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## THE ROLE OF STRATEGIC OR COMPENSATIVE COMPETENCIES IN THE FORMATION OF INTERCULTURAL COMMUNICATION



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### ABSTRACT

It is known that the topic of competency approach in the higher education system is currently being actively discussed. The effectiveness of a competency-based approach in education is determined by a number of factors: environmental issues related to the transition to a postindustrial society; dynamics of life processes; sharp increase in information stream; activity of market mechanisms in society; increase professional motivation; the emergence of new professions and changes in the requirements for them. This article discusses the effectiveness of strategic or compensatory competencies in shaping intercultural communication. In solving the problems of intercultural communication, it is important to develop the ability to communicate orally and in writing in foreign languages, to develop the communicative competence of the language learner in these languages.

**Keywords:** education, competence, intercultural communication, strategic competence, foreign language, communicative competence.

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## РОЛЬ СТРАТЕГИЧЕСКИХ ИЛИ КОМПЕНСАЦИОННЫХ КОМПЕТЕНЦИЙ В ФОРМИРОВАНИИ МЕЖКУЛЬТУРНЫХ КОММУНИКАЦИЙ

### АННОТАЦИЯ

известно, что тема компетентного подхода в системе высшего образования в настоящее время активно обсуждается. Эффективность компетентного подхода в образовании определяется рядом факторов: экологическими проблемами, связанными с переходом к постиндустриальному обществу; динамика жизненных процессов; резкое увеличение информационного потока; активность рыночных механизмов в обществе; повысить профессиональную мотивацию; появление новых профессий и изменение требований к ним. В статье обсуждается эффективность стратегических или компенсаторных компетенций в формировании межкультурной коммуникации.

При решении задач межкультурного общения важно развивать умение общаться устно и письменно на иностранных языках, развивать коммуникативную компетенцию изучающего язык на этих языках.

**Ключевые слова:** образование, компетенция, межкультурная коммуникация, стратегическая компетенция, иностранный язык, коммуникативная компетенция.

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## МАДАНИЯТЛАРАРО МУЛОҚОТНИ ШАКЛЛАНТИРИШДА СТРАТЕГИК ЁКИ КОМПЕНСАТОРЛИК КОМПЕТЕНЦИЯЛАРНИ ЎРНИ

## АННОТАЦИЯ

Маълумки, ҳозирда олий таълим тизимида компетенциял ёндашув мавзуси тубдан муҳокама қилинмоқда. Таълимда компетенциял ёндашувнинг фаоллигини бир қанча омиллар белгилайди: постиндустриал жамиятга ўтиш билан боғлиқ экологик муаммолар; ҳаётий жараёнларнинг динамиклиги; ахборот оқимининг кескин ўсиши; жамиятда бозор механизмлари фаоллиги; касбий шижоатни ошиши; янги касбларнинг юзага келиши ва уларга қўйиладиган талабларнинг ўзгариши. Ушбу мақолада маданиятлараро мулоқотни шакллантиришда стратегик ёки компенсаторлик компетенцияларни самарадорлиги муҳокама қилинади. Маданиятлараро мулоқот муаммоларини ҳал этишда ҳорижий тилларда оғзаки ва ёзма шаклда мулоқот қилиш қобилиятини ривожлантириш, ушбу тилларда тил ўрганувчининг коммуникатив компетенциясини ривожлантириш муҳимдир.

**Калит сўзлар:** таълим, компетенция, маданиятлараро мулоқот, стратегик компетенция, чет тили, коммуникатив компетенция.

The effectiveness and prospects of strategies for the development of higher education are determined by the approach as a methodological basis for the strategic development of higher education, which provides integrative processes in strategic forecasting and design of the development process of higher education. In this context, a necessary strategy for the development of higher education is the search for a new educational paradigm that ensures the success of the country's civilizational status advances and makes it possible to form a single educational space based on the principles of internationalization, integration of societies, institutionalization, cultural convergence, common goals and values. Due to these circumstances, it became necessary to form a personality who can live in new conditions, possessing such qualities as responsibility, resistance to stress, creativity, the ability to take constructive and competent actions in various types of life. For successful professional activity, it is no longer enough to get a higher education and stop there - there is a need to replenish your knowledge, add, perhaps, information from a completely different field. In this regard, the competence-based approach to the results of education is the core of modern educational reforms, and the implementation of the competence-based approach is considered as a key direction for improving the quality of education.

The competence-based approach is associated with a shift in emphasis from the teacher and the content of education to the student and the expected results of education, which is a manifestation of a significant increase in the focus of the educational process on the student, who should be able not only to reproduce information, but to think independently and be ready for real life situations, which in ultimately affects its success.

Despite the generally accepted point of view regarding the unconditionality of the presence of strategic competence in the structure of communicative competence as one of its components, there is still uncertainty regarding the generally accepted concept of “strategic competence”.

The study of various models of the component composition of communicative competence showed that in the concepts of many authors there is strategic competence, which is considered by researchers as an important component of foreign language communicative competence, which determines communicativeness [2; 4; 5; 6].

However, despite the fact that this competence is fundamental in the search for optimal ways to solve problems of a foreign language communicative activity, discussions about the content of this concept have been going on for several decades. Scientists express different points of view regarding the field of functioning of strategic competence. Nevertheless, at present, the point of view is more or less well-established that the presence of strategic competence in students is necessary in order to feel more confident in contacts with an interlocutor, including a foreign language. this competence provides the ability to solve problems of various kinds using verbal and non-verbal means, therefore it is advisable to single out strategic competence as a separate component of communicative competence. [1].

For more than two decades of its existence, the concept of "strategic competence" has periodically attracted the attention of scientists (mostly foreign). However, until recently, teachers and linguists were more interested in the external manifestations of the process of intercultural communication. The competencies of the individual that allow such communication have not received due attention, and, first of all, this has affected the strategic competence. As B. Rempton noted, strategic competence was ignored for so long that it became something ephemeral, unrealistically existing in the eyes of Western linguists in comparison with grammatical and sociolinguistic competence, which affected the state of both pedagogical and methodological development of this issue. Recently, however, the situation has changed dramatically.

The concept of "strategic competence" appeared in 1980 and was proposed by M. Swain and M. Canale, who dealt with the problems of teaching and mastering foreign languages. The basis for the emergence of strategic competence was the successful attempt of these scientists to develop a model of communicative competence, the general idea of which was proposed by D. Hymes and other scientists in 1972.

D. Hymes's approach received scientific support, since he embodied the progressive scientific tendency at that time to view language as a social process, and not just as a linguistic code. In 1980, M. Swain and M. Canale, continuing to move in this direction, created a model of communicative competence in the unity of its four components: grammatical, sociolinguistic, discursive and strategic competences [4].

Strategic competence in mastering a foreign language is defined as the ability to develop various short-term or long-term plans for the use of verbal and non-verbal means of overcoming difficulties in communication and language learning / acquisition, which is designed to take effect whenever there is a need to search for solutions to real or anticipated problems in the course of communicative or educational activities, both on a conscious and subconscious level. As well as, strategic competence is represented by: compensatory skills and abilities (skills that aim students to overcome difficulties in order to continue communication; knowledge of the rules of communication and the ability to use them in practice, provide a deeper understanding); learning skills that help regulate their own understanding of the importance of learning, plan the educational process, master the methods and techniques of independent acquisition of knowledge from various sources, evaluate and focus on achievements, form students' ability to work in different modes, form students' ability to use technical means training, form students' ability to objectively and correctly assess themselves and their friends. As it's known that, the main goal of teaching foreign languages is the formation of students' communicative competence for the active use of a foreign language in real communication with native speakers and authentic sources of information. The ultimate goal of teaching a foreign language, according to the scientist I.I. Khaleeva, there should be formulated "based on the conviction that only by developing the traits of the secondary linguistic personality in the student, it is possible to fulfill the social order of society for the training of a specialist who can be an effective participant in intercultural communication" [Khaleeva, 1989].

In the development of communicative, and, therefore, compensatory competence, communication as such plays a dominant role. First of all, the child communicates with a close adult who gives him a certain pattern of communication, leads and guides him. Later, his circle of communication expands, speech and forms of interaction with people change, ways of communication are enriched. As V.V. Kazakovskaya notes, the communicative competence of a child is expressed in a dialogue with an adult: the ability to enter into a dialogue, maintain a dialogue, end a dialogue, give a response, adequately use available means of communication, and in conditions of their deficit, use the compensatory competence. From this it follows that the optimal structure of a lesson in a foreign language with the inclusion of communication situations. "Situation" is a form of communication functioning, a unit of communication. N.A. Malkina and E.I. Passov distinguish several types of situations: game, real, unreal, etc. [8]. When teaching preschoolers, it is necessary to talk about the situation of game communication. Important conditions for creating a game communication situation are the presence of a game character as a participant in communication and the presence of communication difficulties. There are certain groups of communication difficulties. The first is

connected with the student's misunderstanding of the stimulus-replica of the teaching (game character) in a foreign language. The second is associated with the lack of response of the learner to the response-stimulus (the child is silent or does not perform the required action). The main reason for such difficulties is typical - the child's lack of language means (the child does not know or has forgotten a word) [8]. In such a situation, the predominant means of communication can be non-verbal - mainly gestures. Gestures used in the lesson for the acquisition of vocabulary, in a situation of game communication, serve as a means of overcoming communicative difficulties. And if in the traditional construction of the lesson gestures perform an auxiliary function, then in the communicative construction of the lesson they become compensatory competence, which allows developing communicative competence as a whole. The study of a foreign language is aimed at achieving the main goal: the development of foreign language communicative competence in the aggregate of its components - speech, language, socio-cultural, compensatory, educational and cognitive. [18] At the same time, compensatory competence (or strategic) is understood as the ability to find a way out of a situation in conditions of a shortage of language means when receiving and transmitting information. Thus, strategic competence is interpreted as the ability to select and use the most effective strategies for solving various communication tasks and presupposes possession of such general skills as:

- draw up a plan for the implementation of a specific communication task;
- to fulfill this plan at the level of the statement;
- to assess the degree of achievement of communicative communication to improve communication in the future;
- ability and willingness to take risks in communication situations to compensate for missing knowledge or abilities;
- use effective general teaching skills;
- ask clarifying questions.

Strategic competence includes:

- a set of strategies of a linguistic personality (ability to communicate, ability to learn languages),
- the ability to use them, which is determined by a complex set of various factors, such as the specifics of the national mentality, which formed its initial (by the beginning of learning a foreign language) strategic competence, characteristics of the native and foreign languages, the level of practical and theoretical knowledge of them, communication experience, experience of visiting foreign language countries, ideas about language learning, peculiarities of the national culture of speech behavior, the main categories of strategies included in the initial competence.

The formation of compensatory educational strategic competence among students is associated with the need to put them in the classroom in a situation where their speech-thinking mechanisms can be most effectively activated using verbal and non-verbal means of communication, namely:

- situation of misunderstanding of the partner's replica;
- Update information;
- grammatically and lexically correct question;
- intonationally correct phrases.

In this case, exercises related to real-life situations, authentic texts, sound recordings and videos can be considered relevant. It is these tasks that can motivate students to speak spontaneously and work with a dictionary.

In the process of forming compensatory educational strategic competence, students learn compensatory moves (a move is a certain speech action aimed at achieving a specific single goal), for example, building a question, then - compensatory speech tactics (speech tactics are specific speech actions in the process of communication, directed for the implementation of the strategy and achievement of the communicative goal), which, in turn, add up to communication strategies, which is the "highest level" of competence formation [2, 7]. Moreover, in the process of the formation of students' ability to compensate for the lack of knowledge of a foreign language and speech experience of communication in it and it is progressive in nature and involves the mastery of certain



compensatory skills at the receptive and reproductive levels for their subsequent complex application at the productive level.

Thus, one of the significant characteristics of the foreign language preparation of students for successful intercultural communication is the formation of strategic (compensatory) competence. However, in order for effective intercultural communication activity to become possible, strategic competence must acquire a functional character for a student and graduate of a university.

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