



THE ROLE OF A TEACHER IN COMMUNICATIVE TECHNIQUES

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Abstract: The article discusses the role of a teacher in creating authentic practice activities that are similar to real-life. Teachers can influence learners' motivation by making the classroom a supportive environment. Hence, the teacher will actually assume roles to model the language for the learners, or act as someone for the learners to communicate with.

Key words: teacher role, motivate, stimulate, authentic practice activities, facilitate, contextualization.

Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence of our country which pays much attention to the rising of education level of people, their intellectual growth. The English teacher therefore, is faced with a difficult three-fold task; (a) motivating the weaker students from the regional medium schools; (b) providing an atmosphere conducive enough for them to overcome their inhibitions, and interact fruitfully with their classmates and with the teacher; (c) and making the classes interesting and challenging for those students whose level of competence in English is comparatively high.¹ The teacher roles are fundamental during the process of teaching-learning acquisition. The teacher's tasks are not only in explaining the content and transmitting the knowledge but also motivating students to develop language either determined to situational context or guides the students and shows them the possibilities of utilization of various language mechanisms. Providing feedback, for example, is a way to promote motivation. It usually happens because students feel extremely comfortable when they are praised by the teacher as a result of a positive task. (It usually happens when the student gets a good grade on testing, presents a good pronunciation, answers questions effectively, etc).

The principal way that teachers can influence learners' motivation is by making the classroom a supportive environment in which students are stimulated, engaged in activities that are appropriate to their age, interests, and cultural backgrounds, and most importantly, where students can experience success.

Creating authentic practice activities that are as similar to real-life as possible can be a good way to promote language in classroom as creating different contexts in which students can practice in order to broaden their vocabulary and experiential horizons. Generally it's easier to talk about themselves than about someone else;

the teacher should provide scaffolding and support for each context (this means making sure students are aware of the appropriate vocabulary and what social or cultural norms are appropriate); do not focus solely on errors; correct as much as each student can handle, more advanced students can often handle more correction, but avoid excessive correction if it will promote anxiety; give students options to use when responding to questions and teach them those options; allow them to use minimal responses if it reduces anxiety but make sure all students are aware of the possibilities.

¹ Avlayeva S.B. Essential Teaching Instructions for Teachers in Language Classes., American Journal of language, Literacy and Learning in STEM Education. Volume 01, Issue 09, 2023 ISSN (9):2993-2769.



Another point that also contributes for this purpose is to develop routines involving certain scripts (ie greetings, compliments, asking certain questions) so students become comfortable and familiar with those scripts; use gestures to help get meaning across and encourage students to do the same; emphasize that what is important is the meaning; and of course, make it fun.

Besides the aspects concerning the communicative approach there are also some fundamental teacher roles that make an L2 class more interesting. According to Harmer², (1998, p. 1-2) a research was made with European teachers and methodologists. The purpose was to give answers that represent a good teacher. Among them, it was related that: a good teacher should make the lessons interesting in order not to have their student asleep; they might have lots of knowledge not only of his subject; they might be an entertainer and has a positive sense, not a negative one; they should help their students rather than shout; try and draw out the quiet ones and control the more talkative ones; they should know their students` names and also love their job.

The teacher has two main roles: the first role is to facilitate the communication process between all the participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities ... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.

The communicative approach on the other hand makes sure that the interactions which take place in the classroom are replications of, or necessary prerequisites for, a communicative operation. The focus changes from the accurate production of isolated utterances to the fluent selection of appropriate utterances in communication. The learner is now concerned with using language, not English usages. In order to do this, learners take on roles and interacts with other learners who also have roles. What they say is determined by the role they have, their communicative intentions and the contribution of the other learners. The range of communicative models (two, three or more people involved) will reflect the learners' needs. The role of the teacher changes, too. Instead of being the person who provides prompts that trigger utterances of a certain structure from the students, the teacher now sets up the conditions for communication to take place. Hence, the teacher will actually assume roles to model the language for the learners, or act as someone for the learners to communicate with. The teacher also has to be able to set up the conditions for students to practise communicative operations themselves.

There is nothing particularly mysterious about the process of teaching speaking on a communicative basis. It consists of the same stages as learning any language skill: Setting objectives-Presentation-Practice-Transfer Only, in the case of teaching for communication, there is a difference in type of language item and the type of activities. So we may have the following: Setting objectives-Presentation (the target operation, language appropriate to this

² Harmer, Jeremy (2007) *The Practice of English Language Teaching*. 4th ed. London: Longman.



operation)-Practice (repetition of the language drilling key syntax and phonology)- Transfer (role-play, introducing information gap, feedback, etc).

In the case of teaching speaking communicatively, the teacher's job is to put across what operation the students are going to learn. This can be as simple as telling the students that the lesson is on asking for and giving advice. Just tell them. For a fairly abstract operation such as giving advice, an approach of this kind may be the best. But there are many operations, and therefore many ways of conveying objectives. For one such as apologising and forgiving, it may be possible to show what the objective is by showing the students a cartoon strip, for example, that depicts somebody spilling coffee over someone in a cafe. In this case you invite the students to try to say what would be said in the circumstances.

In this way you make clear what is to be learnt, and, assuming the students do not know what to say - if they do, teach something else they now know they have a learning problem. (They must also need to know the language, of course.)

Another approach is to use the cartoon strip with speech balloons, which convey the whole learning load to the student, just at a glance. In practice, a combination of illustration, problem setting and explanation may be used to make one's objectives clear. Telling the students explicitly what they are going to learn has been criticized as involving too much reliance on metalanguage, but this is far more defensible than the structural equivalent: saying, for example, that they are going to learn the present continuous tense. 'Giving advice', for example, is something that anyone can grasp the meaning of, with the use of a dictionary if necessary. The cartoon methods have the virtue of carrying a good deal of contextual information as well as indicating what is to be learnt. It provides the link, so important in communicative teaching, between the language used and the culture. Consideration of visual means of making your objectives clear leads one naturally to a consideration of contextualisation in a communicative context.³

Contextualisation is the means by which the meaning of a language item is made clear. Structural approaches used two broad categories of contextualization to do this - one unsuccessful, the other successful. The unsuccessful one puts the item in a context but does not incorporate into the context any details that really clarify the meaning of the item. For example, the item is put in a story and used over and over again, so that students become familiar with the form, but not with the idea it expresses. The more successful type of contextualisation exemplifies the new item and, by means of clues in the context, demonstrates what it means. Whatever type of contextualisation is used in a structural approach, however, the concern is to convey the ideational content of the form, not its use. To contextualize communicatively, however, you have to do more than convey this level of meaning.

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³ Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching (2nd ed.). Cambridge: Cambridge University Press.



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