

Forming FLT teachers’ communicative competence**Alimjanova Mehrinisa**

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Abstract

Based on the knowledge and information which is formed by looking through various researches and opinions by scientists in a critical way, some perspectives are given in this document about what qualities and skills should be owned by EFL teachers through the world. The intercultural communicative competence is considered one of the essential skill to communicate with the people from different culture, especially this is understood when the grammar translation method was substituted by communicative methods, such as, CLT and humanistic approaches [1]. Even though, several researcher were documented as about researching the intercultural competence, most of them approached not properly and didn’t highlight how to improve the intercultural competence and in what ways should the competences are improved or used [2] . According to the results of reviewing the materials, it is concluded that this fields need observing from different aspects, as the researches in the sphere lack and not observed throughly.

Key words:commucation, communicative competence, intercultural competence, culture, identity.

Introduction

It is understandable that every learning strategy are directed to teach the learners to use the target language in different situations and contexts easily and meaning fully at least from a theoretical perspective. From the last centuries, the main objective of language teaching methodology has been to find out very effective ways of fulfilling the mentioned purpose. However, until this time, many notions and perspectives which were found during this research either were not announced or not finished. Still, based on that researcher it can be understood that it needs several years to construct the ways of learning the language and how to use it in different contexts, as well as it should be taught in two ways independently connected to the group.

Discussion**Linguistic competence**

Mirzayev claimed that every aspect of the language such as linguistics, lexis, morphology, phonetics, syntax all should be diracted to form the meaning which carry the meaning which is understandable

for the members of different societies and cultural units [3]. And this supplies the accuracy and fluency in the produced language which is very critical in making the language acceptable and digestible by the non native language users. Another researcher, Gaffurova says that every learning and teaching process should be based on intercultural skills and knowledge, as even the language users have a good capacity of language skills such as speaking, writing, reading or listening, if they don't have enough intercultural knowledge, it means that there are a few barriers to understand the output of these speakers [4]. Because the language output should be produced according to the context which shows what information is acceptable in certain situations. Khoshimova also recommended to the state curriculum developer committees that a course which is specialised to teach intercultural competence should be added to the state curriculum of educational institutions [5]. That gives the opportunity to the language learners to learn the skills and information about intercultural competence which allows them to communicate with the people from different cultures and societies. In addition to the process of education the language learners to intercultural competence, some researchers such as Mirzayev tried to assess the students of higher educational institutions about how interculturally sensitive, and how they are tolerating to understand the input from different traditions and cultures. According to the results, the students should be educated more on intercultural topics and give them opportunity to improve their cultural-awareness skills [6]. And as an addition, he argues that exchanging programmes also work well in building communicative competence of higher education students. As in these programmes they will have the opportunity of not only seeing or reading about other cultural identities but also they will have opportunity to experience and realize those knowledge. Alimjanova also, added some more ways to improve intercultural communicative competence which are based on the four separate language skills: listening, reading, writing and speaking. For example, the materials in the form of listening materials are based on the knowledge and information which is formed by looking through various research and opinions by scientists in a critical way, some perspectives are given in this document about what qualities and skills should be owned by EFL teachers throughout the world. Intercultural communicative competence is considered one of the essential skills to communicate with people from different cultures, especially this is understood when the grammar-translation method was substituted by communicative methods, such as CLT and humanistic approaches [1]. Even though several researchers were documented as about researching intercultural competence, most of them approached not properly. They didn't highlight how to

improve intercultural competence and in what ways should competencies are improved or used [2]. According to the results of reviewing the materials, it is concluded that these fields need observing from different aspects, as the research in the sphere lack and is not observed thoroughly.

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Introduction

It is understandable that every learning strategies are directed to teach the learners to use the target language in different situations and contexts easily and with meaning fully at least from a theoretical perspective. From the last centuries, the main objective of language teaching methodology has been to find out very effective ways of fulfilling the mentioned purpose. However, until this time, many notions and perspectives which were found during these researches either were not announced or not finished. Still, based on that researcher it can be understood that it needs several years to construct the ways of learning the language and how to use it in different contexts, as well as it should be taught in two ways independently connected to the group.

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Linguistic competence

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competence, some researchers such as Mirzayev tried to assess the students of higher educational institutions about how interculturally sensitive, and how they are tolerant to understanding input from different traditions and cultures. According to the results, the students should be educated more on intercultural topics and given them the opportunity to improve their cultural-awareness skills [6]. And as in addition, he argues that exchanging programs also work well in building the communicative competence of higher education students. In these programs they will have the opportunity of not only see or reading about other cultural identity but also they will have the opportunity to experience and realize those knowledge. Alimjanova also added some more ways to improve intercultural communicative competence which are based on the four separate language skills: listening, reading, writing and speaking. For example, the materials in the form of listening materials are the interviews that are recorded from real situations where real cultural topics are being discussed by native speakers [7]. When it comes to Abdumutallibjonovna, he argued that nearly no communication is done without cultural dependency [8], this means that every communication unit is influenced by cultural elements. As such, he continues, every curriculum and syllabus designer of the country should feel the responsibility of adding special subjects, and hours to teach cultural awareness lessons to second language learners, it doesn't matter whether it is taught at higher or primary educational levels. One of the researchers who rese the interviews which are recorded from real situations where real cultural topics are being discussed by native speakers [7]. When it comes to Abdumutallibjonovna, he argued that nearly no communication is done without cultural dependency [8], this means that every communication unit is influenced by cultural elements. As such, he continues, every curriculum and syllabus designer of the country should feel the responsibility of adding special subjects, and hours to teach cultural awareness lessons to second language learners, it doesn't matter whether it is taught at higher or primary educational levels. One of the researchers who researched in the field concluded that there is a notion about this issue that all people who are talking and communicating in English should learn American or English culture [9]. As many second language learners think that as English is probably the most common language and lingua franca all around the world, people should learn the native speaker's language, which are English and American people [10]. However, he mentioned, the true concept is that in order to understand the peace of the language or the speech which is being listened the listener should have the awareness of the speaker's own culture, irrespective of to what

culture s/he related. For that reason, it is said that ‘intercultural communication’ and ‘intercultural awareness, which means the knowledge about through cultures, not one or two specific cultures. Considering the mentioned concept, Bahridinov also implied that many language teachers, learners, and consumers of the English language should consider how they are learning/teaching the language from a cultural aspect [11]. They should ask from themselves, that are they understanding the English culture as a stereotype of all cultures and nations. Or are they thinking that English and American culture as an accepted culture through world nations? The answer, he argues, should be ‘no’ [12]. As there will be considerable misunderstandings and intercultural problems about digesting these cultural symbols. For example, if the scientists from Turkey and Finland meet in one scientific conference and one of them is approaching to the other with English politeness and American elites, this can be misunderstanding by the Finnish scientist as he is aware of Turkish tradition and culture [13].

Conclusion

Researchers, teachers, and students in the world of language teaching have long sought answers to questions acceptance have shaped and steered the relevant pedagogical approaches, methods, materials, and actions. On this journey, communicative language teaching and the competencies involved in it seem to comprise the last broadly conceived, systematized, and implemented pedagogy [14]. It can be discussed whether learning about culture along with the language is a must but as it would be hard to deny the fact that cultural awareness would facilitate interpersonal communication, the communicative approach especially with its component of sociolinguistic competence can be mentioned to be the first to take the cultural dimension of language learning into demonstrable consideration.

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