



THE ROLE OF THE TEACHER IN THE COMMUNICATIVE APPROACH

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Abstract: *Today, great attention in the education system is paid to teaching foreign languages. Modern life, marked by the rapid development of the economy and culture in general, necessitates the knowledge of foreign languages, which creates new requirements for the process of learning languages to make it more efficient and successful. As a result of this, teachers face a new and very urgent task - to build the process of teaching foreign languages in such a way that, already at the basic level, students acquire satisfactory communicative competence, that is, the ability to understand the speaker and express their thoughts, using the already available language means.*

Keywords: *communicative approach, communication in the classroom, an effective work, the role of a strict supervisor, communication skills, perceptual and productive, the use of language in social context.*

In linguistics, the term "competence" was first used by N. Chomsky in the middle of the 20th century and was interpreted as a set of knowledge, skills and competences oriented towards activity in the process of language use, and by his followers, it was interpreted as a competence approach. In this case, the concepts of competence and the competence approach are noted as factors indicating the effectiveness of education .

When using communicative approach, teachers should always try to make lessons as interesting as possible for students, because this contributes greatly to the good consolidation of the material and allows the acquired information to remain in the student's memory for a long time. The topics for discussion are chosen according to the scope of the student's personal or professional interests and are appropriate for his age. The main task of the teacher is to ensure maximum mental activity of the student or student at all stages of the lesson, including at the stage of familiarization. (So, for example, a student studying English as a second foreign language may well help the teacher formulate the basic rules for the use of articles or passive voice, and the student can, with the help of leading questions, find out for himself what form is needed to explain what a person was engaged in a certain moment in the past - by analogy with the present continuous time.)

The teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote the communication. During the activities he acts as an adviser, answering students' questions and monitoring their performance. He might make note of their errors to be worked on at a later time during more accuracy-based activities. At other times he might be a 'co-communicators' engaging in the communicative activity along with students .

The role of the teacher in the communicative methodology

Unlike other methods, where the teacher often plays the role of a strict supervisor, in the communicative method, the teacher has several roles:



1. Needs Analyst: The educator assesses what each individual student needs
2. Resource: if the student lacks language resources, the teacher can help him
3. Organizer: the teacher divides students into groups and monitors the effective work in each of them

4. Advisor: The educator gives advice to students regarding the learning process, problem solving, and performance improvement

5. The coordinator is perhaps the most important role. Here the teacher is a kind of link between the student and the language being studied, without limiting him in anything and controlling only where necessary.

The communicative technique, which appeared later than the others, absorbed many useful elements from other approaches: completing tasks from task-based learning (Task-Based Learning), repeating words or phrases from the audiolingual method, doing grammar exercises from grammar-based learning, the translation method, work in pairs or groups - from the community method, the periodic use of music in the lesson - from suggestopedia, etc. Thus, at present we have one of the most effective and modern language learning methods, which is used in our courses.

A foreign language teacher manages not only the process of assimilation of educational material by students, but also the process of communication in a foreign language. Moreover, in a foreign language lesson, communication is also the goal of learning.

Of all the functions of a foreign language teacher, the communicative and teaching function is of particular interest. A foreign language teacher must ensure the construction of the educational process on a communicative and speech basis. According to E.I. Passov and N.E.Kuzovleva communication skills can be divided into two conditional groups:

1. perceptual
2. productive

Perceptual communication skills:

- to determine and understand the mental state of the student;
- to determine and understand the mood of the class;
- to see everyone simultaneously and each separately;
- to distribute attention between the various components of the learning process;
- to see what help the student needs;
- to predict the behavior of the student as a speech partner;
- to hear and see errors in the student's communicative behavior;
- to instantly assess the situation of communication.

Productive communication results:

- the ability to communicate and maintain communication in the classroom;
- to create a communicative environment;
- the appearance of speech contact;
- the end the conversation.

Speaking about the educational materials used in the communicative teaching of a foreign language, one should note their almost unlimited variety.



Proponents of the communicative approach consider training materials: as a way to influence quality educational communication and language use. Educational materials perform, thus, the primary role in stimulating communicative use of language. Traditionally, there are three main types of materials: based on the text, based on the communicative task, and realities. The teacher should create situations which help to promote communication. The teacher should teach them how language should be used in a social context. The teacher should give activities such as role play which help the learners to learn the language in social context.

-Language teaching techniques should be designed in such a way that it encourages the learners to use the target language. Functional aspects of language should be given importance. Dramas, role plays, games should be used in the classroom to promote real communication.

-Students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension .

In CLT, the teacher plays an important role in facilitating communication and interaction in the classroom. They are responsible for creating a positive and supportive environment, selecting appropriate materials and activities, and encouraging student-centered interaction. The teacher also provides feedback and guidance to students, helping them develop their communication skills.

Conclusion

In conclusion, communicative language teaching (CLT) is a student-centered approach to language learning that emphasizes the development of communicative competence and the importance of communication and interaction in the process of language learning. It is based on the idea that language is a communication tool and not just a set of isolated grammar rules that must be memorized. CLT provides students with the opportunity to use the language in real life situations and interact with their peers and teachers, helping them become confident and effective communicators in the target language.

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