



FORMATION OF ENGLISH LEXICAL-GRAMMATICAL COMPETENCE OF CIVIL ENGINEERING STUDENTS IN THE FRAMEWORK OF A COMMUNICATIVE-COGNITIVE APPROACH.

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Annotation. This article shows the implementation of such a communicative-cognitive approach as the principle of integrated types of speech activity, the principle of systemality, the principle of functionality associated with the principle of information transmission, the principle of unity of teaching, education and development, the principle of cognitive space, the principle of identity. projects for future civil engineers. The lexico-grammatical competence model of the English language shows the structure of its content in terms of knowledge and skill levels; the preparatory, basic and advanced stages of the formation of linguistic competence are indicated in connection with the levels of understanding of professionally oriented texts, such as the verbal-visual complex. The main distinctive features of the composition of the models are highlighted.

Keywords: principle, exercise, language skills, paralinguistic skills, construction project

It is recognized that knowing a foreign language is the basis for being competitive in the global labor market. In language learning and teaching, linguistic competence can be considered as the knowledge of the structure and vocabulary of a language and the ability to create and understand well-formed sentences in that language. According to the Common European Framework of Reference for Languages, linguistic competence includes lexical, grammatical, semantic, phonological, orthographic, and orthoepic competence. The lexical-grammatical content of a language is its basis. Therefore, we consider lexical and grammatical competence as the main components of linguistic competence. The most difficult issue in the context of the globalization of the economy and production is the issue of language training of highly qualified specialists, especially civil engineers, within the framework of our research. High-quality training of future civil engineers is of crucial importance, but it is also very important in developing international relations with foreign countries. Currently, the formation of lexical-grammatical competence within the framework of the communicative-cognitive approach poses the problem of implementing the principles of the communicative-cognitive approach.



At the linguocognitive level of language acquisition, students' communicative-cognitive interaction is studied through a cognitive-approach at its own stages. Understanding the characteristics of this component of linguistic competence, especially for future civil engineers based on a real construction project, will help to develop exercises based on theoretical knowledge of English for specific purposes (ESP) and about it. Within the framework of the communicative--cognitive approach, the methodological conditions for the formation of lexical-grammatical competence were studied, in particular, the stages and methods of acquiring language units (presentation, language practice, communicative practice, feedback), its formation, communicative tasks, their relationship with micro and macromatn, the general characteristics of the above-mentioned approach and the communicative-cognitive interaction of students.

The results of these studies help to achieve the general benefits of the communicative-cognitive approach or the cognitive academic language learning approach in the communicative-cognitive paradigm of teaching foreign languages, in achieving the goals of students in learning foreign languages. On the other hand, some scientists separately highlight such principles as the principle of integrated types of speech activity, the principle of systemality, the principle of functionality, the principle of unity of teaching, education and development, the principle of cognitive space, the principle of authenticity, etc. The goal we set for ourselves in our study is to emphasize the application of these principles to the stages and tasks of forming lexical-grammatical competence for future civil engineers based on a real construction project. To achieve this, the formation of lexical-grammatical competence within the framework of the communicative-cognitive approach is carried out using a system of exercises and a pedagogical experiment.

The study sets the following tasks: to introduce exercise samples from the system of lexical-grammatical competence exercises for future civil engineers; to explain how the principles of the communicative-cognitive approach are implemented using the exercise system; to check with pedagogical experience the effectiveness of the formation of lexical-grammatical competence within the framework of the communicative-cognitive approach for civil engineering students. Development of a system of exercises for lexical-grammatical competence for future civil engineers. A system of exercises based on a model for the formation of lexical-grammatical competence has been created for students of the Faculty of Civil Engineering. The lexico-grammatical competence model of the English language reflects its content at the level of knowledge and skills;



preparation, basic and advanced stages of the formation of linguistic competence in connection with the levels of understanding of professionally oriented texts, such as the verbal-visual complex: the level of understanding of lexical units, content-information at the preparatory stage, content-information and content-assessment at the main stage, content-assessment at the main stage. The main features of the content of this model are: linking language skills with paralinguistic skills based on sketches of a real construction project for future civil engineers; The content of lexical-grammatical competence is related to the tasks of students' productive activities, such as processing technical information, processing technical information that corresponds to engineering concepts.

Principles of the communicative-cognitive approach. As noted in the introduction, it is clear that the formation of lexical-grammatical competence within the framework of the communicative-cognitive approach poses the problem of implementing the principles of the communicative-cognitive approach. An important principle of the communicative-cognitive approach is the principle of functionality. Functionality is provided by the application of tasks used in professional communication of Civil Engineers, which are the typical task of a construction project and communicative functions of the English language for certain purposes: to provide information about the content of sketches, to describe the content and structure of drafts, as in the following task: use the following transition instructions, you can evaluate it yourself. Cognitive language tasks of lexical-grammatical formation can be solved using problem-solving tasks based on this principle. Problem situations are revealed when solving creative tasks, such as adopting engineering concepts. Now let's move on to considering the principle of integrated types of speech activity.

The lexical-terminological system of the professional register is strengthened in oral and written form using this principle. In the communicative-cognitive approach to teaching esp, the content of speech communication dominates with respect to language, therefore, in a communicative context, knowledge of typical layouts of layouts is carried out and skills are formed, which stimulates the activities of a real construction project, Rich in the typical tasks of educational and reading activities of construction engineers. listening to future professionals in the construction industry.

In conclusion, the formation of lexical-grammatical competence is formed within the framework of such principles as the connection of the communicative-cognitive approach with the principle of integrated types of speech activity, the principle of systemality, the principle of functionality associated with the



principle of information transmission, the principle of unity of teaching, education and development, the principle of It includes four stages of language unit acquisition (presentation, language practice, communicative practice, feedback) and its formation tasks (cognitive or intellectual development, language). The formation of lexical-grammatical competence is tested by pedagogical experience, in which the scores and grades of students before and after the experimental test, control test, and experimental test are gradually increased.

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