

COGNITIVE ASPECT, ABSTRACT THEORETICAL CONCEPTS AND  
DECLARATIVE KNOWLEDGE

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**Annotation.** The article talks about the specifics of the social component in the activities of a teacher of Russian and foreign languages due to the need to constantly pair various linguocultural codes in the space of the classroom.

Unlike other specialties, this requires not just social adaptability, but mastery of the competencies of several cultures at the same time.

**Key words:** component, space, adaptability, cognitive aspect, personalized method, linguistic and methodological competence, empirical experience, cultural studies.

**Аннотация:** В статье говорится о специфике социального компонента в деятельности преподавателя русского и иностранного языков обусловленная необходимостью постоянного сопряжения различных лингвокультурных кодов в пространстве учебного класса. В отличие от других специальностей, здесь требуется не просто социальная адаптивность, а владение компетенциями нескольких культур одновременно.

**Ключевые слова:** компонент, пространство, адаптивность, когнитивный аспект, персонализированный метод, лингвометодический компетентность, эмпирический опыт, культурология.

**Introduction.** The behavioral strategies implemented are deeply individualized for each teacher, resulting from the synthesis of years of practical experience and the accumulation of personalized methodological techniques. In this article, the distinction between the cognitive and behavioral domains is crucial. While the cognitive aspect accumulates abstract theoretical concepts and declarative knowledge, the behavioral aspect encompasses the practical implementation of skills. This explains the focus on "soft skills" : their development often occurs inductively (through empirical experience to theoretical generalization), while professional competencies are more often acquired deductively (from a methodological basis to practice).

In the structure of linguistic and methodological competence, the behavioral component closely correlates with the segment of pedagogical management, in particular with the processes of adaptation and direct implementation of educational content in the classroom.

**Research discussion.** A fundamental element is the social component, interpreted as a specialist's cognitive awareness of the dynamics and patterns of social processes. Despite the existing scientific tendency to combine social and behavioral factors due to their functional proximity (Fedosova I.V., 2009), the position of S.Kh. Goncharov (2004) allows for a clear distinction, and the social component is viewed primarily as social knowledge integrated into the structure of the personality . The specificity of the social component in the work of a Russian and foreign language teacher is determined by the need to constantly integrate various linguacultural codes in the classroom. Unlike other specialties, this requires not simply social adaptability, but mastery of the competencies of several cultures simultaneously. Thus, this component loses the

characteristics of a purely individual style, acquiring the status of a strict professional requirement.

The synthesis of cultural paradigms is carried out at several levels:

- Axiological (system of values);
- Epistemological (cognition);
- Subjective (personal interaction);
- Praxeological (practical activity).

The ability of a teacher to conduct a comparative analysis of cultures and clearly demonstrate their dichotomy or similarity during classes makes the concepts of “social” and “sociocultural” competence in the context of linguodidactics virtually identical.”

According to P.V. Sysoev's concept (2003), sociocultural competence is a four-dimensional structure that integrates a system of knowledge, practical experience, value systems, and the mechanisms for applying them. Within the framework of multicultural language education, it is this knowledge layer that often serves as the learning target.

Historically, several fundamental approaches to classifying sociocultural knowledge have emerged in teaching methods. One of the starting points was E.T. Hall's (1956; 1966) anthropological model, based on ten "primary message systems." This classification encompasses such fundamental aspects of human existence as mechanisms of interaction and association, modes of self-sufficiency, gender paradigms, the perception of space and time, as well as the processes of learning, play, self-defense, and technological exploitation of the environment.

Building on these ideas, N. Brooks (1968) proposed an alternative decimal model, focusing on the axiological and aesthetic aspects of culture. His list included categories such as symbolism, hierarchy of values and authorities, social order, ceremony, as well as concepts of love, honor, humor, beauty, and spirituality.

Such anthropological research laid the foundation for the theory of linguacultural literacy developed by E.D. Hirsch (2002). The author interprets this category as the possession of a shared cognitive base of knowledge among cultural speakers, which is a necessary condition for "collective cooperation." This knowledge base can be represented as a mental dictionary containing key linguacultural concepts. The depth of this knowledge determines the level of intercultural competence, the hierarchy of which correlates with generally accepted levels of communicative proficiency (from the "survival" stage to "self-actualization").

Within the structure of linguistic and methodological competence, the sociocultural segment has specific features. In the absence of a direct linguistic environment, the academic form of education becomes dominant. This imposes an obligation on teachers to possess exemplary linguistic and cultural knowledge to explain the complex phenomena presented in educational content.

Despite the undeniable importance of a teacher's cultural background, this study is not limited exclusively to a multicultural approach. The process of accumulating such knowledge is primarily deductive (from theoretical acquisition to practical application). Therefore, correlating this component with the cognitive sphere seems methodologically justified, given the functional similarity between the mechanisms of their formation and use in organizing the educational process.

The social component is integrated into virtually all functional aspects of the competency. Since sociocultural knowledge forms the core of foreign language education, it is equally involved in strategic planning, the design of teaching materials, and their direct implementation in the classroom.

The motivational component is distinguished by its specificity, conditioned by a direct correlation with the value attributes of the profession. Through their interpretation, the specialist

achieves synergy between personal aspirations and social expectations. Motivation is characterized by a high degree of adaptability: if a student has the intention to achieve professional mastery, the teacher is able to transform their attitudes in line with modern industry standards. E.G. Gutsu (2012) describes this process as a linear dynamic: if at the outset, individual qualities that determine the choice of path predominate, then as the student advances in professional development, these qualities give way to a conscious identification with the demands of a collective social mandate.

The process of internalizing external professional requirements goes through a series of sequential stages. Based on the research of V.R. Sagitova (2015), in this study, we identify the following stages of motivational development:

1. Receptive: initial familiarization with regulatory requirements for a specialist during training.
2. Axiological: comparison of these standards with the personal system of values and preferences.
3. Identification: awareness of oneself as a full-fledged subject of a specific professional environment.
4. Prognostic: determining the vectors of further self-improvement in the paradigm of continuous education ( lifelong learning ).
5. Control and support: regular verification of one's own competence and updating of knowledge.

The presence of external motivational determination dictates the need to implement specialized methods for its development. T.V. Sedykh et al . (2022) propose a set of tools for the successful self-identification of future teachers:

Professional immersion: inclusion of elements of quasi-professional activity to adapt to real working conditions.

Research integration: increasing academic engagement through individual projects that reflect the student's interests. Mentoring and mentoring: sharing practical experience and professional ethics with experienced specialists and faculty.

Thus, the motivational component acts as a driving force that transforms external educational standards into a specialist's internal need for continuous development.

The student's incentive system is differentiated into two vectors: external and internal . The previously described methods of influence are classified as external factors, aimed at transforming and complementing value orientations from the outside. In contrast, internal factors are realized autonomously, without direct initiation from third parties. Moreover, internal motivations are not isolated from pedagogical influence; the teacher performs a proactive function, adapting the educational context to the student's existing internal needs.

The motivational layer of linguistic and methodological competence accumulates ideas about the socio-professional mission of a foreign language teacher. The informational basis for this activity is strictly regulated by educational standards, which, by setting requirements for learning outcomes, effectively formulate the objects of extrinsic motivation.

A summary of the universal professional competencies set out in the standards allows us to identify key areas of external incentives:

- Systematic acquisition of linguistic and cultural knowledge;
- Mastering the methodological tools of teaching;

Developing skills in data verification, analysis, and conversion through ICT. Consequently, the teacher's strategic task is to actualize this knowledge in the eyes of the student through a specific organization of the educational process. The motivational vector is most clearly manifested in the target skills block, which is responsible for the relevance of the content and teaching aids. This component ensures the viability of the system by stimulating the



implementation of innovative methods. The operational-technological component of professionalism encompasses the applied use of "means of production." The specific nature of the work of a linguistics teacher, associated primarily with information processing, determines the direct connection of this component with ICT.

**Conclusion.** Considering the inherent communicative nature of the process of teaching foreign languages, within the framework of this study, the use of the term ICT competence seems most relevant, since it most fully reflects the specifics of the interaction of subjects in the digital educational environment.

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