



## THE PROCESS OF FORMING AN INTERCULTURAL CONTEXT

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### **Annotation**

The article notes that in the conditions of the new socio-economic realities of society, the updated goals of teaching at a language university, the requirements for mastering a foreign language as an instrument of communication are increasing. A high-quality communication process is impossible if the student is not in a state of readiness to overcome communicative difficulties, compensate for the interrupted communication process, get out of the situation of lack of language and speech resources.

**Key words:** *compensate, descriptors, thesaurus, intercultural, competence.*

Introduction. In connection with the paradigm shift in education to an intercultural context, additional tasks are imposed on teachers and students of language universities related to the need to form all components of foreign language competence, where compensatory competence plays an important role. The dynamics of the process of formation of the ICC has necessitated the identification of three of its levels, corresponding to the levels of foreign language communicative competence and to the levels of the linguistic personality of the communicant in intercultural communication. In the dissertation of T.N. Astafurova presents descriptors that describe each of the identified levels, where the minimum level, correlating with level A2 in the European Language Portfolio and the verbal-associative level of a discursive personality, presupposes the ability to carry out intercultural communication in a foreign language in a limited set of situations of an informal and then official nature. A sufficient level, correlating with levels B1 and B2 and the thesaurus level of the secondary linguistic personality, allows for intercultural communication in a foreign language on familiar topics in informal and official standard communication situations. Thus, at the initial stage of studying at a language university, one should master level B 2. In other words, the level of foreign language communicative competence, necessary and sufficient for the conditions of



a language university, will approach the level of an educated native speaker within the limits specified by the program. However, determining the level of this competence in itself does not solve the problem of its essential content. The idea of a number of authors is legitimate that communicative competence does not appear to be something stable, given once and for all, but is a dynamic system that transforms depending on the purpose, stage and type of training.

Analysis of relevant literature. The intercultural aspect of foreign language communicative competence is realized as the ability to apply intercultural communication strategies to convey information about one's culture in an acceptable and understandable form for a foreign interlocutor. This is the ability to use verbal and nonverbal means (strategies) that a person resorts to if communication does not take place (re-asking, asking for a new word, re-reading a phrase, an incomprehensible place in the text, using gestures, facial expressions, etc.) compensatory knowledge and skills and skills of students.

As already mentioned, compensatory competence is part of foreign language communicative competence, but some methodologists identify compensatory competence with strategic competence, or reduce the latter to the ability to compensate. Thus, according to N.D. Galskova, "strategic competence is based on the ability to compensate for insufficient language knowledge, speech and social experience of communication in a foreign language environment." This may be why some methodologists call it compensatory competence. However, a study of works on the problems of strategic competence shows that the sphere of its influence is much wider, therefore, strategic competence is not an analogue of compensatory competence. We will try to answer what compensatory competence is.

There is a whole range of linguistic, speech and social skills that are within the compensatory competence that need to be developed and strengthened in the process of mastering a foreign language with an emphasis on intercultural communication. In particular, we are talking about linguistic and extralinguistic guesswork, compensation for language deficits through other means, for example, non-verbal, working with a dictionary, etc. A high-quality communication process is impossible if students are not ready to overcome communication difficulties, compensate for the interrupted communication process, and get out of a situation of deficit language and speech resources.

Research methodology. In the context of new socio-economic realities of society, updated learning goals at a language university, the requirements for proficiency in foreign language speech as a tool of communication are increasing. In



connection with the paradigm shift in education to an intercultural context, additional tasks are imposed on teachers and students of language universities related to the need to form all components of foreign language competence, where compensatory competence plays an important role. The dynamics of the process of formation of the ICC has necessitated the identification of three of its levels, corresponding to the levels of foreign language communicative competence and to the levels of the linguistic personality of the communicant in intercultural communication. In the dissertation of T.N. Astafurova presents descriptors that describe each of the identified levels, where the minimum level, correlating with level A2 in the European Language Portfolio and the verbal-associative level of a discursive personality, presupposes the ability to carry out intercultural communication in a foreign language in a limited set of situations of an informal and then official nature. Sufficient level corresponding to levels B1 and B2 and the thesaurus level of secondary language skills

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