

## A Linguistic and Cognitive Approach: Recent Research on Strategic Competence

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**Annotation:** The theoretical foundations of developing strategic competence of learners and draw conclusions about the advantages and disadvantages of the approach are studied in the article. To achieve this goal the following tasks have been listed:

- explore sources for developing strategic competence;
- teaching strategic competence in a foreign language class;
- developing strategic competence in oral interaction in English as a foreign language;
- a linguistic and cognitive approach; recent research on strategic competence.

**Keywords:** Communicative competence, grammatical competence, sociolinguistic competence, strategic competence, a linguistic approach, a cognitive approach

### Introduction

Communicative competence has at least three components: grammatical competence, sociolinguistic competence, and strategic competence. Strategic competence is the knowledge of how to use one's language to communicate intended meaning. Foreign language students may develop competence in each of these three areas at different rates, but all are important in developing communicative competence. Communicative classroom materials and exercises should address both the student's overall skill in successfully conveying information and his/her ability to use communication strategies when the process of conveying information encounters a problem. Most materials address only overall skills. Research has yielded some information about communication strategies that can be applied in foreign language teaching. Teachers can encourage students to use these strategies by providing both opportunities for practice and actual instruction in their use. Instruction can be direct or indirect, based on classroom exercises. The exercises providing practice build resources that allow the students to be flexible in real-world interactions.

The theory of the communicative language approach suggests Linguistic and Cognitive Approach. Linguistic research is interested in identifying the structure of languages, their commonalities and how they differ from one another. Influential theory is the universal grammar described by Chomsky. According to this theory, the human brain has a number of principles and parameters that govern how languages are structured. These parameters also explain why languages are similar or not. Knowledge of language means mastering the parameters and principles that make up this language. The Language Acquisition Device (LAD) creates a project that helps the reader create a random entry of piecemeal input to create a mental picture of what that language looks like. It should be noted here that the linguistic theory of universal grammar is primarily concerned with something called the ability of a language to function, not its ability to function.<sup>1</sup>

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<sup>1</sup>Pang, M.F. (2003). Two Faces of Variation: on continuity in the phenomenographic movement. *Scandinavian Journal of Educational Research*, 47(2), 145-156pp. 12

**The main part.** Performance would be something that comes out of the speaker's mouth, and language competence means a language that the speaker can use and learn without theoretically explicit teaching. The universal grammar model was developed by Selinker, who suggested that the most important and interesting part of learning a second language that can be described through research is the interlinguistic system, i.e. the language that students use when learning. Specific phenomena such as errors turning to stone are particularly interesting because, according to Selinker's research, very few second-language learners were able to fully master the target language. Selinker noted that about 5% of those who did so did so not because of training, but because they somehow managed to reactivate their hidden language structure. The hidden language structure is similar to Chomsky's LAD.

A cognitive approach to the question of whether a language is being learned or mastered is to learn a foreign language. Learning foreign languages is, in a broad sense, one of the other types of learning. A cognitive approach called processing is concerned with the way the human brain processes and processes information. Here there is a difference between managed and automated processing, which includes short-term and long-term memory, respectively. Learning is what happens when long-term memory is processed and thus automated, as opposed to data that is processed and managed by short-term memory. Another cognitive theory of second language learning has been both influential and controversial - Krashen's introductory hypothesis. In this theory of language acquisition and learning, Krashen argues that both terms are correct, but only assimilation leads to fluency. The result produced by the second language learner is altered and corrected by what Krashen calls a "monitor," which is the result of conscious learning. Possession, which is thought to lead to fluency, is an unconscious and intuitive process.

The claim is that only mastering a second language can lead to fluency, and most importantly, the nature of the introduction. According to the introductory hypothesis, the input should ideally be slightly higher than the student's current level. The introductory hypothesis and its division into conscious and unconscious processes were criticized by McLaughlin. Instead, McLaughlin distinguished between controlled and automatic data processing, as well as between focal and peripheral attention to the formal features of language. Controlled processes are temporary, while automated processes are more permanent. What is important, and what distinguishes this from Krashen's input hypothesis and monitor model, is that it may be the result of a focal or peripheral focus on the study of controlled and automatic processes. McLaughlin's attention and processing model was developed by Schmidt. In his view, conscious awareness is crucial to learning a language in terms of focusing and paying attention to a particular form or thing.

The task should show the student what he or she needs to learn. The term "alert" is defined by Schmidt as the level of information processing that you are aware of what you are doing. For example, when you read a newspaper article that you know well, you feel the content of what you are reading. The style, size, and grammar of the text are ignored, but perceived anyway. Attention is a personal experience that can be explained orally, but does not need to be explained in order to be real. There are some things you can feel, but can't explain verbally, that are still real observations. One example provided by Schmidt is the speaker's regional emphasis. You may notice this very well, but you can't explain it phonetically. When Robinson emphasized that differences in performance in explicit and implicit learning experiences could not be related to the activation of conscious and unconscious systems, he emphasized the conscious awareness of the learner.

The difference was related to the requirements for performing the tasks. These processes are very consciously regulated. It can be seen that the attentional hypothesis emphasizes conscious and unconscious awareness, as well as centralized and peripheral attention to the object of study. What

needs to be studied and researched is how to evoke this focal awareness so that the object of study can actually be noticed. McKay reports on a study that used interactive feedback to help students figure out what they need to learn. In the study, plurals, questions, and past tense forms were the object of study, and much attention was also paid to identifying cases of attention among students. Encouraged recall was also used in the videos, as well as training journals and questionnaires. The results showed that the interaction was successful with respect to one of the three objects of study, but not with respect to the other two objects. This result was analyzed and explained in relation to the students' reports on what they saw.<sup>2</sup>

Another way to inform students about their use of their language is to use these metacognitive strategies. The importance of metacognitive strategies in learning a second or foreign language, such as conscious comprehension in the perception of theory, was emphasized by Wenden. Using metacognitive strategies and ideas about learning in general, Wenden argues that students' knowledge of their own learning can also help them learn a language. Two factors are particularly important. It is important that students be assessed not only on their linguistic competencies, but also on their meta-knowledge, i.e. their own ideas about what language learning means. This way, teachers and students can understand why one area of language learning is easier than another.

The second important factor is that metacognitive strategies help students become more autonomous. If they have well-developed metacognitive skills, students can express things that are known and not yet known, and find alternative ways to learn a language. Limitations of Linguistic and Cognitive Approaches the object of research of this thesis is the study and application of strategic competence in the study of oral communication and therefore oral communication. A foreign language learning approach that explains learning as a linguistic approach is not sufficient in this context. If the learning that needed to be done for students to learn to use strategic competencies focused on activating latent language structures, the interaction part of verbal communication would be secondary. A similar argument for interactions as to why a cognitive approach, such as sensory theory, does not include all the necessary tools to answer the research questions in this thesis. Attention theory is interested in learning a language in contrast to mastering it, but learning is only explained at the individual level. According to this theory, language learning is something that happens primarily within the person, not in the interaction between the speaker and the interlocutor.

On the other hand, the idea of learning as an interaction between the speaker and the interlocutor is very important for this thesis. The next chapter presents a learning approach that considers interactions to be a central part of learning. Linguistic and cognitive approaches may be a socio-cultural approach because this thesis does not fully fit the object of study. Socio-cultural approach Vygotsky's theory, i.e. the socio-cultural perspective of the study, emerged in the western world in the early eighties. Language has been given an important role in this theory. It was through language that attention could be directed, and language was seen as a mediating tool. At that time, having a socio-cultural perspective on language learning was a logical consequence of Vygotsky's theories. What the theory emphasizes is social activity, that is, the activity that organizes learning,<sup>3</sup> and the cognitivist sees interaction as one of the factors that contribute to an individual's learning.

An important part of the socio-cultural perspective for this thesis is the interaction between man and those around him, that is, between people. From a dialectical point of view in socio-cultural theory, the assumption arises that each of us creates our own understanding; a concept that is individualized depending on how we position ourselves in relation to the environment. An

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<sup>2</sup> <https://www.researchgate.net>

<sup>3</sup> <http://pages.prodigy.net/crhn1/start.htm>

important part of mastering culture and creating new knowledge is mediated artifacts. These artifacts can be as material as an ax, but as intangible as the language used. Thus, the terms mediation and artifact are very important from a socio-cultural perspective. Another critical term is Kozulin et al. consider it one of the cornerstones of Vygotsky's considerations of learning and development. This is another example of how education is seen as a process that develops in interaction. Knowledge and learning are created through interactions between people or between people and artifacts, mediated through cultural artifacts.

The need for temporary help to do something means that you are in the proximal zone of development. Accordingly, learning and development in interactions with others precede individual development. As a carrier of knowledge, great attention is paid to tools or artifacts. "In short, what we call intelligence works through artifacts. It cannot be limited to the head or the body. "

A specific type of socio-cultural theory is the activity theory of research put forward by A. N. Leontiev. According to this theory, action is governed by the socio-cultural environment in which it occurs. Then there is the subject and the object. The efforts made by this subject to reach the object are expedited. Practices depend on the conditions under which actions are performed. These conditions may change, and then the actions may change due to operational changes. The desired object will not be normal and in focus when studied, but it will be in focus when studied. If conditions change, it can be revisited. The theory of learning activities was transferred by A.A. Leontiev to the theory of learning a particular foreign language. In the theories of Leontiev the Younger, the concepts of speech acts, operations, and sentences took center stage.<sup>4</sup>

The development of all these concepts is also influenced by environmental factors such as dominant motivation, reflexivity, and probability prediction. Within a clear speech act, the purpose of the action and the conditions of the action are separated. Ellis points out that there are six important parts to learning and developing a socio-cultural language. The study begins in a joint venture that serves to build language skills together. This enterprise must be a partnership. It doesn't have to be a novice-expert relationship, but it can also be a beginner. The study shows that students can move from the intermental to the intra-mental plane. Variability in the development process is natural. Learning is manifested not only in the correct / incorrect use of target language forms, but also in terms of independence in the use of the necessary help or language. While focusing on the specific language learning of strategic language competence, Ellis distinguishes the socio-cultural aspect of language learning in a way that can be seen as a new learning from a cognitive point of view.

According to Ellis, "use is buying and buying is using"; this means that you cannot separate the process from the product. From a cognitive point of view, you do not consider interaction to be a provider of learning, but rather a provider of reusable access to the learner. The study follows from this. The student learns from it, not from interaction. In the socio-cultural approach, by contrast, interactions are more associated with learning. Ellis illustrates the differences in attitudes toward language learning in the two theories as follows. From a socio-cultural perspective, a language learner goes through five qualitative changes in the use of their language. The reader cannot use a particular form even with help. With great help, the student can use a specific form that they have not been able to use before. The student can then use the form in a similar situation with less help. The student can use the form without assistance in a similar context or situation. The reader can use the form in different situations and in different situations without any help.

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<sup>4</sup>Runesson, U. (2006). What is it Possible to Learn? On Variation as a Necessary Condition for Learning. *Scandinavian Journal of Educational Research*, 50(4).397-410pp.

From a cognitive perspective interested in describing language as performance rather than as communication, learning is measured relative to the target language norm and can be expressed in three developmental stages. Learning emerges and shows that the reader can use a form of target language that he or she has not been able to use before. The use of the form becomes more precise and it is often incorrect.

The student shows that he has passed from the early transition stage to the next stage. This has been demonstrated through the use of pre- and post-tests and delayed follow-up tests.

According to Ellis, one of the weaknesses of the socio-cultural view that language learning has taken place is that the specific nature of the use of the language being studied has not been shown to be new. No preliminary tests have been performed to show that any specific language feature is a newly learned element, rather than an previously or at least partially internalized element. In the research studies described in detail in this text, the theory of variation is combined with the socio-cultural theory of learning. The socio-cultural perspective of the study is useful in the early stages of the study, in defining the objects of study. It is also used to analyze and explain in which situations the ability to use strategic competence is needed.

Limitations of the Socio-Cultural approach to foreign language learning are concerned with how interactive language learning can help. For this thesis, it may not be detailed enough as the object of research is not the study of interactions or interactions in general, but the study of the use of language in these interactions and thus the study and use of strategic competence. Previous research on strategic competence; the historical perspective of strategic competence In the Swedish research project STRIMS, the acronym stands for “modern foreign language learning strategies” in Swedish, where students’ learning strategies are explored. In STRIMS, the term “strategies” is mainly used for students’ understanding, and the results of this project are typically ways in which students think about language learning and general learning strategies related to English language learning, German, Spanish and French. The results presented in Ahlström et al. often intended to generalize across languages as well as by age groups. The results also focus more on students’ reports on their language with multiple references to other studies. The research conducted at STRIMS is one of the earliest examples of research on student strategy in Sweden, but due to the interpretation of the term ‘strategies’, the research does not really apply to this thesis. Various articles by Faerch and Casper describe strategies used by foreign and second language learners in interlingual production. Communication strategies are identified and analyzed, but research in the articles has focused less on exploring these strategies. The three main sections are “Communication Strategies Defined”, “Empirical Research of Communication Strategies” and “Problems of Communication Strategies Analysis”.

Recent research on strategic competence by Mitchell and Myles shows that there is empirical evidence that foreign language users change their language like first language users. They change their language according to their level of formality, and if they know they need to do so, they also change their language depending on their gender. Ellis uses a three-dimensional division about how foreign language learners change their language. Systemic variability depends on the linguistic context, the psycholinguistic context, and the sociolinguistic context. Therefore, Ellis points out, it can be observed that variability in the language of speakers of foreign languages actually exists. If Ellis is right in his assumptions, then it will be possible to teach someone how to change language depending on the context and the interlocutor. For foreign language users, among other things, Preston offers another claim that changes their language depending on the interlocutor. A study

among foreign-speaking doctors found that they changed their language depending on the person speaking. This change was mainly made in the use of technical and cognitive-affective language.<sup>5</sup>

Doctors also changed their language depending on whether they were talking to patients or other doctors. This can be seen as support for the claim that foreign language users can change their language, and as mentioned earlier, the ability to change their language if there is a variation should be possible. Strategic competency training has been studied by Casper and Rose, and they argue that the development of what they call pragmatic competence among foreign language learners goes through five qualitatively different stages. In the first stage, the speaker was very dependent on the context and expressed himself in one word, while in the last stage he could use softening, supportive statements and polite expressions. According to Lightbown and Spada, strategic competence can be clearly taught in the classroom because a communicative approach to language teaching allows for the acceptance of grammatically incorrect language use in the ongoing learning process. Using a language teaching approach where everything said in the classroom should be accurate would be difficult to develop strategic competence because there would be no starting point.<sup>6</sup>

Kasper and Rose also show that it is possible to clearly teach the strategic aspects of a foreign language through meta-analysis. The research they envision involves learning goals or skills that students need to develop, such as using compliments, formal / informal language, and interaction cues in conversations. The same text shows that clear instruction is more convenient than just influencing the target language and learning goal. In an overview of the strategic aspects of foreign language teaching, Casper points out that when it comes to learning pragmatic competence, explicit learning seems to be more effective than covert teaching. Nakatani studied how Japanese language learners learn verbal strategic competencies through the use of meta-cognitive activities. Students were asked to review situations in which they needed to use certain strategies and evaluate their use of strategies in previous lessons. By having a control group, students who actively taught strategies such as modified interactions and modified outcomes were shown to be more successful in post-tests. In these post-tests, the quality of the interaction was assessed using a multi-method approach, including an analysis of the use of the strategy and the number of words in each word. Although this study focused primarily on the student and how his or her own feedback on learning improved learning, it shows that active teaching of Nakata helped to increase the student's awareness of the interlocutor.

This suggests that the product produced by the students in the research group may vary according to the interviewee. To understand the study of strategic competence, it is important to analyze the interaction in more detail, which can be done using the theory of the communicative language approach. The concept of foreign language formula sequences and their importance in helping students improve their language skills, including being more fluent and speaking more like a native speaker, are described by Hodadadi, Shamsaee and Boers et al. It can be said that this is more about being fluent than using strategic competence in oral communication, but having a list of words and phrases to help you compose words when adapting your language helps will give. The term "formulaic sequence" is defined as a sequence of words that is completely stored and retrieved from memory. Khodadadi and Shamsai point out that the use of these pre-installed language pieces helps the language learner find time to think.

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<sup>5</sup>Sribner, S. & Cole, M. (1981). *The Psychology of Literacy*. Cambridge, Ms and London, England: Harvard University Press.

<sup>6</sup> <http://www2.hawaii.edu/~roever/hidissoffalt.htm>

**Conclusion:** The research in this article focuses on the study of the use of strategic competence in oral communication and is to some extent similar to the research presented in the previous chapter. What is added is another emphasis on learning strategies that are most effective in learning strategic competence in the classroom and maintaining a strong focus on the object of study. Teaching oral communication can sometimes be difficult to control, and classroom learning can sometimes shift from planned content to something else, a process that is described and analyzed.

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