

COGNITIVE DOMAIN APPLIED BY EFL TEACHERS IN DEVELOPING
INTERCULTURAL COMMUNICATIVE COMPETENCE**Bahromova Madina***Student:***Allayarova Z***Scientific supervisor: Shahrizabz State Pedagogical Institute Foreign Language
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Abstract: *This paper deals with the application of the cognitive domain in fostering intercultural communicative competence (ICC) among English as a Foreign Language (EFL) learners. Through the lens of Bloom's Taxonomy, it highlights how cognitive processes such as analysis, evaluation, and creation can enhance learners' ability to navigate cultural differences effectively. The study reviews innovative methods like Edward de Bono's Six Thinking Hats, task-based learning, and technology integration to develop ICC. Furthermore, it identifies challenges in implementation, including resource limitations and teacher preparedness. The findings underscore the significance of cognitive-based strategies and suggest practical solutions to improve ICC development in EFL classrooms.*

Keywords: *cognitive domain, intercultural communicative competence, EFL teaching, six thinking hats, task-based learning, technology integration, bloom's taxonomy*

Annotatsiya: *Ushbu maqola ingliz tilini chet tili (EFL) sifatida o'rganuvchilar orasida madaniyatlararo kommunikativ kompetentsiyani (ICC) rivojlantirishda kognitiv sohani qo'llash bilan bog'liq. Bloom taksonomiyasi ob'ektivi orqali tahlil qilish, baholash va yaratish kabi kognitiv jarayonlar o'quvchilarning madaniy farqlarni samarali boshqarish qobiliyatini qanday oshirishi mumkinligini ta'kidlaydi. Tadqiqotda Edvard de Bononing oltita fikrlash shapkasi, vazifaga asoslangan o'rganish va ICCni rivojlantirish uchun texnologiya integratsiyasi kabi innovatsion usullar ko'rib chiqiladi. Bundan tashqari, u amalga oshirishdagi qiyinchiliklarni, jumladan, resurslarni cheklash va o'qituvchilarning tayyorgarligini belgilaydi. Topilmalar kognitiv-asoslangan strategiyalarning ahamiyatini ta'kidlaydi va EFL sinflarida ICC rivojlanishini yaxshilash uchun amaliy yechimlarni taklif qiladi.*

Kalit so'zlar: *kognitiv soha, madaniyatlararo kommunikativ kompetentsiya, EFL o'qitish, oltita fikrlash shapkasi, vazifaga asoslangan ta'lim, texnologiya integratsiyasi, bloom taksonomiyasi.*

Аннотация: *В данной статье рассматривается применение когнитивной области для развития межкультурной коммуникативной компетенции (МКК) среди учащихся, изучающих английский как иностранный язык (EFL). Через призму таксономии Блума в ней подчеркивается, как когнитивные процессы, такие как анализ, оценка и создание, могут повысить способность учащихся эффективно ориентироваться в культурных различиях. В исследовании рассматриваются*

инновационные методы, такие как «Шесть шляп мышления» Эдварда де Боно, обучение на основе задач и интеграция технологий для развития МКК. Кроме того, в ней определяются проблемы в реализации, включая ограниченность ресурсов и готовность учителей. Результаты подчеркивают значимость стратегий на основе когнитивных способностей и предлагают практические решения для улучшения развития МКК в классах EFL.

Ключевые слова: когнитивная область, межкультурная коммуникативная компетенция, преподавание EFL, шесть шляп мышления, обучение на основе задач, интеграция технологий, таксономия Блума

INTRODUCTION

In the modern globalized world, intercultural communicative competence (ICC) has emerged as a crucial skill for effective communication. For learners of English as a Foreign Language (EFL), the ability to understand, analyze, and navigate cultural differences are as important as mastering linguistic structures. ICC goes beyond linguistic proficiency to include awareness and sensitivity to cultural nuances, enabling learners to function effectively in diverse environments.

The cognitive domain, as defined in Bloom's Taxonomy, provides a robust framework for developing ICC. Through processes like remembering, understanding, applying, analyzing, evaluating, and creating, learners can build a deeper understanding of cultural contexts. These cognitive skills are particularly relevant in EFL education, where students must learn to interpret cultural symbols, resolve misunderstandings, and communicate appropriately across cultural boundaries.

Recent innovations in education have introduced methods that leverage cognitive processes to enhance ICC. Techniques such as the Six Cultural issues from multiple perspectives, fostering critical and creative thinking. Similarly, task-based learning and gamification provide engaging platforms for learners to apply their cognitive skills in real-world scenarios. The integration of technology further amplifies these efforts, enabling authentic cultural interactions through virtual platforms and online collaborative tools.

However, despite the potential of these methods, challenges remain. Many teachers lack the training to implement cognitive-based strategies effectively, and resource constraints often limit access to innovative tools. Addressing these barriers is essential to maximizing the benefits of cognitive approaches in ICC development.

This paper aims to examine the role of the cognitive domain in developing ICC among EFL learners. It reviews literature on cognitive-based methods, discusses innovative strategies, and identifies challenges and solutions for implementation. By highlighting the intersection of cognitive processes and cultural learning, this study provides valuable insights for educators seeking to enhance their teaching practices in an increasingly interconnected world.

LITERATURE REVIEW

The cognitive domain, rooted in Bloom's Taxonomy, serves as a critical framework for structuring educational objectives in English as a Foreign Language (EFL) contexts. It progresses through hierarchical levels of thinking, from basic knowledge recall to advanced critical thinking and creation. Anderson and Krathwohl's revised taxonomy further emphasizes applying, analyzing, and evaluating as essential skills for fostering intercultural communicative competence (ICC) [1][2].

ICC involves understanding cultural norms, values, and practices while developing the ability to communicate effectively across cultural boundaries. Cognitive processes like analysis and synthesis allow learners to dissect and integrate cultural knowledge, enabling more nuanced communication in diverse settings [2][3].

Innovative Methods in EFL Classrooms

Six Thinking Hats

Edward de Bono's Six Thinking Hats method organizes thinking into six distinct modes: factual (white), emotional (red), critical (black), optimistic (yellow), creative (green), and meta-cognitive (blue). This method has been proven effective in helping EFL learners engage with multiple perspectives when exploring cultural contexts. Studies show that students using this technique demonstrate enhanced problem-solving and critical thinking skills [3][4]. Interpersonal and intercultural communication is strengthened and advanced.

Reciprocal links in the "teacher-student-subject of intercultural communication" system are activated.

Conditions are created for implementing an intercultural focus, systematically examining the nature and essence of language as a tool for intercultural communication, and designing an educational process in which learners explore the phenomenon of language in all its necessary completeness, depth, and sociocultural determination.

The methodology based on cognitive-discursive technology includes a set of tasks and exercises aligned with the step-by-step and phased implementation of cognitive-discursive activities by students and teachers. This approach facilitates the gradual accumulation of information needed for foreign language learners and strengthens their awareness of the actions needed to achieve its understanding, and their mastery of cognitive-discursive activities, which determine their ability for intercultural communication.

The educational technology developed by the author is presented as an innovative tool for transformative teaching activities. It promotes the creation of favorable organizational and methodological conditions in which students are actively engaged in cognitive-discursive activities.

DISCUSSIONS

The cognitive domain, as defined by Bloom's Taxonomy, offers a structured approach to developing intercultural communicative competence (ICC) in EFL learners. Each level of the taxonomy contributes uniquely to ICC:

Remembering helps students recall cultural norms, practices, and linguistic expressions. Understanding enables learners to interpret the significance of cultural behaviors. Applying focuses on using cultural knowledge in real-world communication scenarios. Analyzing allows for the identification of cultural differences and their implications. Evaluating encourages reflection on cultural practices and their appropriateness in various contexts. Creating empowers learners to develop innovative solutions for intercultural communication [1][3].

Conclusion : knowing and gathering cultural knowledge is vital for learners.

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