Research Article

THE CONCEPT OF STRATEGIC COMPETENCE, ITS CONTENT AND TYPES

Azimova Feruza Xujamkulovna
Teacher Of Jizzakh Politehnical Institute, Uzbekistan

ABSTRACT

This article describes the concept of strategic competence, its essence and types. Information is provided on strategic competence, educational, fundamental, communicative, metacognitive, cognitive, social strategies in teaching foreign languages.

KEYWORDS

Strategic competence, learning strategies, fundamental strategies, communicative strategies, metacognitive strategies, cognitive strategies, social strategies.

INTRODUCTION

Communicative competence includes strategic competence along with linguistic, sociolinguistic, social, socio-cultural, discourse, base, professional competences. Although strategic competence is generally recognized as a component of communicative competence, there is still ambiguity in the concept of "strategic competence". Over the years, the concept of "strategic competence" has attracted the attention of researchers from time to time. However, until recently, teachers and linguists were more interested in the external aspects of the intercultural communication process. The personal competence that enables such communication has not been given enough attention, and this has primarily affected strategic competence. The main concept of our study, "strategic competence", consists of two components, namely competence and strategy.

Strategic competence is the ability to use a sufficient repertoire of strategies based on acquired knowledge and skills to achieve a communicative goal as effectively as possible [7].
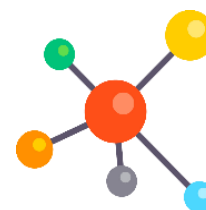
Strategic competence - includes compensatory skills and abilities (students' ability to overcome difficulties in the communication process), learning skills (ability to independently use acquired knowledge and correctly evaluate their own knowledge and the knowledge of other people).

Researchers have analyzed their opinions on strategic competence (see Table 1) [4]:

Table 1.

Researcher's opinions on strategic competence

№	Researchers	Feedback from researchers
1.	M. Swain, M. Keneil	was the basis for the development of the model of communicative competence. The model of communicative competence consists of 4 components (grammatical, sociolinguistic, discourse and strategic competence).
2.	D. Khaimz	language is studied as a social process along with the linguistic code
3.	P. Sharodo	strategic competence shapes texts as an organizational part of discursive competence
4.	S. Moranda	activates communicative competence
5.	Dj.A. van Eck	refers to the ability to use verbal and non-verbal strategies
6.	L. Bachman	used at the level of general and language competence

A number of definitions are used for the concept of strategic competence in foreign language teaching (see Table 2):

Table 2.

Definitions of the concept of strategic competence in teaching foreign languages

№	Strategic competence	The essence of strategic competence
1.	Strategic competence	the ability to use verbal and non-verbal means in the absence of communication
2.	Strategic competence	the ability to choose and use effective strategies in performing various communicative tasks; in the acquisition of general skills: development of a plan for the introduction of specific communicative tasks; execution of plans; assessment of acquisition of communicative communication in improving communication;

		preparation and skills for communication situations where knowledge or skills are insufficient; use effective general study skills; asking clarifying questions
3.	Strategic competence	compensatory skills and abilities, skills and abilities that control the importance of studying, ways of acquiring knowledge independently from different sources, assessing the ability of students to work in different modes, the ability to use technical means of teaching
4.	Strategic competence	this is the ability to compensate for language deficits when communicating with verbal or non-verbal (imitation, gestures) means
5.	Strategic competence	it is the ability to supplement the experience of speaking and social communication in a foreign language, as well as lack of knowledge of the language in the communication process

Based on the analysis mentioned above, the study of the components of communicative competence showed that strategic competence was considered as an important component of communicative competence in a foreign language. However, despite the importance of this competence in the search for optimal methods of solving foreign language problems, the debate about the content of this concept in communication activities continues for several decades. As a result, types of strategic competence began to be formed in research (see Table 3):

Table 3.

Types of strategic competence

№	Types of strategic competence	The essence of strategic competencies	Researchers
11.	Learning strategies	the methods the student uses to acquire knowledge. Group 1 is explanation / verification, observation, memorization, prediction / inductive conclusion, deductive reasoning, speech practice, while group 2 is the techniques specific to creating situations for speech practice and achieving a communicative goal.	J. Rubin

22.	Fundamental strategies	strategies that the student also uses to carry out communicative activities in learning a foreign language	H. D. Brown
33.	Learning and communication strategies	it is difficult to separate learning and communicative strategies, they are closely related to each other, because sometimes the student skillfully uses communicative strategies to compensate for the lack of linguistic competence, which can reduce the level of use of learning strategies and negatively affect the speed	R. Ellisa
44.	Learning and foreign language use strategies	they are activities chosen by the student and aimed at successfully improving the learning or use of a foreign language, or both. Communicative strategies are defined by this author as strategies aimed at conveying meaningful information that is new to the recipient and included in foreign language use strategies. These strategies may or may not affect student learning	A. Cohen
45.	Communicative strategies	if such communication is imperfect in the lexical or grammatical sense, it is necessary to study it and educate its communicative strategy. In his opinion, "the student's motivation should be to learn the language, not to communicate."	E. Taroun
66.	metacognitive,	Metacognitive (knowledge about education), cognitive (specific for each type of educational activity), social (interactive)	J. O.Meilly, J. Rigney

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77.	cognitive,	inclusion in a separate group was an important step towards recognizing the social context of communicative activity	J. Rubin
88.	social strategies	- memorization strategies (related to students' memorization of language material);	R. Oxford

In our research, we focused on the study and development of learning strategies identified by the researcher R. Oxford. Learning strategies include:

knowledge of the structural elements of the language (grammatical, lexical, phonetic) necessary for communication in the studied foreign language and skills and abilities to use them in situations of oral and written communication;

knowing and mastering a set of formulas that make up the speech necessary for communicating in a foreign language;

the ability to realize verbal intention, which allows establishing communication and mutual understanding between multilingual interlocutors;

to know the national-cultural characteristics of language and speech phenomena;

knowledge of verbal compensatory tools in the context of communicative difficulties in the process of communication in a foreign language;

knowledge of non-verbal elements of communicative behavior of representatives of the studied foreign language culture, which are used to supplement language, pragmatic and socio-cultural nature;

skills and abilities to use verbal/non-verbal compensatory tools to overcome communication difficulties [4].

Educational strategic competence for types of speech activities can be represented by the following skills and abilities, and we recommend a system of exercises for developing educational strategic competence. To develop these strategies, the exercise system focuses on:

1) associative forecasting;

2) structural and semantic forecasting;

3) deduction/induction;

4) associative semantics;

5) definition of internationalism words;

6) morphological reconstruction;

7) compatibility of words;

8) explanation of background knowledge (see Table 4):

Table 4.

Educational strategic competence for types of speech activities

№	Types of speech activity	Skills and Abilities	Exercises
1.	Oral speech	- dialogue, polylogue (contacting a partner for help, mastering communication techniques, thematic dialogues, use of synonyms, etc.);	Forecasting exercises at the language level Text content forecasting exercises Exercises in semantic prediction of text content
2.		- monologue (using familiar, well-practiced vocabulary, terminology, etc.)	Reading content forecasting exercises
3.	Written speech	the ability to work with plans, diagrams, numerical marking, reference books and dictionaries, etc.	Audio exercises for teaching different categories of semantic information Audio exercises to develop auditory memory, attention, imagination, logical thinking
4.	Listening	the ability to ask clarifying questions, repeat, clarify, etc., etc.	Exercises to guess language riddles (by formal signs and context)

Researcher T.I. Timofeeva identified cognitive, socio-affective and metacognitive strategies based on the types of speech activity [5].

But in our research, we recommend the stages of communicative activity, such as planning, implementation, control and correction, in accordance with the educational strategies identified by the researcher R. Oxford (see Table 5):

Table 5.

Stages of communicative activity in educational strategies

№	Types of speech activity	Learning strategies	Stages of communicative activity			
			planning	implementation	control	correction
1 1.	Speaking	memorization strategies	+	+	+	+
		cognitive strategies	+	+	+	+
		compensatory strategies	+	+	+	+
		metacognitive strategies	+	+	+	+
		affective strategies	+	+	+	+
		social strategies	+	+	+	+
2 2.	Writing	memorization strategies	+	+	+	+
		cognitive strategies	+	+	+	+
		compensatory strategies	+	+	+	+
		metacognitive strategies	+	+	+	+
		affective strategies	+	+	+	+
		social strategies	+	+	+	+
3 3.	Reading	memorization strategies	+	+	+	+
		cognitive strategies	+	+	+	+
		compensatory strategies	+	+	+	+
		metacognitive strategies	+	+	+	+
		affective strategies	+	+	+	+
		social strategies	+	+	+	+
4 4.	Listening	memorization strategies	+	+	+	+
		cognitive strategies	+	+	+	+
		compensatory strategies	+	+	+	+

		metacognitive strategies	+	+	+	+
		affective strategies	+	+	+	+
		social strategies	+	+	+	+

Studies emphasize the need to distinguish between communicative competence and strategic competence [2] (see Table 6):

Table 6.

Strategic competence with communicative competence

Communicative competence	Strategic competence
Communicative language teaching is aimed at improving the learner's communicative competence. According to the widely accepted theory of Canale and Swain (1980), communicative competence as a whole can be explained in terms of three component competencies, grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence involves knowledge of the language code (grammar rules, vocabulary, pronunciation, spelling, etc.). Language teaching has traditionally been aimed at developing this competence above all others	The component of communicative competence most neglected by language course books and teachers, however, is strategic competence. This was defined by Canale and Swain (1980: 30) as 'verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence'. In other words, strategic competence refers to the ability to get one's meaning across successfully to communicative partners, especially when problems arise in the communication process. Strategic competence is relevant to both L1 and L2, since communication breakdowns occur and must be overcome not only in a foreign language but in one's mother tongue as well. However, since strategic competence involves strategies to be used when communication is difficult, it is of crucial

	importance for foreign language learners. A lack of strategic competence may account for situations when students with a firm knowledge of grammar and a wide range of vocabulary get stuck and are unable to carry out their communicative intent
Communication strategies	
As has been mentioned above, strategic competence is activated when learners wish to convey messages which their linguistic resources do not allow them to express successfully. The strategies they can use at such times were divided by Corder (1981) into two main types, message adjustment strategies and resource expansion strategies. Other researchers have used different terms for the two types: reduction or avoidance strategies for the first, and achievement strategies for the second. Message adjustment strategies involve the tailoring of one's message to one's resources, along the lines of the old slogan, 'Language learners should say what they can, and not what they want to.' These strategies involve either a slight alteration or a reduction of the message. Using these strategies often leads learners to feel that what they say sounds simplistic or vague. Message adjustment is, in fact, a kind of risk avoidance, which is clearly expressed in the following typical learner statement: 'I know how far I can go and what I shouldn't even try'.	

Pushkin (2007:2) expands on the above concepts: "Learning is the outcome of learners thinking about knowledge. If one were to view this algebraically, learning could represent the sum of thinking and knowledge. The foundation for this relationship rests with the following proposal by Maloney (1994 in Pushkin, 2007:3). In order to be a successful problem solver, it is proposed that learners need four types of schema-specific knowledge:

Declarative knowledge (basic arbitrary facts: e.g., Na is the symbol for Sodium);

Procedural knowledge (algorithms: e.g., determining the velocity of a moving particle by taking the derivative of its displacement as a function of time);

Situational knowledge (recognizing contexts in a problem: e.g., two concurrent forces are competing with each other rather than together);

Strategic knowledge (choosing appropriate algorithms: e.g., using a Ksp expression to calculate a precipitate ion's concentration as opposed to using pH) [1].

Strategic knowledge refers to the procedures used in learning which serve as a way of reaching a goal. Some of those procedures are conscious others are unconscious. Everyone has some degree of strategic knowledge that may be evidenced in spite of their incomplete knowledge in a certain field. By using diverse stimuli strategic knowledge may arise and allow learners to build a deep structure from a surface structure [1].

Strategic competence in a non-native language is the ability of a second-level linguistic person to choose a strategy of speech behavior, the means of expression of the language, speech intentions, certain pragmatic parameters appropriate to the situation and the linguistic culture of the language being studied, which is formed in the process of language acquisition and is based on the ability of the linguistic person. implementation of components of communicative competence (linguistic and extralinguistic) is understood as communicative use of language [6].

It would be appropriate if the practice of innovative technologies was used in the teaching of industry terms in the development of strategic competence of students. In the studies, innovative methods were used in the teaching of field terms [7, 8, 9].

In the development of strategic competence, the following tasks are carried out using the long-term Tom Watson model:

identification of needs, interests, motives to be realized is determined during communication. In the process of solving this task, interlocutors are interested in each other to solve strategically important issues;

setting goals aimed at forming scientific and theoretical knowledge and using personal experience in the implementation of professional skills. In this case, the ability to justify one's point of view in

choosing the means and methods of achieving the set goal develops;

choosing strategies that allow a holistic analysis of the situation, actions and motives. Solving this problem helps students by providing different strategies, from which the most effective ones are selected;

analysis of experience gained [3].

In conclusion, the development of students' strategic competence in English language teaching allows to distinguish between types of learning strategies.

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