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**COGNITIVE FOUNDATIONS OF THE FORMATION OF INTERCULTURAL  
COMPETENCE IN ENGLISH LANGUAGE TEACHING**

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**ABSTRACT**

It is known that world languages are not only the main means of communication between people, but also an important cognitive tool. From this point of view, learning English in general educational institutions of our country is the formation of two important qualities in education - understanding and speech (perception/reproduction). These priority components of speech activity (including reading and writing) are the main signs in the development of a linguistic personality. In fact, mastering these components of speech activity ensures the process of forming the cognitive and mental competence of Uzbek students in teaching English.

**Key word**

Mental competence, cognitive components, communicative technologies, cognitive pedagogy, intercultural communication.

**Introduction**

The main principle of the development of cognitive abilities is the priority of students' knowledge of the studied subject. Students' independent study of the same real educational object leads to an individual educational product, which is represented by knowledge about this object, as well as methods of obtaining it.

The development of the cognitive direction of education led to the formation of a new branch - cognitive pedagogy, in which the student becomes the main cognitive subject.

In other words, it is a direct way to develop students' cognitive-perceptive competence and provides a normal direction of effective communication in foreign language communication.

From this point of view, the formation of cognitive and intellectual competence of high school students in the English language with the help of information and communication technologies is of particular practical importance.

**The Main Part**



In the context of cognitive pedagogy, it is important to evaluate not only the content of education and its information base, but also the use of cognitive tools by the student to achieve educational goals. In this regard, the issue of the general task related to the assessment of means of knowledge is on the agenda: with the help of what means the student learns and changes the world around him. It is known that schoolchildren differ in their individual cognitive abilities (consciousness, intelligence, ability to perceive and repeat, analyze, synthesize). The formation of the cognitive competence of high school students in English to a certain extent is also a psychological process, which implies a combination of logical and meaningful perception of the educational material with a logical sequence, the purpose of which is to receive information, processing and transmission. In this process, "attention", "memory", "level of understanding", "thinking" are actively involved, together with components such as making relevant decisions, action and influence. All this shows that cognitive competence is a set of interrelated actions and abilities of students to use their acquired knowledge, develop linguistic and communicative skills and competencies.

The formation of cognitive competence gives the subject the right direction in perceiving, processing, memorizing and repeating information in a foreign language. To sum up, cognitive competence is equipped with a mechanism that allows to understand, understand and apply the acquired knowledge, actively involving thinking, memory, imagination, attention, etc.

The main task of cognitive pedagogy is to determine the mental potential of the subject of education, which expands the student's opportunities not only to acquire solid knowledge, but also to skillfully use them in the process of communication in a foreign language. This direction and modern model of foreign language education is aimed at forming a full-fledged linguistic person, taking into account his active and effective cognitive-perceptive actions.

We put forward the concept of "cognitive-perceptive learning" in order to implement effective cognitive activities of high school students in English in general educational institutions:

- about cognitive activity, which is understood as the development of students' knowledge activity;

- according to the cognitive principle, it includes the following parameters:

- 1) stimulating interest in teaching and learning (within the scope of this study - in learning a foreign language);

- 2) rational revision of the components of the educational process in order to coordinate and coordinate the goals and objectives of the educational direction, foreign language education;

3) to consider educational subjects as active participants of the educational process in the mode of constant positive cooperation in the conditions of respectful relations between the teacher and the student.

All this shows that cognitive foreign language activity in learning English in high school is closely related to the most important aspects of psychological and pedagogic science (cognitive interest, cognitive independence, cognitive motivation).

In the process of this research, it became known that the formation of cognitive competence of high school students in learning English is based on the psychological-pedagogical principles of the organization of the educational process and is characterized by the following:

1) motivational attitude to knowledge of linguistic reality in which cognitive and mental processes play an important and main role;

2) purposeful pursuit of education in a foreign language by subjects of education - speakers of the Uzbek language, who have the opportunity to use the full communicative space;

3) emotional attitude to language learning, as a means of learning a foreign language to achieve real cognitive results.

These parameters of cognitive activity are of particular importance in the educational process of learning English in the upper classes of educational institutions of the Republic of Uzbekistan.

#### Conclusion

Thus, the theoretical conditions for determining the foundations of the formation of cognitive competence in the English language of high school students of the republic's general education institutions are as follows:

1) cognitive activity acts as a basic component within cognitive interest, motivation, learning and cognitive independence and as integral qualities of the individual;

2) cognitive activity - a factor of emotional-cognitive reaction to objects, events and activities of direct self-stimulation; turning education and cognitive independence into an emotional-cognitive orientation of a person requires certain favorable conditions created on the basis of cognitive activity;

3) cognitive activity becomes the main condition and source of purposefully increasing the efficiency of the general educational process, including the teaching of English in higher classes of educational institutions.

4) cognitive activity becomes the main condition and source of purposefully increasing the effectiveness of the general educational process, including teaching English in higher classes of educational institutions.



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