

DEVELOPMENT OF COMPENSATORY COMPETENCE IN NON-PHILOLOGICAL UNIVERSITIES

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Annotation: The article examines foreign language proficiency by students - future specialists in various areas of training - which is in demand in the modern world due to the expansion of intercultural contacts, international economic and educational integration, mobility and the dissemination of scientific and technical knowledge. Also, need to improve the quality of language education for students in accordance with the standards of communicative competence.

Key words: ability, communicative competence, students, non-philological universities, skills, compensatory competence, formation, strategies, foreign language, knowledge.

РАЗВИТИЕ КОМПЕНСАТОРНОЙ КОМПЕТЕНЦИИ В НЕФИЛОЛОГИЧЕСКИХ ВУЗОВ

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Аннотация: В статье рассматривается владение иностранным языком студентами – будущими специалистами различных направлений подготовки – которое востребовано в современном мире в связи с расширением межкультурных контактов, международной экономической и образовательной интеграции, мобильности и распространения научно-технических знаний. Также отмечена необходимость повышения качества языкового образования студентов в соответствии со стандартами коммуникативной компетентности.

Ключевые слова: способность, коммуникативная компетенция, студенты, нефилологические вузы, умения, компенсаторная компетенция, формирование, стратегия, иностранный язык, знания.

NOFILOLOGIK UNIVERSITETLARDA KOMPENSATOR KOMPETENSIYANI RIVOJLANTIRISH

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Annotatsiya: Ushbu maqolada zamonaviy dunyoda madaniyatlararo aloqalarning kengayishi, xalqaro iqtisodiy va ta'lim integratsiyasi, mobillik va ilmiy-texnikaviy bilimlarning tarqalishi tufayli zamonaviy dunyoda talab qilinadigan turli sohalardagi bo'lajak mutaxassislarning chet tillarni bilish darajasi ko'rib chiqilgan. Shuningdek, kommunikativ kompetensiya standartlariga muvofiq talabalarda til ta'lim sifatini oshirish zarurligi haqida qayd etilgan.

Kalit so'zlar: qobiliyat, kommunikativ kompetensiya, talabalar, nofilologik universitetlar, malakalar, kompensator kompetensiya, shakllantirish, strategiya, chet tili, bilim.

INTRODUCTION

Foreign language training at a non-philological higher education institution is aimed at fulfilling the requirements of the person-oriented, system-activity and compensatory approaches. During their studies at the university, it helps future professionals to develop their personal qualities and improve their competencies. The subject "Foreign language" in a non-philological university is a link in the formation of a qualified specialist. It is designed not only to develop general phonetic, general grammatical and general lexical skills and competencies, but also to show the possible areas of application of foreign language training, based on professional orientation. However, in practice, graduates experience difficulties in using a foreign language when applying for a job. This is influenced by many factors, and one of them is the lack of compensatory competence.

During the process of developing a methodological system for the development of compensatory competence, it is necessary to take into account that the main purpose of the process of learning a foreign language is the improvement

of communicative competence. This is possible if the following objectives are achieved: upbringing, development and education.

Achievement of the educational goal is reflected in motivation and attitude towards the educational process. Formation at this stage of the foundation of educational disciplines is key and develops creative activity to education.

Achievement a developmental goal signals the ability and readiness to perform acts of foreign language communication. Sociability, openness and flexibility realize communicative intentions and mitigate difficulties communication situations [9].

Achievement of the educational is reflected in the formed strategies of speech behavior and motivational attitudes.

Only following these goals can effectively form compensatory competence.

L I T E R A T U R E A N A L Y S I S

In her dissertation research M.N.Goranskaya defines compensatory competence as “the readiness and ability of a subject to overcome difficulties of various nature in the process of professional communication with a deficiency of linguistic, speech, sociocultural or educational-cognitive means in a foreign/native language, using all available compensatory resources (knowledge, skills, abilities, motivational- reflective experience and strategies for their productive and flexible application in communicative problem situations) [3, p. 4].

M.V.Dantseva and others believe that compensatory competence is “the ability of a student to attract, in conditions of insufficient proficiency in the target language, the existing knowledge, skills and abilities to use their native or foreign language” [4, p. 151].

In other words, compensatory competence should be defined as a set of additional means (oral and written) to compensate for the deficiency of linguistic means during foreign language communication in a professional environment.

Compensatory competence is included in the basis of modern theory and practice of teaching foreign languages. When correctly formed, it provides students with the opportunity to perform acts of professionally oriented communication in a

foreign language. Undoubtedly, foreign language teachers, with limited university hours, are forced to structure classes in such a way as to cover as much language material as possible. In order to avoid the appearance of language barriers when communicating in a foreign language or loss of motivation to learn a foreign language, it is necessary to formulate an algorithm for the development of compensatory competence. By “algorithm” we mean the technology for the formation of specific links aimed at increasing the effectiveness of foreign language training [8]. It refers to:

- the formation of phonetic, grammatical and lexical communicative links of productive and perceptive forms;
- formation of speech-organizing links of foreign language communication;
- formation of links of speech intention to establish intercultural communication;
- the formation of special sociocultural links of linguistic and speech phenomena;
- formation of links for compensation of verbal means when barriers arise in foreign language communication;
- the formation of links of non-verbal elements of communication that arise as a result of gaps [5];
- formation of skills and abilities to overcome the above difficulties.

The formation of phonetic, grammatical and lexical units serves not only as a theoretical, but also as a practical basis for compensatory competence. Lexical knowledge is manifested in the ability to use word-formation, synonymous or semantic elements [1].

R E S E A R C H M E T H O D O L O G Y

Generating speech using compensatory skills helps to be successful in real communication situations, and knowledge of intercultural characteristics and speech behavior in the country of the language being studied and in the native country, they contribute to the formation of sociocultural knowledge, skills and abilities. Verbal means directly influence the development of compensatory

competence, and non-verbal elements compensate for the lack of lexical and grammatical means. Analyzing the initial situations for adaptation to the created language conditions, it is necessary to scan numerous resources and choose adequate strategies for transferring speech activity. In our opinion, the most significant strategies that contribute to the development of compensatory competence are linguistic and paralinguistic strategies.

Linguistic strategies, such as approximation, transfer, evasion, anticipation, analytical strategy, anticipation strategy and continuation strategy, compensate for the lack of linguistic knowledge at the production stage [2]. The ability to use synonyms, the ability to paraphrase and use analogies or associations activate the mechanisms of speech thinking.

Paralinguistic strategies, such as nonverbal means of communication, help to reveal new semantic reserves of linguistic means.

ANALYZES AND RESULTS

To monitor and control the development of compensatory competence, it is recommended to regularly analyze and interpret current and interim results. If necessary, corrective measures are recommended. Each element of pedagogical diagnostics is based on the criteria for the formation of the competence we are studying. To check the development of compensatory competence, it is considered appropriate to apply criteria showing the following indicators:

- ◆ the high level of the cognitive component of compensatory competence shows significant knowledge of the cultural norms of the country of the language being studied, significant use of sociopolitical realities; influencing native culture; fluency in a foreign language; free mastery of verbal and non-verbal means of intercultural communication;

- ◆ the average level of the cognitive component of compensatory competence shows an average understanding of the culture of the country of the language being studied; not entirely correct use of sociopolitical realities; difficulties in producing communicative acts; difficulties in using verbal and non-verbal means;

◆ the average level of the cognitive component of compensatory competence shows an average understanding of the culture of the country of the language being studied; not entirely correct use of sociopolitical realities; difficulties in producing communicative acts; difficulties in using verbal and non-verbal means [10].

The use of these criteria and indicators makes it possible to determine the main patterns of functioning of compensatory strategies and adjust the links of foreign language training.

Thus, the development of compensatory competence in the process of studying a foreign language at a non-philological institute helps to compensate for language deficiencies at a lower level, promotes the choice of linguistic means at a more advanced level, and shapes speech behavior at the last stage of development of communicative competence. It must be emphasized that compensatory competence must develop in all four types of speech activity (listening, speaking, reading, and writing) and ensure their existence. In other words, students develop compensatory competence by creating and understanding information in oral and written form.

Academic and future professional situations require students to use strategies that maximize communication effectiveness. If the necessary strategies are limited or completely unavailable to the student, a gap in communication occurs. But if a student knows how to use compensatory skills, then this gives him the opportunity to perform more complex tasks and use a more complex language [6].

Interaction in a foreign language is a special type of activity between two or more people. With compensatory competence, each student can take on the role available to him for mutual understanding and task completion. In addition, compensatory skills help him reach a new level of communication without turning to other communicators for help.

The development of compensatory competence includes:

• development of memory through grouping, structuring, creating logical connections, using images;

- ☞ development of cognitive skills and abilities in inference and comparative analysis;
- ☞ development of metacognitive skills and abilities by determining the goals and objectives of one's own educational activities, self-control and self-esteem;
- ☞ development of emotional control, so necessary in communicative acts;
- ☞ developing tolerance to the culture of the country of the language being studied.

We believe that the following structural components of compensatory competence are basic and contribute to the improvement of communicative competence.

✚ The cognitive component of compensatory competence helps the student develop self-knowledge, introspection, and the ability to anticipate various communicative situations.

✚ The motivational component of compensatory competence regulates the interests, aspirations, and personal characteristics of the student.

✚ The interactive-activity component of compensatory competence helps the subjects of the communicative process to cooperate and implement acquired knowledge, skills and abilities [7].

C O N C L U S I O N

To summarize all of the above, it can be argued that the development of compensatory competence allows the future specialist to be competitive; have not only basic knowledge, skills and abilities, but also self-development and self-improvement; professionally grow, develop as individuals; be prepared for various professional situations.

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