

TEXT PRODUCTION COMPETENCE: THEORETICAL PERSPECTIVES AND CONCEPTS

Botabayev Kuandyk Isatayevich

*Doctoral Student, Department of Theory and Methodology of Education and Training,
Ajiniyaz Nukus State Pedagogical Institute, Uzbekistan*

Abstract: *Text production competence is a complex integrative ability that encompasses cognitive, linguistic, pragmatic, and sociocultural components. In contemporary text theories, particular attention is paid to strategic adaptation, discursive awareness, and the ability to construct coherent and persuasive messages aligned with communicative goals and situational contexts. This study aims to synthesize theoretical approaches to textual competence within the frameworks of cognitive linguistics, pedagogy, and discourse theory. The analysis draws upon the works of van Dijk, Hyland, L. S. Vygotsky, and current digital models for evaluating text productivity. The study concludes with the proposal for an integrative model of textual competence that combines academic writing, critical thinking, and interdisciplinary awareness as the foundation for effective communication in education.*

Keywords: *textual competence, cognitive linguistics, discourse, academic writing, pragmatics, strategic adaptation, digital pedagogy, modeling, interdisciplinarity.*

Text production competence is a key component of contemporary education, encompassing the skills required to construct meaning, organize textual structure, and adapt messages to specific communicative contexts. Unlike basic grammatical knowledge, this competence requires a strategic approach, interdisciplinary thinking, and an understanding of sociocultural contexts. Current research highlights the role of the author's creative and cognitive potential as a mediator of meaning in written communication [1, 3].

Theoretical Approaches and Concepts.

1. Cognitive Perspective. Text generation is viewed as a sequence of mental operations. The Flower and Hayes model (1981) outlines stages of planning, translating, and reviewing text, emphasizing the author's conscious control during the writing process [2].

2. Sociocultural Theory. This approach asserts that textual competence is developed through collaborative activity, including the internalization of linguistic and discursive models [3].

3. Systemic Functional Linguistics. According to this theory, each text simultaneously fulfills ideational, interpersonal, and textual functions [4].

4. Pragmalinguistic Approach. Focus is placed on appropriateness, speech strategy, and the selection of speech acts in accordance with contextual factors.

Contemporary Challenges and Digital Adaptation

In the context of digital transformation in education, the demands on textual competence have expanded. Skills in working with hypertexts, multimodality, and visual language have become essential elements of communicative literacy. As Levin notes [5], a new digital authorship competence is emerging, encompassing the ability to navigate information space, assess reliability, and structure texts rhetorically in online formats.

Moreover, the online environment necessitates proficiency in co-authoring, digital ethics, and the ability to shift between formal and informal communication genres. These developments require a revision of pedagogical strategies, incorporating metawriting practices, self-assessment, and reflection into educational processes.

Conclusion

In the 21st century, text production competence entails more than mastering linguistic norms; it also involves meaningful, strategic, and adaptive writing in a rapidly evolving information environment. Theoretical approaches emphasize the multilayered nature of this competence, while practical models call for flexible, integrative teaching methods. Future directions should include the development of text activity assessment models, consideration of cross-cultural factors, and the integration of digital tools in academic writing instruction.

REFERENCES:

1. Vorwerg, C. (2015). Textkompetenz im digitalen Zeitalter. Berlin: Springer.
2. Flower, L., & Hayes, J. R. (1981). A Cognitive Process Theory of Writing. *College Composition and Communication*, 32(4), 365–387.
3. Vygotsky, L. S. (1997). *Imagination and Creativity in Childhood*. St. Petersburg: Soyuz.
4. Halliday, M. A. K. (2004). *An Introduction to Functional Grammar*. London: Arnold.
5. Levin, M. Sh. (2022). *Digital Literacy and School Writing*. Moscow: Prosveshchenie.
6. van Dijk, T. A. (2007). *Discourse and Power*. Moscow: LKI.
7. Hyland, K. (2005). *Metadiscourse: Exploring Interaction in Writing*. London: Continuum.