



THEORETICAL FOUNDATIONS FOR DEVELOPING STUDENTS' COMPENSATORY COMPETENCE IN ENGLISH ORAL COMMUNICATION ON THE BASIS OF LINGUOCULTURAL INTUITION

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Abstract. The article examines the development of compensatory competence in English oral communication among first- and second-year students of linguistic higher education institutions. It emphasizes that lexical, grammatical, and sociocultural difficulties often hinder fluent expression in a foreign language. Compensatory competence, viewed as a practical manifestation of strategic competence, enables learners to maintain communication through strategies such as paraphrasing, approximation, clarification requests, reformulation, and self-repair. Its development should be based on linguocultural intuition, which integrates sensitivity to linguistic meaning, cultural context, and metalinguistic reflection. The systematic strategy-based instruction enhances students' communicative flexibility, confidence, and readiness for authentic oral interaction.

Key words: compensatory competence, strategic competence, linguocultural intuition, oral communication, EFL, communicative competence

TALABALARDA INGLIZ TILIDAGI OG'ZAKI MULOQOTDA KOMPENSATORLI KOMPETENSIYANI LINGVOMADANIY INTUITSIYA ASOSIDA RIVOJLANTIRISHNING NAZARIY ASOSLARI

Annotasiya. Maqolada lisoniy oliy ta'lim muassasalarining birinchi va ikkinchi bosqich talabalari ingliz tilidagi og'zaki muloqotida kompensatorli kompetensiyani rivojlantirish masalasi yoritilgan. Unda leksik, grammatik va ijtimoiy-madaniy qiyinchiliklar ko'pincha chet tilda fikrni ravon ifodalashga to'sqinlik qilishi ta'kidlanadi. Strategik



kompetensiyaning amaliy ko‘rinishi sifatida talqin etilgan kompensatorli kompetensiya parafraz, taxminiy ifodalash, aniqlashtirishni so‘rash, qayta ifodalash va o‘z nutqini tuzatish kabi strategiyalar orqali muloqotni davom ettirish imkonini beradi. Ushbu kompetensiyaning rivojlantirish lingvomadaniy intuitsiyaga, ya’ni lisoniy ma’no va madaniy kontekstga sezgirlik integratsiyasiga asoslanishi lozim. Strategiyalarga asoslangan tizimli ta’lim talabalar kommunikativ moslashuvchanligi, ishonchi hamda autentik og‘zaki muloqotga tayyorgarligini rivojlantiradi.

Kalit so‘zlar: kompensatorli kompetensiya, strategik kompetensiya, lingvomadaniy intuitsiya, og‘zaki muloqot, chet tilni o‘qitish, kommunikativ kompetensiya.

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ КОМПЕНСАТОРНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ В УСТНОЙ АНГЛОЯЗЫЧНОЙ КОММУНИКАЦИИ НА ОСНОВЕ ЛИНГВОКУЛЬТУРНОЙ ИНТУИЦИИ

Аннотация. В статье рассматривается развитие компенсаторной компетенции в устной англоязычной коммуникации студентов первого и второго курсов языковых высших учебных заведений. Подчеркивается, что лексические, грамматические и социокультурные трудности нередко препятствуют свободному выражению мысли на иностранном языке. Компенсаторная компетенция, понимаемая как практическое проявление стратегической компетенции, позволяет обучающимся поддерживать коммуникацию с помощью таких стратегий, как перефразирование, приблизительное обозначение, запрос уточнения, переформулирование и самокоррекция. Её развитие должно опираться на лингвокультурную интуицию, понимаемую как интегративную чувствительность к языковому значению и культурному контексту. Систематическое обучение стратегиям способствует повышению



коммуникативной гибкости студентов, их уверенности и готовности к аутентичному устному общению.

Ключевые слова: компенсаторная компетенция, стратегическая компетенция, лингвокультурная интуиция, устная коммуникация, обучение иностранному языку, коммуникативная компетенция.

One of the major goals of modern foreign language education is to prepare students for authentic communication. However, even learners with relatively sufficient grammatical knowledge often experience difficulties in spontaneous speech. They may hesitate, fail to recall an exact lexical item, misunderstand an interlocutor, or struggle to express meaning appropriately in a given social situation. In such cases, successful communication depends not only on language knowledge, but also on the learner's ability to overcome difficulties strategically and continue interaction.

For this reason, compensatory competence occupies a special place in foreign language teaching. It enables learners to preserve communication despite limited linguistic resources and helps them adapt their speech to actual communicative conditions. For students of linguistic higher education institutions, especially future foreign language teachers, this competence is particularly important because it supports both communicative effectiveness and professional flexibility.

The purpose of the study is to substantiate the methodological basis for developing students' compensatory competence in English oral communication through linguocultural intuition. It argues that effective compensation in speech depends not only on the use of separate communicative strategies, but also on a deeper cognitive and pragmatic mechanism that allows learners to choose contextually appropriate linguistic alternatives.

The concept of communicative competence was introduced by D. Hymes (1972) and later developed by M. Canale and M. Swain (1980), who identified strategic



competence as one of its core components. Strategic competence refers to the learner's ability to solve communication problems and maintain interaction when linguistic or situational difficulties arise. In this sense, compensatory competence may be understood as the practical realization of strategic competence in oral communication [8].

L. Bachman's (1990) model of communicative language ability further strengthens this interpretation by presenting strategic competence as a regulatory mechanism responsible for planning, monitoring, and executing communication. Thus, compensatory behavior should not be treated as accidental or secondary. Rather, it is a purposeful communicative mechanism that helps learners preserve meaning, achieve interactional goals, and avoid communication breakdown.

In real-time oral speech, this competence becomes especially important. Students cannot interrupt communication each time they encounter a gap in vocabulary or uncertainty in structure. They need flexible ways to paraphrase, simplify, clarify, reconstruct, and repair utterances. Therefore, compensatory competence should be viewed as an essential operational component of communicative performance in EFL speaking [7].

At the same time, the second source makes an important theoretical contribution by showing that communicative success depends not only on strategic behavior, but also on the learner's language-cultural intuition. It describes intuition as an intellectual and cognitive activity grounded in knowledge structures, personal experience, monitoring, and reflection. This idea allows us to interpret compensatory competence more deeply: learners are able to compensate not simply because they know a list of strategies, but because they possess an internal mechanism that helps them infer, predict, evaluate, and choose appropriate linguistic forms in context [10], [11].

In this study, compensatory competence is linked to linguocultural intuition. In its simplest form, linguocultural intuition may be understood as sensitivity to linguistic



meaning and cultural context. However, the second source demonstrates that this phenomenon is more complex. It includes not only implicit language feeling, but also reflective and metalinguistic aspects connected with language experience, monitoring, and the evaluation of speech [6], [11]. It functions in both automated and conscious continuums, which means that learners may rely on it intuitively in spontaneous interaction, while also gradually developing conscious control over their linguistic choices [10], [11].

This point is especially important for oral communication. A learner may know what they want to say, but still fail to express it appropriately because the difficulty is not purely linguistic. It may involve register, situational suitability, cultural norms, or pragmatic appropriateness. In such cases, compensation is successful only when the speaker can select alternatives that are not merely grammatically possible, but also communicatively acceptable. Linguocultural intuition therefore acts as a cognitive-pragmatic foundation that supports compensatory behavior [11].

Another important idea developed in the second source is the relation between intuition and metalinguistic competence. Linguistic intuition is presented not only as automatic language feeling, but also as an indicator of the learner's ability to notice patterns, infer meaning from context, decode unfamiliar units, anticipate communicative outcomes, and assess the adequacy of language use [6], [10], [11]. This connection is especially relevant to compensatory competence, because many compensatory strategies require precisely these actions: monitoring one's own speech, selecting alternatives, evaluating whether the message is clear, and correcting it if necessary.

Thus, linguocultural intuition can be regarded as the internal mechanism that supports the strategic-pragmatic realization of compensatory competence. It helps learners move from linguistic meaning to communicative sense and from available language forms to contextually suitable expression [11].



The most important compensatory strategies in oral communication include paraphrasing, synonymic substitution, approximation, generalization, clarification requests, reformulation, and self-repair. These strategies allow learners to preserve interaction when exact language resources are not available [7], [12].

At earlier stages of learning, students usually rely on simpler strategies such as paraphrasing, approximation, and generalization. At more advanced stages, they begin to use discourse-level strategies more consciously, including reformulation, register adjustment, interactional repair, and meaning negotiation. This progression suggests that compensatory competence develops from basic maintenance of communication toward a more flexible and culturally appropriate management of discourse [2], [7].

The development of compensatory competence should be systematic and integrated into speaking instruction. Yet this development becomes more effective when it is based on a purposeful formation of linguocultural intuition. According to Makhkamova, et al. (2023), intuition develops through both implicit and explicit forms of learning. Implicit development occurs through repeated communicative practice, extensive exposure, contextual experience, and gradual automatization. Explicit development involves reflection, awareness of norms and conventions, metalinguistic analysis, and conscious choice of appropriate language units.

This distinction is highly relevant for teaching speaking. On the one hand, students need regular communicative tasks that stimulate spontaneous use of language and help build automaticity. On the other hand, they need reflective activities that teach them to notice how compensation works, why one choice is more suitable than another, and how context affects meaning. Therefore, the formation of compensatory competence should combine active speaking practice with guided analysis of communicative behavior [9], [11].



Several pedagogical conditions are especially important here. First, students should be placed in communicative situations where difficulties are natural and must be overcome strategically, rather than simply reproducing memorized patterns. Second, classroom tasks should stimulate not only expression, but also monitoring, self-correction, and evaluation of speech. Third, instruction should gradually move from simpler compensation strategies toward more complex discourse-level operations. Fourth, students should be encouraged to reflect on the appropriateness of their utterances in relation to social and cultural context [1], [12].

Role plays, information-gap tasks, problem-solving discussions, context-restricted speaking, and vocabulary-limited explanations are especially useful for this purpose. Such tasks require learners to search for alternatives, adjust meaning, and preserve interaction. If followed by reflection and teacher feedback, these activities help transform spontaneous compensation into a more stable communicative ability supported by linguocultural intuition [12], [5].

Compensatory competence is an essential component of effective English oral communication. It enables students to maintain interaction, overcome linguistic difficulties, and adapt speech to real communicative situations. Its development is particularly important for students of linguistic higher education institutions, especially future foreign language teachers, whose professional activity requires flexibility, clarity, and intercultural appropriateness.

The analysis presented in this article shows that compensatory competence can be developed more effectively when it is grounded in linguocultural intuition. The latter should be understood not only as intuitive language sensitivity, but also as a dynamic cognitive and reflective mechanism connected with language experience, metalinguistic competence, contextual inference, monitoring, and evaluation. In methodological terms, its formation requires a combination of implicit and explicit learning, communicative practice, and reflective strategy training. Under these conditions, students become more



capable of preserving meaning, adjusting speech, and interacting confidently in authentic oral communication.

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