

MOTIVATIONAL AND COGNITIVE FACTORS OF THE ENVIRONMENT IN THE FORMATION OF COMMUNICATIVE COMPETENCE

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Isaboyeva Dilyora Zokirjon qizi

Kokand State University

Teacher of the Department of Primary Education

Abstract

The communicative environment is a socio-pedagogical environment that creates opportunities for meaningful, purposeful, dialogue-oriented interaction between the student and the teacher in the educational process, stimulating speech activity. Through this environment, students develop skills such as expressing an opinion, defending their position, listening thoughtfully, and understanding meaning.

Keywords

method, intellectual, linguistic competence, integrative communicative, innovation, communicative skills, didactic tools, quest, case analysis, role-playing games.

Introduction. The communicative environment shapes the process of knowledge acquisition not as a simple exchange of information, but as an interactive process. Therefore, the role of this environment in the educational process is closely related not only to linguistic competence, but also to personal development and socialization. In a communicative environment, students develop such abilities as independent expression of opinions, asking questions, reasoning, influencing through words, and freely expressing themselves in social relationships. A.V. Khutorskoy defines the communicative environment in education as “an integrative space that provides dialogue and cooperation between disciplines and individuals, serves to implement the process of creating meaning and understanding”.⁴⁶ The scientific significance of this definition is that it assesses the communicative environment in the context of interdisciplinary relations and interpersonal cooperation. That is, in the educational space, not only the assimilation of educational material, but also the exchange of ideas between

⁴⁶ Хуторской А.В. Современные дидактические системы. – М.: ВЛАДОС, 2002. – С.119.

students and teachers, the formation of personal positions, and the creation of meaning are considered the main goals. Such an approach ensures the participation of a person as an active subject in the educational process.

E.V. Bondarevskaya describes such an environment as “an environment of cooperation and dialogue between active individuals, which contributes to the realization of the potential of the student’s personality, supports his moral and intellectual development”.⁴⁷ Based on this definition, the educational environment is explained not only as a means of imparting knowledge, but also as a comprehensive educational environment that comprehensively develops the individual: spiritually, socially, morally, culturally and intellectually. Bondarevskaya sees the educational environment as a goal-oriented system that maintains a balance between the needs of society and personal development.

As a result of the analysis of the definitions of Ye.V. Bondarevskaya and A.V. Khutorskoy, the following author's definition is proposed, combining integrative and person-oriented approaches: an integrative-communicative educational environment is a pedagogical-didactic space that serves the intellectual, social, spiritual and speech development of the individual, organized on the basis of interdisciplinary connections and subject-subject communication, providing meaning creation, exchange of ideas and gaining social experience. In this definition, the educational environment is expressed not only as a system of providing information, but also as a system that stimulates active communication, thinking and personal development, which fully corresponds to the humanistic and cognitive requirements of modern pedagogy.

In our opinion, the structural features of the communicative environment are manifested in the following:

firstly, it requires equal and mutually respectful relations between subjects;

secondly, it is enriched with didactic tools (case analysis, group discussion, quests, role-playing games) that ensure active communication in the educational process;

thirdly, it combines linguistic and cognitive processes aimed at activating the individual's speech abilities.

In such an environment, education is formed not only as an information transfer, but also as an activity of meaning creation and social understanding. In this regard, the communicative environment, with its pedagogical value, becomes one of the main factors of the innovative educational process.

⁴⁷ Бондаревская Е.В. Воспитание – как возрождение человеческого в человеке. – Ростов н/Д: Изд-во РГПУ, 2001. – С.56.

The formation of an active personality through a communicative environment is especially important at the initial stage of education. Because it is at this stage that the student's speech activity, thinking culture, ability to enter into social relationships, and internal activity are formed. When creating a communicative environment, it is important that the educational content is organized in a way that is close to the child's mind, connected to life situations, and requires reflection and attitude. In such an environment, the student becomes more active as a person by freely expressing his opinion, joining a collective discussion, defending his point of view, listening to others, and understanding them. Also, the communicative environment is not only a condition for communication, but also an environment that supports the student's social awareness, meaning-making, moral position, and personal decision-making. Especially for primary school students, communication is not only speech development, but also their independent thinking, personal attitude, and social feelings. The teacher activates personal participation in children using methods that stimulate speech activity: thinking areas, discussion corners, role-playing dialogues, tasks such as "reflective questions". As A.V. Khutorskoy noted, "The communicative environment is the main factor in forming a person's ability to think independently, determine his position in communication, and make decisions taking into account the opinions of others."⁴⁸ On this basis, the formation of an integrative-communicative environment in primary education serves not only as a means of imparting knowledge, but also as a pedagogical mechanism that stimulates personal activity. In such an environment, the student not only knows, but also understands, thinks, communicates, and becomes an active person.

Cognitive factors and the process of thinking are formed in close connection with the structure of the educational environment, its interactions, types of activities, and communication opportunities. In particular, the cognitive activity of primary school students is mainly expressed in figurative, experience-based, and personal understanding. In this process, the environment, that is, the psychological, intellectual, and social conditions in the classroom, determine certain opportunities and limitations for the development of the child's thinking. Therefore, the formation of an educational environment that ensures cognitive growth, the systematic organization of its didactic, linguistic, and psychological factors is an important factor in the effectiveness of education.

Cognitive strategies are important tools that regulate children's thinking in the process of acquiring knowledge and stimulate effective comprehension. As local

⁴⁸ Хуторской А.В. Современные дидактические системы. – М.: Изд-во УРАО, 2005. – С. 114.

researcher S.T. Sultanov noted, "Teaching strategies aimed at the conscious management of thinking is important in improving a student's intellectual potential".⁴⁹ In primary grades, these strategies are formed through the processes of correctly organizing knowledge in educational activities, seeing connections between facts, making hypotheses, drawing conclusions, asking questions and reasoning.

Cognitive strategies cover all stages of educational activities and form the student's ability to think independently and find answers to problem situations. For example, the "Thought Map" tool provides the opportunity to group information, isolate the main idea, and establish connections between them. The "Brainstorming", "Thinking Hole", and "Situational Analysis" methods stimulate creative and critical thinking in children. Such strategies are especially effective in an active communication environment, in group work, in case and quest-type lessons. Also, the combination of visual, audio and logical information plays an important role in the formation of cognitive strategies. In particular, didactic tools such as "Vibrational-figurative" analysis, "Cluster" and "Semantic network" help to understand knowledge graphically and structurally. This stimulates the student's personal understanding, deep assimilation of meaning and independent conclusions. Systematic application of cognitive strategies to the educational environment allows not only to provide information, but also to effectively organize the process of processing, understanding and applying knowledge. Psychologically, a child should feel safe in the learning process, feel fairness in assessment, and realize that there is a possibility of success. This strengthens motivation and gives impetus to educational success. The implementation of psychological mechanisms such as "Empathic communication", "Reflection", "Stimulation of voluntary attention" in education serves to form an individual educational trajectory for each student. Below we give examples of these psychological mechanisms.

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⁴⁹ Султонов С.Т. Таълимда фикрлашни ривожлантириш технологиялари. – Тошкент: Фан, 2020. – Б. 45.

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