

Strategic Competence in Communication

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Abstract: "Strategy" can be understood in a general theoretical aspect as a plan overcoming difficulties in a certain area of human activity, implying the most efficient implementation. Hence, communication strategy will be considered as an alternative plan to overcome difficulties in communication (for example, with a shortage of linguistic resources a compensatory communication strategy is used), and the learning strategy is used as a plan overcoming problems in the process of learning the language.

Keywords: strategic competence, communicative strategy, assessment, planning, execution, paraphrase, literal translation

The problem of the formation of a linguistic personality and the development of a strategic. Bilingual competence is central to the learner-centered approach. The most important component of communicative competence is strategic competence. However, in modern linguodidactics there are different interpretations concepts such as the strategies of a linguistic personality and strategic competence in general. The concept of strategy is complex and multifaceted and is included in the terminological apparatus many scientific fields. In 1960, Miller, Galanter, and Pribram analyzed the strategies used to solving a wide range of problems. In 1972, L. Selinker in his famous work "Interlanguage" first used the term "communicative strategies" to refer to processes used in the course of communication to compensate for the lack of linguistic resources. Currently, in the category of communicative strategies in the linguistics of discourse also includes discursive strategies used to solve communication problems by manipulating discourse structures and influencing relevant psychological parameters of the interlocutors.

In the 70s of the twentieth century, active research began learning strategies of students - individually-specific ways to overcome problems that arise in the process of language learning, and their comparative effectiveness. Strategic competence performs assessment, planning, and execution functions in determining the most effective means of achieving a communicative or language learning goal. It connects declarative, procedural, and conditional knowledge. (adapted from Bachman, 1990, p. 107). Strategic competence, an aspect of communicative competence, refers to the ability to overcome difficulties when communication breakdowns occur (Celce-Murcia, Dörnyei & Thurrell, 1995). Perhaps the most straightforward strategy is to avoid discussing unfamiliar topics, but this is not always possible. Also Know, what is competency in strategic management? Moreover, what is meant by strategic? Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). It involves activities such as strategic planning and strategic thinking.

How do you think and plan strategically?

To be a strategic thinker, you need to:

Be forward-thinking. "You anticipate and look for opportunities that arise," Grubb said.

Seek input from others throughout the organization.

Have a long-term focus.

Be hands-off.

Be willing to take risks.

Prioritize your time.

Be nimble.

Be a life-long learner.

Strategic competence refers to the individual's ability to use 'communication strategies', e.g. paraphrase, circumlocution, literal translation, lexical approximation, mime, to get their message across and to compensate for a limited or imperfect knowledge of rules or the interference of such factors such as fatigue, distraction or inattention. Both native and non-native speakers use communication strategies, but non-native speakers use them more frequently. Language learners often use communication strategies to cope with problems they encounter while attempting to speak a second or foreign language. They attempt to solve communication problems when they lack adequate resources in the target language. When faced with such problems, learners may try to avoid a certain language or grammatical items, abandon the message, paraphrase when they do not have the appropriate form, describe the object or its properties, use self-correction, repeat a language item to gain time, mumble, translate literally from native language, use similar sounding words, ask the interlocutor for the correct form or item, use gestures to convey meaning, insert a word or a phrase from their native language, apply L2 morphology and/ or phonology to L1 lexical items and use word coinage which produces items that do not exist in the target language. All of the above are called interlanguage communication strategies.

To illustrate the notion communication strategies, the following are examples taken from the author's study (Author, 2001:213-217).

1. It is something like a chair used to put the child on and push it. (Pushchair) – Circumlocution strategy.
2. The car is unmove (The car broke down) - Word coinage strategy
3. Number telephone (Telephone number), electrical stairs (escalator) - Literal translation strategy
4. What is this called in English? - Appeal for help
5. Ascenseur (lift) - Foreignizing strategy
6. The car was damaged (The car broke down) - Approximation strategy
7. He just completed his road, his way - Correction strategy
8. He was happy because he didn't er er he didn't care for him - Self-repetition strategy
9. They are cleaning stuff..., things (detergents) - All-purpose words strategy

I can say that most of the messages transmitted in the above utterances are comprehensible and listeners can guess what is meant because of the speakers' use of communication strategies. Therefore, CSs are successful means of communication. Appeal for help also leads to learning by getting the target language item needed. Communication strategies for understanding what is said. Sometimes the word has multiple meanings, it might not be the one intended, and we may have misheard it in the first place. The question now is how we know what the speaker meant? The answer is using some communication strategies.

There are five strategies that can be used if listeners do not understand what is said.

1. Appeal for help: Trying to elicit help from your partner by asking an explicit question to fill the information gap.

Example:

It is something we use to keep food in. What is the name?

2. Asking for repetition: Requesting repetition when not hearing or misunderstanding something properly.

Examples: Pardon? Beg your pardon? What? Can you say it again, please?

3. Asking for clarification: Requesting explanation of an unfamiliar meaning structure.

Examples: What do you mean? You saw what?

4. Asking for confirmation: Requesting confirmation that one heard or understood something correctly. It might be by asking full questions (You mean You said...? Do you mean that...?)

Examples: You mean he did not understand it? You said that the International School is the best? Do you mean that I should go to a travel agent?

5. Comprehension check: Asking questions to check that the interlocutor or partner can follow you.

Examples: And what is the escalator? The escalator. Do you know what the escalator is?

First, communication strategies are also, in my view, indirect learning strategies: they help learners to remain in conversation, and so provide them with more input, more opportunities for checking and validating their hypotheses, and therefore more chances to develop their interlanguage systems. Besides, communication strategies may lead to more successful performance, and, as we know, the content of successful performance gets stored more easily in memory, and thus has a positive impact on learning. Second, by allowing learners to remain in conversation, communication strategies help them, on the productive side, to get some useful feedback on their own performance, and on the receptive side, to exercise some kind of control over their intake, for example, by enabling them to prompt their interlocutor to modify his or her utterances. In other words, strategic competence promotes learners' self-monitoring function or executive control. Third, communication strategies train learners in the flexibility they need to cope with the unexpected and the unpredictable. At the same time, they help students get used to non-exact communication, which is perhaps the real nature of all communication. In this way, they help to bridge the gap between the classroom and the outside reality, between formal and informal learning. Finally, communication strategies encourage risk-taking and individual initiative and this is certainly a step towards linguistic and cognitive autonomy.

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