

- давать учащимся языковую поддержку: шаблоны, полезные фразы, лексико-грамматические структуры;
- вовлекать учащихся в самооценку и взаимооценку, поощрять рефлексия.

### **Заклучение**

Проектная деятельность является мощным и гибким инструментом для формирования коммуникативной компетенции учащихся в процессе обучения английскому языку. Она позволяет учащимся не только овладевать языком как средством общения, но и формирует важнейшие личностные и когнитивные качества: инициативность, креативность, критическое мышление, ответственность. Кроме того, проектная методика способствует индивидуализации обучения и созданию условий для развития каждого учащегося в соответствии с его интересами и способностями.

Таким образом, включение проектов в учебный процесс по английскому языку повышает его эффективность, делает обучение интересным и значимым, а также подготавливает учащихся к реальному использованию языка вне школьных стен.

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## ***COGNITIVE ASPECTS OF ACQUIRING SUBJECT-SPECIFIC KNOWLEDGE IN NON-LINGUISTIC UNIVERSITIES***

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**Annotation:** This paper explores the cognitive aspects of acquiring subject-specific knowledge in non-linguistic universities through English language learning. It examines how professional communicative competence is developed via subject-based and meta-subject strategies, emphasizing conceptual, procedural, and discourse dimensions. The study highlights the role of cognitive psychology and speech activity theory in shaping effective learning approaches for professional communication in EOP contexts.

**Keywords:** *Professional communicative competence, subject-specific knowledge, EOP, learning strategies, specialized discourse,*

**Introduction.** In non-linguistic universities, during English language classes, students develop professional communicative competence, which is typically described in terms of "knowledge, skills, and abilities." Through English or the acquisition of specialized information in English, students can expand their professionally relevant knowledge and learn to apply this knowledge in oral and written professional communication. Consequently, it is essential to examine the nature of professionally oriented knowledge and skills from the perspective of cognitive psychology and speech activity theory.

In the system of professional education, knowledge forms the core of the learning content. Regarding the linguocultural educational process, this refers to subject-specific knowledge corresponding to the field of study in non-linguistic universities. It is precisely on the basis of subject-specific knowledge that students develop and enhance their communicative skills and abilities in the target language, or vice versa.

**Main part:** In pedagogical literature, subject-specific knowledge is understood as knowledge acquired by students within a particular discipline, as well as skills, competencies, creative experience, and value orientations specific to the studied field. The system of subject-specific knowledge primarily includes a conceptual framework (terms and concepts), the mastery of which allows both instructors and students to progress effectively in learning the subject, as well as a system of language skills and abilities. At the same time, alongside subject-specific knowledge, students acquire meta-subject abilities related to techniques, methods, schemas, and models of cognitive activity, often referred to as learning skills and strategies. In general, these help students master educational material not only in the classroom but also during independent work and self-study.

In H.D.Brown's book *\*Principles of Language Learning and Teaching\** [2007, p. 385 ], learning strategies are defined as follows: *"strategic options relating to input, processing, storage, and retrieval, or taking in messages from others, as opposed to communication strategies."* For example, these may include self-presentation strategies, argumentation skills, the ability to process professionally oriented material, formulate hypotheses, make judgments and conclusions, etc.

However, there are also metacognitive strategies, such as planning, monitoring, and evaluating formulated speech, which can also be generalized as learning strategies [see Oxford, 1990]. Therefore, the system of subject-specific knowledge is further supplemented by learning strategies that are fundamentally necessary for successful mastery of a professionally oriented language.

Unsurprisingly, the context-content basis of learning within English for Occupational Purposes (EOP) is structured around three dimensions:

- 1) **Conceptual** (concepts, phenomena, events, patterns);
- 2) **Procedural** (operations and actions with linguistic and speech material for interaction);

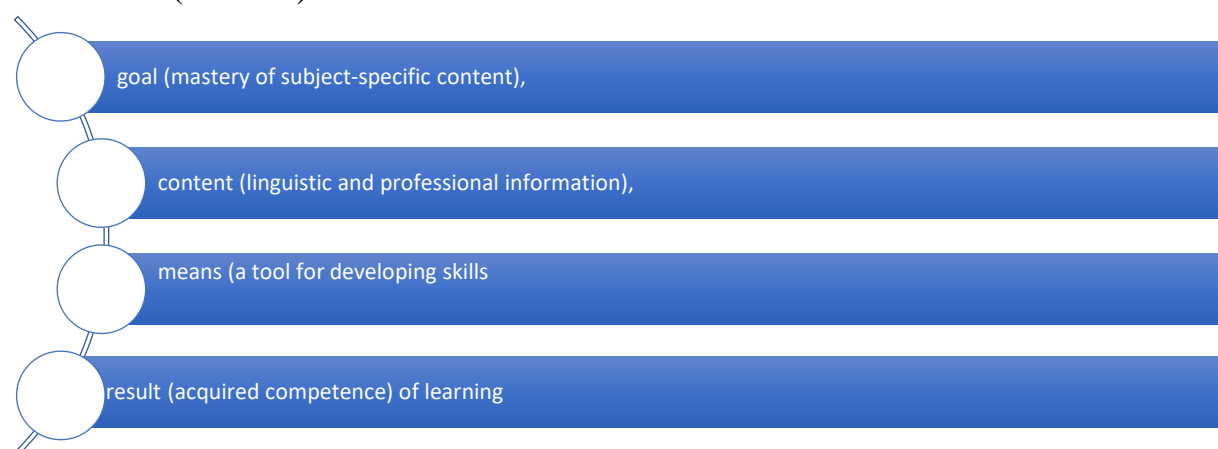
3) **Specialized language** -embedded in professionally oriented discourse [Ball et al., 2019, pp. 181-183 ].

There are numerous definitions of the concept of "**knowledge**." The pedagogical thesaurus presents the following interpretations of "**KNOWLEDGE**": (Table.1)

1. A practice-verified result of cognition of reality, its accurate reflection in human thinking;
2. A product of people's cognition of objects and phenomena of reality, laws of nature and society, expressed in a system of ideas and concepts;
3. The result of the process of cognition, an adequate reflection in human consciousness in the form of ideas, concepts, judgments, inferences, and theories;
4. Information stored in memory from any field of science, including formulas of laws, principles, methods, terms and concepts, specific phenomena and facts, their classifications, etc.

Based on these definitions, it can be concluded that “**knowledge**” is both the “**result and product of cognitive activity**”—information stored in students' memory and expressed in symbolic form. As we can see, the polysemy of the term "knowledge" depends on its functional role in educational discourse.

For example, in “foreign language teaching at non-linguistic universities knowledge serves as: (Table.2)



This is because knowledge forms the «core» of acquiring «professionally oriented communicative skills» and contributes to «personal development» (from the perspective of learner-centered education).

Thus, the teacher's task is to «transform knowledge into skills»—that is, the ability to «apply acquired knowledge». In this context, we are dealing with «academic (subject-specific) knowledge», derived from scientific knowledge through interdisciplinary connections, as well as the «growth and transmission of knowledge in epistemology».

**Summary:** The concept of "knowledge" encompasses verified cognitive results, stored information, and systematized understanding of reality. In education, it serves as a goal, content, tool, and outcome of learning. For foreign language teaching in non-linguistic universities, knowledge is central to developing

professional communication skills and personal growth. Teachers must transform static knowledge into applicable skills, emphasizing practical usage. Academic (subject-specific) knowledge derives from scientific foundations and interdisciplinary links, reflecting knowledge expansion in epistemology. Thus, knowledge is dynamic—bridging theory and practice while evolving through cognitive and educational processes. Its multifaceted role highlights its importance in shaping competent, skilled learners in specialized language and professional contexts.

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## ***PEDAGOGIK TAJRIBANI TASHKIL ETISH YO‘LLARI***

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**Annotatsiya.** Pedagogik tajriba o‘quvchi va o‘qituvchi o‘rtasida yuzaga keladigan o‘zaro ta’sirlar, metodik yondashuvlar, ta’lim usullarining ijodiy va tizimli qo‘llanilishi orqali ta’lim jarayonining samaradorligini oshirishga qaratilgan faoliyatdir. Pedagogik tajriba ta’lim jarayonining boshqarilishining asosiy vositasi sifatida, o‘qituvchining o‘zini-o‘zi rivojlantirishini, metodik bilim va ko‘nikmalarini takomillashtirishini ta’minlaydi. Bu maqolada pedagogik tajribani tashkil etishning asosiy yo‘llari, prinsiplar va metodlarni o‘rganamiz.

**Kalit so‘zlar:** *innovatsiya, sun'iy intellekt, raqamli iqtisodiyot, blokcheyn, pedagogik texnologiyalar, didaktik prinsiplari, pedagogik ko‘nikmalar.*

**Аннотация.** Педагогический опыт - это деятельность, направленная на повышение эффективности образовательного процесса через творческое и системное применение взаимодействий между учащимися и преподавателями, методологических подходов и методов обучения. В качестве основного инструмента управления образовательным процессом педагогический опыт обеспечивает самосовершенствование преподавателя и улучшение его методических знаний и навыков. В данной статье рассматриваются основные пути организации педагогического опыта, принципы и методы.