

## **EFL LEARNERS' ATTITUDE TOWARDS LEARNING INTERCULTURAL COMMUNICATIVE COMPETENCE**

QURBONOVA FARANGIZ MAXMUDOVNA

Teacher of Samarkand State Institute of Foreign Language

maxmudovnafarangiz@gmail.com

### **ABSTRACT:**

**This article deals with about intercultural communicative competence among EFL students as well as their awareness of intercultural communication and to train learners' ability to think critically in intercultural contacts, and use tolerant attitude to perceive the cultural differences.**

**KEYWORDS: language, intercultural communicative competence, tolerance, critical thinking, awareness, culture**

### **INTRODUCTION:**

Nowadays country pays a great deal of attention to the upbringing and education of young people. Because our government tries to implement a number of reforms in the sphere of education to promote better learning opportunities, young people are highly encouraged to study and pursue their future career. Process of studying a foreign language promotes the formation of creative independence as there is a possibility of using creative tasks, word games and exercises within the limits of the given subject which demands independent work from students. Here it is worth to cite President of the Republic of Uzbekistan Shavkat Mirziyoyev: "We will continue to focus our attention on deeper teaching of English and other foreign languages as priority. At the same time, we will strengthen our work on training and professional development in those specialties required for us. Speaking about this, we should not say enough about the upbringing of mature people

who are worthy successors of our great forefathers. Nevertheless, we have no right to forget about the riches of intellectual and cultural potential, and to educate and educate rare talent" [1].

But, nowadays it is highly related to effective teaching in a way that a key aspect of effective teaching is having a plan for what will happen in the classroom. It is said that a great deal of the teacher effectiveness has to do with the ability to design Lesson Plans, since Preparation is the most important thing a teacher does. Aim is to develop learners' ICC competence, as well as their awareness of intercultural communication and to train learners' ability to think critically in intercultural contacts, and use tolerant attitude to perceive the cultural differences.

English teachers the main objectives of the study of EFL students are:

- 1) To increase the quality of teaching speaking a foreign language communication;
- 2) To encourage collaborative learning and team-working skills in the language learner;
- 3) To provide teachers with effective authentic ways of teaching speaking;
- 4) 4.To enable teachers to teach how to encourage learners to speak in target language
- 5) To create a lesson plan for the preparation of successful communicators in a real life contexts;
- 6) To develop and raise critical thinking and reflective learning in the learner;
- 7) To develop problem solving skills;
- 8) To improve the student's organizational skills;

Intercultural competence (IC) of students in foreign language (FL) instruction have been widely examined (e.g. Byram, 1997; Belz, 2002). The importance of the FL teacher in aiding students' IC development is less extensively researched, however. Author (2014), Kohler (2015), Sercu et al. (2005) and Sercu (2006) are a few exceptions. The purpose of this study is to shed light on graduate student instructors' (GSIs) perspective of understanding IC and its incorporation into FL courses. [5]

Communication is considered the important language skill in the teaching and learning process. This includes how the lecturer deliver the message and meaning to the students and how the students express their mind to the lecturer or to other students. Many tasks involved verbal interactions in which the speaking skill was important. Other English basic skills such as writing and reading are also important because in the teaching and learning, especially language teaching, a qualification of writing and understanding texts is needed and there are some tasks involving writing or reading activities. Listening skills are also important and required as much as other skills. The students have to understand what the lecturers explain and the lecturers need to catch what the students say and express. Although the importance of four English basic skills is well recognized, there is opinion with regard to the aspect of communication that is required in the tasks. The lecturers view that in the teaching and learning process, meaning is also important. In real communication in a teaching and learning process, the purpose of communication and the way of communication are important. In other words, the aims of delivering and catching meaning are important. All the students in the interviews share this view. They consider conveying meaning or information is primary. The conveying of information emphasizes meaning and the way of communication between the lecturer and the students is

necessitated from the needs of the students. Although in many cases, the students make grammatical mistakes in their utterances in the process of communication, it is still tolerated by the lecturer and in here the lecturer gives some corrections to the mistakes. In a teaching and learning process, the way of communication and delivering or understanding meaning is important. It is in line with the educational perspective, where the expert argues that both delivering and understanding meaning and the ways of communication are equally important in teaching and learning. The expert's view suggests that a teaching and learning of a language program should also include accuracy and fluency. These views between the expert and lecturer about communication and meaning point to the need for a syllabus that can integrate communication skills and linguistic features. In a competency task-based language teaching perspective, tasks can be designed in the classroom to integrate communication skills and language features. Tasks required learners to utilize their language resources to engage in the language to achieve communication goals. Task-based language teaching recognizes the importance of language forms that can be brought into consciousness through provision of feedbacks from the lecturer. The lecturers are more concerned with transferring information and their short-comings in the use of language are compensated for with non-linguistic aspects such as contextual supports or gestures. This, then, could result in lexicalized forms of communication, a form of communication that emphasizes fluency at the expense of language structures. [3]

Based on the literature study, the principles underlying Communicative Language Teaching (CLT) are relevant to the Competency Based Syllabus. They are: Learners learn a language through using it to communicate; Authentic and meaningful communication should be the goal of classroom activities;

Fluency is an important dimension of communication; Communication involves the integration of different language skills; Learning is a process of creative construction and involves trial and error. [2]

Communication competence is important in higher education because language functions enable students to acquire knowledge and skills in various disciplines; and transform people into intellectual, social and civic beings for the good of society. Communicative competence is divided into four areas of competence: linguistic, sociolinguistic, and discursive (pragmatic) and strategic. Linguistic competence is knowledge of how to use the grammar, syntax, and vocabulary of a language. For example, a competent communicator will be taking turns in the conversation rather than interrupting. The competent communicator will know when it is appropriate to ask questions to continue the conversation and read non-verbal cues / feedback from the recipient to know when the conversation is over. A central concept of the communicative approach to language teaching is communicative competence: the learner's ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments.

"Linguistic competence" means knowledge of grammar and vocabulary. Traditionally, English teaching has focused on mechanical grammar exercises. This focus is influenced by the idea that grammar and vocabulary are the basic building blocks of a language. For example, words such as, discipline, improvement, information, schooling, science can be introducing when discussing education.

The concept of "sociocultural competence" includes the ability to use specific information about the nation, knowledge of speech etiquette and communication technologies to achieve mutual understanding

with other cultural carriers. For example, knowing about the people around you and their family background. ... From or involving both social and cultural factors.

Discourse or pragmatic competence also refers to familiarity with genres (Connor & Mbaye, 2002), such as conversations, interviews and reports. In other words, discursive competence is the knowledge of how to create and understand oral or written texts in speaking / writing and listening / reading modes, respectively. For example: Just imagine a situation: after operation, patient visits doctor (in Uzbekistan):

Doctor: Your condition is getting better, don't worry only follow my instructions

Patient: Thank you doctor

Doctor (coughed): But you didn't even say thank you last time

Patient (who was born and lived in the USA): But I thanked you two times near the door before saying good bye.

In this dialogue we can see the word combination "to say thank you" which is used by doctor doesn't refer its direct meaning but pragmatic meaning which is clear for just Uzbek people. Pragmatic rules for language use are often subconscious, and even NS are often unaware of pragmatic rules until they are broken (and feelings are hurt, offense is taken, or sometimes things just seem a bit odd). In the classroom learners are able to try out new forms and patterns of communication in an accepting environment. For example, they can experiment with unfamiliar forms of address, or attempt shorter conversational openings or closings than they are used to that might at first make them feel abrupt or they might try longer openings or closings that initially might feel too drawn out, just to get the feel of it.

Strategic competence refers to the ability to get ones 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. At oral language exams such students may even fail, and their teachers often cannot comprehend how that could happen to their 'best students'. On the other hand, there are learners who can communicate successfully with only one hundred words—they rely almost entirely on their strategic competence. Strategic competence is the ability to recognize and repair communication breakdowns before, during, or after they occur. For instance, the speaker may not know a certain word, thus will plan to either paraphrase, or ask what that word is in the target language. During the conversation, background noise or other factors may hinder communication; thus the speaker must know how to keep the communication channel open. If the communication was unsuccessful due to external factors (such as interruptions), or due to the message being misunderstood, the speaker must know how to restore communication. These strategies may be requests for repetition, clarification, slower speech, or the usage of gestures, taking turns in conversation etc. [4]

To summarize, we can say that the English language and the very situation in which it finds itself in the 21st century is truly unique. No other pre-existing language has gained the same spread and popularity in such a short period of time. Knowledge of the English language not only contributes to the development of the country's international

relations but also promotes smooth communication between academic communities. Today, English serves as a bridge between academic and scientific researchers from around the world. The young generation of our republic can use great opportunities with knowledge of the English language. Moreover, the academic community is obliged to bring the rich cultural and historical heritage of the Uzbek people to the world by translating the literature and academic works of our national scientists and ancestors into English - a very effective approach to promoting the country. In the international arena. At the same time, we must teach not only the language to English learners, but also how to use it. Practice makes perfect!

#### REFERENCES

- 1) Sh.Mirziyoyev. Youth education is one the most important issues. 16.06.2017
- 2) Adrian, H., Martin, H., John, K. (2010) *Intercultural Communication*. Routledge, London and New York.
- 3) Connor, U. & Mbaye, A. (2002). Discourse approaches to writing assessment. *Annual Review of Applied Linguistics*, 22, 263-278.
- 4) Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP
- 5) Ruzmetova N. Communicative competence in English language teaching. — Text: непосредственный // Молодой ученый. — 2017. — № 24.2 (158.2). — С.55-57.
- 6) [www.researchgate.net](http://www.researchgate.net)