



DIDACTIC MECHANISMS FOR DEVELOPING COMPENSATORY COMPETENCE IN STUDENTS (ON THE EXAMPLE OF TEACHING GERMAN AS A SECOND FOREIGN LANGUAGE).

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Annotation: *This article analyzes the didactic mechanisms for the development of compensatory competence in students. Communicative difficulties that arise in the process of teaching German as a second foreign language and methods for overcoming them are considered. The results of the study show that the systematic use of compensatory strategies increases students' speech activity and develops their communicative competence.*

Keywords: *compensatory competence, communicative competence, German, second foreign language, didactic mechanisms, gesture, strategies.*

Introduction

Today, globalization processes and the expansion of international cooperation are placing new demands on the methodology of teaching foreign languages. In modern language education, traditional grammatical-translation methods are being abandoned, and the communicative approach is taking a leading place. The main goal of language learning is not only to acquire theoretical knowledge, but also to ensure that students can freely use the language as a means of communication in real-life and professional situations. In this regard, compensatory competence, which is a component of competence, is of particular importance in eliminating misunderstandings or linguistic deficiencies that arise in the communication process. Compensatory competence is the student's ability to fill lexical or grammatical gaps in the language through various verbal (paraphrase, synonyms) and non-verbal

(gesture, mimicry) means. This issue is especially relevant when teaching German as a second foreign language. Because students may encounter interference with their first foreign language (for example, English) or may experience communication interruptions due to the complex grammatical devices of the German language. Developing compensatory strategies helps the student not to interrupt the communication, find alternative ways to explain his/her thoughts, and overcome language barriers without psychological difficulties. This article analyzes effective didactic mechanisms and methodological foundations for the formation of this skill in students. When learning German as a second foreign language, students often encounter communication difficulties due to insufficient vocabulary or limited grammatical knowledge. In such situations, they try to convey their thoughts through various strategies. This process is a manifestation of compensatory competence. Many researchers consider compensatory competence to be an integral part of communicative competence. (Canale & Swain, 1980). According to them, this competence serves to overcome difficulties that arise in the speech process. For example, Grammatical and communicative approaches For our purposes, the general distinction between grammatical (or grammar-based) and communicative (or dialogue-based) approaches to second language teaching is of great importance in language teaching methodology (Canale & Swain, 1980; Harmer, 2007). Also, modern methodological approaches show that the effectiveness of language teaching can be increased by combining communicative and situational methods. It is important to distinguish two main approaches to second language teaching. The grammatical approach is based on the structural aspects of language, namely phonology, morphology, syntax and lexis. In this approach, the main emphasis is on constructing grammatically correct speech (Chomsky, 1965). In this approach, the main emphasis is on the construction of grammatically correct sentences. Many textbooks are based on this approach. The communicative approach, on the other hand, views language as a real means of communication and emphasizes its

functional aspects. In this approach, speech functions such as apologizing, suggesting, describing are of great importance (Littlewood, 1981). For example, the following functions are important:

- apologizing
- suggesting
- describing
- promising

are organized on the basis of communicative functions. The important thing here is to be able to use language correctly in a real situation.

The situational approach is also widely used, in which teaching is based on real-life situations. This approach, combined with the communicative method, gives effective results (Harmer, 2007).

Students learning German face the following difficulties.

- complexity of articles and gender
- specificity of word order
- complex grammatical structures
- insufficient lexical reserve

These factors create obstacles in the communicative process.

Didactic mechanisms for the development of compensatory competence.

1. Communicative exercises.

Students are involved in communication in situations close to real life. This encourages them to think independently.

2. Role-playing.

Students are prepared for real communication through situations such as a store, hotel or asking for directions.

3. Paraphrasing exercises.

Students are taught to explain unfamiliar words in other words. This increases their speech flexibility.

4. Multimodal approach.

Understanding can be facilitated by using pictures, videos, gestures and facial expressions. Practical observations show that the use of compensatory strategies increases students' speech activity, strengthens their self-confidence, and encourages them to speak without fear of mistakes. As a result, students begin to actively participate in real communicative situations.

Conclusion

The results of the study and theoretical analysis show that compensatory competence is one of the decisive factors ensuring the communicative activity of students in teaching German as a second foreign language. In the process of learning a second foreign language, students often fall into "speech dead-ends" due to the lack of linguistic means. It is compensatory strategies that allow maintaining communication and successfully conveying ideas in such situations. Based on the analysis, the following final conclusions were drawn. Advantage of the strategic approach: Systematic implementation of compensatory mechanisms (paraphrase, synonymy, multimodal means) in the teaching process reduces the "fear of making mistakes" in students and significantly increases their self-confidence. Didactic effectiveness: The use of role-playing games, situational exercises and elements of non-verbal communication develops not only linguistic, but also socio-cultural flexibility of students. This is extremely important in mastering languages with a complex grammatical system, such as German. Compensatory competence is a guarantee of communication stability: This competence allows the student to solve a wide range of communicative tasks with limited linguistic capabilities. This, in turn, forms the learner's autonomy and ability to learn independently. In conclusion, the development of special methodological complexes aimed at developing compensatory competence in second foreign language lessons and their integration into curricula is an urgent task of language education today. In the future, it is advisable to expand experimental research in this area, in particular, to improve the

methodology for developing compensatory strategies using modern information technologies and digital resources.

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