

THEORETICAL FOUNDATIONS FOR FORMING COGNITIVE-PRAGMATIC COMPETENCE IN FUTURE ENGLISH TEACHERS

U.B.Shukurov¹

1. Associate professor of the department of English language theory

Mas'ul muallif: Shukurov Uktam Bakhodirovich, Associate professor of the department of English language theory.

e-mail: E-mail: uktam.shukurov92@gmail

Accepted: 08 Avgust 2026
Published: 08 Avgust 2026

Copyright: © 2026 by the author(s). Licensee Buxoro xalqaro universiteti ilmiy axborotnomasi.

Iqtibos uchun: Shukurov, U. B. THEORETICAL FOUNDATIONS FOR FORMING COGNITIVE-PRAGMATIC COMPETENCE IN FUTURE ENGLISH TEACHERS / U. B. Shukurov // Buxoro xalqaro universiteti ilmiy axborotnomasi. — 2026. — T. 7, № 1. — B. 275–278.

Abstract. This article analyzes the theoretical foundations for forming cognitive-pragmatic competence in future English language teachers. The essence and content, structural components, and role of cognitive-pragmatic competence in professional and pedagogical activity are highlighted. The study substantiates the interdependence of cognitive, pragmatic, socio-cultural, and reflexive components, and describes the pedagogical mechanisms for their development. The importance of communicative situations, interactive methods, problem-based learning technologies, and reflexive approaches in the process of training future English teachers is also analyzed.

Keywords: cognitive-pragmatic competence, linguodidactics, intercultural communication, pedagogical communication, reflexive competence, competency-based approach, professional training.

ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ КОГНИТИВНО-ПРАГМАТИЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. В данной статье анализируются теоретические основы формирования когнитивно-прагматической компетенции у будущих учителей английского языка. Освещены сущность и содержание когнитивно-прагматической компетенции, ее структурные компоненты и место в профессионально-педагогической деятельности. В исследовании обоснована взаимосвязь когнитивного, прагматического, социокультурного и рефлексивного компонентов, а также описаны педагогические механизмы их развития. Также проанализировано значение коммуникативных ситуаций, интерактивных методов, проблемных образовательных технологий и рефлексивных подходов в процессе подготовки будущих учителей английского языка.

Ключевые слова: когнитивно-прагматическая компетенция, лингводидактика, межкультурная коммуникация, педагогическая коммуникация, рефлексивная компетенция, компетентностный подход, профессиональная подготовка.

Introduction.

The acceleration of globalization processes, the expansion of international cooperation, and the development of modern information and communication technologies place new requirements on the foreign language teaching system. Today, in the process of teaching English, it is important not only to acquire linguistic knowledge but also to develop skills for the purposeful and effective use of language units in real communicative situations. From this perspective, the issue of developing cognitive-pragmatic competence in future English teachers is recognized as one of the current directions of modern linguodidactics.

Cognitive-pragmatic competence represents an individual's ability to understand linguistic means, perceive their semantic and conceptual foundations, and apply them in accordance with the communicative situation, speech purpose, and socio-cultural factors. This competence is formed on the basis of the integration of theoretical approaches of cognitive linguistics and pragmatics. While the cognitive approach focuses on studying the organic connection between language and thinking, the pragmatic approach investigates the functional characteristics of language units in the process of communication. Therefore, the combination of these two directions is of particular importance in the training of future English teachers. In recent years, the competency-based approach has become a priority in foreign language teaching methodology, with the primary goal of the educational process being the formation of students' professional and communicative competencies. However, practice shows that although many future teachers possess grammatical and lexical knowledge, they face certain difficulties in applying it pragmatically in various communicative situations. This situation creates the need for the purposeful development of cognitive-pragmatic competence.

LITERATURE REVIEW

The issue of forming cognitive-pragmatic competence in future English teachers is one of the multifaceted scientific problems studied at the intersection of linguistics, pragmatics, psycholinguistics, and linguodidactics. The analysis of the theoretical foundations of this concept shows that its formation is closely related to the development of cognitive linguistics, which studies the relationship between language and thinking, and pragmatics, which studies the use of language units in a communicative situation. Among the research conducted in the field of cognitive linguistics, the works of G. Lakoff and M. Johnson are of particular importance. Scientists have scientifically substantiated the existence of certain conceptual structures behind linguistic units, emphasizing that human thinking is metaphorical in nature. This approach makes it possible to interpret language units in the process of learning a foreign language not only as a grammatical or lexical phenomenon, but also as a means of expressing cultural and conceptual knowledge. In particular, many studies have noted the high importance of conceptual knowledge in mastering many pragmatic units and idiomatic expressions in the English language.

In the theory of cognitive grammar developed by R. Langecker, language is interpreted as an integral part of the system of knowledge in the human mind. According to the scholar, meaning occupies a central place in the process of studying grammatical structures. This approach demonstrates the need for a deep understanding of the semantic and conceptual aspects of language units in the training of future English teachers. At the same time, Langacker's theory emphasizes that in language learning, it is not enough to master only formal rules, but it is also necessary to understand the cognitive mechanisms behind these rules. In research related to the formation of pragmatic competence, the theory of speech acts by J. Austin and J. Searle is recognized as an important methodological basis. While Austin showed that through language, a person not only expresses thoughts but also performs certain actions, Searle developed a classification of speech acts and substantiated the role of communicative intention and speech purpose. These theories indicate the need to prepare students for real communicative situations in the practice of teaching a foreign language. At the next stage of the development of pragmatics, the principle of cooperation proposed by H. Grice and the theory of implicature play an important role. Grice emphasizes that in the process of communication, meaning is not limited to the thought expressed, but is created by the interlocutors based on the context. In foreign language teaching, it is precisely the understanding of hidden meanings and the correct interpretation of irony, gestures, and pragmatic goals that are considered an important component of cognitive-pragmatic competence.

In the study of the relationship between discourse and cognition, the scientific views of T. van Dijk are of particular importance. The scholar characterizes discourse not only as a linguistic phenomenon but also as a complex system related to social and cognitive factors. His socio-cognitive model serves as an important theoretical basis for developing future teachers' skills in text and speech analysis. The concept of communicative competence in foreign language teaching methodology was introduced into scientific discourse by D. Hymes, who emphasizes that for successful communication, a native speaker must possess not only grammatical but also social and pragmatic knowledge. Subsequently, M. Canale and M. Swain defined the components of communicative competence and identified its sociolinguistic and strategic components. These approaches are currently considered one of the theoretical foundations of foreign language education.

The Council of Europe's CEFR document also defines pragmatic competence as an integral component of communicative competence. The document includes among the important competencies of language learners the ability to organize speech in accordance with the situation, effectively implement communicative goals and use various types of discourse.

Methodology

In this study, a comprehensive approach was used to determine the theoretical foundations for forming cognitive-pragmatic competence in future English teachers. In the course of the research, the descriptive-analytical method was used to analyze scientific literature in the fields of cognitive linguistics, pragmatics, and linguodidactics, the comparative method for the comparative study of theoretical sources, and synthesis methods for summarizing and systematizing existing scientific views. The method of conceptual analysis was also used to determine the structural components of cognitive-pragmatic competence, their interconnection, and their role in the professional training of future English teachers. Based on the results obtained, an integrated model of cognitive and pragmatic approaches was developed, and its significance in the process of foreign language education was scientifically substantiated.

Results and discussion

The development of the modern educational paradigm based on a competency-based approach creates new requirements for the professional training of future educators. In particular, an English teacher is required not only to possess linguistic knowledge but also to effectively apply this knowledge in various communicative situations, manage students' speech activities, organize intercultural communication, and take into account the pragmatic aspects of pedagogical communication. From this perspective, cognitive-pragmatic competence appears as one of the important factors determining the professional competence of a future English teacher.

Cognitive-pragmatic competence essentially represents an integrated system of knowledge, thinking, communicative activity, and reflexive analysis. This competence includes an individual's ability to understand linguistic phenomena, understand their communicative functions, choose appropriate speech strategies in various situations, and evaluate the results of communicative activity. In this regard, it is considered a complex professional quality that allows for

the effective organization of professional activity carried out through language, rather than being limited to language proficiency. The professional activity of a future English teacher is constantly associated with communicative decision-making. The teacher performs many pragmatic tasks during the lesson, such as which speech strategy to use, how to react to the student's response, how to correct mistakes, how to maintain motivation, and how to manage communication. The effectiveness of these processes directly depends on the level of development of cognitive-pragmatic competence.

Research shows that the formation of cognitive-pragmatic competence in future teachers is primarily linked to the level of development of the cognitive component. The cognitive component includes skills in analyzing linguistic phenomena, processing information, drawing logical conclusions, and resolving problem situations. For example, a student can memorize the grammatical rules of the Present Perfect tense, but if they do not understand why this tense is used in certain communicative situations, their knowledge remains at the reproductive level. On the contrary, if a student can explain the semantic and communicative difference between the sentences "I have lost my key" and "I lost my key yesterday", it is considered that he was able to connect grammatical knowledge with communicative thinking.

The use of problem-based learning technologies is of particular importance in the formation of the cognitive component. For example, students are offered several speech situations of the same content, and they are asked to choose the most optimal communicative option. Such tasks encourage students to think analytically rather than memorizing ready-made answers. As a result, they learn to perceive language units in relation to the situation. The second important component of cognitive-pragmatic competence is the pragmatic component. This component encompasses the ability to determine the communicative goal, understand the interlocutor's intention, and select speech tools according to the situation. The importance of pragmatic knowledge for an English teacher is particularly evident in the process of pedagogical communication.

For example, a teacher might say "This is wrong" in a situation where a student has made a mistake. Although this sentence is grammatically correct, it is not always effective in terms of pedagogical communication. Because such an approach can negatively affect the student's motivation. Conversely, forms such as "Good attempt, but let's look at another possibility" or "You're close, let's think about it once more" provide a positive pedagogical environment while maintaining the communicative goal. This situation clearly demonstrates how pragmatic choice affects the effectiveness of education. Also, the questions asked by the teacher perform different functions pragmatically. For example, the question "Do you understand?" is often closed in nature, and students usually answer "Yes". As a result, the teacher cannot determine the true level of understanding. However, questions such as "Could you explain this rule in your own words?" or "Can you give an example?" allow for the determination of the students' actual level of knowledge. This indicates that pragmatic strategies have a direct impact on the effectiveness of teaching.

One of the important components of cognitive-pragmatic competence is the socio-cultural component. Since learning a foreign language is inextricably linked to intercultural communication, a future teacher must also have a sufficient understanding of the communicative behavior, speech etiquette, and social norms of representatives of different cultures. Due to the fact that English is used as a means of international communication in today's globalization, intercultural competence is becoming an integral part of cognitive-pragmatic competence. For example, in English, strategies for mitigating criticism are widely used. In academic settings, direct expressions like "You are wrong" are rarely encountered. Instead, soft forms such as "I am not sure I completely agree with this point" or "Perhaps another perspective could be considered" are used. If a future teacher does not know such communicative norms, it can lead to the formation of incorrect communicative habits in students.

The use of authentic materials is of great importance in the development of the socio-cultural component. Speeches at international conferences, academic articles, podcasts, interviews, and video lessons allow students to observe real communicative norms. Through such materials, students learn not grammatical rules, but the functions of language in real communicative life. Another important element of cognitive-pragmatic competence is the reflexive component. Modern pedagogy recognizes reflection as one of the primary mechanisms of professional development. Reflection allows the teacher to analyze their activities, identify errors, and improve their future activities. For example, after a practical lesson, the student-teacher can evaluate their communicative activity and determine which tasks were effective and in which situations they encountered difficulties. Such an analysis serves to organize further pedagogical activities more effectively.

Analysis shows that the formation of cognitive-pragmatic competence is not sufficiently ensured through traditional lectures and reproductive exercises. To develop this competence, it is necessary to use interactive and communicative methods. In particular, methods such as case-study technology, debates, role-playing, problem situations, project activities, and discourse analysis teach students to think actively, make communicative decisions, and justify their point of view. For example, when students are given professional situations such as "Teacher-Parent Meeting", "International Student Exchange", "Academic Conference Discussion", or "Online Learning Consultation", they are forced to utilize not only language knowledge but also pragmatic strategies. Since such tasks are close to real professional activity, they effectively influence the formation of cognitive-pragmatic competence.

Conclusion.

Cognitive-pragmatic competence manifests as an integrative quality that determines the professional training of a future English teacher. It includes cognitive, pragmatic, sociocultural, and reflexive components. The harmonious development of these components ensures the effective organization of the teacher's communicative activity, the management of pedagogical communication, the establishment of intercultural cooperation, and the formation of a highly

qualified specialist who meets modern educational requirements. Therefore, the targeted and systematic development of cognitive-pragmatic competence in the process of training future English language teachers in pedagogical universities should be considered one of the priority tasks.

References

- [1] Austin J. L. How to do things with words. – 2nd ed. – Cambridge, MA: Harvard university press, 1975. – 184 p.
- [2] Canale M., Swain M. Theoretical bases of communicative approaches to second language teaching and testing. Applied linguistics. – 1980. – Vol. 1. – № 1. – P. 1–47.
- [3] Council of Europe. Common European framework of reference for languages: learning, teaching, assessment. – Cambridge: Cambridge university press, 2001. – 260 p.
- [4] Grice H. P. Studies in the way of words. – Cambridge, MA: Harvard university press, 1989. – 406 p.
- [5] Hymes D. On Communicative Competence. Sociolinguistics. Ed. by J. B. Pride, J. Holmes. – Harmondsworth: Penguin books, 1972. – P. 269–293.
- [6] Lakoff G., Johnson M. Metaphors we live by. – Chicago: University of Chicago press, 1980. – 242 p.
- [7] Langacker R. W. Cognitive grammar: a basic introduction. – Oxford: Oxford university press, 2008. – 562 p.
- [8] Searle J. R. Speech acts: an essay in the philosophy of language. – Cambridge: Cambridge university press, 1969. – 203 p.
- [9] Van Dijk T. A. Discourse and Context: A sociocognitive approach. – Cambridge: Cambridge university press, 2008. – 267 p.