



ADJUSTING TO USE TEACHING METHODOLOGIES BASED COGNITIVE COMPETENCE OF PHILOLOGIST STUDENTS IN TEACHING ENGLISH IN UZBEKISTAN

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ANNOTATION

This thesis examines the enhancement of cognitive competence in philological students when teaching English in the Republic of Uzbekistan through four distinct learning styles: concrete, analytical, communicative, and authority-oriented. Grounded in Knowles' (1972) framework on learning styles, the study evaluates the effectiveness of these approaches in fostering linguistic and pedagogical proficiency. Practical recommendations are provided for educators to tailor their methods based on learner needs and contexts.

Keywords: Cognitive competence, philological students, teaching English, concrete learning style, analytical learning style, communicative learning style, authority-oriented learning style.

INTRODUCTION

Cognitive competence is an essential attribute for philological students, enabling them to excel in teaching English by integrating theoretical knowledge with practical application. As Knowles (1972) emphasizes, learning styles significantly influence how individuals acquire and process information. This thesis explores the role of four learning styles—concrete, analytical, communicative, and authority-oriented—in developing cognitive competence among philological students. For almost four decades, the VARK model -(Visual, Aural, Read/Write and Kinesthetic learning styles), which was developed by the linguist Neil Fleming from New Zealand in 1987 - has been used to teach languages and other subjects to students. These learning styles were based on the characteristics of students, mainly related to their innate physical abilities. Now, it would be useful to try out the Cognitive learning style, proposed by Malcolm Knowles in 1972, in teaching languages, the learning styles related to students' mental abilities. By analyzing the benefits and limitations of each style, the study aims to provide a comprehensive framework for optimizing English language teaching methodologies.

MAIN PART

When discussing the relevance of cognitive learning styles, we first offer a brief description of each style, the personal characteristics of learners, and some teaching technologies that are suitable for them. Concrete learning emphasizes experiential and sensory-based methods, allowing students to grasp concepts through tangible

experiences. Knowles (1972) notes that this style is particularly effective for beginners who benefit from visual aids, real-life examples, and hands-on activities. For instance, using multimedia tools, role-playing scenarios, and contextual exercises can help students internalize linguistic rules and their practical applications. This insight highlights the value of concrete experiences in building foundational cognitive skills, making this style indispensable for novice learners.

Concrete learners tend to have environments where hands-on activities and real-world applications are central to the learning process. They grasp new concepts best through direct experience, excelling in role-playing, simulations, and interactive exercises that make learning tangible. Their strong observational skills allow them to mimic real-life scenarios effectively, reinforcing their understanding through visual aids and demonstrations. However, they often struggle with abstract theories and require clear, structured guidance to bridge the gap between practical experiences and conceptual learning. By incorporating task-based approaches and immediate feedback, educators can enhance their engagement and retention, ensuring meaningful and lasting language acquisition.

Analytical learners thrive on structured problem-solving and logical reasoning. Bloom's taxonomy reinforces the importance of analysis and evaluation in fostering higher-order cognitive skills (Bloom, 1956). Activities such as grammar analysis, text deconstruction, and comparative linguistic studies empower students to critically examine and synthesize language concepts. Bloom's framework complements Knowles' emphasis on tailoring learning approaches, demonstrating that analytical methods foster precision and depth in cognitive development.

Analytical learners thrive in structured environments where logical sequencing and problem-solving are emphasized. They excel at deconstructing linguistic structures, identifying patterns, and analyzing grammatical rules with precision. Their strong critical thinking skills enable them to synthesize information, evaluate arguments, and engage in meaningful discussions that challenge conventional ideas. Additionally, their detail-oriented approach makes them highly effective in proofreading, error analysis, and structured writing tasks. Nevertheless, their tendency to overanalyze can sometimes hinder spontaneous language use, as they may focus excessively on accuracy. Through a balanced analytical rigor with practical application, educators can help these learners develop both precision and fluency in language acquisition.

Communicative learning prioritizes interaction and real-world language use, aligning with Hymes' (1972) theory of communicative competence. Group discussions, debates, and peer reviews engage students in meaningful conversations, enhancing both cognitive and social dimensions of learning. This style fosters practical fluency while encouraging active participation and collaborative problem-solving. Hymes' theory underscores the significance of communication in language acquisition, resonating with Knowles' view that learning is a dynamic, social process.

Communicative learners need conditions where language is used as a tool for meaningful exchange rather than mere rule-following. They prioritize fluency over accuracy, focusing on expressing ideas effectively rather than perfecting grammar. Their ability to adapt to different contexts allows them to modify their speech, tone, and vocabulary based on the situation, making them skilled conversationalists. Moreover,

they learn best through trial and error, viewing mistakes as natural steps in the learning process. Providing real-world communication activities such as debates, role-plays, and discussions, educators can harness their strengths and enhance their language proficiency.

Authority-oriented learning, characterized by teacher-centered instruction, provides structure and clarity. Knowles (1972) acknowledges that this style can instill discipline and foundational knowledge, particularly in early stages of learning. Techniques such as explicit grammar instruction, vocabulary drills, and lecture-based teaching ensure students grasp core linguistic principles. However, excessive reliance on this style may limit creativity and independent thinking. It suggests that while authority-oriented methods are effective, they should be complemented by learner-centered approaches for holistic development.

Authority-oriented learners want contexts where clear guidelines and direct instruction are emphasized. They respect teacher authority, valuing expert explanations over independent discovery. Their preference for explicit instruction makes them diligent in mastering grammar, spelling, and pronunciation through structured drills and traditional learning materials. Additionally, they rely on external feedback to track their progress, benefiting from regular assessments and teacher evaluations. While they excel in retaining fundamental knowledge, they may struggle with open-ended tasks that require creativity or improvisation. By balancing structured instruction with gradual exposure to independent learning, educators can help them develop both accuracy and adaptability.

CONCLUSION

Implementing cognitive learning styles in teaching English to philological students in Uzbekistan presents a significant advancement over traditional models like VARK. While the VARK model has been widely used for nearly four decades, it primarily focuses on sensory modalities, emphasizing how students process information through physical abilities. In contrast, cognitive learning styles, as proposed by Knowles (1972), are rooted in mental processes, enabling deeper engagement with language learning.

By integrating concrete, analytical, communicative, and authority-oriented learning styles, educators can tailor instruction to enhance cognitive competence, ensuring that students develop both theoretical understanding and practical application skills. Unlike the VARK model, which categorizes learners based on external sensory preferences, cognitive learning styles address internal cognitive strategies, fostering critical thinking, adaptability, and linguistic proficiency.

In Uzbekistan, where philological education is central to training future English teachers, adopting cognitive learning styles can lead to more effective pedagogy, equipping students with the skills needed for dynamic and modern language instruction.

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