

Cognitive Approaches To Forming Linguistic Competence In Primary Education

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Abstract: The article analyzes the peculiarities of applying a cognitive approach to the formation of linguistic competence of Primary School students in Uzbekistan. The importance of activating the thinking activity of students of small school age and developing language consciousness is highlighted. Pedagogical methods that fit into the cognitive paradigm are considered taking into account the context of National Education.

Keywords: Cognitive approach, linguistic competence, primary education, language consciousness, Republic of Uzbekistan.

Introduction: Modern primary education in the Republic of Uzbekistan is aimed at the comprehensive development of the personality of the student, in which the formation of language skills and qualifications takes an important place as the foundation for successful studies in the later stages of Education. As part of the implementation of the state program for the modernization of the content of general education, special attention is paid to the development of functional literacy of primary students, including language and communication competence.

Today, a traditional approach based on mechanical memorization of grammatical rules and simple recall of vocabulary wealth is gradually giving way to cognitive educational models. The cognitive approach makes it possible to perceive language not only through practice, but also as an acquired system through understanding, analysis, connection with the personal experience of the child. This is especially important for Primary School students, since their thinking is precisely at the stage of operations. Although according to Piaget's theory, it is already actively developing in the direction of abstraction, classification and logical conclusions.

In educational institutions, methods aimed at developing language consciousness through the activation of cognitive processes are being introduced in stages. For example, when teaching Uzbek in grades 1-4, teachers use the method of "associative circle":

students are offered the word "notebook" and asked to say everything related to it, that is, "Pencil", "school", "class", "student". Educational institutions, methods aimed at developing language consciousness through the activation of cognitive processes are being introduced in stages. For example, when teaching Uzbek in grades 1-4, teachers use the method of "associative circle": students are offered the word "notebook" and asked to say everything related to it, that is, "Pencil", "school", "class", "student". Such activities not only increase vocabulary, but also develop categorization and systematization skills.

In addition, the method of using comparative tables in the study of Uzbek and Russian is also common, which is especially relevant in bilingual schools. For example, students are offered a comparison of constructions such as "I go to school" and "Ya Idu V shkolu". This promotes cognitive comparison of structures and conscious understanding of language patterns.

V.V.V.As Davidov noted, "the development of thinking is possible only in conditions of active assimilation of knowledge" [1, p.14]. From the point of view of primary education, this means the need to create such conditions, in which the child becomes not just a memorizer of the rules, but an active participant in the study of the language. In cognitive education, language becomes not only a means of communication, but also an object of thinking, analysis and application.

Thus, cognitive approaches to Language Teaching are

of particular importance in the context of Uzbekistan's modern educational policy aimed at the formation of a creative and intellectually active generation.

1. Theoretical foundations of the cognitive approach.

The cognitive approach in linguodidactics is based on the idea that language acquisition is not a mechanical memorization of grammatical rules and words, but the active formation and development of internal cognitive structures that provide meaningful perception, processing and expression of language information. The cognitive approach in linguodidactics is based on the idea that language acquisition is not a mechanical memorization of grammatical rules and words, but the active formation and development of internal cognitive structures that provide meaningful perception, processing and expression of language information. Unlike traditional methods, the focus in the cognitive paradigm is not on the size of the acquired material, but on the reader's depth of understanding and ability to independently apply knowledge in New speech situations.

Ye.YeYe.S.As Polat points out, cognitive strategies are focused on understanding, systematizing, and conscious use of language material through active thinking, rather than through passive repetition [2, 89-P.2).]. This means that the student does not appear as an object of education, but as a subject of cognitive activity that shapes his or her own linguistic world. As Polat points out, cognitive strategies are focused on understanding, systematizing, and conscious use of language material through active thinking, rather than through passive repetition [2, 89-P.2).]. This means that the student does not appear as an object of education, but as a subject of cognitive activity that shapes his or her own linguistic worldview.

The specificity of the cognitive approach is to develop the following key thinking processes in students:

categorization is the ability to group linguistic phenomena according to their meaning, grammatical and functional signs. For example, when learning word categories, elementary students may complete word classification assignments. For example: it is necessary to include the word child in nouns, u – pronouns, laughed – verbs, while explaining on what basis they made this choice.

conceptualization-the formation of an internal language model that connects abstract concepts with a clear language expression. For example, in the study of the topic "verb tenses", children, realizing that the form of the verb changes the meaning of what is said, I read a book (present), I read a book (past), I read a book (next), form chains.

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situation to another. ptualization-the formation of an internal language model that connects abstract concepts with a clear language expression. For example, in the study of the topic "verb tenses", children, realizing that the form of the verb changes the meaning of what is said, I read a book (present), I read a book (past), I read a book (next), form chains.

analogy is the transfer of knowledge from one language situation to another. For example, if a student knows how to form the plural of the word notebooks, he can form the words students, pencils, and friends by analogy.

modeling-the creation of the reader's own language constructions, schemes and structures. For example, a teacher may suggest that children construct a "gap model" using cards with certain elements (holder, cross section, filler) written on them: the Oybek (who?) book (What?) is reading (what is he doing?).

These cognitive actions are of great importance, especially in elementary school, since during this period there is an active development of neural connections, visual and auditory memory, figurative thinking. The cognitive approach supports this development through the constant involvement of the student in research, logical and creative activities.

In addition, it should also be noted the cultural and linguistic context of Uzbekistan, where children often grow in a bilingual or trilingual (Uzbek, Russian, English) environment. In this, cognitive strategies make it possible not only to master each language separately, but also to consciously distinguish them, to establish connections between languages. In addition, it should also be noted the cultural and linguistic context of Uzbekistan, where children often grow in a bilingual or trilingual (Uzbek, Russian, English) environment. In this, cognitive strategies make it possible not only to master each language separately, but also to consciously distinguish them, to establish connections between languages. For example, in the study of numbers, students can construct compatibility tables: one - Odin - one, two - DVA - two, which helps to better remember and understand cross-language communication.

Thus, in Language Teaching, a cognitive approach forms a system of linguistic thinking that will become the basis not only for knowledge of words and rules, but also for the development of further successful education and speech competence.

2. Linguistic competence in primary education.

Linguistic competence is a key component of language education and is formed at the initial stage of education as a basis for the further development of speech, communicative and socio-cultural competence. According to the pan-European competencies of

knowledge of a foreign language (CEFR), linguistic competence involves knowledge and understanding of grammatical structures, spelling, phonetics, syntax, as well as the lexical-semantic properties of a language.

The formation of linguistic competence in the conditions of primary education of the Republic of Uzbekistan covers not only the teaching of the state (Uzbek) language, but also the teaching of Russian and English, depending on the type of educational institution and the language environment of students. Special attention is paid to the young and psychological characteristics of Primary School students, namely, perception through exhibitionism, reliance on figurative thinking, the need to repeat over and over again, and the relevance of the child's personal experience.

As noted in the national curriculum of the Republic of Uzbekistan, elementary students "must acquire elementary skills of analyzing language units, as well as develop the ability to apply them in speech Practice" [3]. It refers to the transition from passive memorization to meaningful assimilation of language mechanisms and is fully consistent with the cognitive paradigm. See below the application in practice of meaningful appropriation of language mechanisms:

a) grammatical constructions refer to the forms of agreement in the Uzbek language (e.g. nomiyot - nomiyot - nomiyotga, etc. grammatical constructions refer to the forms of agreement in the Uzbek language (e.g. nomiyot - nomiyot - nomiyotga, etc.k.) questions to children in learning (who? what? where?) and are offered to use Match cards with matching horses. It helps to master grammatical categories meaningfully by modeling speech situations;

b) phonetics and pronunciation. In Uzbek lessons, the teacher can use phonetic games. For example, identifying hard and soft consonants in words or composing words from given sounds (b - A - R - A - k - a). This will help students hear and understand the structure of the word, develop phonemic hearing;

c) orthography and spelling in Russian is an important direction to teach the correct writing of unstressed vowels in the word itself. Teachers use the "word-making ladder" method: glaz-glazic-glaznoy, which allows students to identify the connection between words and consciously remember the orthogram;

d) syntax and sentence construction. In English classes, students learn to construct simple sentences using cards depicting objects, person pronouns, and verbs in the pattern of I have a pen / this is my bag / I like apples. Such exercises develop thought-structuring skills;

e) analysis of language units. For example, when

working on short texts in Uzbek, students are offered to draw under all verbs, divide words into syllables, determine word categories. It activates analytical thinking and forms the initial skills of linguistic analysis.

From the first years of education, the systematic development of linguistic competence provides not only the formation of literate oral and written speech, but also provides the foundation for mastering other disciplines, especially those that require working with texts, analyzing data and responding in various forms. Thus, in the educational policy of Uzbekistan, the formation of linguistic competence is considered as a strategic task, and its implementation will be possible only by harmonizing cognitive approaches that correspond to both the age characteristics of children and the requirements of modern education.

3. Application of cognitive methods in the conditions of Uzbekistan.

In the conditions of reforming the educational system of the Republic of Uzbekistan, special importance is attached to innovative pedagogical technologies that provide not only knowledge, but also the development of thinking, imagination, linguistic intuition and the ability to consciously use language. The introduction of cognitive methods is becoming one of the priority areas, which are especially effective in the initial joint, since during this period the child becomes the most susceptible to systematic education through understanding at an age.

Below are practical examples of the use of cognitive methods in primary schools in Uzbekistan:

1. Cognitive mapping. This technique helps elementary students visualize the connection between words and concepts. For example, when studying the topic of "my family" in an English class, students draw up a map with the word family in the center, and the words mother, father, sister, brother, grandmother, grandfather around it. Each word is accompanied by a picture and a short sentence composed by the reader (This is my mother.. Cognitive . hnique helps elementary students visualize the connection between words and concepts. For example, when studying the topic of "my family" in an English class, students draw up a map with the word family in the center, and the words mother, father, sister, brother, grandmother, grandfather around it. Each word is accompanied by a picture and a short sentence composed by the reader (This is my mother. Her name is Nilufar.).

Such exercises help to:

- activate visual and logical memory;
- formation of semantic links between lexical units;
- to ensure the conscious mastery of the new lexicon.

2. Conceptual tables. When teaching grammar in

Uzbek or Russian, the table “word category - task - examples” is used. For example, in the study of verbs in

the 3rd grade, the following table is drawn up:

Verb	Question	Time	Example
Go	what to do?	Current	I go to school
Read	what to do?	Past	He read books

It helps to form the ability to classify and systematize linguistic phenomena in children, develops metathyl thinking.

3. Situational-role-playing games. For example, in the 4th grade, when studying the topic “in the store”, students are offered to play dialogues: one student performs the role of a buyer, the other-a seller. Speech is made on the basis of commodity samples and cards (“me ... I want to buy“, “ how much does it cost?“ ,”Mercy“). These are the games:

- forms real communication skills;
 - develops speech fluency and tonality
- For example, in the 4th grade, when studying the topic “in the store”,ce.

4. Brainstorming and associative chains. In the 2nd grade Uzbek lesson, the teacher suggests the word” tree ” and asks the children to say all the words associated with this word: leaf, fruit, umbrella, leaf, spring, nature. A story or poem is constructed from these words.

This method:

- develops verbal creativity and figurative thinking;
 - helps increase vocabulary
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- helps increase vocabulary;
- enhances interest in language learning through creativity.

The Bukharan elementary school teacher, who took part in a pilot project on the introduction of cognitive strategies in the course of pedagogical practice, noted the following in a conversation:

“The use of cognitive assignments makes it possible not to simply memorize words, but to realize their meaning and relevance in a given situation. For example, when studying the tense forms of a verb, children used pictures and base words to construct a story about themselves in the present and past tense. This activates not only memory, but also thinking” [4].

Thus, cognitive methods are inextricably linked with the educational policy of Uzbekistan aimed at the formation of functional literacy and the development of intellectual potential of students. Their systematic use makes it possible not only to form linguistic competence, but also to create conditions for the holistic development of the child's cognitive sphere - memory, thinking, attention and imagination.

4. The role of the teacher and the learning environment. The cognitive approach to the formation of linguistic competence requires the teacher to reconsider his role in the educational process. The teacher is no longer the only source of information - he becomes an assistant, motivator and guide who forms an educational space aimed at the development of independent, critical and linguistic thinking in students.

T.T.As noted by Ladijenskaya,“the teacher should create conditions for the creative language activity of students, ensure freedom of choice, encourage independent search for solutions“. In the elementary school of Uzbekistan, this teaar:

- gives the reader the opportunity to determine the laws of language itself (for example, in the process of analyzing examples);
- offers open completion assignments (e.g. essay on base words);
- organizes couple and group work that encourages social and language interaction;
- helps to form metapredmet skills-thinking, analyzing, classifying, generalizing and drawing conclusions based on language materials.

In the lessons of the Russian language at the elementary school in Andijan, teachers do not give a ready-made definition in the study of the topic "horse", but offer the following to students:

1. Reading a series of sentences.
2. Draw under words that represent objects.
3. Discussing in pairs what unites these words.
4. To express the rule together with the class.

Thus, knowledge is formed not by memorization, but by understanding, which corresponds to the cognitive model of teaching.

The modern educational environment, which includes

digital resources and interactive technologies, reinforces the possibilities of a cognitive approach. "Knowledge damage", "Diary", "Edu Market", "Maktab.uz the use of digital platforms such as" will help:

- presentation of differentiated assignments, taking into account the level of preparation

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- presentation of differentiated assignments, taking into account the level of preparation;

- Organization of interactive exercises for the development of memory, logic and associative thinking;

- use of video tape (animated grammatical rollers, audio materials for phonetic training);

- creating an environment for self-examination and reflection (tests, interactive linguistic Games, success Diaries).

For example, primary school teachers in the city of Nukus are actively using educational video lessons and exercises on the "knowledge increase" platform to strengthen New topics from the Uzbek language. One of the most popular formats is gamified assignments (e.g. "find the word", "talk salt") that shape stable cognitive connections.

Formation of a developmental speech environment. Educators also create a language environment in the classroom that includes:

- "Word of the day", " phrase of the week " corners;
- stands with grammatical rules described;
- exhibitions of students ' creative work in Uzbek, Russian and English;
- projects and small studies that promote the reflexive use of language.

For example, in one of the schools in Nukus city, the Uzbek project "my family" is being held. In this project, readers prepare mini-presentations, write small stories and create family trees. It helps not only to form lexical-grammatical skills, but also to develop cognitive operations of comparison, analysis and synthesis.

Thus, in the conditions of Uzbekistan, the teacher and educational environment are becoming the main components of the cognitive approach. It is through the

correct Organization of educational activities, the use of digital tools and the creation of a comfortable speech environment that it is possible to form a stable linguistic competence that meets modern educational goals and standards.

The formation of linguistic competence in primary classes using cognitive approaches in the conditions of Uzbekistan is an integral part of the process of modernization of education and the transition to personality-oriented education. A modern Elementary School student is not only a carrier of basic language knowledge, but also an active participant in educational activities. He should not only master the language, but also make meaningful use of it in various situations of communication, analysis, reflection and creativity.

The tasks of comparing grammatical structures, finding semantic fields of words (for example, "school", "teacher", "notebook", "class") and creating concept maps on topics ("my agenda", "my family") are widely used in the study of the Uzbek language in elementary grades. This will help not only remember the lexicon, but also to understand it in the native language system. However, the introduction of cognitive methods requires systematic support:

- at the methodological level-the development of textbooks and exercise books containing cognitive-oriented tasks;

- at the level of training of educators – conducting training courses on the topics of cognitive pedagogy, work with digital platforms, facilitation strategies;

- at the level of the educational environment – to create conditions for the implementation of projects in schools of Uzbekistan, interactive cooperation, the use of multimedia and digital resources.

An example of the effective introduction of such approaches is the implementation of pilot programs for the development of critical thinking and linguistic competence on the basis of cognitive tasks with the support of the Ministry of public education in primary schools in Fergana and Tashkent regions. An example of the effective introduction of such approaches is the implementation of pilot programs for the development of critical thinking and linguistic competence on the basis of cognitive tasks with the support of the Ministry of public education in primary schools in Fergana and Tashkent regions. Readers not only master the Basic Rules of grammar, but also learn to apply them consciously: writing a mini-essay, drawing up a story based on a picture, analyzing the structure of a sentence, comparing linguistic structures in Uzbek, Russian and English.

CONCLUSION

In conclusion, the cognitive approach is not only a methodological innovation, but also the foundation of modern language education in elementary school, corresponding to the strategic tasks of Uzbekistan for the formation of an intellectually developed, creative and person with language competence. Its implementation requires the integration of the efforts of educators, Methodists, state structures and digital education infrastructure.

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