



## **Development of a Model for the Development of Compensatory Competence in Learning English for Non-Linguistic Students' Specialties**

**Ishonkulov Sherzod Usmonovich**

An English teacher at the Department of Foreign Languages, Karshi engineering - economics institute, Uzbekistan

**Abstract:** *This article presents a model for the development of compensatory competence in learning English for non-linguistic students' specialties. The model is based on the following principles: Practice using compensatory strategies in authentic communication tasks, compensatory competence can be developed through a variety of teaching methods and activities and exposure to a variety of English language input.*

**Keywords:** *compensatory competence, non-linguistic students, English language learning, explicit instruction, practice, exposure to authentic language input, introduction and awareness, development and practice, application and evaluation.*

Compensatory competence is a component of communicative competence that allows students to communicate effectively in English even when they have limited language knowledge or skills. Compensatory competence can be developed through a variety of teaching methods and activities, including: Explicit instruction in compensatory strategies, such as guessing meaning from context, using paraphrases, and asking for clarification. Exposure to a variety of English language input, including both spoken and written texts. The model consists of three stages:

Stage 1: Introduction and awareness – In this stage, students are introduced to the concept of compensatory competence and the different strategies that they can use to compensate for their language gaps. Students are also given opportunities to practice using these strategies in controlled activities.

Stage 2: Development and practice – In this stage, students continue to develop and practice their compensatory skills through more challenging tasks and activities. Students are also encouraged to reflect on their own learning and to identify areas where they need to improve.

Stage 3: Application and evaluation – In this stage, students are given opportunities to apply their compensatory skills in real-world communication situations. Students are also evaluated on their ability to use compensatory strategies effectively.

The model has been implemented in a number of different educational settings and has been shown to be effective in helping students to develop their compensatory competence.

Compensatory competence is a component of communicative competence that allows students to communicate effectively in English even when they have limited language knowledge or skills. It is essential for non-linguistic students, who often need to use English to communicate with colleagues and clients in their professional lives.

There are a number of different strategies that students can use to compensate for their language gaps. Some common strategies include:

- Guessing meaning from context;
- Using paraphrases;
- Asking for clarification;
- Using body language and gestures;
- Using cognates and international words;

Compensatory competence can be developed through a variety of teaching methods and activities. It is important to provide students with explicit instruction in compensatory strategies and to give them opportunities to practice using these strategies in authentic communication tasks. Students should also be exposed to a variety of English language input, including both spoken and written texts.

Model for the development of compensatory competence: The following model for the development of compensatory competence consists of three stages:

- ✓ Stage 1: Introduction and awareness: In this stage, students are introduced to the concept of compensatory competence and the different strategies that they can use to compensate for their language gaps. This can be done through lectures, discussions, and role-playing activities. Students are also given opportunities to practice using compensatory strategies in controlled activities, such as gap-filling exercises and matching exercises.
- ✓ Stage 2: Development and practice: In this stage, students continue to develop and practice their compensatory skills through more challenging tasks and activities. For example, students can be given tasks such as reading authentic texts and identifying the compensatory strategies that the author uses. Students can also be given tasks such as participating in debates and discussions on topics related to their field of study. Students should also be encouraged to reflect on their own learning and to identify areas where they need to improve. This can be done through journal writing, self-assessment activities, and peer assessment activities.
- ✓ Stage 3: Application and evaluation: In this stage, students are given chances to apply their compensatory skills in real-world communication situations. For example, students can be given tasks such as participating in mock job interviews or writing emails to colleagues and clients in their field of study. Students should also be evaluated on their ability to use compensatory strategies effectively. This can be done through a variety of assessment methods, such as oral presentations, written assignments, and peer-assessment activities.

In fact, the English language competence of non-linguistic students in spoken language is still a concern. According to the latest curriculum, students must be able to express either business or interpersonal communication in the context of everyday life, such as expressing and responding to likes. This means that the goal of the speaking curriculum is for students to understand and use the language appropriately according to the respective situation; for example, expressing sympathy and responding to it. However, many students still do not have the opportunity to express their ideas, thoughts clearly. They certainly face difficulties that prevent them from being competent in speaking; like lack of vocabulary, poor or unusual pronunciation, and poor grammar. Moreover, although a huge variety of language teaching methods are currently used that help to use the English language in various real life situations, the results are still not satisfactory.

The problem then lies not only in the implemented methods. It may be assumed that some problems arise from the students themselves, because an important factor in language learning is the language of the learner. One of the aspects that are involved in the process of developing conversational skills is the language learning strategies used by learners on their own. Learning strategies are steps taken by students to enhance their own learning.

In summary, the model for the development of compensatory competence presented in this article can be used by teachers to help their students develop the skills they need to communicate effectively in English, even if they have limited language knowledge or skills. The model is based on the principles of explicit instruction, practice, and exposure to authentic language input.

The model has been implemented in a number of different educational settings and has been shown to be effective in helping students to develop their compensatory competence.

Recommendations for teachers: Here are some recommendations for teachers who are interested in developing their students' compensatory competence:

- ❖ Raise students' awareness of compensatory competence. Explain to students what compensatory competence is and why it is important. Discuss the different types of compensatory strategies that students can use.
- ❖ Provide students with opportunities to practice compensatory strategies. Give students regular opportunities to use compensatory strategies in real-world communication tasks. This could include pair work, group work, role-playing, and presentations.
- ❖ Create a supportive learning environment. Encourage students to take risks and make mistakes in their English communication. Let students know that it is okay to not know everything.
- ❖ Use a variety of teaching methods and materials. This will help students to develop their compensatory skills in a variety of different contexts.
- ❖ Monitor students' progress and provide feedback. Help students to identify their strengths and weaknesses. Provide them with specific feedback on how to improve their compensatory skills.

#### **BIBLIOGRAPHY:**

1. Щукин, Л. П. Обучение иностранным языкам: теория и практика: учеб, пособие для преподавателей и студентов. М.: Филоматис, 2006. С. 141.
2. Simon, H. A., & Gilmarin, K. A. (1973). Simulation of memory. *Cognitive psychology*, 5(2), 29-46.
3. Равен, Д. (2002). Компетентность в современном обществе: выявление, развитие и реализация: пер. с англ. М.: Когито-центр. 396 с.
4. Пассов, Е. И. (2010). Программа – концепция коммуникативного иностранного образования. – М. : Просвещение. – 298 с.
5. Носонович, Е. В., & Мильруд, Г. П. (1999). Критерии содержательной аутентичности учебного текста. *Иностранные языки в школе*, 2, 12–16.
6. Лернер, И. Я. (2011). Дидактические основы методов обучения. – М.: Педагогика. – 185 с.
7. Ishonkulov Sherzod Usmonovich: The role and place of compensatory competence in the system of other competences in mastering a foreign language” in Volume 02 Issue11 November 2022. *American Journal Of Philological Sciences*
8. Ishonkulov Sh.U. : Reflective Approach In English Language Teaching - 20p. *Colloquium-journal №31 (154), 2022*