process of education, the top priority is given to the establishment of teacher-student cooperation, the transformation of the student into a main subject of education and the development of students' speech culture through their understanding and careful study of the means of expression in their native language. The key reason of this is a lack of interconnection between grammar and its use in speech in Uzbek language lessons, and students' inability to apply their knowledge in speech acts even if their enough mastery in knowing grammatical rules. It is common knowledge that the speech culture of each student is

directly related to his/her communicative activity in language education.

Today, the terms "communication" and "communicative" are widely used not only in linguistics, but also in other fields of science. We believe that the linguistic meaning of the word "communicative" is "attitude" or "perception through language". We rely on such definition because we think that the continuous improvement of each student's speech culture is directly related to the development of learning and communicative speech acts.

In recent years, UNESCO has promoted the idea of expanding the use of information and communication technologies in education and put it as one of the top priorities of their main activities [7, 7]. The concept of "communicative" goes back to the 1960's of the last century and began to be widely used in the study of Kazakh and Uzbek linguistics.

A number of sources explain the term differently. For example:

*Communication* is a process of the exchange of information in various human interactions. The main elements that help to lead or organize the act of communication are as follows: the source or

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information (the producer and transmitter/speaker of the text); the recipient/receiver (the person whom the information intended to and expected a certain attitude); text (meaningful information encoded by some characters or elements); channel (a means of transmitting information by which the text is transmitted from the main source to the recipient), the result (the recipient's attitude to the information received); feedback (information about the recipient's attitude received by the source and evaluated in terms of its relevance to their observations).

*Communicative ability* is the concept of communication, pedagogical and technical skills and abilities.

*Communicative activity* is the purposeful relationship of educators and learners with other instructors, community members, and parents [6, 36-37].

Researcher N.K. Akhmedova states that communicativeness is a professional personal approach and emphasizes that people should rely on human factors in the communication process, explain the purpose of education to each member of the team, motivate them to perform the assigned tasks, have the skills to communicate constantly with team members [1, 108].

The idea of teaching a language in a communicative way was put forward by English methodologists in the second half of the last century.

In her research work F.I. Ikromkhanova presents the fact that the data about cognitive psychology were, first of all, applied in American methods of teaching foreign languages context [4, 27].

The term *communicative* is widely used interchangeably with the phrase *communicative competence*. Majority of scholars address to communicative competence as the system of internal capacity needed to gain in-depth knowledge of communication, i.e. according to their opinion, communicative competence is the ability to initiate, communicate and provide reasoning [10, 2].

Consistent with the state educational standard of the secondary education system competence is the ability to apply existing knowledge, skills and abilities in daily social activities.

The term *communicative competence* denotes the ability to interact both in the native and any foreign languages in various social situations, to adhere to the culture of communication while acts of speaking, to have social flexibility, to form the ability to work effectively in social teams etc.

Summarizing various interpretations of these concepts, such as the application of theory into practice, the transfer of theoretical knowledge to a higher level of speech culture etc., we came to the conclusion that communicative competence is the ability to apply acquired knowledge, skills and abilities in communication.

Communicative competence plays a vital role and has a big significance in language instruction. In improving the quality of education of the native and state languages, the vast attention is paid to the students' communicative competences, i.e., the ability to independently compare the knowledge of the native language with the state language in schools with Kazakh language of instruction and to create favorable communicative conditions where students can analyze both languages during their practice.

Encouraging students to think freely and independently and challenging them to express themselves through various communicative acts is not a solution to the problem. In recent years, great importance has been paid to the communicative competence in language teaching. The following lingua-didactic issues are considered to be of high importance in the development of students' communicative and cognitive abilities:

- Independent learning or self-study, not the transferring knowledge;
- The state language is a means of communication in the multinational Republic of Uzbekistan;
- Creation of favorable communicative-cognitive conditions and development of students' speaking skills making able them to communicate freely in both languages;
- Increase of students' interest towards language learning;
- Creation of speech acts related to the market economy, national idea, spiritual and educational issues and public life due to the continuous development in all spheres of social life;
- Arise a feeling of love for the motherland and a sense of independence by acquainting students with the ethnic and cultural identity of the Uzbek and Kazakh peoples.

Today's modern education puts an important task before the students that is to change a student from a passive object who only replicates the teachers' opinions during the lessons into more active subject with well-formed communicative and cognitive abilities, free and independent thinking and with the passion to know the world. Memorization of theoretical knowledge by students is not the indicator of their deep understanding. As A. Albetkova states, "knowledge of the theory doesn't manifest the students' ability to recite the rules by heart, but it is seen in the students' ability to perceive that rule and its representation in their spoken output produced after reading a piece of novel" [2, 22].

The communicative method is gaining more and more popularity in language teaching methodology these days. The scope of this term is expanding day by day and at present it has started to represent new scientific concepts such as communicative principle, communicative method, communicative linguistics, communicative technology, communicative

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competence, communicative task, communicative goal, communicative direction, communicative activity, communicative situation, communicative approach etc. In the education system, all of these terms aim at developing the students' speaking skills and competencies. The communicative process can be achieved by applying the theory in communication. Students can receive or transmit information based on the knowledge being studied. In both cases they have a role of communicators, and their communicative abilities can be demonstrated only by their speaking skills.

The tasks assigned to human speech activities are enormous. One of their functions is communicability, which is closely related to the provision of communication, attitudes, and interactions between people. In such communicative acts people transfer necessary information to their recipients and exchange their points of views. In the process, communicators form their speech culture. Speech culture teaches young people all the secrets of communication e.g., everyday greetings, who to speak, what, when and where to speak and how to speak processes etc.

In the secondary education system, teachers rely their teaching on a certain competency-based approach while teaching academic subjects. In language instruction, the formation of communicative and linguistic competencies in accordance with the requirements of state educational standards is very important.

*Cognitive approach* (*cognitio* - knowledge, understanding) means that one acquires knowledge and develops skills and abilities independently. Today this term may collocate with other terms such as cognitive grammar, linguistics, cognitive psychology, cognitive direction etc. The term *cognitive* refers to the process of knowing the objective reality (world), the perception of it by a person, saving it on memory, interpretation and processing information and so on. The learners search for the necessary knowledge not only through listening, but also through independent learning. The cognitive process ends with the acquisition of knowledge and the essence of communicative-cognitive methodology is producing spoken language. So today's main requirement of education is to conduct oral communication and create new knowledge, i.e. the application of a cognitive approach to the educational process [2, 22] It is better

to understand the term *cognitive approach* as a process of knowledge acquisition. Hence, it is effective to apply both approaches in language education.

Up-to-date learning process requires the language instructors to use a cognitive approach in their teaching and to instruct their learners utilising the teaching materials not only from the standard textbooks and course books but also from additional sources by providing guidance on how to gain specific knowledge using various supervisory questions. Carefully structured questions and well-designed materials will increase students' interest and conscious understanding and mastery of a particular theme. The material learned and acquired by the learners independently is stored in long-term memory rather than memorization of it, this fact finds its true evidence in psychology. The students find the answers to the questions themselves and explore the theme when working with the course books.

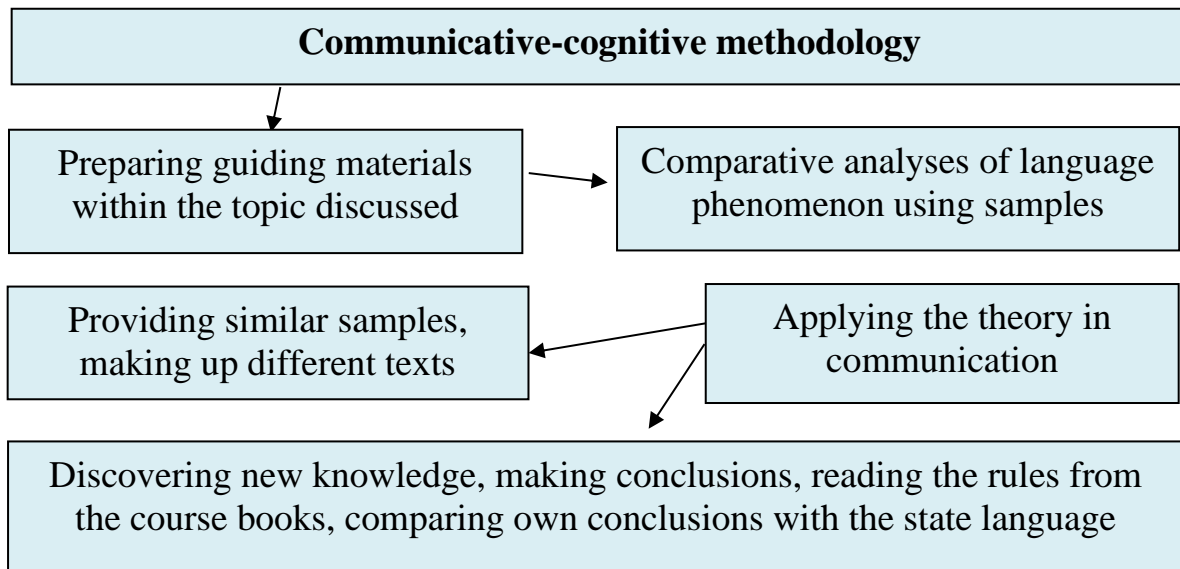
In the communicative-cognitive approach, the students search for new knowledge themselves with the help of the teachers' guiding materials, work with their course books, apply the acquired knowledge in their life and see the fruitful results of their hard work. For example, if the instructors use a number of samples while teaching the topic "Antonyms" students will not have an opportunity to think deeply. In contrast, if teachers let their students analyze the exercises given in their course books; draw some conclusions on antonyms and find similar examples - these may bring more benefit to students. Conscious acquisition of the learning materials, on the other hand, teaches students to get rid of memorization of grammatical rules and to express personal views, opinions and conclusions within a topic.

*Cognitivism* began to enter the systems of pedagogy and didactics in the United States and a number of European countries in the 1960s and it aimed at forming the verbal (the students' desire to express activity and identity in communication) methods of teaching.

In continuous education system applying verbal-cognitive learning methods means to put a creative person and his/her upbringing in the center of everything [6, 37]. According to the requirements of the state educational standards, the wide use of communicative-cognitive method in secondary schools is effective (see Figure 1.1).

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Figure 1.1. Ways of implementing communicative-cognitive methods in secondary schools



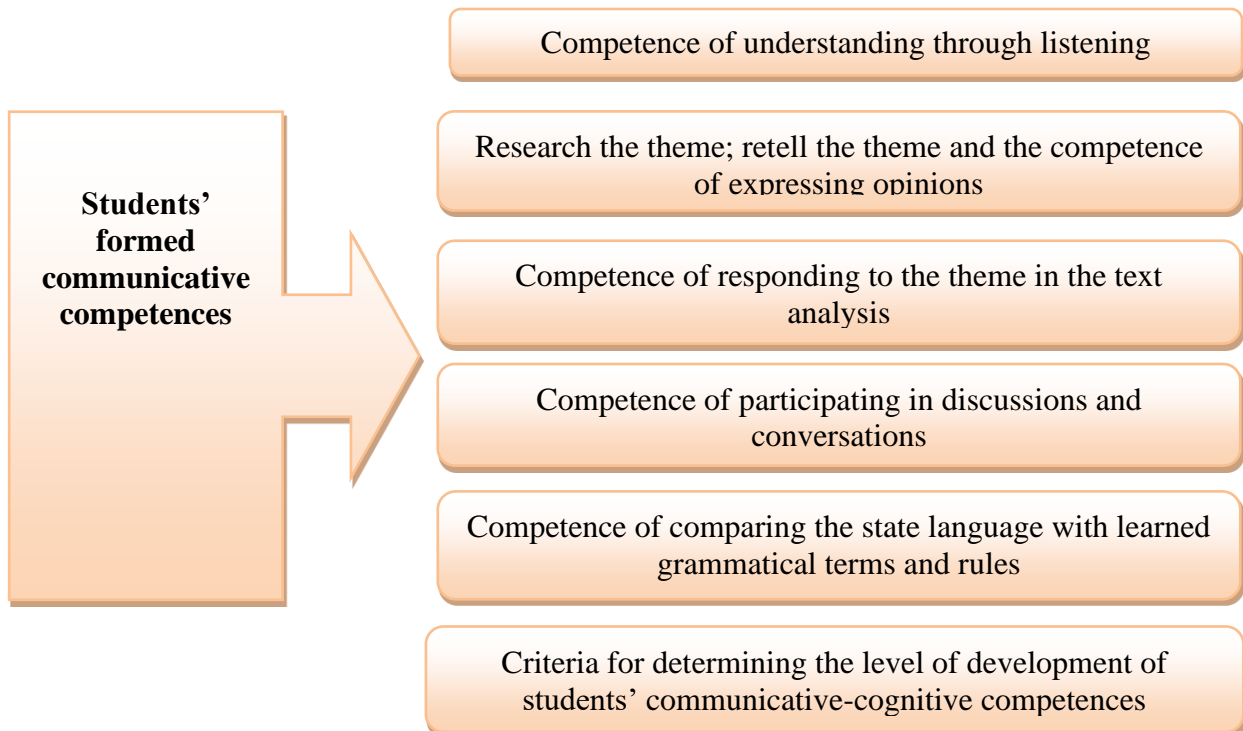
In order to find samples related to the rules, it is highly recommended to both teachers and students use not only course books, but also fiction works (due to the lack of fiction works in native language in Kazakh schools it is recommended to substitute them with Uzbek literature).

The purpose of the use of communicative-cognitive methods in language education is to study the materials on a particular topic in relation to each

other and to practise the teacher-student cooperation. So in this process, students are always directed to find the necessary information autonomously and apply it in practice.

Based on these principles, it is recommended to divide the communicative competencies into the following components in the process of teaching students the native language in comparison with the state language (see Figure 1.2):

Figure 1.2. Communicative competencies formed during the comparative teaching of the native language with the state language



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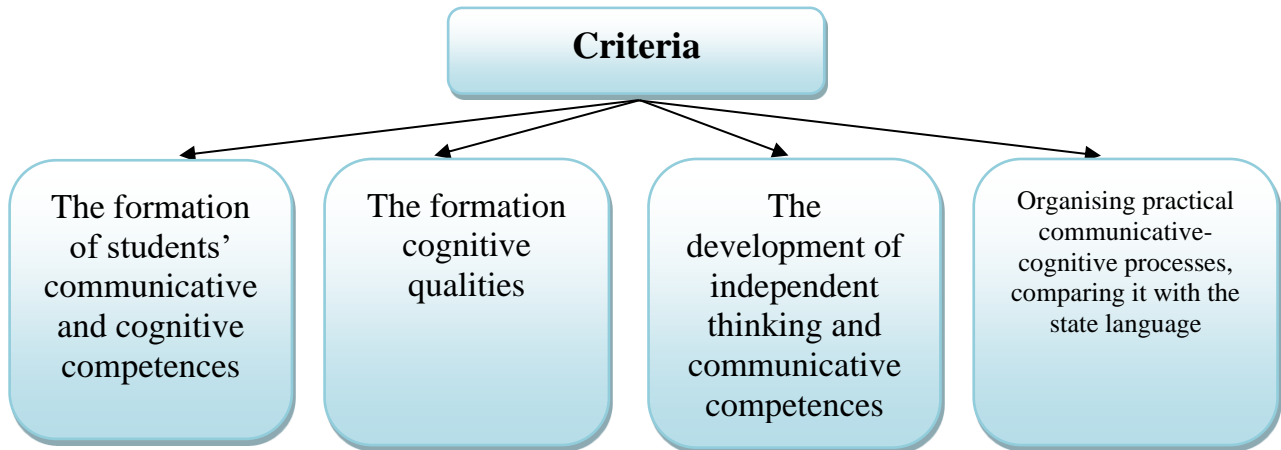
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The results are determined by defined criteria (see Figure 1.3).

The production of communicative acts, a communicative or practical goal in language education is different from the goal of teaching other

disciplines. A communicative or practical goal is to teach students to understand and accept the opinions of others both orally and in a written way, as well as to express their own opinions using spoken and written language.

**Figure 1.3. Criteria determining the formation and development of students' communicative and cognitive competences**

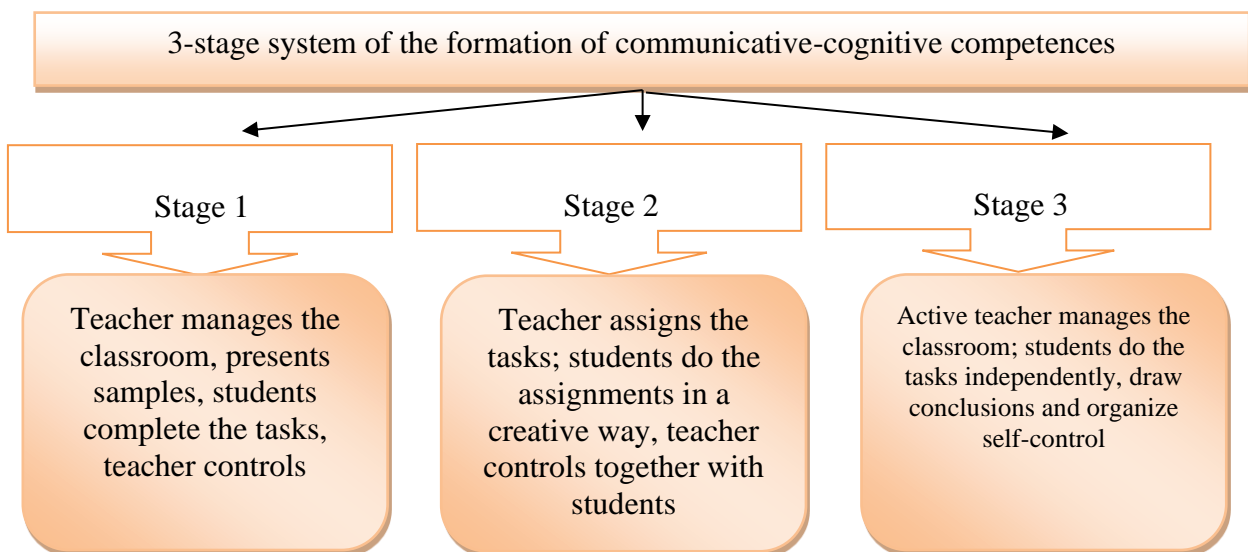


So due to the fact that students receive information from the various mass media sources in the Uzbek language, one of the main tasks of comparative teaching of the state language is to teach students the grammar of the Uzbek language, as well as to teach Uzbek grammar in schools with other languages.

It is common knowledge that students find it difficult to discover the main features of language phenomena without the help of their teachers. It is obvious that the specific questions posed in the context of the language phenomenon are the first step in the formation of communicative-cognitive activity of students.

The essence of the method of teaching a communicative-cognitive approach is that students are engaged in the discovery of new ideas or the creation of something in the process of completing each task or assignment. They also seek and acquire new knowledge on their own and try to apply it in their everyday life and in speech acts. For example, in the study of knowledge acquired in the Kazakh language classes, there is a need to compare it with the state language, and the ability to work independently with the course book starts to develop. Certainly, in this process, the level of knowledge, skills and abilities of students is formed and developed gradually, not at the same time (see Figure 1.4).

**Figure 1.4.**



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The traditional “Teacher - course book - student” paradigm requires the replacement with the “Student – course book - teacher” paradigm in accordance with the concept of transforming the student into a subject of educational process, as outlined in the National Training Program. The education system in the developed countries of the world is based on this paradigm.

In the behavioristic education system, the course book and the teacher are the main sources of any lesson and the supervisory force of education. According to the paradigm based on cognitive methodology, the teacher acts as an organizer of independent activities, a competent advisor and assistant. The implementation of this method should not be limited with the terms of the teaching assignments given in the course book. The development of speaking skills is closely related to the further development of students’ mental abilities, which can be done in the process of consolidating the knowledge gained over several lessons. The students can learn theoretical information from their teachers’ lectures, course books, additional literature, internet and other sources, but the most important aspect is to put the acquired knowledge into practice.

A communicative, cognitive approach to language teaching encourages students to be proactive. This type of approach is one of the main psychological and pedagogical factors in educating young people to be creative thinkers. General, educational and developmental goals occur in the implementation of communicative goals. Through the communicative-cognitive approach, students develop their skills in working with materials in Uzbek and Kazakh languages. As a result of students’ independent use of lexical and grammatical pronunciation materials in their communicative activities, they develop writing and speaking skills, i.e. communicative-cognitive competencies.

At present, communicative-cognitive approaches are significantly formed and widely used in educational institutions.

“The average teacher can retell a theme, a good teacher can explain it, a best teacher can show it, but a great teacher can inspire students to a theme” (William Arthur Ward). It is important for the teacher to make each lesson feel like a world of miracles and news, to inspire students to discover something on their own, to discover and master the unknown secrets of the subject and to create a strong need for knowledge.

From the beginning of humanity, the issue of perfection and spiritual perfection is of paramount

importance to all at once [3, 175]. Confucius state the following in his doctrine: “Tell me - I’ll forget, show me - I’ll remember, teach me to do everything - it will definitely be mine”. Indeed, if students are able to satisfy their needs for knowledge by their own efforts and hard work, this knowledge will certainly be consciously assimilated. “In the course of the lesson, the realities of life and knowledge should be presented not in a ready form, but in the form of case studies, questions that make students think, tasks that direct them to feel and try the things themselves” [9, 18]. In order to create conditions for the students to master the knowledge on their own and to rediscover the knowledge they need to learn, it is necessary to turn that knowledge into an interesting case or a puzzle. Man is naturally eager to know what is behind the scenes [5, 16-17].

“It is not necessary to teach students, but it is necessary to make them study on their own. It is impossible to succeed in education unless the child doesn’t explore or study himself/herself” [9, 39]. However, this does not mean that the teachers should be spectators, on the contrary, in order to develop students’ independent learning skills they must carefully prepare the tasks, materials etc. and analyze their students’ results systematically. Our rapidly evolving society requires studying, cognition and learning as the main driving forces of education, and students are considered to be as a main subject of the educational process.

According to Professor B. Tukhliev, there has been a significant shift in the educational system of Western countries from a behavioral approach to a cognitive approach. In the assessment of human activity, cognitivism (English “educated, learned, mastered”) differed in some respects from the behaviorist approach that prevailed in pedagogy and psychology until the 1960s.

It is well known that in the behavioral approach, human behavior is understood as a set of unconscious reactions, often determined by the influence of the external factors.

Behaviorism is derived from an English word that means “behavior, ethics”. It studies the human psyche, and analyses human appearance, his behavior and speech, the qualities which are easily observed.

In the cognitive approach, however, the superiority of the skills and abilities formed on the basis of consciousness are admitted. The essence of the method of teaching a cognitive approach is that a student is engaged in the discovery of new ideas or the creation of something in the process of completing the tasks set by the teachers.

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