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THE ROLE AND PLACE OF COMPENSATORY COMPETENCE IN THE SYSTEM OF OTHER COMPETENCES IN MASTERING A FOREIGN LANGUAGE

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Ishonkulov Sherzod Usmonovich

An English teacher of the "Foreign languages" department, Karshi Engineering Economic Institute, Uzbekistan

ABSTRACT

We focus on the concept of "key competencies". Core competencies can be defined as those that every person in society should have and that could be applied in different situations. Thus, key competencies are characterized as universal and applicable in different situations of competence.

KEYWORDS

Competence, Value-semantic competences, Social and labor competencies, General cultural competencies, Communicative competencies, Compensatory competence;

INTRODUCTION

The term "competence" comes from the Latin word "competentis", which means "capable". This term is widely used in various fields of practical and scientific activity. After analyzing the methodological literature,

it can be seen that competence is understood in a complex way. However, in teaching foreign languages, the term "competence" can be understood narrowly - as a set of knowledge, skills and abilities that are

formed in the process of teaching a foreign language, and broadly - as practice-oriented possession of speech skills, language knowledge and skills. In general, competence is interpreted as a component of foreign language skills and knowledge, which ensure the comprehensive development of certain skills.

Literature review. The new competence-based model of the educational process involves the creation of certain conditions for the formation of linguistic competencies, "learners' reflection of knowledge and communication experience in a foreign language, which serve to form a professional linguistic personality."

Competence is not limited to skills or only knowledge. Competence is the sphere of relations that exist between knowledge in theory and action in practice. Analyzing various lists of competencies, one should note their creative (creative) orientation.

Competences implement certain functions identified on the basis of an analysis of their place and role in learning:

- be a condition for embodying the student's personal meanings in teaching and a means of overcoming the student's alienation from education;
- reflect social demand on young citizens who are prepared to participate in everyday life;

- to set the experience of the subject activity of the student, which is necessary for the formation of his practical preparedness and ability in relation to real objects of reality;
- to set real objects of the surrounding reality for the target complex application of skills, knowledge and methods of activity;
- to be part of the content of different academic subjects and educational areas as meta-subject elements of the content of education;
- correlate theoretical knowledge with their practical use in solving specific problems;
- represent integral characteristics of the quality of student training and serve as a means of organizing a comprehensive personally and socially significant educational control.
- It is likely that some competencies are more significant and general than others. There is a problem of typology of competencies, as well as their hierarchy. With the division of the content of education into general meta-subject, inter-subject and subject, three levels are built:
- key competencies relate to the meta-subject content of education;
- general subject competences relate to a certain range of educational areas and academic subjects;
- subject competencies - private in relation to the two previous levels of competence, which have a

certain description and the possibility of formation within the framework of academic subjects.

Discussion and result. We focus on the concept of "key competencies"[1]. Core competencies can be defined as those that every person in society should have and that could be applied in different situations. Thus, key competencies are characterized as universal and applicable in different situations of competence. The list of key competencies is primarily based on the structural representation of personal and social experience, the main goals of general education, as well as the main activities of the student, which allow him to master social experience, gain practical skills in modern society. Taking into account these positions, the following groups of key competencies are defined:

- Value-semantic competences. These are competencies that associated with the student's value orientations, his ability to see and understand the world around him, navigate in this world, realize his purpose and role, be able to choose semantic and target settings for his actions and actions, make decisions. Such competencies provide a mechanism for student self-determination in situations of educational and other activities. The life program of the student as a whole and his individual educational trajectory depend on them.
- General cultural competencies. Experience and knowledge of activities in the field of universal and

national culture; spiritual and moral foundations of mankind, human life and individual peoples; cultural foundations of social, family, public traditions and phenomena; the role of religion and science in human life; competencies in the cultural, leisure and household sphere, for example, possession of effective ways of organizing free time.

- Educational and cognitive competencies. This is a set of student competencies in the field of independent cognitive activity, which includes elements of general educational, logical, methodological, activity.
- They include ways to organize planning, goal setting, analysis, reflection and self-evaluation. Within the framework of these competencies, the requirements of functional literacy are determined: possession of measurement skills, the ability to distinguish conjectures from facts, the use of statistical, probabilistic and other methods of cognition.
- Information competencies. Skills of activity in relation to information in educational fields and subjects, as well as in the surrounding world. Possession of modern information technologies (Internet, mass media, audio - video recording, e-mail); media (computer, telephone, fax, TV, tape recorder, printer, modem, etc.); search, analysis and selection of the necessary information, as well

as its preservation, transformation and transmission.

- Social and labor competencies. Acting as a client citizen, observer, family member, voter, representative, buyer, consumer, and producer. Rights and obligations in matters of law and economics, in the field of professional self-determination. The competencies of personal self-improvement are aimed at mastering the ways of spiritual, physical and intellectual self-development, emotional self-support and self-regulation. The student masters the methods of activity in his own abilities and interests. This is expressed in the development of personal qualities, continuous self-knowledge, the formation of psychological literacy, a culture of behavior and thinking. These competencies include taking care of one's own health, personal hygiene rules, internal ecological culture, sexual literacy, and ways of living safely.
- Communicative competencies. To master these competencies in the educational process, a sufficient and necessary number of real communication objects and ways of working with them are fixed for a student of each level of education in each subject or educational area being studied.

Among the considered key competencies, along with communicative competence, compensatory

competence is of the greatest interest. Despite the fact that communicative competence is one of the most significant, since communication is a determining factor in the development of a person and it is communication that determines sociocultural life, compensatory competence in modern conditions of a language deficit is gaining more and more popularity and relevance.

Compensatory competence is a component of communicative competence and provides full-fledged foreign language communication with insufficient knowledge of language means, and also, according to Professor A. N. Shukina, “insufficient speech and social experience of communication in a foreign language environment” [2]

Compensatory competence is the readiness and ability, using one's own foreign language speech experience, to get out of a difficult situation in the process of personal and intercultural communication associated with a lack of language means.

In order to more clearly present the structure of the compensatory competence, it is necessary to highlight the components that will help to understand the essence of this competence and the ways of its formation. Compensatory competence includes:

- knowledge of the structural elements of a foreign language necessary for communication, as well as

skills and abilities that can be used in situations of oral and written communication;

- knowledge and possession of a set of speech formulas necessary for communication in a foreign language;
- the ability to realize speech intention to establish contact with partners;
- knowledge of linguistic and speech national and cultural features of the language;
- knowledge about verbal means of compensation and the situation of communicative difficulties in the process of foreign language communication;
- knowledge about the non-verbal elements of communicative behavior used to fill the gaps of a linguistic, pragmatic and socio-cultural nature;
- knowledge about the non-verbal elements of communicative behavior used to fill the gaps of a linguistic, pragmatic and socio-cultural nature;

The basis of compensatory competence, according to many linguist researchers, consists of three blocks of linguistic knowledge and communication skills and abilities:

- 1) Lexical;
- 2) Grammatical;
- 3) Oral speech.

The first block includes knowledge of the lexical structural elements of the language necessary for

communication in the studied foreign language (root, suffix, word formation); speech organizing formulas necessary when communicating in a foreign language (speech clichés, linking words); non-verbal elements of communicative behavior of representatives of the studied foreign-language culture, used to fill in the gaps of a linguistic and pragmatic nature. This block also includes the skills and abilities to use the lexical structural elements of the language in situations of oral communication; use non-verbal means to overcome a communication difficulty, replace an unknown word or concept with a synonym or description of a concept, guess the meaning from familiar elements (suffix, root, etc.), simplify the phrase based on known words.

The second block includes knowledge of grammatical phenomena necessary for communication, speech organizing formulas required when communicating in a foreign language (building a question, exclamations, forms of imperative mood); skills and abilities to use grammatical structures in situations of oral and written communication, restructure your statement, for example, instead of a complex sentence, use simple sentences, ask your partner for help with a request: repeat what was said, explain the meaning of an incomprehensible word, etc.

The third block is represented by knowledge of national cultural features of linguistic and speech phenomena, verbal means of compensation in a situation of communicative difficulty in the process of

foreign language communication, the structure of oral communication, features of the conversation, providing the necessary format of foreign language communication; the ability to realize speech intention, which allows you to establish contact and mutual understanding between communicants, ignore lexical and semantic difficulties that do not affect understanding, use questioning and dictionary substitutions in the process of verbal communication, use facial expressions, gestures that replace, for example, the expression of emotions, in including based on the national cultural characteristics of the country of the language being studied, to competently conduct a dialogue, taking into account the structure of oral communication.

In the structure of compensatory competence, along with knowledge, skills and abilities, it is necessary to highlight the abilities that should be formed and developed in students in the framework of profile-oriented teaching of a foreign language: adequate response to statements in the process of oral foreign language communication, taking into account the national and cultural characteristics of the interlocutor; implementation of speech intention, which allows you to establish contact and understanding between partners of different languages; the speaker's adaptation to any unfamiliar foreign language situation, a certain speed necessary to make the right decision.

Thus, the formation of compensatory competence is one of the primary tasks in teaching foreign language communication, since it helps students develop speech contact, vary the language form in accordance with the communicative intention, and carry out lingua-stylistic correction of foreign language oral and written speech, which, of course, ensures continuity with professional foreign language education. Important elements in the structure of compensatory competence, according to the researchers of this problem, are compensatory strategies and compensatory skills.

A compensatory strategy is an activity to implement a certain number of goals and means, leading to the achievement of the main initial goal – compensation for an interrupted communication process due to a lack of language resources, and compensatory skills are the ability to get out of a situation in a shortage of language resources in the process of generating or perceiving a foreign language statements.

Compensatory strategies can be:

- cooperative (the interlocutor helps in solving the problem);
- non-cooperative (the trainee tries to cope with the problem on his own);
- linguistic (compensation of language and speech plans production);

- paralinguistic (use of non-verbal means communications - gestures, facial expressions, gaze, intonation, drawings, timbre, etc.))[3]

In the group of strategies aimed at overcoming the deficit linguistic means in the process of speaking, we can distinguish:

- use of synonyms;
- transition to the native language (in this case, you can pronounce the word in a "foreign manner");
- use of non-verbal code: gestures or facial expressions;
- simplification of the statement;
- omission of information;
- creation of new words by one of the well-known word-formation methods;
- using a paraphrase or description.

Australian experts in the field of non-verbalism have noticed that verbal communication in a conversation takes less than 35%, and more than 65% of the information will be transmitted using non-verbal means. Possession of non-verbal means of intercultural communication suggests one of the ways to overcome communication failures. Among the non-verbal means of communication are: paralinguistic (diction, tempo, intonation); extra linguistic (laughter, crying); kinetic (gestures, facial expressions); proximal (poses, movements). Like verbal means of communication, non-verbal means have national features. With special

care, you need to treat gestures and facial expressions while in an unfamiliar country.

The same gesture can be interpreted differently in different countries. That is, with the help of an accepted gesture of approval for one country, you can insult the interlocutor while in another country. The use of gestures equivalent in form, but different in content, leads to their erroneous understanding and transfer of the erroneous meaning to the accompanied word, which misinforms the interlocutor. Therefore, the study of national characteristics of non-verbal communication is necessary for everyone who masters a foreign language, including for the formation of compensatory skills.

Exercises developed in accordance with the methodological the principles of visibility, taking into account native culture, isolating specific guidelines, a differentiated approach, the possibility of imitation, situational correlation of non-verbal means, will be a means of teaching the skills and abilities of non-verbal behavior. The level of development of compensatory competence depends on the level of formation of other components of communicative competence, i.e. the higher the level of formed socio-cultural, language, speech, educational and cognitive competencies, the higher the level of development of compensatory competence, and vice versa.

The structure of compensatory competence, according to the researcher, includes cognitive, activity and motivational-value components. The content of the motivational-value component of compensatory competence is largely similar for all types of speech activity, since the need for successful solution communicative tasks, even with minimal experience in solving them, is natural.

The content of the components of compensatory competence is proposed to be grouped into compensatory strategies for the convenience of practical mastery. Linguistic strategies include methods of using synonyms, antonyms, substitute words, generic concepts, word formation, using words from other foreign languages, transliterating words of the native language, paraphrasing, etc.; extra linguistic strategies combine the techniques of graphic-expressive text design, inserting drawings and graphs, using auxiliary tools (dictionaries, reference books, teaching aids, sample letters, computer spell checkers, computer templates, etc.).

The most significant for the development of compensatory competence are communicative transfer exercises, for example, when one type of text is used in different specific circumstances (speech situations), which creates the possibility of transferring the general structure/scheme to different conditions and filling it with relevant details. Such exercises allow you to fix in memory the general structure of the text,

typical phrases, design techniques, independent of the specific situation; they form a universal algorithm for producing text of a certain genre. [4]

As criteria for the formation of compensatory competence, its structural components are accepted: cognitive, activity and motivational-value. An indicator of a cognitive criterion is the amount of students' knowledge about communication etiquette, about strategies for getting out of difficult situations. The indicators of the activity criterion reflect the achievement of the goal of communication, normativity in the compositional design of the text, the use of etiquette formulas and the design of the text, the ability to create messages in a foreign language. Indicators of the motivational-value criterion indicate the willingness to use a foreign language as a means of self-development in personal, educational and professional areas; attitude to compensatory competence as personally significant; desire to master new compensatory resources; self-assessment of their level of formation of compensatory competence; flexibility and autonomy in the use of compensatory resources in a variety of communication situations; productivity of applied compensatory resources.

The formation of compensatory competence occurs, on the one hand, due to the development of knowledge, skills and abilities, and on the other hand, due to replenishment of the set of compensatory strategies and the formation of compensatory skills.

The content of compensatory competence training as a means of overcoming socio-cultural interference includes: knowledge of verbal/non-verbal means of compensation, knowledge of compensatory strategies, compensatory skills, motives and attitude to activity.

Semantic and cognitive-conceptual strategies help in search for meanings in the socio-cultural context, selection and accumulation of linguistic means, expansion of the language base, and systematization of the language being studied into an orderly system, mastery of the corresponding system of concepts, understanding of national and cultural specifics at the level of intercultural communication. [5].

CONCLUSION

Thus, the development of compensatory competence will allow students in the field of speaking - to simplify the phrase through the use of known words, speech patterns; change or amend your speech; use facial expressions, gestures, colloquial formulas, repetitions, synonymous expressions of the same thought, introductory words, paraphrase, description, synonyms / antonyms, equivalent replacements for additions, clarifications, clarifications of thoughts, rhetorical questions.

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