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## FORM COMPENSATORY SKILLS IN THE PROCESS OF DEVELOPING A FOREIGN LANGUAGE COMMUNICATION

Tuychiyeva Nigora Kuchkorovna

2<sup>nd</sup> course of master degree in the department of foreign languages

Jizzakh state pedagogical university

### Abstract

In our article, modern foreign language training programs are aimed not only at developing, but also at improving communicative competence, as well as creating a basis for using a foreign language to achieve educational goals in other areas.

**Keywords:** socio-cultural experience, communicative competence, oral-speech, linguistic, sociolinguistic, sociocultural.

According to Federal State Educational Standards, the result of teaching foreign languages is a foreign language communicative competence. Modern foreign language training programs are aimed not only at developing communicative competence but also at improving it, as well as creating a basis for using a foreign language to achieve educational goals in other areas. Since the end of the twentieth century, linguists around the world have begun to develop the concept of communicative competence in teaching foreign languages — its theoretical foundations and practical teaching methods. There are many concepts of the term «Foreign language communicative competence» in both domestic and foreign linguistics. In our article we will focus on the definition of a linguist, a specialist in the field of foreign language education — V. V. Safonova, who designates foreign language communicative competence as «a set of linguistic, speech and socio-cultural components» [3].

This definition underlies many federal foreign language programs. Foreign language communicative competence is a multi-component unit, which is based on several sub-components, which vary depending on the classification. Russian linguists distinguish its composition, dividing it into linguistic, sociolinguistic, sociocultural, compensatory, strategic, and social competencies [1]. «Intercultural interaction is possible only if students have formed all the components of foreign language communicative competence» [2], but we will focus in more detail on compensatory competence as the object of our research. Compensatory competence is the ability



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to solve difficulties of various kinds in the process of transmitting and receiving information in a foreign language in conditions of limited linguistic and socio—cultural verbal and non-verbal knowledge and norms [4]. The problems of students in mastering skills in all types of speech activity (reading, listening, speaking, and writing) can be explained by several factors, which include: speech and socio-cultural experience of students, differences in native and foreign languages, lack of communication experience in a foreign language, and others. From the definition of compensatory competence, it can be concluded that the presence of this competence in students will allow them to compensate for the above gaps in knowledge and experience, feel more confident while communicating in a foreign language, compensate for the lack of knowledge in the types of speech activity in other ways. The development of compensatory competence should occur together with the development of other components of foreign language communicative competence since it is associated with all sub-competencies and is a factor that increases the level of proficiency of a particular component as a whole. Compensatory aspects of linguistic, sociolinguistic, sociocultural, and social competencies make it possible to make up for the lack of knowledge of each competence to achieve the key goal — to convey information to the interlocutor or get it from him in conditions of resource scarcity. Davydenko identifies the structure of compensatory competence, which includes knowledge and skills: lexical (word formation, speech clichés, etc.), grammatical (sentence construction, etc.), and oral-speech (national-cultural characteristics, etc.). To apply this knowledge and skills, it is necessary to possess compensatory strategies. Compensatory strategy «is an activity for the implementation of a certain number of goals and means leading to the achievement of the main initial goal — compensation for the interrupted communication process due to a shortage of linguistic means of resources» [5]. Compensatory strategies are divided into cooperative, non-cooperative, linguistic, and paralinguistic strategies. Let's look at each of them in more detail. The cooperative strategy implies that the interlocutor helps the speaker in solving the problem of the situation. For example, a partner paraphrases an incomprehensible phrase, reveals the concept of an unfamiliar word, reduces the pace of speech, chooses simple grammatical constructions, resorts to the help of pictures, photos, etc. A non-cooperative strategy is when the speaker tries to cope with the problem on his own. For example, he turns to the interlocutor for help — asks questions to clarify information, avoids



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discussing a topic with unfamiliar vocabulary, uses word formation to replace a term, etc.

The linguistic strategy is based on the compensation of language and speech production plans. For example, the speaker avoids talking about topics about which he does not have enough information, plans speech statements, selects the necessary vocabulary and grammatical constructions, and in case of misunderstanding changes the strategy; uses synonyms and antonyms, words from the native language or another foreign language. Using paralinguistic strategies, the speaker uses nonverbal means of communication — gestures, facial expressions, gaze, body movements, intonation, timbre, and rhythm of the voice, as well as establishing psychological contact with the interlocutor. Students' lack of experience in solving speech problems should be compensated by compensatory skills. Analyzing the initial situation, the student needs to choose the appropriate strategy to achieve an understanding of the information or to transmit it. The key factor is the speaker's awareness of the lack of their capabilities to achieve a communicative goal in a foreign language.

As an example, here are some instructions for exercises on the formation of compensatory competence:

- 1) Explain the meanings of the terms.
- 2) Work in pairs. Check the information with the interlocutor on each question.
- 3) Sort the words into columns, and guess their translation without a dictionary. Pay special attention to suffixes.
- 4) Combine the words from the two columns into pairs of synonyms.
- 5) Work in pairs. Look at the picture, and depict the emotions of the person in the picture to the interlocutor for your partner to guess it.
- 6) Look through the list of words, and guess the topic of the article.
- 7) Read the text, and guess the meaning of the highlighted words from the context.
- 8) Translate international words.
- 9) Explain the meanings of the words, avoiding the use of the following.
- 10) Say the phrase with different intonations.

Foreign language communicative competence. — this is the ability to communicate verbally. The formation of compensatory competence consists of the development of knowledge and skills of other components of foreign language communicative competence and the assimilation of compensatory strategies and skills. Therefore, for a successful act of communication, it is necessary to develop compensatory



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competence in students at all stages of the process of forming other sub-competencies, using exercises developed based on clarity, taking into account the native language, verbal and non-verbal means of communication, etc.

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