

DEVELOPMENT OF COGNITIVE-PRAGMATIC COMPETENCE OF FUTURE
ELEMENTARY SCHOOL TEACHERS

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Annotatsiya. Ushbu maqolada bo'lajak boshlang'ich sinf o'qituvchilarining kognitiv-pragmatik kompetentligini rivojlantirish borasidagi xorijlik olimlar fikr-mulohazalari tizimli va tahliliy o'rganilgan. Bo'lajak o'qituvchilarning kognitiv-pragmatik kompetensiyalarini rivojlantirish bosqichlari ishlab chiqilgan.

Kalit so'zlar: kognitiv, pragmatika, modellashtirish, lingvistik shakl, ekstralingvistika, fragment, korrelyatsiya, yondashuv, komponent, funksional-semanik tahlil, kommunikativ shaxs.

Аннотация. В данной статье систематически и аналитически изучены мнения зарубежных ученых о развитии когнитивно-прагматической компетентности будущих учителей начальных классов. Разработаны этапы развития когнитивно-прагматических компетенций будущих учителей.

Ключевые слова: когнитивный, прагматический, моделирование, лингвистическая форма, экстралингвистика, фрагмент, корреляция, подход, компонент, функционально-семантический анализ, коммуникативная личность.

Annotation. This article systematically and analytically examines the opinions of foreign scholars on the development of cognitive-pragmatic competence in future elementary school teachers. The stages of development of cognitive-pragmatic competencies of future teachers have been developed.

Keywords: cognitive, pragmatics, modeling, linguistic form, extralinguistics, fragment, correlation, approach, component, functional-semantic analysis, communicative personality.

Aspects of modeling cognitive-pragmatic competence, the situation of the communication process from the perspective of the theory of speech acts, have been criticized by Borkin, Reinhart¹, Brown and Levinson², Frazer³, Goffman⁴, and Formanovskaya⁵. The study of the linguistic form, the diversity of extralinguistic parameters of communication, the difference between fragment and correlation in revealing the full meaning of speech was studied by I.M. Kobozova⁶ and Kolshansky⁷.

¹Borkin A., Reinhart S.M. "Excuse me and I'm sorry"// TESOLQuartely. 1978. № 12 (1).

²Brown. P., & Levinson. S., Universals in Language usage: Politeness phenomena. In E. N. Goody (Ed.), Questions and politeness: Strategies in social interaction, 8(1978), 56-289. (Cambridge: Cambridge University Press).

³Fraser, B., & Nolen, W. (1981). The Association of Deference with Linguistic Form. International Journal of the Sociology of Language, 1981

⁴ Goffman, E. (1971) The Presentation of Self in Everyday Life. Pelican Books, London.

⁵Формановская Н.И. Русский речевой этикет: лингвистический и методический аспекты. М.: 1982.

⁶Кобозева И.М. Теория речевых актов как один из вариантов теории речевой деятельности, Новое в зарубежной лингвистике, 1986.

⁷Контекстная семантика / Г. В. Колшанский . – 2-е изд., стер . – М. : Эдиториал УРСС, 2005 . – 152 с. – (Лингвистическое наследие XX века) . - ISBN 5-484-00096-3 .

Communication and communication, the harmonious relationship between the listener and the speaker, and at the same time, speech are activated.

"Cognitiveness and pragmatics should grow in linguistic processes and be based on the presence of a specific need for them, as well as their motivation and purposefulness,"⁸ says Yu.V. Tufanova.

G.M. Kostyushkina⁹ expressed her opinion on the existence of many factors in cognitive-pragmatic approaches.

Improving cognitive and pragmatic competence through a comprehensive systematic analysis, critically studying relevant theories, expressing a logical reaction, vividly reflecting its characteristics in oral and written speech skills, focusing on the individual and freedom of thought in the communication process, determining the conditions of communication, and studying its possibilities.

A description of the model for developing cognitive-pragmatic competence and its components requires a structural connection in the relationship between the speaker and the interlocutor's observation.

The components of cognitive-pragmatic competence and its functional-semantic analysis, methods of its modeling, and the interpretation of the conceptual foundations of speech remain relevant. This includes definitions, terms, explanations of terms, prospects for the effective implementation of glossaries, the psycho-emotional and motivational state of communication, perception and understanding, the selection and processing of information. We used our model in T.A. van Dijk's¹⁰ "Commute".

According to S.S. Takhtarova, a communicative personality is the result of analyzing the communicative behavior of a person, a certain abstract construct that is modeled¹¹.

According to P.Yu. Zolotov, at the communicative stage, students can perform a number of search exercises such as basic, explanatory, parallel, and speech signs of pragmatics for functional identification.

The communication stage includes the following types of tasks: developing pragmatic knowledge through spontaneous communication in couples (using social networks and messengers) with the distribution of roles in writing¹².

The model, improved by M. Canale¹³, includes four components: grammatical, sociolinguistic, speech, and compensation.

In this regard, based on an analysis of scientific literature and the practical state of theoretical information, we have developed stages for the development of cognitive-pragmatic competencies of future elementary school teachers.

The stages of developing the cognitive-pragmatic competencies of future teachers are as follows:

⁸Туфанова Ю.В. КОММУНИКАТИВНАЯ СИТУАЦИЯ ИЗВИНЕНИЯ: когнитивно-прагматический подход. авто.реф. Иркутск-2010, с 4.

⁹Костюшкина Г.М. Концептуальная систематика языка, речи и речевой деятельности как объект лингвистики. Язык. Культура. Коммуникация. 2009.

¹⁰Дейк Т.А. ван. Язык. Познание. Коммуникация. – М.: Прогресс, 1989. с-69.

¹¹ Тахтарова С.С. Категория коммуникативного смягчения: (когнитивно-дискурсивный и этнокультурный аспекты) / Волгогр. гос. ун-т. – Волгоград, 2010,

¹²Золотов П.Ю. Формирование прагматической компетенции студентов на основе корпусных технологий. авто.реф. Тамбов-2020.

¹³Canale M. From communicative competence to communicative language pedagogy // Language and Communication. London :Longman, 1983. P. 2–27.

The first stage. The comprehension stage involves enhancing the cognitive abilities of future teachers and providing theoretical information for them to understand the essence of linguistic units and pragmatic phenomena in language.

The second stage. The design stage involves organizing project work and determining the topic's discussion and outcome in collaboration to develop students' cognitive-pragmatic competencies.

The third stage. The stage of familiarization with evaluation criteria involves providing homework assignments to demonstrate, based on a diagram, the extent to which educational resources related to the development of cognitive-pragmatic competencies in textbooks and various methodological support for subjects of the educational process are provided.

The fourth stage. The linguistic stage is the testing and evaluation of students' linguistic knowledge in the process of project creation.

The stages we have developed are the development of grammatical-communicative exercises and tasks to determine the development of students' cognitive-pragmatic competencies, and when evaluating them, the strategies for raising the level of application of theoretical and practical knowledge given in the evaluation criteria in speech are expressed.

Acquiring reading skills is a rather complex process, and its formation takes a long time. Psychologist T.G. Egorov, in his work “Очерки психологии обучения детей чтению” divides the process of developing reading skills into three stages: *analytical, synthetic, and automated*. **The analytical stage** corresponds to the period of literacy training, during which the skill of analyzing words by syllables and reading them in syllables is formed. **The synthetic stage** is characterized by a smooth reading of the word; in this case, visual perception of the word and its pronunciation largely coincide with understanding the meaning of the word. Reading is carried out by understanding the meaning of the word. Students transition to the synthetic stage in the 3rd grade. In subsequent years, learning will **be automated**, as noted in the textbook “Ona tili o‘qitish metodikasi” written under the direction of K. Kasimova¹⁴.

Professor Askar Zunnunov, reflecting on the content and methods of teaching, emphasizes that the focus on students first acquiring knowledge and then memorizing it is called explanatory reading in the educational process.

Therefore, explanatory reading is reading that leads to thinking, feeling, full understanding of the work, assimilation of the content of the read. explanatory reading ensures understanding of the content of the work, understanding the important idea in the work, the idea put forward by the writer.

Explanatory reading will be successful only if the following principles are fully followed:

1. Organizing education in connection with life.
2. To make reading conscious and effective, rely on the student's life experience and impressions.
3. Organization of visual reading, organization of excursions to nature, historical places, observation of the animal and plant world, familiarization with pictures, tables, objects, and conducting the text in the form of expressive reading by the reader.

In reading lessons in elementary school, poems, fables, fairy tales, stories, legends, proverbs and riddles, and popular science literature are studied. Naturally, each of them is created in its own form, style, and content. Therefore, it is necessary to study works belonging to each genre in a unique way. Of course, the appropriate use of innovative methods, didactic materials, and multimedia tools has a positive impact on the meaningful and interesting nature of the lesson. In

¹⁴ K. Qosimova, S.Matchonov, X. G'ulomova, Sh. Yo'ldosheva, Sh. Sariyev. Ona tili o‘qitish metodikasi— T.: “NOSHIR”, - 2009, 74-b.

conclusion, it can be said that in the development of cognitive-pragmatic competencies in future elementary school teachers, it is justified to bring together and summarize the lexical, grammatical, morphological, and syntactic units of the language as its constituent components.

To improve the development of cognitive-pragmatic competence in future elementary school teachers, it is necessary to understand their cognitive theory, apply it appropriately in their speech and achieve the emergence of thinking about it, understand the pragmatic aspect of language levels, organize educational activities based on modern, innovative methods, listen to subjective opinions and logical, critical conclusions of students based on educational material during the lesson and analysis, developing their ability to generalize and summarize, ensuring cognitive abilities based on the content of pragmatic phenomena and signs in the language, as well as developing assignments for tasks consisting of communicative speech qualities.

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