

## METHODOLOGY FOR USING AUTHENTIC MATERIALS IN THE DEVELOPMENT OF COGNITIVE-PRAGMATIC COMPETENCE

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**Abstract.** This article analyzes the theoretical and practical aspects of using authentic materials in developing cognitive-pragmatic competence. The study highlights the role of authentic texts, audio and video materials, podcasts, and interviews in fostering students' understanding of pragmatic content, understanding of communicative intentions, and developing contextual communication skills. The effectiveness of discourse analysis, role-playing, and case-study methods in developing cognitive-pragmatic competence is also substantiated. The research results demonstrate that the use of authentic materials serves to increase the effectiveness of foreign language education and enhance students' communicative readiness.

**Keywords:** authentic materials, pragmatics, cognitive approach, communicative competence, discourse analysis, role-playing method, foreign language teaching, intercultural communication.

**Annotatsiya.** Ushbu maqolada kognitiv-pragmatik kompetensiyani rivojlantirishda autentik materiallardan foydalanishning nazariy va amaliy jihatlari tahlil qilinadi. Tadqiqotda autentik matnlar, audio va video materiallar, podkastlar hamda intervyularning talabalarda pragmatik mazmuni anglash, kommunikativ niyatlarni tushunish va kontekstual muloqot ko'nikmalarini rivojlantirishdagi o'rni yoritilgan. Shuningdek, kognitiv-pragmatik kompetensiyani shakllantirishda diskurs tahlili, rolli o'yinlar va keys-stadi (case-study) metodlarining samaradorligi asoslab berilgan. Tadqiqot natijalari autentik materiallardan foydalanish chet tilini o'qitish samaradorligini oshirishga hamda talabalarning kommunikativ tayyorgarligini kuchaytirishga xizmat qilishini ko'rsatadi.

**Kalit so'zlar:** autentik materiallar, pragmatika, kognitiv yondashuv, kommunikativ kompetensiya, diskurs tahlili, rolli o'yin metodi, chet tilini o'qitish, madaniyatlararo muloqot.

**Аннотация.** В данной статье анализируются теоретические и практические аспекты использования аутентичных материалов в развитии когнитивно-прагматической компетенции. В исследовании освещается роль аутентичных текстов, аудио- и видеоматериалов, подкастов и интервью в формировании у учащихся навыков понимания прагматического содержания, понимания коммуникативных намерений и ведения коммуникации в соответствии с контекстом. Также обоснована эффективность методов дискурсного анализа, ролевой игры и кейс-стади в развитии когнитивно-прагматической компетенции. Результаты исследования показывают, что использование аутентичных материалов способствует повышению эффективности обучения иностранному языку и усилению коммуникативной подготовки учащихся.

**Ключевые слова:** аутентичные материалы, прагматика, когнитивный подход, коммуникативная компетенция, анализ дискурса, метод ролевой игры, обучение иностранному языку, межкультурная коммуникация.

**Introduction.** In the modern education system, the primary goal of teaching foreign languages is to develop not only linguistic knowledge but also the competencies to communicate effectively in real communicative situations. In the context of globalization, the increasing need to communicate with representatives of different cultures requires language learners to master skills such as understanding the hidden meanings of speech, correctly interpreting communicative intentions, and expressing opinions in accordance with the context. For this reason, the issue of developing cognitive-pragmatic competence

has become one of the current directions of foreign language teaching methodology. Cognitive-pragmatic competence represents a person's ability not only to understand language units grammatically and semantically but also to apply them in accordance with a specific communicative situation, socio-cultural environment, and speech purpose. This competence is closely linked to cognitive processes, mental activity, and mechanisms for drawing pragmatic conclusions, serving the students' deep perception of speech. From this perspective, the integration of cognitive and pragmatic approaches in foreign language teaching is of particular importance.

Scientific research conducted in recent years indicates that authentic materials are an effective tool for developing students' communicative activity. Authentic materials include texts, audio and video recordings, podcasts, interviews, news, advertising texts, and internet resources created by native speakers for natural communicative purposes. They provide students with a real language environment and allow them to become acquainted with language units and pragmatic strategies used in real communicative situations. The use of authentic materials activates students' cognitive activity, develops critical thinking skills, and strengthens their ability to understand pragmatic content. Through such materials, students participate in complex cognitive-pragmatic processes such as analyzing speech acts, understanding implicatures and presuppositions, and identifying the communicative intentions of communication participants. As a result, they gain a deeper understanding of the contextual features of using language units and are prepared for intercultural communication.

**Literature review.** The issue of developing cognitive-pragmatic competence is one of the scientific problems widely studied in the fields of modern linguodidactics and pragmalinguistics. Researchers link this competence to the student's ability to use language units in accordance with the communicative situation, understand hidden meanings, and correctly interpret speech intentions. In particular, W. Timpe Laughlin, J. Wain, and J. Schmidgall define pragmatic competence as the integration of linguistic knowledge, sociopragmatic experience, and pragmalinguistic skills.[1] This approach demonstrates the importance of the real communicative environment in the formation of pragmatic knowledge.

The theoretical foundations of using authentic materials are covered in detail in the research of A. Gilmore. The scientist emphasizes that authentic materials are more effective than artificial educational texts in developing students' communicative competence. In his opinion, texts, audio, and video materials from real communicative situations develop students' skills in understanding pragmatic content, identifying speech strategies, and contextual thinking.[2] Also, R. Ellis justifies the priority of authentic communication and meaningful activity in the process of mastering a second language, noting that the functional features of language units are effectively mastered in a natural communication environment.[3]

In Uzbek linguistics, the issues of pragmalinguistics and cognitive linguistics have been deeply researched by Professor Shakhriyor Safarov. In the scholar's work "*Pragmalinguistics*" issues regarding the communicative function of language, speech acts, implicature, presupposition, and pragmatic content are extensively covered, and the fundamental principles of pragmatic analysis are developed.[4] Safarov emphasizes that pragmatic meaning is formed not only through linguistic units but also in conjunction with the communicative situation, speech participants, and socio-cultural factors. His work "*Cognitive Linguistics*" analyzes the relationship between language and thinking, the cognitive features of concepts, frames, and discourse, and outlines the theoretical foundations of the cognitive approach to language learning.[5]

**Research Methodology.** In this study, comparative-analytical, descriptive, and discourse analysis methods were used to study the possibilities of using authentic materials in the development of cognitive-pragmatic competence. In the course of the study, scientific sources in pragmalinguistics and cognitive linguistics were analyzed, and the educational potential of authentic texts, audio, and video materials was evaluated. Additionally, the effectiveness of authentic materials in developing cognitive-pragmatic competence was determined through the generalization and interpretation of the information obtained.

**Analysis and Results.** During the study, the influence of using authentic materials on the development of cognitive-pragmatic competence was theoretically and practically analyzed. Analyses have shown that authentic materials significantly develop students' skills in understanding pragmatic content, identifying communicative intentions, expressing opinions in accordance with context, and choosing speech strategies. In particular, texts from real communicative situations, podcasts, interviews, films, advertising texts, and social media content activate students' cognitive activity and introduce them to the natural features of language use. A. Gilmore emphasizes that the primary advantage of authentic materials lies in their creation for authentic communicative purposes, noting that such materials are more effective in developing pragmatic competence than artificial educational texts.[6] Initially, the method of discourse analysis based on authentic dialogues was used in the study. Through this method, students were taught to identify the speech intentions, implications, and hidden meanings of the participants in the conversation. For example, the following dialog was analyzed:

*A: Are you coming to the meeting tomorrow?*

*B: I have a doctor's appointment at that time.*

Although grammatically, person B did not directly say that he could not go to the meeting, from a pragmatic point of view, this answer means refusal. By identifying this meaning, students practically mastered the phenomenon of implicature. When similar situations are used regularly, students become more active in identifying hidden meanings and begin to understand the contextual features of communication more deeply. In the

process of discourse analysis, films and TV series were also used. For example, the phrase “*Can you open the window?*” which is common in everyday English communication, is grammatically a question about ability, but pragmatically it is explained that it performs the function of a request. By analyzing similar examples, students had the opportunity to connect the theory of speech acts with practice. As a result, they began to better understand the difference between the superficial form of the sentence and the actual communicative purpose.

During the study, listening and understanding activities were also organized based on podcasts and interviews. In particular, materials from the BBC Learning English, TED Talks, and NPR platforms were used. Using these materials, students studied the influence of intonation, stress, and emotional coloring on pragmatic meaning. For example, it was shown that the phrase “*That’s great*” can convey a sense of praise when said in a sincere tone, and a negative attitude in a sarcastic intonation. Such exercises served to increase the pragmatic sensitivity of students. The analysis of advertising texts also yielded effective results. Advertising discourse is a rich material for studying pragmatic strategies. For example, when analyzing Nike’s slogan “*Just do it*” students found that it was not only a command sentence but also served as a motivational and inspiring function. Similarly, it was explained that L’Oréal’s slogan “*Because You’re Worth It*” expresses a pragmatic strategy aimed at making the consumer feel their own worth. Using the content analysis method, students learned to identify the methods of persuasion, influence, and audience engagement used in advertising texts.

Authentic materials on social networks were also analyzed separately. Short posts, comments, and examples of communication on Facebook, Instagram, and X (Twitter) platforms allowed students to explore the pragmatic features of modern English. For example, it was shown through examples that English phrases such as “*Interesting...*” or “*Good luck with that*” are often used ironically. Students analyzed these expressions in various contexts, attempting to determine their true communicative meaning. As a result, they developed the ability to understand the pragmatic aspects of internet communication. The use of the role-playing method also yielded positive results. In this method, students were presented with real communicative situations, such as a restaurant, hotel, job interviews, or an international conference. For example, in the process of modeling a job interview, students sought to apply formal style, politeness strategies, and rules of pragmatic adaptation. Such activity increased their communicative confidence and strengthened their readiness for real communication.

The use of the case-study method was also effective. Students were offered problem situations related to intercultural communication and were given the task of analyzing them. For example, the direct criticism of an English-speaking partner and the methods of indirect criticism in Uzbek culture were compared. By analyzing these differences,

students understood the impact of cultural factors on pragmatic meaning. This contributed to the development of intercultural communicative competence.

The tasks organized on the basis of Sh.Safarov's pragmalinguistic views also showed significant results. According to the scholar, the true content of speech is formed through the communicative situation and the relationships between participants.[7] Based on this, students were given the task of interpreting the same sentence in different contexts. For example, the phrase "*You are early today*" can be used in the sense of praise, surprise or irony. As a result, students have a deeper understanding of the dependence of pragmatic meaning on context. The results of the study showed that the following methods are most effective in using authentic materials: discourse analysis, content analysis, role-playing, case study, discussion, and reflective analysis methods. These methods served to increase students' pragmatic awareness, understand hidden meanings, choose communicative strategies, and develop skills for flexible action in real communication. In particular, working with authentic video and audio materials significantly enhanced students' listening comprehension, pragmatic inference, and context analysis skills.

**Conclusion.** The research results confirmed that the use of authentic materials is one of the effective tools for developing cognitive-pragmatic competence. Authentic texts, audio and video materials, podcasts, interviews, and advertising discourses help students gain a deeper understanding of language units not only linguistically but also from a communicative and pragmatic perspective. Since such materials reflect real communicative situations, they develop students' skills in identifying speech intentions, understanding implicatures, analyzing context, and correctly choosing communication strategies.

The analysis showed that discourse analysis, content analysis, role-playing, case-study, and discussion methods, combined with authentic materials, have a significant impact on the development of cognitive-pragmatic competence. These methods develop students' abilities to think critically, draw pragmatic conclusions, and adapt to intercultural communicative situations. In particular, tasks approached to a real communicative environment stimulate students' independent thinking and active participation. The results of the study also showed that the use of authentic materials increases students' motivation, strengthens their interest in a foreign language, and creates an opportunity to connect theoretical knowledge with practical activity. Therefore, the systematic and purposeful use of authentic materials in the process of teaching foreign languages is one of the important pedagogical conditions for the formation of cognitive-pragmatic competence. In the future, it is advisable to expand experimental research with students of various ages and levels of preparation in this direction, as well as to develop innovative methods for using authentic materials.

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