

O'QUVCHILARNING CHET TILI KO'NIKMALARINI YANGI KOGNITIV TEXNOLOGIYALAR YORDAMIDA RIVOJLANTIRISH

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Rezyume: Maqolada bloglar, vikilar, podkastlar va lingvistik korpuslar kabi zamonaviy kognitiv va kommunikativ texnologiyalarning chet tillarini o'qitishda qo'llanilishi tahlil qilinadi. Web 2.0 vositalari orqali talabalar yozma muloqot, ijtimoiy-madaniy kompetentsiya va kognitiv ko'nikmalarini interaktiv va hamkorlikdagi o'quv muhitlarida rivojlantirishga alohida e'tibor qaratiladi. An'anaviy chiziqli matnlardan dinamik gipermatnli resurslarga o'tish til o'rganishda chuqurroq ishtirok va reflektiv o'qishni rag'batlantiradi.

Kalit so'zlar: Kognitiv texnologiyalar, Web 2.0 vositalari, chet tillarini o'qitish, bloglar, vikilar, podkastlar, kommunikativ kompetentsiya, ijtimoiy-madaniy ko'nikmalar, hamkorlikdagi o'qish.

РАЗВИТИЕ И СОВЕРШЕНСТВОВАНИЕ ИНОЯЗЫЧНЫХ НАВЫКОВУЧАЩИХСЯ С ПОМОЩЬЮ КОГНИТИВНЫХ ТЕХНОЛОГИЙ

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Резюме: В статье рассматривается использование современных когнитивных и коммуникативных технологий, таких как блоги, вики, подкасты и лингвистические корпуса, в преподавании иностранных языков. Особое внимание уделяется Web 2.0 инструментам, которые способствуют развитию письменной коммуникации, социокультурной компетенции и когнитивных навыков студентов через интерактивное и коллективное обучение. Подчеркивается переход от традиционных линейных текстов к

динамичным гипертекстовым ресурсам, что способствует более глубокому вовлечению и рефлексивному обучению.

Ключевые слова: Когнитивные технологии, Web 2.0, преподавание иностранных языков, блоги, вики, подкасты, коммуникативная компетенция, социокультурные навыки, коллективное обучение.

ADVANCING STUDENT'S FOREIGN LANGUAGE SKILLS WITH NEW COGNITIVE TECHNOLOGIES

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Summary: This article analyzes the integration of modern cognitive and communicative technologies such as blogs, wikis, podcasts, and linguistic corpora into foreign language education. It highlights how Web 2.0 tools enhance students' written communication, socio-cultural competence, and cognitive skills through interactive and collaborative learning environments. The study emphasizes the shift from traditional linear texts to dynamic hypertextual resources, fostering deeper engagement and reflective learning in language acquisition.

Keywords: Cognitive technologies, Web 2.0 tools, foreign language teaching, blogs, wikis, podcasts, communicative competence, socio-cultural skills, collaborative learning.

The informatization of education, particularly within the domain of linguistic instruction, has significantly facilitated the systematic integration of modern information and communication technologies (ICTs) into pedagogical practices. An examination of the historical trajectory of educational informatization reveals that the emergence of successive generations of Internet technologies has consistently informed the development of innovative methodologies for foreign language instruction.

In particular, the proliferation of Internet access during the late 20th and early 21st centuries, along with the expansion of online resources in foreign languages

that address diverse cultural and societal dimensions of target language communities, has served as a catalyst for the creation of instructional Internet-based tools by language education specialists.

The availability of first-generation web technologies (Web 1.0), including electronic mail, web forums, and chat platforms, combined with the pedagogical interest in their application, stimulated the formulation of instructional strategies aimed at developing students' written communicative competence as well as enhancing their sociocultural and intercultural proficiency through the use of email discussion groups [1; 157] and online forums [2; 145].

Within the scope of the present study, particular attention is directed toward blog platforms, wiki environments, podcasts, and linguistic corpora. The implementation of these technologies within project-based foreign language pedagogy has demonstrated considerable potential in fostering students' academic engagement and the formation of cognitive-educational competencies.

A detailed analysis of each technology is warranted in order to delineate the typology of learning strategies and cognitive abilities that are cultivated through their pedagogical deployment in the contemporary digital environment.

Blog technology, classified under Web 2.0 tools, provides learners with the capacity to create personalized digital spaces, such as online journals or diaries. According to P.V. Sysoev, blogs possess a distinct set of didactic characteristics that differentiate them from other Web 2.0 applications, including:

According to P.V. Sysoev [3; 115], blog technology exhibits several pedagogically significant characteristics that distinguish it from other Web 2.0 tools. These include:

- a) Public accessibility – blogs are available to all participants of a given project, irrespective of geographical location;
- b) Chronological structuring – entries and updates are organized in a sequential, time-based manner, with new content appended below previous posts;
- c) Authorship and self-moderation – content creation is attributed to a single author who also assumes responsibility for moderating interactions;

d) Multimedia functionality – blog platforms support the integration of diverse media formats including textual, visual (graphics and photographs), video, and audio content.

Within scholarly discourse, three primary types of blogs are identified based on their instructional functions: the teacher's blog, students' individual blogs, and the group blog established for collective learning purposes. The teacher's blog simultaneously functions as a model for students' personal blogging practices and as a repository of course-specific information, encompassing thematic syllabi and task assignments.

Conversely, students' individual blogs and group blogs function as digital platforms for the cultivation of written communicative competence. These blog types differ primarily in terms of interactional structure and instructional content. In personal blogs, each student is the sole author of the written submissions, which may include essays, reflective compositions, or film critiques. These entries are subsequently reviewed by peers, who are expected to provide structured feedback concerning both form and content. Typically organized into small peer groups of three to four members, students engage in reciprocal commentary, fostering critical engagement and collaborative learning. Authors may, in turn, respond to peer evaluations, enabling dialogic reflection.

In contrast, the group blog facilitates a shared discursive space wherein students collectively engage in discussions on thematic materials such as viewed films, literary texts, or contemporary social issues. This format encourages collaborative knowledge construction and the application of language skills in interactive, real-world contexts.

An analysis of the theoretical foundations related to the application of blog technologies in foreign language instruction has enabled the identification of key characteristics associated with the development of written communication skills through this medium. These competencies include:

- the ability to employ appropriate linguistic resources for effective self-representation in written form;

- the capacity to utilize relevant language tools to present one's native country (e.g., city, educational institution) and cultural background within a foreign language context, assuming the role of blog author;
- the skill of summarizing and conveying the content of foreign language texts—whether read or heard—through concise theses or brief informational entries;
- the effective expression of personal viewpoints, including agreement or disagreement, using tactful and context-appropriate language forms;
- the ability to substantiate one's position through coherent argumentation supported by suitable linguistic structures, as exemplified in peer commentary on written assignments;
- the use of linguistic means to establish analogies, make comparisons, and conduct cross-contextual evaluations.

In the course of implementing internet-based projects that incorporate blog technologies, students actively draw upon and apply their pre-existing educational and cognitive competencies. The principal distinction in this instructional approach lies in the medium of instruction: rather than engaging with traditional linear texts (e.g., printed educational materials), learners interact with and navigate hypertextual content drawn from online informational and reference sources.

Wiki technology represents another widely utilized Web 2.0 tool that facilitates collaborative authorship, enabling groups of individuals to remotely co-construct shared content, particularly written academic materials. This technology is characterized by distinct didactic properties and methodological functions that set it apart from other digital educational platforms. Specifically, wiki technology exhibits the following features [4; 141]:

- a) Public accessibility – participation is open to all members of the project, regardless of physical location;
- b) Nonlinear structure – participants can modify any portion of the content, including earlier iterations of the collaborative document;

c) Version tracking – all revisions are systematically archived on the server, allowing any contributor to revert to previous versions and trace the nature and authorship of modifications over time;

d) Multimedia integration – wiki platforms support the incorporation of various digital content formats;

e) Hypertext architecture – the creation of both internal and external hyperlinks is supported, enhancing navigability and intertextuality.

Within the scientific and pedagogical literature, a substantial body of research has been dedicated to the application of wiki platforms in foreign language instruction. The predominant focus of these studies lies in the enhancement of students' socio-cultural competence and written language proficiency through collaborative engagement in wiki-based environments.

A notable contribution in this domain is presented by E.D. Koshelyaeva [Koshelyaeva, 2010], who developed a targeted methodology aimed at cultivating socio-cultural skills among students enrolled in linguistics programs. According to her framework, such competencies include:

- the capacity to critically evaluate culturally salient events and phenomena in the target language society through the lens of its value system;
- the ability to identify similarities and differences in cultural practices between native and foreign language communities;
- the recognition of temporal shifts and transformations within both native and target cultures;
- the skill of extracting socio-cultural insights from textual sources;
- the provision of appropriate socio-cultural commentary;
- and the accurate interpretation of culturally embedded references and precedent phenomena in both the learner's own and the target culture [5; 210].

Furthermore, pedagogical models incorporating podcasts and instructor-managed blogs continue to evolve, contributing to the broader integration of emerging information and communication technologies (ICTs) in language

education. These innovations are anticipated to play an increasingly significant role in fostering learners' foreign language communicative competence.

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