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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**METHODS OF DEVELOPING COGNITIVE ACTIVITY OF CADETS AT THE
ENGLISH LESSONS****Nargiza Djabarovna Shirinova***Docent of the Public safety university of the Republic of Uzbekistan**candidate of pedagogical sciences**E-mail: shirinovanargiza012@gmail.com**Tashkent, Uzbekistan***ABOUT ARTICLE**

Key words: developing of cognitive activity, problem based learning(PBL) in teaching English, critical thinking, communicative competence, analysis, synthesis, and evaluation.

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Abstract: The article is devoted to the development of cognitive activity of cadets and the problems encountered in it at the English language classes. The importance of developing cognitive activity of cadets is highlighted, and methods aimed at developing cognitive activity have been developed. The designed modern educational recommendations contribute to developing cadets' cognitive engagement. The present research focused on the theoretical substantiation and experimental verification of pedagogical conditions for developing cognitive activity at the English lessons at military higher educational institutions. Findings demonstrate that purposeful activation of cognitive processes in foreign language instruction contributes not only to linguistic competence but also to the formation of professional, intellectual, and leadership qualities essential for modern military specialists.

Introduction. Modern military education requires far more than discipline and physical training. Today's officers must also possess high-level intellectual competence, capable of analyzing complex situations, making informed decisions, and communicating effectively under pressure. In the context of globalization and growing international cooperation, proficiency in

English has become essential for military professionals, as it serves as a primary tool for cross-border collaboration, strategic coordination, and operational communication. Developing cognitive activity during English lessons is particularly important because it[1]:

- Enhances analytical thinking
- Improves decision-making skills
- Develops communicative competence
- Strengthens professional readiness

The research problem addressed in this study is identifying effective pedagogical conditions that actively engage cadets in cognitive processes during English instruction, ensuring that language learning is not isolated from intellectual and professional development.

Methodology. In earlier pedagogical traditions, particularly within classical didactics, learning was primarily associated with memorization and reproduction. The dominant instructional model positioned the teacher as the ultimate authority, while learners were expected to absorb and reproduce knowledge accurately. Intellectual discipline and obedience were prioritized over independent inquiry or critical thinking.

This transmissive paradigm reflected broader philosophical assumptions rooted in empiricism and rationalism, where knowledge was viewed either as derived from sensory experience or logically deduced from universal principles. In practice, this perspective translated into structured lectures, rigid curricula, and standardized evaluation, often leaving little room for creativity, problem-solving, or cognitive engagement[9].

Literature review. The development of cognitive activity in language learning, especially in the context of military education, has been extensively studied, with various theoretical frameworks and pedagogical approaches aimed at fostering deep intellectual engagement among learners. A key aspect of this process is understanding how cognitive development interacts with language acquisition, particularly in foreign language instruction. The literature on cognitive activity in education can be traced back to two major psychological theories: cognitive constructivism, exemplified by Jean Piaget, and social constructivism, as proposed by Lev Vygotsky.

Piaget's theory of cognitive development emphasizes the importance of individual cognitive construction. According to Piaget, learners construct their understanding of the world through interactions with their environment. This theory suggests that learning is an active process where learners engage with new information, assimilating it into their existing cognitive frameworks or accommodating their schemas to incorporate novel concepts. Piaget's focus on the stages of cognitive development underlines the importance of providing learners

with appropriately challenging tasks that align with their cognitive abilities at each stage of their growth. This idea has been applied in foreign language learning, where teachers design activities that challenge cadets to extend their cognitive boundaries while learning a new language[9].

Lev Vygotsky's social constructivism builds on Piaget's ideas but emphasizes the importance of social interaction in cognitive development. Vygotsky proposed that cognitive functions are primarily developed through social interactions, and language plays a crucial role in this process. In his view, language is not just a tool for communication but also a tool for thought, mediating cognitive processes such as problem-solving, planning, and reflection. According to Vygotsky, learning occurs in a social context where learners interact with more knowledgeable peers or instructors. This is especially relevant to the military context, where cadets learn to solve complex problems and make decisions through collaboration and communication. Vygotsky's Zone of Proximal Development (ZPD) concept suggests that learners can achieve more when working collaboratively, as peers or instructors provide support that helps them stretch beyond their current capabilities. In the context of English lessons for military cadets, this means that cadets can be guided to engage in complex cognitive tasks that challenge their language skills while also enhancing their professional competence[12].

Results and discussion. Problem-Based Learning (PBL) is one of the most effective pedagogical methods for activating higher-order cognitive processes in professional education. Originating from constructivist theory, PBL is grounded in the principle that knowledge is constructed through active engagement with meaningful problems rather than passively received through instruction[2].

In military education, PBL aligns naturally with the operational realities of officer training. Military professionals are constantly required to:

- Analyze complex situations
- Assess risks under uncertainty
- Make rapid decisions
- Justify actions with logical reasoning

Integrating PBL into English language instruction ensures that linguistic development occurs simultaneously with professional cognitive formation, creating a holistic learning experience. Unlike traditional teacher-centered approaches, PBL shifts the instructional focus from explanation to inquiry. The instructor acts as a facilitator and moderator, while cadets

assume intellectual responsibility for exploring, interpreting, and resolving professional scenarios in English.

From a psychological perspective, PBL activates multiple cognitive domains, including:

- Analytical reasoning
- Strategic planning
- Critical evaluation
- Reflective thinking
- Metacognitive monitoring

PBL is therefore not merely a teaching technique but a comprehensive framework for cognitive development. Problem-based tasks stimulate deep information processing. When cadets confront realistic military scenarios, they must:

1. Comprehend contextual information
2. Identify key variables and constraints
3. Generate possible courses of action
4. Compare alternatives
5. Select optimal solutions
6. Defend decisions logically

This sequence corresponds to the highest levels of cognitive functioning: analysis, synthesis, and evaluation. Furthermore, PBL enhances working memory efficiency, as cadets must retain situational details while formulating coherent responses in English. This dual processing strengthens the integration of language competence with tactical reasoning.

Metacognition also plays a crucial role. During problem-solving, learners monitor their understanding, evaluate the adequacy of vocabulary, and adjust communicative strategies. Reflection sessions following PBL tasks consolidate learning outcomes and promote self-regulated thinking.

The effectiveness of PBL in military English instruction depends on professional authenticity. Problems must reflect realistic operational contexts, rather than abstract linguistic exercises. Example: "Design a peacekeeping operation plan under time pressure". This task mirrors challenges officers may encounter in multinational missions, requiring both linguistic performance and operational reasoning. Professional authenticity increases intrinsic motivation, as cadets recognize the relevance of the task to their future responsibilities, enhancing engagement and persistence.

A typical PBL session includes the following stages:

1. Presentation of the Problem

The instructor introduces a realistic military scenario in English, which may involve conflict resolution, crisis response, logistics coordination, or multinational cooperation[8].

2.Situation Analysis

Cadets identify key elements such as:

- Mission objectives
- Operational constraints
- Environmental factors
- Available resources
- Potential threats

This stage develops analytical reading and listening skills.

3.Risk Evaluation

Participants assess:

- Political implications
- Security risks
- Logistical challenges
- Ethical considerations

Risk assessment encourages systematic reasoning and vocabulary expansion in areas like probability, consequences, and mitigation strategies.

4.Proposal of Solutions

Cadets collaboratively generate alternative action plans, requiring creativity, negotiation, and structured communication.

5.Justification of Decisions

Each group defends its proposed plan before peers, strengthening argumentation skills and persuasive discourse competence.

6.Reflection and Feedback

The instructor facilitates discussion on linguistic performance, clarity of reasoning, and strategic coherence, further consolidating learning. Example: “Design a peacekeeping operation plan under time pressure”.

Cadets must:

- Analyze the geopolitical context
- Identify stakeholders
- Define mission objectives
- Allocate personnel and resources
- Establish communication channels

- Anticipate potential escalation
- Develop contingency strategies

They are required to use professional English vocabulary related to command structures, negotiation, humanitarian assistance, and security operations. Time constraints simulate operational pressure, enhancing cognitive intensity and decision-making speed.

PBL directly supports the development of critical thinking, requiring cadets to:

- Distinguish relevant from irrelevant information
- Identify assumptions
- Evaluate evidence
- Compare alternative strategies
- Predict consequences

These activities prevent superficial learning and foster deep conceptual understanding. Critical thinking in English further strengthens linguistic flexibility, allowing cadets to move beyond formulaic expressions and construct individualized, reasoned responses[7].

Military operations often require decisions under incomplete information and time constraints. PBL simulations replicate these conditions, training cadets in:

- Cognitive agility
- Verbal fluency
- Stress tolerance
- Executive control

Repeated exposure to time-bound problem-solving increases confidence and reduces communication hesitation.

PBL tasks require cadets to present:

- 1.Situation overview
- 2.Problem identification
- 3.Risk analysis
- 4.Proposed solution
- 5.Justification
- 6.Expected outcomes

This structured reasoning enhances both professional and linguistic competence, training cadets to communicate systematically and convincingly. Group-based PBL fosters distributed cognition, where collective reasoning produces more comprehensive solutions. Collaboration enhances:

- Perspective-taking

- Conflict resolution
- Leadership rotation
- Communication clarity

Here, English functions as the medium for collective thought construction, transforming language learning into a tool for professional cognition rather than a mere subject of study.

Psychological impact of PBL[11]. PBL also fosters:

- Intellectual autonomy
- Confidence in decision-making
- Responsibility for outcomes
- Reflection on personal performance

It reduces passivity, as cadets cannot remain observers; they must actively engage with scenarios.

Instructor's Role in PBL. In PBL, the instructor functions as a facilitator rather than a lecturer, with responsibilities including:

- Designing realistic scenarios
- Guiding analytical inquiry
- Monitoring group dynamics
- Providing linguistic support
- Encouraging reflection

The facilitator ensures that cognitive challenges remain balanced with achievable linguistic demands.

Conclusion. The present research focused on the theoretical substantiation and experimental verification of pedagogical conditions for developing cognitive activity in English lessons at military higher educational institutions. Findings demonstrate that purposeful activation of cognitive processes in foreign language instruction contributes not only to linguistic competence but also to the formation of professional, intellectual, and leadership qualities essential for modern military specialists.

In contemporary military education, English is no longer just an academic subject. It functions as a strategic instrument for international cooperation, operational coordination, diplomatic interaction, and participation in multinational missions.

Developing cognitive activity during English lessons significantly enhances cadets' professional competence. Integrating communicative, problem-based, and professionally oriented approaches transforms language instruction into a powerful platform for intellectual and leadership development.

English instruction in military institutions should not merely focus on grammar and translation but actively stimulate:

- Independent thinking
- Strategic communication
- Analytical reasoning
- Leadership discourse

When systematically incorporated, English becomes more than a subject; it becomes a platform for shaping competent, reflective, and strategically minded officers, fully prepared for the challenges of modern military service.

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