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CHALLENGES AND ADVANTAGES OF CLT (COMMUNICATIVE LANGUAGE TEACHING) FOR IMPROVEMENT OF FL TEACHERS' LANGUAGE PROFICIENCY

Abstract: This article discusses the difficulties and benefits of using CLT (Communicative Language Teaching) to increase teachers' language proficiency. Before drawing a conclusion, we referred to other scholars' works on this issue and provided them in this work. After the research, we came to conclusion that CLT is still new in the context of Uzbekistan and we suggested stages as a general roadmap for EFL teachers.

Key words: Communicative language teaching, challenges, advantages, language proficiency, IEP, UzSWLU, higher education, professional development.

Language: English

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Introduction

In recent years, EL teachers have benefited from a growing body of research that describes communicative competence in different contexts with various application and theory. The results of years of researches can serve as a bridge between the theoretical origin of communicative competence and its role in methodology of teaching.

Communicative competence is one of the first issues in teachers' professional development. Currently, All higher educational establishments require communicative competences as well as language knowledge, organizational knowledge,

grammatical competence, sociocultural competence and others.

Literature review

Uzbekistan is one of the youngest of the present day world that has chosen the way of independent development about a quarter of a century ago. People here understand mutually beneficial international relations and progress that can be achieved only by means of developing the socio-economic and sociocultural relations with other nations of the world. And it requires learning and using English in all

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spheres and in the process of communication in particular.

Obviously, some problems arise from the context of teaching English language, including all levels of student of secondary schools, colleges lyceums and higher schools in Uzbekistan. Having analyzed the most notable factors connected with language education which affect language teaching process, the following problems should be noted:

- difficulties how to manage teachers activities under new social-political reforms;
- define objectives, new approaches and methods of teaching for students;
- implementation of innovative pedagogical technologies and ICT in the process of teaching English;
- set up appropriate text-books, manuals, syllabus according to requirements of common European standard (CEFR).

Thus, above-mentioned factors cause obstacles in the way of working out effective measures of improving teaching English in Uzbekistan. Owing to close collaboration with specialists of the Great Britain on project of formation of the aspects and development of the professional competence of EFL, teachers have been arranged on the basis of International Exchange Programmer (IEP) by the experts of UzSWLU (Uzbekistan State World Languages University). In accordance with the collaboration project, for the last 10 years more than 1000 young teachers of English have taken short-termed and long-termed courses in English speaking countries.

The expanded, interactive view of language behavior of these studies presents a number of challenges for classroom language teachers. Among them, how should form and function be integrated in an instructional sequence? What is an appropriate norm for learners? How is language proficiency to be measured? Acceptance of communicative criteria entails a commitment to address these admittedly complex issues. Equally important, it requires a new focus on teacher education to ensure that teachers themselves have the communicative competence to provide learners with the kinds of spontaneous interaction they need.

Considerable resources are currently being devoted worldwide to respond to the need for language teaching to meet the communicative needs of learners in an increasingly global society. Whether in Europe, Asia, or the United States, there are reports of reform efforts confronting issues of coordination among language teachers and teacher educators over language policy and curricular and methodological innovation (Savignon, 2002).

For language teaching to represent true change not only in theory but also in classroom practice, a reform of goals, materials, and assessment is insufficient. Attention needs to focus on increased

opportunities for both pre-service and in-service teachers to experience and practice ways of integrating communicative experiences into their lessons for beginning and advanced learners alike. Teacher collaboration with institutional support is essential to promote and sustain collaboration, innovation, and change (Sandra J. Savignon 'Communicative competence').

More than 15 years passed before English teachers in Uzbekistan were introduced to CLT, and although, most teachers have received some training on the concept of CLT, many still adhere to grammar-based and teacher-fronted methodologies. Hasanova (2007) mentions in her research that through her interpersonal communication and interviews, she has discovered that 89.6% of the people interviewed by her maintained that CLT's purpose was to help students improve their speaking and communication skills. While this ideology partly holds to the truth, the main principle of CLT is to improve students' overall communicative competence in all skills of a foreign language speech activities.

Some factors may be influencing their misconception of or hesitation to use CLT. The first of these may be the lack of financial support and a highly bureaucratic system which teachers face, while attempting to implement new ideas and approaches that they are introduced to. This compels teachers to resort to more traditional methods of teaching that they are already comfortable with, which are, according to Huttova and Silova (2002), more knowledge- and content-centred practices. Second, being involved in private businesses and private tutorship to better support their lives also sometimes leaves them with little time to prepare for new methods. On the other hand, the ones who have no choice feel less passionate, about dealing with these new methodologies and approaches (Hasanova, 2007).

Methods

There are many ways EFL teachers in Uzbekistan can utilize the CLT approach in their instruction. One of the ways is the use of communicative activities and exercises that use real-life situations and focus on meaning rather than form. By using these activities teachers can encourage students to have opportunities to use English meaningfully, negotiate and express meaning (Savignon, 1987). For these activities to work, however, a student should get at least some sort of feedback from the instructor to "evaluate whether or not his purpose has been achieved. If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative." (Larsen-Freeman, 2000, p.129) Among the two most popular activities used in Uzbek EFL classes, according to Hasanova's (2007) research, are *Sinkvein* and *Find the Author*, both of

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which focus on communicative skills and the improvement of critical thinking. However, more activities need to be implemented and teachers must be aware of what these activities preclude, i.e. their communicative importance.

When Uzbek students are asked to use English to conduct a 'real life' game in pairs, the question raised is whether they are really engaged in genuine communication. As Kramsch and Sullivan (1996) point out, what is authentic in London might not be authentic in Hanoi.

It seems that like many other countries, some English teachers are leaving their positions at schools and universities for better paid private companies and private tutoring; second, some of the teachers who stay are losing their passion to devote more time and energy to their profession (Hasanova, 2008). Provided these situations do not improve, high quality language education will be mainly available for those who can afford to pay the fees of private teachers.

Results and Discussions

As a way of conclusion, there has been a great deal of changes in recent years in education system of Uzbekistan, which were followed by both positive and negative outcomes.

During the process of organization of teachers' professional development, the teachers should refer to the following action plan of competence approach: 1) period of general preparatory; 2) stage of active-proper; 3) stage of active-assessment. In all of the above mentioned stages of competence formation, the following professional competences should be taken into consideration: 1) managing competence; 2) didactic competence; 3) communicative competence; 4) research competence; 5) cognitive competence etc.

Working on these competences, teachers – graduate students get the opportunity to become

masters of their future job. At the same time diagnosing self-progress and student-progress is also one of the most essential things in this procedure. Moreover, the teacher should be aware of the decrees and minor changes in the system of education where he is involved and try to stick to the rules.

We revealed the following points as the main factors of development of professional competence of EFL teachers in our country:

- the specialists in teaching FL and teachers can become good professionals if they only follow general tendencies of social development in the world, in the region, in the country;
- teaching is a noble profession and teachers know that it is very difficult to be a good teacher, the requirements are becoming high but
- the pupils are becoming less motivated in order to be educated;
- the teachers need to revisit the factors which are expected to improve the standards of higher education, the modernization of the content and structure of higher education and accreditation of educational programs and institutions. ISO and other standards;
- the specialists need to work out new internal mechanisms, applying the elements of other systems, to implement the best practices and recommendations on innovative educational technologies, to assess primary standards, to refresh educational process by means of modernizing educational system personnel and developing international cooperation in the sphere of higher and specialized education.

For ELT process changes must be not only in theory but also in classroom practice, so we should renew the goals, materials, and assessment tools under the Communicative Language Learning instruction.

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