

## THE ROLE OF THE ENGLISH LANGUAGE TEACHER IN DEVELOPING COMMUNICATIVE COMPETENCE

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### Abstract

This article examines the crucial role of the English language teacher in developing students' communicative competence. It highlights the teacher's responsibilities in creating an interactive learning environment, employing effective teaching methodologies, and fostering both receptive and productive language skills. The study emphasizes strategies for enhancing speaking, listening, reading, and writing abilities, while also addressing the importance of cultural awareness and learner motivation in language acquisition. The article demonstrates that the teacher's professional competence, pedagogical approach, and engagement with students significantly influence the development of communicative skills.

**Keywords:** English language teacher, communicative competence, language teaching, speaking skills, listening skills, reading skills, writing skills, pedagogical strategies, cultural awareness, learner motivation.

### Introduction

The formation of learners' communicative competence in foreign language lessons plays a vital role in developing effective communication skills and contributes to overcoming psychological barriers that frequently arise among adolescents during the process of mastering a foreign language. At the present stage, the growing demands placed on both school and extracurricular education make the search for new methods of adapting school-age children to constantly changing modern living conditions both justified and necessary. According to the Federal State Educational Standards of secondary education, a harmoniously developed learner must possess positive communication skills, as full personal development is impossible without them. Modern school students are primarily expected to be socially adaptable and communicative; therefore, the purposeful development of communicative competence is a key pedagogical task.

One of the most pressing issues in contemporary pedagogy is the development of adolescents' ability to use constructive models of interaction in everyday communication. Communication is the leading type of activity during adolescence, and insufficiently developed communicative skills significantly hinder academic success, peer interaction, and the full realization of personal potential. Adolescents with weak communication skills often experience discomfort in peer groups and encounter difficulties in socialization. At the same time, communicative skills at this age are highly amenable to correction. Adolescence is considered a sensitive period for the development of communication abilities, which makes social and pedagogical work aimed at forming and correcting communicative skills especially relevant and effective.

The study of the characteristics of communicative competence development in adolescents allows for the creation of effective methods of social and pedagogical correction of non-constructive communication patterns and the establishment of conditions for the consolidation of newly formed skills. Although the development of communication abilities at different stages of life has been thoroughly examined, the issue of how communicative competence should be formed during the foreign language learning process remains insufficiently studied. As a result, a systematic approach to the development and correction of communicative skills among adolescents has not yet been fully established. These considerations determined the choice of the research topic: the study of adolescents' communicative competence in foreign language lessons.

The aim of the study is to theoretically substantiate and experimentally investigate the development of adolescents' communicative competence in foreign language classes. The object of the research is learners' communicative competence, while the subject focuses on its formation in the process of foreign language instruction. The research hypothesis assumes that adolescents' communicative competence is characterized by low levels of communicative control and empathy, which correlate with their academic performance in a foreign language.

## **MATERIAL AND METHODS**

The notion of communicative competence was introduced as an alternative to purely grammatical approaches to language learning. Unlike linguistic competence, which focuses on knowledge of grammar and vocabulary,

communicative competence emphasizes the ability to use language appropriately in various social contexts. Most contemporary scholars agree that communicative competence consists of several interrelated components [1].

Linguistic competence refers to knowledge of phonetics, grammar, and vocabulary. Sociolinguistic competence involves understanding social norms, cultural conventions, and appropriate language use in different situations. Pragmatic competence relates to the ability to express intentions, perform speech acts, and organize discourse coherently. Strategic competence enables learners to overcome communication difficulties through compensatory strategies such as paraphrasing, clarification, and non-verbal cues.

The development of communicative competence requires systematic instruction and meaningful practice. Learners must be exposed to authentic language input and provided with opportunities to interact, negotiate meaning, and express personal ideas. In this process, the English language teacher functions as a facilitator, guide, and model of effective communication [2].

The success of communicative competence development largely depends on the teacher's pedagogical approach. In traditional teacher-centered classrooms, learners often remain passive recipients of knowledge, which limits their communicative practice. In contrast, communicative language teaching emphasizes interaction, collaboration, and learner autonomy. The English language teacher plays a central role in implementing this approach by designing communicative tasks, organizing pair and group work, and encouraging active participation.

One of the primary responsibilities of the teacher is to create a supportive and psychologically safe learning environment. Learners are more willing to communicate when they feel respected and confident. A teacher who demonstrates tolerance toward errors and views mistakes as a natural part of learning helps students overcome fear and anxiety. This is especially important for adolescents, whose communicative behavior is strongly influenced by emotional and social factors [3].

Furthermore, the teacher serves as a linguistic and cultural model. Through classroom interaction, pronunciation, intonation, and discourse patterns, learners internalize language norms. The teacher's communicative behavior, including

clarity, politeness, and responsiveness, directly influences students' communicative competence.

## DISCUSSION AND RESULTS

Speaking and listening are core components of communicative competence and require constant practice in meaningful contexts. The English language teacher plays a crucial role in designing activities that promote oral communication. Role-plays, discussions, debates, simulations, and problem-solving tasks provide learners with opportunities to use language creatively and purposefully.

Listening skills are equally important, as effective communication depends on understanding spoken language. Teachers can develop listening competence by using authentic materials such as dialogues, interviews, podcasts, and videos. Pre-listening and post-listening activities help learners activate background knowledge and reflect on content.

The teacher's guidance is essential in balancing fluency and accuracy. While communicative tasks prioritize fluency, the teacher must also provide feedback to improve linguistic accuracy. Timely and constructive feedback helps learners refine their speech without discouraging them from participation [4].

Although communicative competence is often associated with speaking and listening, reading and writing also play a significant role. Reading provides learners with exposure to authentic language, cultural information, and discourse structures. The teacher can enhance communicative competence by selecting texts that encourage interpretation, discussion, and critical thinking.

Writing, when approached communicatively, becomes a tool for expressing ideas, opinions, and experiences. Teachers can promote communicative writing through tasks such as emails, essays, blogs, and collaborative writing projects. Peer feedback and revision activities further strengthen learners' ability to communicate effectively in written form.

The English language teacher's role lies in integrating reading and writing with speaking and listening, ensuring that all language skills contribute to communicative competence [5].

One of the most significant challenges in foreign language learning is the presence of psychological barriers. Many learners experience anxiety, fear of making mistakes, and lack of self-confidence, which hinder their willingness to

communicate. The English language teacher plays a critical role in addressing these issues.

Positive reinforcement, encouragement, and individualized support help learners develop confidence. Teachers can also use cooperative learning techniques to reduce stress and create a sense of community. When learners work together, they feel less pressure and more motivation to communicate.

Adolescence is a particularly sensitive period for communicative development. Teachers must consider learners' emotional and social needs and adapt their methods accordingly. By fostering empathy, respect, and mutual support, teachers create conditions for successful communicative interaction [6].

Communicative competence is closely linked to cultural awareness. Language reflects cultural values, norms, and ways of thinking. The English language teacher is responsible for introducing learners to the cultural aspects of English-speaking communities while encouraging respect for cultural diversity.

Intercultural competence enables learners to communicate appropriately with speakers from different cultural backgrounds. Teachers can develop this competence through authentic materials, cultural comparisons, and discussions of real-life situations. Such activities help learners understand not only linguistic forms but also the social and cultural context of communication [7].

By integrating cultural content into language lessons, the teacher broadens learners' perspectives and prepares them for real-world communication.

Assessing communicative competence requires approaches that go beyond traditional testing. The English language teacher must use formative and summative assessment methods that reflect real communicative ability. Oral presentations, dialogues, role-plays, portfolios, and project work provide valuable insights into learners' communicative development.

The teacher's role is to ensure that assessment criteria are transparent and supportive of learning. Feedback should focus on both strengths and areas for improvement, guiding learners toward greater communicative effectiveness [8].

The development of communicative competence in learners depends not only on teaching methods but also on the teacher's professional competence. A qualified English language teacher must possess strong linguistic knowledge, pedagogical skills, and an understanding of communicative language teaching principles.

Continuous professional development enables teachers to update their knowledge, explore innovative methods, and reflect on their practice. Teachers who are motivated and professionally engaged are more effective in fostering communicative competence.

Additionally, the teacher's personal qualities, such as empathy, patience, creativity, and openness, significantly influence the learning process. A teacher who values communication and models it in practice inspires learners to develop similar skills [9].

## CONCLUSION

The development of communicative competence is a central goal of modern English language education, and the English language teacher plays a pivotal role in achieving this goal. Through effective pedagogical strategies, supportive classroom environments, and learner-centered approaches, teachers enable students to acquire the skills necessary for meaningful communication.

The teacher's role extends beyond teaching language structures; it involves fostering confidence, motivation, cultural awareness, and social interaction. By addressing psychological barriers, integrating communicative tasks, and providing constructive feedback, English language teachers contribute to learners' academic success and personal development.

In conclusion, the English language teacher is not merely a transmitter of knowledge but a facilitator of communication, a cultural mediator, and a key agent in the development of communicative competence. Strengthening the professional preparation and ongoing development of teachers is therefore essential for improving the quality of foreign language education and preparing learners for effective participation in a globalized world.

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