

**DEVELOPMENT OF COGNITIVE PERCEPTION IN TEACHING
DIALOGIC SPEECH****Khalilova Lenie**

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Аннотация: Статья посвящена комплексному анализу процесса формирования навыков диалогической речи на иностранном языке через призму когнитивной лингвистики и современной методики преподавания. В работе исследуется неразрывная связь между лингвистическим фундаментом и когнитивными ресурсами обучающегося при обучении иностранного языка основанным на диалоге.

Annotatsiya: Maqola chet tilida muloqot nutqi ko'nikmalarini shakllantirish jarayonini kognitiv lingvistika va zamonaviy o'qitish metodikasi prizmasi orqali kompleks tahlil qilishga bag'ishlangan. Ishda dialog asosida chet tilini o'rgatishda lingvistik poydevor va o'rganuvchining kognitiv resurslari o'rtasidagi uzviy bog'liqlik o'rganiladi.

Abstract: The article is devoted to a comprehensive analysis of the process of forming dialogic speech skills in a foreign language through the ways of cognitive linguistics and modern teaching methodology. The paper examines the inseparable connection between the linguistic foundation and the learner's cognitive resources in teaching a foreign language based on dialogue.

Ключевые слова: диалог, когнитивные навыки, процесс, формирование, устная речь, обучение.

Kalit so'zlar: dialog, kognitiv ko'nikmalar, jarayon, shakllantirish, og'zaki nutq, o'qitish.

Key words: dialogue, cognitive skills, process, formation, oral speech, learning.

Introduction:

The connection between cognitive skills and the skill of dialogic speech is fundamental, since dialogue is the most energy-consuming and complex type of speech activity for the human brain. Unlike a monologue, where the speaker follows a pre-planned outline, dialogue requires the instantaneous operation of multiple mental processes. Learning dialogue is not only about learning words but also about training the brain. Exercises for developing memory, reaction speed, and attention directly improve the quality of speech. This is exactly why students who

are good at grammar often struggle to speak in a live dialogue—their cognitive system simply cannot cope with the pace of real-time data processing.

“At present, as English language teaching becomes global, a significant number of studies are being conducted in world research centers on the development of a competency-based approach to the methodology of teaching this language”. [3, 25]

The process of learning dialogical speech in a foreign language is one of the most complex and multifaceted tasks in modern linguodidactics, as it goes far beyond simply memorizing lexical units or grammatical rules. At the center of this process is the development of cognitive perception — a complex system of mental mechanisms responsible for receiving, processing, interpreting, and storing information in the context of live communication. Dialogue, unlike monologue, is characterized by spontaneity and a high speed of changing communicative roles, which places a tremendous load on the learner's cognitive system. For successful dialogue, a student must not only master the language code but also possess a well-developed ability for semantic prediction.

Methods:

One of the methods used can be: the teacher plays a recording of a natural, authentic dialogue. The recording is paused abruptly in the middle of a speaker's turn, ideally at a point of high "predictive probability" (e.g., right after a connector like "However..." or a suggestive tone like "I was wondering if...").

Cognitive perception in this context begins with the process of segmenting the speech stream, when the learner's brain must instantly extract meaningful units from the continuous sound signal — morphemes, words, and syntagms. At the initial stages of learning, this process is often slowed due to the limited capacity of working memory and interference from the native language, but as cognitive flexibility develops, perception becomes more automated. A crucial aspect of cognitive development is the formation of mental representations and frames — specific knowledge structures that allow the learner to relate what they hear to a particular context. When we teach a student a dialogue in a restaurant or at an airport, we are not merely giving them phrases, but activating a certain cognitive scenario in their mind, which helps them predict possible responses from the interlocutor.

This prediction is critically important, as it allows the brain to prepare for the perception of expected information and frees up resources for analyzing unexpected twists in the conversation. Special attention in the development of cognitive perception should be given to the role of discourse markers and linking words. From a cognitive perspective, these elements

serve as signs, indicating logical transitions, topic changes, or the speaker's attitude toward the statement. A learner who can recognize such markers expends significantly less effort in understanding the overall structure of the dialogue. Moreover, the use of such words by the learner themselves provides the necessary strategic pause, time for cognitive planning of the next phrase without breaking the communicative contact.

Results:

In the learning process, it is necessary to take into account that dialogical speech requires not only linguistic but also social knowledge. This includes the ability to read the partner's pragmatic intentions, emotional state, and cultural context. Quite often, the true meaning of a remark is hidden behind irony, polite euphemisms, or understatement, and an adequate perception of such nuances is possible only with a high level of cognitive development. Methodically, this is achieved through the use of authentic materials and the creation of situations in which students face the necessity of solving communicative tasks under conditions of uncertainty. The transition from a learning, rigidly structured dialogue to natural, spontaneous speech is, first of all, a cognitive leap.

The learner must learn to switch between different perception strategies: from a detailed understanding of each word to a global grasp of the overall meaning of the conversation. Feedback plays an important role here, allowing one to adjust their own mental language models directly during communication. In the process of such correction, structures move from short-term memory to long-term memory, becoming part of the individual lexicon. «The speech orientation of exercises for activating material has a beneficial effect on the educational process as a whole, contributes to the formation of positive emotions and internal learning motives, increases students' interest, who, thanks to combined exercises, even when working on individual difficulties, practice what is actually the goal of learning». [1, 16] It is also worth noting the influence of individual cognitive styles on learning dialogue: some are more inclined to analytical perception and precision, while others are more inclined to fluency. An effective educational strategy should harmonize these approaches, developing in the student the ability to self-monitor and reflect on their own speech activity. Ultimately, the goal of developing cognitive perception in dialogue is to reach such a degree of fluency where the language form ceases to be a barrier and becomes a transparent tool for the exchange of meaning.

Discussion:

The learner begins to perceive dialogue not as a test of grammar knowledge, but as a lively creative process. This requires not only language preparation, but also the development

of attention, memory, empathy, and critical thinking. Thus, the integration of a cognitive approach into the teaching of dialogic speech allows the learning process to become deeper, more conscious, and more effective, preparing students for real intercultural interaction, where understanding another person requires complex mental work, not just simple word translation. Developed cognitive perception becomes the foundation on which confidence in communication and the ability to adapt to any communicative situations in a dynamically changing world are built.

Used literature

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