



THEORETICAL FOUNDATIONS FOR MASTERING COMPENSATORY COMPETENCE

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Article history:	Abstract:
Received: 1 st March 2022 Accepted: 4 th April 2022 Published: 8 th May 2022	<p>The article is devoted to the consideration of the theoretical foundations of the formation of compensatory competence. We study the concept of "communicative competence" and "communicative competence", revealing the place of compensatory competence in it. It also defines the component composition of compensatory competence. At the same time, questions of linguistic conjecture and cultural and linguistic intuition are considered important components of the process of forming compensatory competence. We also highlight the features of non-verbal means, since their knowledge and use in communication are necessary, and together with verbal means they constitute the content of the communication.</p> <p>In addition to this article, it also describes the methodology for the formation of compensatory competence, on what approach it is based, and what methods and techniques are used to form compensatory competence. The system of exercises is built in accordance with the established compensatory strategies and the list of knowledge, skills, and abilities. It also presents a system of exercises for mastering non-verbal means of communication.</p>

Keywords: Linguodidactics, compensatory competence, competent speaker, grammatical, sociolinguistic, discursive (discursive), strategic competencies, secondary linguistic personality, non-verbal, behavioral, relevant for society.

INTRODUCTION

The last decades were marked by general attention to the problem of communicative competence, the definition of its structure in linguistics, and linguodidactics (Canale, M. & M Swain; L. Bachman & A.S. Palmer, D. Hymes; I.L. Bim, V.V. Safonova, M.. N.Vyatutnev, and others).

Learning a language, both native and foreign, is a personal need that manifests itself in social interaction and communication. The success of communication depends not only on the speaker's desire to make contact but also on the ability to realize the speech intention, which depends on the degree of proficiency in language units and the ability to use them in specific communication situations (at the same time, knowledge of individual elements of the language in itself cannot be attributed to the concept of "language proficiency as a means of communication"). These conditions of language proficiency constitute the essence of communicative competence, which was put forward among the central categories of communicative linguistics and linguodidactics. The terms "communicative competence" and "communicative competence" are increasingly used and are often used without distinguishing between the meanings between them. Meanwhile, they differ significantly from each other. The term "communicative competence" arose as a development of N. Chomsky's idea of linguistic competence - a limited set of grammatical rules that allow generating an unlimited number of correct sentences.

Communicative competence is a linguistically, psychologically and methodically organized system. It achieves the unity of "language-speech" as a means (language) and a way of its implementation (speech). Communicative competence is individual and dynamic. It belongs to the class of intellectual abilities of the individual. The sphere of manifestation of these abilities is the activation process, the necessary link of which is the speech component (speech activity). In general, the concept of competence for didactics is not new. Philosophers and linguodidactists have at all times distinguished between knowledge (competence) and its realization (activity). In relation to language proficiency, competence means conscious or intuitive knowledge of the language system for building grammatically and semantically correct sentences, and implementation means the ability and ability to demonstrate knowledge of the system through speech. Such an idea of competence was formed under the influence of linguistics, which assigned grammar a leading role in the science of language itself and represented it as the most important component of psychological grammar that control communication. So, F. de Saussure said that the language system, or a systematic inventory of units, is imprinted as a sum of images in the mind of each member of the team and does

not depend on the ways of its implementation in speech, which is always specific, since it is determined by the will of the individual and the type of situation. Language as a system (*langue*) and language ability, realized through speech (*parole*), provide speech activity, which the scientist called "language" in the broadest sense of the word.

Speech activity is diverse and varied. According to F. de Saussure, it refers both to the sphere of the individual and to the sphere of the social; it cannot be attributed definitely to any category of phenomena of human life, since it is not known how unity can be imparted to all this. The researcher writes that "language brings unity into speech activity". Almost fifty years later, the thoughts of F. de Saussure would be repeated in the works of the American linguist N. Chomsky, who introduced the term "competence" into active scientific use. More precisely, he returned it to the conceptual apparatus of linguistics, since this term was found in the works of W. Humboldt and other linguists in connection with the study of problems of generative/generative grammar. Under the language (in the broad sense of the word) competence, N. Chomsky understood "a system of intellectual abilities, a system of knowledge and beliefs that develops in early childhood and, in interaction with many other factors, determines ... types of behavior". N. Chomsky singled out, within the framework of his mentalistic concept, the concepts of competence (innate ability to speak - competence) and speech production (real speech work - performance). A competent speaker/listener, according to N. Chomsky, must form / understand an unlimited number of sentences according to models and have a judgment about the statement. According to N. Chomsky, speech production is a process of consistent implementation of semantic, grammatical and pragmatic rules that are formed by a native speaker on the basis of innate cognitive structures, i.e. there is a certain universal grammar, consisting of a complex of deep structures and explicating the basic properties of the human mind. This idea is developed in the works of A.R. Luria, where he draws attention to two aspects of speech activity (coding and decoding of a speech message) and named the conditions for the psychological process of understanding a speech message - understanding the word, structure and the whole message. According to the sociolinguistic approach associated with the names of J. Austin, J. Searle, who developed the logical and philosophical theories of speech acts, it becomes important to take into account the pragmatic effect of the utterance, competence is not an innate ability, but is formed as a result of the interaction of the individual with the social environment (the acquisition of this ability is ensured social experience and needs of individuals inextricably linked with the process of socialization of the individual). When considering the opposition "language - speech", the concepts of "language activity" and "speech activity" are divorced. Ethnolinguist D. Hymes called the ability to be a participant in speech activity communicative competence, although the very concept of communicative competence was formed in the works of M. M. Bakhtin. The concept of communicative competence includes the skills and abilities of adequate use of a foreign language in a specific communication situation. Communicative competence is defined as the creative ability of a person to use the inventory of language tools (in the form of statements and discourses), which is made up of knowledge and readiness for their adequate use. This concept includes cognitive, affective and intentional factors.

The acquisition of communicative competence by an individual becomes the dominant goal of learning. The focus of teachers' attention is shifted from the structure or system of the language (as was the case in structural linguistics) to the structure of speech, which is distinguished by situationality and national and cultural specificity. From the point of view of the theory of speech activity, the components of communicative competence were called competences in speaking, reading, writing, listening. These types of competence are formed on the basis of lexical and grammatical competences, which are included in the core of language competence. Speaking competence is complemented by pronunciation competence, writing competence by spelling competence, listening competence by the ability to distinguish sounding signs, reading competence by the ability to distinguish graphic signs.

According to M.V. Vyatutnev, it is legitimate to speak of true language proficiency only when "students express their own plans for speech behavior, and not given ones." However, V.V. Safonova believes that "foreign language communicative competence", although it correlates with the communicative competence of a native speaker, cannot be its equivalent.

An analysis of the scientific literature concerning the interpretation of the phenomenon of "communicative competence" reveals a plurality of opinions on the entire spectrum of issues related to the issues of interest to us. Ambiguity manifests itself already at the level of terminological support of the phenomenon we are considering. In the interpretations of various researchers, the concept of "communicative competence" is considered mostly as a formed ability to carry out the communicative activity of communication (I.A. Zimnyaya, I.L. Bim, etc.), and some understand this phenomenon as the ability to use the language (D. Hymes). The most accurate definition, in our opinion, is the definition of I.L. Beam, which emphasizes the role of both the universal language ability and the formed ability - readiness. In addition, the author takes into account all the parameters of the communication process and expands it to intercultural communication, thereby expanding the communicative goal of learning. Expressing our position on this issue, we consider it necessary to note that the use of the term "ability" in this case is justified since the original meaning of the concept of "competence" also means ability. So, the dictionary of the Russian language S.I. Ozhegova, for example, interprets the word "ability" as a skill, as well as the ability to perform some action. The use of the term "skill", in our opinion, is not entirely justified, since, firstly, this term is used when it comes to communicative, speech skills, and secondly, communicative competence itself is not reduced to a simple sum of these skills but includes the necessary knowledge. Moreover, it represents a certain characteristic of a person.

Very often, English-speaking scientists emphasize the features of this ability through the following terms: "appropriate speech", "a truly communicative setting", "to speak competently with a few pauses", "to speak competently with a few pauses", "creative language use, etc.

followed, communicative competence and communicative skill are diverse concepts, the designation of which by means of the same term "skill" is not legitimate.

Thus, competence should be understood as the formation of a complex of interrelated personality traits among trainees, possession of knowledge, skills and abilities, as well as a productive activity. Competence is defined as the possession by each specific person of the relevant competence, including its individual-personal attitude to it and to the subject of activity as a whole. In other words, competence is general (a set of competencies), and competence in particular.

Having specified the concept of communicative competence and communicative competence, it is advisable to move on to describe the structure of foreign language communicative competence, the identification of which presents a certain problem due to the fact that conflicting points of view are expressed in the scientific literature.

The functional approach to the language made it possible to talk about the component composition of communicative competence - grammatical, sociolinguistic, discursive (discursive), strategic competencies. The concept of grammatical competence characterizes the degree of mastery of the linguistic code of the language (knowledge of vocabulary, pronunciation and spelling rules, word formation, and sentence structure). Sociolinguistic competence is the ability to use linguistic means, taking into account the topic, the roles of the participants in communication and the environment, or a specific communication situation, as well as knowledge of the rules of conduct adopted in a given language community. Discourse (discursive) competence is interpreted as the ability to generate discourse, those. use and interpret word forms and meanings to create texts, master the skills of organizing language material into a coherent (connected) text, as well as master the means of cohesion. Thus, an individual with a high level of discursive competence knows well how to effectively use connectives (pronouns, conjunctions, adverbs, and other grammatical means), how to achieve unity of thought and correspondence in the text, and how to express relationships between different ideas in context. Possession of strategic (or compensatory) competence involves the use of verbal and non-verbal communication strategies in order to compensate for the lack of knowledge of the grammatical code, if necessary, to enhance the rhetorical effect of a speech message or a pause in communication.

The model of communicative competence of S. Savignon, presented in the form of an "inverted pyramid", shows how, through practice and experience in an ever-increasing range of communicative contexts and events (the base of the pyramid), a language learner gradually expands his communicative competence, which includes grammatical, discursive, strategic and socio-cultural competencies (facets of the presented pyramid). Sociocultural competence implies that students know the national and cultural characteristics of the social and speech behavior of native speakers (their customs, etiquette, social stereotypes, the history, and culture of the country) and how to use them in the process of communication. The formation of this competence is carried out in the context of a dialogue of cultures, taking into account differences in the socio-cultural perception of the world and contributes to the achievement of intercultural understanding between people and the formation of a "secondary linguistic personality", which is distinguished by a tolerant attitude towards foreign culture. In domestic linguodidactics, the term "communicative competence" was introduced into scientific use by M.N. Vyatyutnev. He proposed to understand communicative competence as the choice and implementation of speech behavior programs depending on a person's ability to navigate in a particular communication environment; the ability to classify situations depending on the topic, tasks, communicative attitudes that arise in students before the conversation, as well as during the conversation in the process of mutual adaptation". This ability to choose and implement programs of speech communication and behavior is carried out "against the background of a cultural context". and is acquired as a result of "natural communication or specially organized training".

The content of communicative competence, which can be characterized as a methodically, psychologically and linguistically coordinated unity of all components, includes the following interrelated, balanced and partly overlapping sections: a) areas of communicative activity, topics and their intellectual (conceptual) significance for students; b) situations and programs for their deployment (scenarios of communicative events); c) social and communicative roles of interlocutors in situations, programs of behavior of each role in accordance with the course of the deployment of communicative events; d) speech actions, pragmatic goals; e) communication strategies in situations during the implementation of behavior programs; f) types of contexts/discourses and rules for their construction; g) lists of nominative values; h) lists of intersystem values; i) lists of language minima. Communicative competence mainly acts as the ability to realize linguistic competence in various conditions of verbal communication, taking into account social norms of behavior and communicative expediency of the statement. Its formation is the main and leading goal of teaching a foreign language. Its leading component is speech (communicative) skills, which include the ability to speak, the ability to read with understanding, the ability to understand listening and the ability to write.

Communicative competence reflects the picture of foreign language communication of an individual in a team, in a given national language community, and its methodically interpreted specific content acts as a communicative training program that includes three aspects: 1) the material aspect, or the means of language and speech, 2) the procedural aspect, or speech actions in specific areas and situations of communication, 3) the ideal aspect (subjects of speech, topics, problems). These aspects have a two-way connection with knowledge, skills and abilities in all types of speech activity. The communicative behavior of communication partners is carried out thanks to the knowledge of the repertoire of communicative skills in the field of forecasting, planning and implementing communication, based on knowledge of the pragmatics of speech, the ability to stereotypically and creatively express certain intentions, apply adequate goals of strategy and tactics. Modern anthropocentric linguistics considers communicative competence as a phenomenal

category that reflects normative knowledge of the semantics of language units of different levels, mastery of the mechanisms for constructing and paraphrasing statements, the ability to generate discourse of any length, in accordance with the cultural and speech situation, including the parameters of the addressee, place, time and conditions of communication, the ability to realize in a foreign speech the differences between native and foreign languages, to carry out a conscious and automatic transfer of language means from one type of speech activity to another, from one situation to another.

The formation of communicative competence is a continuous process of solving non-verbal, behavioral, relevant for society and the students themselves tasks by means of the language being studied, leading to the expansion of the boundaries of communication, readiness for flexible interaction with a partner in speech communication, to the development of linguistic flair and reflective activity.

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