

Features of the System of Formation of Compensatory Competence Among Agricultural Students as a Means of Filling in Professional Terminology



Tukhtasinov Ilkhomjon Madaminovich, Kholiyorov Bunyod Khusanovich, Khalilova Olima Akhatovna, Badalova Luiza Kholmamatovna

Abstract: *This article researches the main categories of compensatory (or strategic) competence which is defined as complementing the process of direct communication, reading professionally-oriented texts, identifying and eliminating the ability to communicate language and speech, rules for working with them, speaking in a foreign language and social experience. This also analyzes the ways of formatting compensatory competences to the students of agricultural directions by the means of professional terminology. Moreover, it also highlights components of compensatory competence, reproductive learning strategies for students using the innovative technologies.*

Keywords: *Compensatory competences, components, developing skills, discussions, linguistics, language learning, method, skills.*

I. INTRODUCTION

The compensatory competence ensures the student's lack of foreign language proficiency and skills, and the willingness to complete and use terminological dictionaries. Work on the development of the competencies under discussion will be done within a specific system under which it works. After a long historical evolution, the concept of "system" became one of the main philosophical, methodological and special-scientific concepts. Traditionally, a system is defined as "the elements that are in relationships and relationships that form a certain unity" [TS, 2008], [Philosophical Dictionary, 2007: 513]. There are different classifications of systems. The dictionary of Wikipedia offers: a) natural (inorganic, biological, ecological); b) artificial (material, abstract (ideal), abstract material); c) mixed (socio-technological,

organizational, technical, socio-economic) [Wikipedia Dictionary, 2009]. Any system has certain characteristics: a) features associated with goals and functions (synergy, occurrence, multiplicity); b) structure-related features (integrity, without additives, structural, hierarchical); c) resources and the nature of interconnection with the environment (communication, system interaction and interaction with the external environment, flexibility, reliability); d) Integrity, Equality, Heritage, Development, Order, Self-Organization [Wikipedia Dictionary, 2009].

With regard to foreign language learning, the educational system (methodology) is considered as a specific unit of components such as educational approach, goals and objectives, structure, principles, psychological mechanisms of learning and personality development, processes, methods and technologies of teaching, tools, forms of teaching. [Zagvyazinsky, 2006], [Schukin (b), 2007].

II. RESEARCH METHODOLOGY

1) The training system includes the direct link between the teacher and the student in a variety of educational activities. It focuses on a predetermined outcome using a variety of methods, methods and tools. At the current stage of methodology development, as we know, the leading goal is a practical goal, and when it is achieved the state's requirements and the real opportunities of the students are taken into account. This is characterized by the term "capability". In our case, the practical purpose of the syllabus is to form Compensator or Strategic Competence as a means of completing professional terms in the 1-2 year students of the Agricultural University.

The objective is to reflect the objective of:

a) the formation of students' interest in learning a foreign language; b) developing skills and knowledge of working with dictionary, reference and original texts; c) systematization of grammatical materials necessary for the proper understanding of professionally oriented texts and the development of literary translation skills; d) Teaching different types of reading and information processing skills, using different reading strategies (defining the meaning of unfamiliar words in the context of the language, word combinations; ignoring words; using the text clues) developing reflexive skills; e)

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*Correspondence Author(s)

Tukhtasinov Ilkhomjon Madaminovich, associate professor, Rector of Samarkand State Institute of Foreign Languages, Samarkand city Uzbekistan.

Kholiyorov Bunyod Khusanovich, Head of the Department of Foreign Languages, Karshi engineering-economics institute, Karshi city Uzbekistan.

Khalilova Olima Akhatovna, Senior teacher of the Department of Foreign Languages, Karshi engineering-economics institute, Karshi city Uzbekistan.

Badalova Luiza Kholmamatovna, Senior teacher of the Department of Foreign Languages, Karshi engineering-economics institute, Karshi city Uzbekistan.

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Expanding the terminological dictionary of the specialty in a foreign language; f) development of students' skills and communication skills both in daily and professional subjects.

2) Depending on the purpose and objectives of the training, it is important to identify the nature of the training material that is to form the Compensatory Competence. The content of the training material consists of three components:

- 1) *the language component.*
- 2) *Psychological component.*
- 3) *methodological component.*

Composition of linguistics includes:

- a) special authentic texts;
- b) "Complex terms in agriculture and agronomy";
- c) Subjects for speaking and reading on "Agronomy";
- d) linguistic - texts with terminological difficulties;
- e) national and cultural realities.

The psychological component includes:

- a) Students' goals and interests - future agrarians; their creation, storage and development;
- b) skills that enable the creation of compensatory (strategic) competencies;
- c) The nature of the interaction and the impact on each other's capabilities;
- d) the nature of the interaction of speech activities;
- e) lexical skills and abilities that facilitate the use of general, general scientific and special dictionaries.

The didactic component includes:

- a) planning of their educational activities;
- b) self-complementary vocabulary, the skills and abilities of the specialty terms;
- c) skills to work with professionally-oriented text;
- d) ability to understand and record learning outcomes as a form of communication and as a means of completing a terminological dictionary on "Agriculture: agronomy";
- e) the ability to use information and communication technologies to overcome obstacles (language, speech, behavior, cultural);
- f) skills and abilities of self-regulation and self-correction in the learning process.

3) Work on the development of compensatory competence is based on the principles that make recommendations, guidelines on how to effectively interact and achieve results in the learning process:

- a) The principle of communication, information and socio-cultural compatibility of language and speech materials;
- b) the principle of taking into account students' individual needs and abilities, positive motivation and a comfortable emotional learning environment;
- c) the principle of consciousness, accuracy, problem and relevance of the material used;
- d) the principle of taking into account the vocational orientation, specialization, subject and lexical meaning of words;
- e) the principle of teaching a foreign language in a variety of criteria and models;
- e) The principle of minimization of exercise, expediency, consistency, and consistency *in the formation of compensatory competence;*

III. RESULTS

Examining attitudes about the nature and structure of compensatory (strategic) competence requires an agricultural

specialist to own and apply a particular set of strategies in a variety of situations (educational and real). This type of authority is necessary to obtain the relevant information from a specific foreign language text using the relevant information, minimized from the dictionary. The future agricultural specialist should avoid communicating with other countries, he should overcome language barriers during communication and actively engage in communication. To do this, it must be able to cover the lack of language tools with the help of special tools. In language mastering strategies, it is necessary to understand "the combination of methods and actions that students use to understand, memorize and use language system knowledge and to develop speech skills" (Schukin (a), 2007: 326). Each strategy is tailored to specific techniques - "elementary methodological actions aimed at solving a particular problem" [Lyakhovitsky, 1981] and "specific ways of organizing student activities and actions" [Zagvyazinsky, 2004: 68].

The most commonly used component of compensatory competence is shown in Figure 3. The effectiveness of the aforementioned methods and strategies largely depends not only on the activities of the students but also on the organizational activities of the teacher, including: a) teaching methods;

b) *textbooks;*

c) *forms of training organization.*

In foreign language classes, the teacher tries to teach the student how to use Compensator strategies and methods, enriching his terminological vocabulary using various methods and tools. A. N. Following Shukin, we mean "a set of methods of teacher-student interaction in the achievement of educational goals" (Shukin (a), 2007: 151).

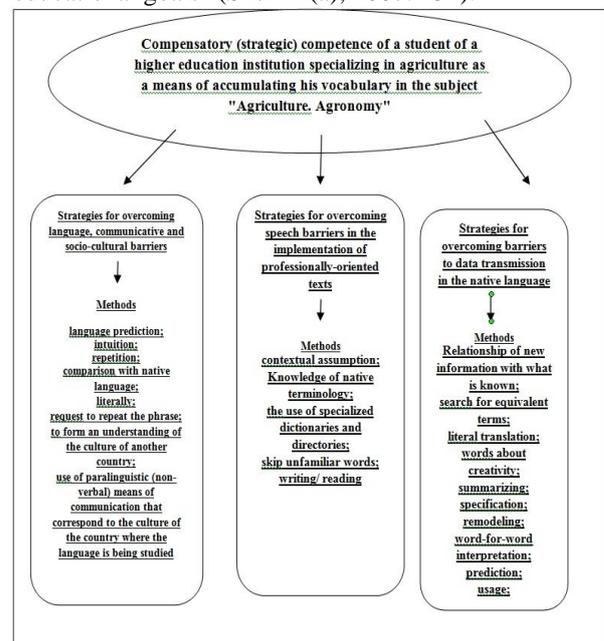


Figure 1. Components of Compensatory Competence for Agricultural Higher Education Students

There is no single universal classification of teaching methods. The teacher selects teaching methods based on his / her experience and knowledge, based on learning objectives, learning phase, and student characteristics.

The following methods are the leading methods for teaching foreign languages: demonstration, explanation, practice. Within the context of non-linguistic educational institutions, the following can be said for the training of individual and professionally oriented foreign languages:

- a) clear, explanatory, descriptive, problematic-practical method;
- b) communicative oriented approach;
- c) cognitive, practical, creative method;
- d) control, self-evaluation, self-management (reflection) method.

The methods chosen by the teacher are implemented using teaching tools. Teaching refers to the use of a set of textbooks and tools to guide the teacher's language learning activities and students' language learning (Schukin (a), 2007: 321). KV Fokina:

- a) Compulsory and ancillary learning aids;
- b) teacher and student oriented;
- c) technical and non-technical manuals [Fokina, 2008: 69]. In the context of the University of Agriculture, the following textbooks can be talked about:
 - a) educational and methodical complexes;
 - b) textbooks (special journals including professionally-oriented original texts, video and audio materials, computer programs, charts, tables, cards, drawings);
 - c) computerization of the educational process in a foreign language: computers, video and audio equipment.

V. I. Zagvyazinsky argues that the term "form" applies to the learning process "teacher and students, students' interactions with the material being studied" [Zagvyazinsky 2004: 130].

A. N. Khutorskoyi defines:

- a) forms of education
- b) forms of training organization.

The scholar views the forms of education as individual, group, frontal, team, pair. Forms of training organization mean a certain type of occupation - lessons, lectures, seminars, tours, seminars, optional classes, exams, etc. [Khutorskoye 2001: 297]. Speaking of forms of education organization, V.I. According to Andrev, the main form of education is a lesson, namely, a combined lesson in which "all the basic elements of the learning process in different logical sequences are: actualizing knowledge, explaining new material, practicing and managing the acquired knowledge and skills" [Andrev, 2000: 306] Higher education has the following forms of work: a) lecture; b) seminar; c) laboratory or practice; d) independent work of students (in the classroom and in the classroom).

IV. DISCUSSION

In the context of the University of Agriculture, the frontal and collective forms can be considered as acceptable forms of learning a foreign language within the framework of the joint practical lesson, with the following elements:

- a) Repeating homework and the material of the previous lesson;
- b) annotation of the new material;
- c) integrating new material, developing it, and performing exercises;
- d) Formation and refinement of homework (independent and extracurricular): work with learning and reference, independent linguistic tasks, exercises, tasks (including creative), work with various task cards, etc. handouts, didactic materials, essays, preparation for lectures,

independent work with technical means, computer training and monitoring programs [Alexandrov, 2009].

For effective process of mastering compensatory strategies and techniques, the teacher conducts reproductive and effective practice sessions. In the first year (in semesters 1 and 2) the student's learning activities are mainly focused on learning and reproduction by custom or rule, and can be summarized as follows:

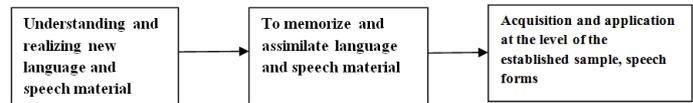


Figure 2. The process of reproductive learning for freshmen

In the second year (semesters 3 and 4), student learning activities are dynamic, dynamic, creative and effective. Assignments are not given to the student as a standard assignment, but are presented as a specific problem that needs to be addressed. The student must apply the knowledge gained during the first year of study and link the new knowledge offered or acquired by the teacher. Such an effective learning process promotes the development of an active, creative person with specific techniques and strategies for solving various tasks. It can be presented in the following schema:

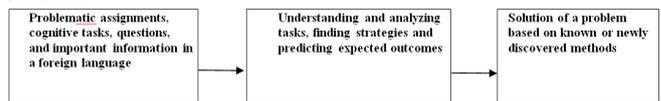


Figure 3. Agriculture is a process of first-year students' reproductive education

Independent work of students plays an important role in reproductive / productive and receptive learning. It is the foundation of any type of university education. Duties of the teacher:

- a) learning to work independently in the classroom (listening to a teacher, listening to classmates and critically evaluating what you hear, your ability to think through answers and possible solutions) and out-of-class (plan, work with references and work with material). reports, research, tests and exams);
- b) effective organization, planning and implementation of independent work [Chuvilina, 2009].

In order to make the learning process more comprehensive and systematic, we offer training and vocational guidance along with a set of exercises outlined in our methodological guide (English language guide for agricultural university students. Agronomy Specialty - N. Novgorod: USA, 2009. - 77) b.).

In the diagram below, we will look at all of the above components, the main component of which is the student body. The teacher's state-of-the-art activities are aimed at the formation and development of an active person who is the object and subject of educational activities, capable of constructive relationships with other people, who will be active in reflex and all forms of development.



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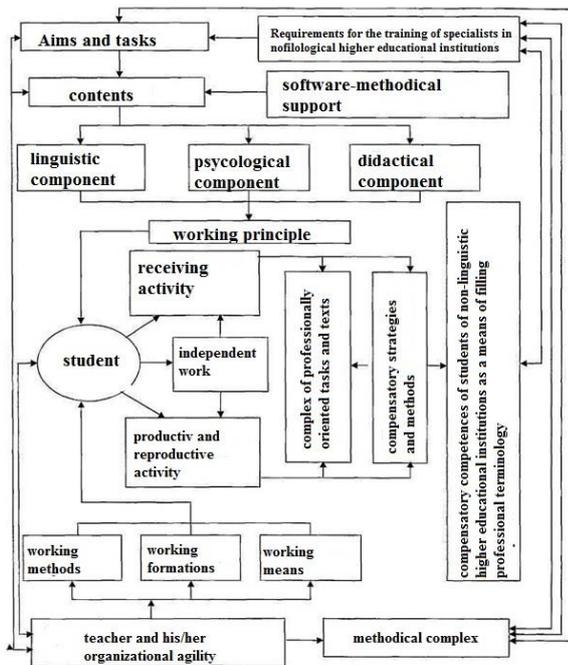


Figure 4. Model of formation of compensatory competence of students of higher educational institutions specializing in agriculture

V. CONCLUSION AND FUTURE SCOPE

It can be concluded that the clearer the goal, the better the chance to achieve the goal. These hierarchical relationships suggest that each has multiple goals to achieve. If we recognize this fact, we can guarantee that our goals can be met and our educational goals can be measured. There are two useful theoretical frameworks that help ESP teachers write relevant goals and objectives. The first is communication and communicative competence, which implies the ability to use language accurately and accurately to achieve the communication goals outlined by Canal and Swain i Savinon.

In a developing multicultural society, in a society of high technologies that requires high professionalism, modern understanding of the quality of education fits into the competence approach, the key components of which are the concepts of "competence" and "competence".

Teaching English in agricultural higher education institutions is also important for creating a vibrant communication environment for future professionals within their respective fields. In this process it is necessary to analyze the problems and needs arising in the process of developing lexical competence and overcoming obstacles, and form the process on this basis.

Foreign language teacher develops communicative, informative and special abilities of the student, which together with the competence of the language formed during training in the specialized disciplines should provide high professionalism of the future specialist.

Characteristics of English language teaching in agricultural education institutions (low level of student learning, low hours of training, inadequate supply of learning materials, technical facilities, low language skills, low level of students' knowledge and cognitive literacy). The focus of the teacher should be on developing lexical, compensatory (strategic) competences of students.

The study of the peculiarities of working in non-linguistic higher education institutions has led to the conclusion that the

most effective means of collecting and continually expanding the terminological vocabulary in the specialty is the formation of compensatory competence. Formation of this type of competence takes place within the learning system, which involves the direct interaction between the teacher and the student in various learning activities.

As an integral component of communicative competence, compensatory competence integrates the components of their knowledge, skills, abilities, and strategies. Formation of this type of competence means, on the one hand, the completion of a specialty terminological dictionary and, on the other hand, an expansion of a set of compensation strategies and methods that will implement them.

In consequence of compensatory (strategic) competencies include the use of existing, activated, complementary, and career-oriented strategies and techniques, depending on the type and form of student learning activities, to fill in the lack of knowledge of speech and language skills in the course of professional activity.

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AUTHORS PROFILE



First Author: Rector of Samarkand State Institute of Foreign Languages, Samarkand city Uzbekistan. Doctor of Pedagogical sciences, associate professor. The direction of the research work includes ESP methodology.

Contacts: e-mail address: tuhtasinov@edu.uz
Phone number: +998-90-373-65-82.



Second Author(corresponding): Head of the Department of Foreign Languages, Karshi engineering-economics institute, Karshi city Uzbekistan. Independent researcher. The direction of the research work includes ESP methodology.

Contacts:e-mail: bunyodkholiyorov@yahoo.com
Phone number: +998-94-526-38-85.



Third Author: Senior teacher of the Department of Foreign Languages, Karshi engineering-economics institute, Karshi city Uzbekistan. She has published more than 20 articles, concerning 8 International, 12 Republican research journals.

Contacts:e-mail: o.halilova@yahoo.com
Phone number: +998-91-637-38-49.



Fourth Author: Senior teacher of the Department of Foreign Languages, Karshi engineering-economics institute, Karshi city Uzbekistan. She has published more than 15 articles, concerning 5 International, 10 Republican research journals.

Contacts:e-mail: l.badalova@yahoo.com
Phone number: +998-91-952-26-66.