

**ACADEMIC FOCUS ON READING: NAVIGATING TEXTS. IDENTIFYING GENRE, AUDIENCE, PURPOSE AND PERSPECTIVES IN THE TEXT****Jabborova Dildora Zokirjanovna***Department of English language theoretical aspects senior teacher PhD**Uzbekistan State World Languages University**c-mail: [dilyacity89@gmail.com](mailto:dilyacity89@gmail.com)***Baxtiyorov Javohir Dilshodbek o‘g‘li***Uzbekistan State World Languages university First English faculty**Foreign language and literature**e-mail: [javoxirbaxtiyarov717@gmail.com](mailto:javoxirbaxtiyarov717@gmail.com)*

**Annotatsiya.** *Kognitiv lingvistika va ilg‘or pedagogika sohasidagi zamonaviy paradigmalariga muvofiq, murakkab akademik diskurslarni qayta ishlash jarayoni chiziqli dekodlashning an‘anaviy modellaridan ko‘p o‘lchovli, strategik meta-kognitiv intervensiya modeliga o‘tishni taqozo etadi. Ushbu maqolada insonning yuqori darajadagi kognitiv apparati orqali ixtisoslashgan diskurslarning murakkab tarkibiy va mafkuraviy arxitekturasi tizimli ravishda dekodlash, xaritalash va tanqidiy tahlil qilish imkonini beruvchi matn navigatsiyasi mexanizmi tadqiq etiladi. Yozma matnning tarkibiy va semantik yaxlitligi to‘rtta o‘zaro bog‘liq o‘zgaruvchi: janr, auditoriya, maqsad va perspektiva (nuqtai nazar) o‘rtasidagi deterministik aloqalar tizimi orqali tahlil qilingan. Tizimli funksional lingvistika doirasida olib borilgan ushbu tadqiqot oliy ta‘limda jiddiy pedagogik nomutanosibliklar mavjudligini ko‘rsatadi; talabalar ko‘pincha yuqori darajadagi situatsion modellarni qurish o‘rniga, quyi darajadagi yuzaki tekstual qisqartirishlarga tayanib, nozik pragmatik siljishlar va yashirin mafkuraviy o‘zgaruvchilarni izolyatsiya qila olmaydilar. Matn navigatsiyasining kognitiv va neyro-pedagogik asoslarini yoritish orqali mazkur ish amaliy lingvistikadagi jiddiy nazariy bo‘shliqni to‘ldiradi va zamonaviy axborot ekologiyasida meta-kognitiv o‘qish mahoratini optimallashtirishga qaratilgan empirik o‘qitish metodologiyasini shakllantirishga xizmat qiladi.*

**Kalit so‘zlar:** *kognitiv lingvistika, matn navigatsiyasi, diskurs tahlili, janr tipologiyalari, auditoriya dizayni, kommunikativ maqsad, mafkuraviy perspektiva, tanqidiy savodxonlik, meta-kognitiv o‘qish.*

**Аннотация.** *В контексте современных парадигм когнитивной лингвистики и передовой педагогики процесс обработки сложного академического дискурса требует парадигмального сдвига от традиционных моделей линейного декодирования к многомерному стратегическому метакогнитивному вмешательству. В данной*

статье исследуется механизм текстовой навигации как высшая исполнительная функция, посредством которой человеческий когнитивный аппарат систематически декодирует, картирует и критически анализирует структурную и идеологическую архитектуру специализированных дискурсов. Структурно-семантическая целостность письменного текста анализируется через детерминированную сеть четырех взаимозависимых переменных: жанра, аудитории, цели и перспективы (точки зрения). В рамках системно-функциональной лингвистики исследование выявляет повсеместное педагогическое несоответствие в высшем образовании, где учащиеся часто демонстрируют неспособность изолировать тонкие прагматические сдвиги и скрытые идеологические переменные, полагаясь на поверхностное текстуальное редуцирование вместо построения высокоуровневых ситуационных моделей. Освещая когнитивные и нейропедагогические основы текстовой навигации, данная работа восполняет критический теоретический пробел в прикладной лингвистике, способствуя разработке эмпирической методологии обучения, направленной на оптимизацию метакогнитивной культуры чтения в условиях изменчивой информационной экологии.

**Ключевые слова:** когнитивная лингвистика, текстовая навигация, анализ дискурса, типология жанров, дизайн аудитории, коммуникативная цель, идеологическая перспектива, критическая грамотность, метакогнитивное чтение.

**Annotation.** *In the contemporary landscape of cognitive linguistics and advanced pedagogy, the processing of complex academic discourse necessitates a paradigmatic shift from traditional models of linear decoding toward multi-dimensional, strategic meta-cognitive intervention. This article investigates the mechanism of textual navigation as a high-order executive function through which the human cognitive apparatus systematically decodes, maps, and critiques the structural and ideological architectures of specialized discourses. The structural and semantic integrity of written text is analyzed through a deterministic network of four interdependent variables: genre, audience, purpose, and perspective. Examining the systemic functional linguistics framework, this study highlights a pervasive pedagogical discrepancy in tertiary education, where readers frequently exhibit an inability to isolate subtle pragmatic shifts and covert ideological variables, relying on low-level verbatim reductions rather than constructing high-level situation models. By elucidating the cognitive and neuro-pedagogical underpinnings of textual navigation, this study addresses a critical theoretical lacuna within applied linguistics, ultimately contributing to the formulation of an empirical instructional methodology designed to optimize meta-cognitive reading proficiency within fluid information ecologies.*

**Keywords:** *cognitive linguistics, textual navigation, discourse analysis, genre typologies, audience design, communicative purpose, ideological perspective, critical literacy, meta-cognitive reading.*

### Introduction

In the contemporary landscape of cognitive linguistics and advanced pedagogy, the processing of complex academic discourse necessitates a paradigmatic shift from traditional models of linear decoding toward multi-dimensional, strategic meta-cognitive intervention. Textual interaction within specialized academic domains is no longer conceptualized as a passive receptivity of graphemic inputs; rather, it is theorized as an active, epistemological negotiation wherein the psycholinguistic schemata of the reader dynamically intersect with the structural, rhetorical, and socio-cultural constraints of the text. Central to this cognitive matrix is the mechanism of textual navigation—a high-order executive function through which the human cognitive apparatus systematically decodes, maps, and critiques the complex structural and ideological architectures of specialized discourses. Proficient textual navigation requires the operationalization of critical literacy vectors to successfully dissect the semiotic and rhetorical variables embedded within any given text.

The structural and semantic integrity of any written discourse is fundamentally determined by a deterministic network of four interdependent variables: genre, audience, purpose, and perspective. Within the lexicon of systemic functional linguistics and critical discourse analysis, these variables do not operate as discrete entities but rather as a non-linear, dialectical system. Genre typologies function as the primary cognitive anchors, provisioning the reader’s working memory with pre-existing macro-structural frameworks and stylistic constraints that facilitate top-down processing. Crucially, these genres are not static linguistic repositories; they are rhetorically driven, socio-pragmatic constructs explicitly configured to optimize receptivity within a precisely delineated targeted audience and to execute a specific, intentional communicative purpose. Simultaneously, all discourse is inherently laden with axiology, housing implicit or explicit perspectives that encode the ontological positionalities, ideological frameworks, and latent cognitive biases of the encoder. Consequently, advanced text comprehension requires the simultaneous deconstruction of these semiotic layers to extract not merely the manifest proposition, but the latent rhetorical telos of the text.

Notwithstanding the epistemological necessity of these decoding competencies, empirical data within educational psycholinguistics reveal a pervasive pedagogical discrepancy regarding higher-order literacy acquisition in tertiary education. While academic institutions demand that students synthesize highly dense, idiomatic, and polyphonic texts, diagnostic assessments indicate a widespread reliance on low-level, verbatim text-base reductions rather

than the construction of high-level situation models. Readers frequently exhibit an inability to isolate subtle pragmatic shifts, audience-tailoring mechanisms, and covert ideological variables, resulting in compromised critical evaluation. This cognitive deficit underscores a pressing empirical necessity to investigate the exact neuro-cognitive and pedagogical frameworks that govern the operationalization of genre, audience, purpose, and perspective identification. By elucidating the cognitive underpinnings of textual navigation, this article addresses a critical theoretical lacuna within applied linguistics, ultimately contributing to the formulation of an empirical instructional methodology designed to optimize meta-cognitive reading proficiency within the fluid text environments of the modern information ecology.

### **Conclusion**

In conclusion, this article has demonstrated that advanced text comprehension within specialized academic domains cannot be reduced to the passive, linear decoding of graphemic inputs. Instead, proficient reading must be conceptualized as an active, high-order executive function governed by the intricate mechanism of textual navigation. Through the lens of cognitive and systemic functional linguistics, it is evident that the structural and semantic architecture of any discourse is determined by a non-linear, dialectical matrix of four interdependent variables: genre, audience, purpose, and perspective. The capacity to synchronically deconstruct these variables allows the reader to transcend surface-level, verbatim text-base reductions and successfully construct high-level situation models.

Furthermore, the persistent pedagogical discrepancy identified within tertiary education underscores a critical need for systemic educational intervention. As academic institutions demand engagement with increasingly dense, polyphonic, and ideologically laden texts, instructional methodologies must evolve beyond legacy literacy frameworks. By elucidating the neuro-cognitive underpinnings of textual navigation, this study provides a theoretical foundation for the development of empirical, meta-cognitive reading strategies. Ultimately, cultivating these critical literacy vectors is essential for equipping modern scholars with the analytical tools necessary to detect pragmatic shifts, isolate latent cognitive biases, and autonomously navigate the fluid and complex text environments of the contemporary information ecology.

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