

THE ROLE OF THE TEACHER IN ORGANIZING EDUCATIONAL COMMUNICATION IN FOREIGN LANGUAGE LESSONS AT ACADEMIC LYCEUMS

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Abstract.

The subject of a foreign language differs from other subjects of the school cycle by its communicative nature. A foreign language teacher controls not only the process of mastering the 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-teaching function is of particular interest. This article discusses the issue of organizing the lessons of foreign languages and the place of teacher in this period

Key words.

Communication skills, perceptual, productive, communication problems

A foreign language teacher must ensure the construction of the educational process on a communicative-speech basis. According to E.I. Passing communication skills can be divided into two conditional groups: perceptual and productive.

Perceptual communication skills:

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

Productive communication skills:

The ability to establish and maintain an atmosphere of communication in a classroom team; create a communicative environment; establish voice contact; end voice contact.

Following E.I. Passov, we believe that the beginning of the lesson should introduce students to the atmosphere of foreign language communication. It is no coincidence that the type of work used for this purpose is called speech charging. It is necessary that speech exercises are selected taking into account the interests of students, contain an element of novelty.

If the weather is beautiful in the spring, we, wanting to share our feelings, say: “*What a wonderful weather today. It's a little hot, though ...*”. This is how contact arises.

You can start the lesson with an anecdote. It is optimal if the anecdote is related to the topic of the lesson. The teacher must be able to portray the situation in faces. In case of a successful "performance", attention and interest from the students will be provided.

The communication atmosphere created at the beginning should be maintained throughout the lesson. The main role in this is assigned to attitudes, which should be communicative. So, before the first reading of the text about London, one should put a general installation related to the meaning of the text. For example: "Read a story about London and tell me what you would like to see there the most." If it is supposed to include the material of the text in further work, then you can return to the story, but before re-reading it, you should give a new setting.

In the lesson, the teacher needs to create such an environment so that the students have a need to express their opinions. G.A. Kitaigorodskaya notes the need to "create those situational twists and turns in which the student is forced to activate his creative abilities, mobilize his attention.

Students should be able to solve real communication problems that arise in the FL lesson (say hello, say goodbye, congratulate on the holiday, ask to explain the rule, clarify homework, etc.). Therefore, the teacher needs to constantly stimulate real communication in the classroom. A technique borrowed from the intensive method may be useful here: ignoring the Uzbek language plus a hint in a foreign one. This is how a dialogue between a student and a teacher may look like, the task of which is to stimulate real communication:

Teacher: Your homework is ex. 5.

Disciple: Please repeat.

Teacher: Say, "Could you repeat it, please?"

Disciple: Could you repeat it, please?

Teacher: Of course, I could. At home you should do ex. 5.

The teacher must be adequate in any communication situation. He needs to rebuild his speech depending on specific conditions: to complicate or simplify; move from one form of speech to another: from monologue to dialogue, from oral to written. Communication cannot be without emotion and expressiveness. The teacher should react vividly and adequately to the students' answers: "Really?", "This is interesting", "Well done!" etc.

Scientists believe that "the communication process is incomplete if we are distracted from its non-verbal means." Proficiency in non-verbal teaching aids helps the teacher maintain a communicative atmosphere in the lesson. Non-verbal means of communication include:

paralinguistic (intonation, pause, breathing, diction, tempo, volume, rhythm, tonality, melody);

extralinguistic (knocking on the door, laughing, etc.);

kinesic (gestures, facial expressions, eye contact);

proxemic (postures, body movements, distance, i.e. spatio-temporal organization of communication).

Non-verbal communication is used to create a positive tone of communication, to establish and maintain contact, to create a friendly and creative atmosphere in the lesson.

According to G.A. Kitaygorodskaya teacher is:

- *source of information;*
 - *the leader of the collective and at the same time its member, who has special authority;*
 - *a model of moral and ethical norms of behavior;*
 - *a model of future speech activity;*
 - *organizer of the psychological climate;*
- the head of interpersonal relations.

But communication is a two-way process. Whatever communication skills a teacher has, he will not be able to achieve a speech partnership if the students are not taught the elementary rules of communication in the classroom. It is necessary to show communication techniques and teach how to master them. The feeling of a speech partnership depends on various factors, first of all - on the organization of the interlocutors.

Working in pairs is an indispensable form of organizing students to create a speech partnership. The technology of pair work requires taking into account many points. First, not every couple is interlocutors. Let the students choose their own interlocutors. Secondly, you need to create a situation of communication, give the correct setting. Thirdly, for pair work, depending on its type and purpose, you need to have a different handout with supports for the first and second interlocutors. During pair work, the teacher walks around the classroom, tactfully intervenes in the conversation, helping the students. The paired form of work is appropriate in the lessons of the formation of lexical and grammatical skills, when working on a text, when teaching dialogical speech.

In natural communicative situations, a person often encounters a polylogical form of communication than a dialogical one: we communicate with members of our family, with classmates, with friends in training, competitions, in clubs of interest, etc. Therefore, teaching group interaction in a foreign language lesson should become not only a method of teaching oral speech, but a natural component of the educational process.

The organization of group communication begins with the formation of speech groups. Numerous studies of psychologists have proven that the optimal composition of the group is three to five people, temporarily united by the teacher in order to complete the educational task and having a common goal and functional structure. Depending on the nature of the task, the composition of the speech group may vary. In order to more rationally select the composition of the group for solving speech problems, the teacher must have an idea of the interests of the students, the level of their communication skills, emotionality, and social status. The level of foreign language training is not always the leading criterion for organizing a speech group. Participation in verbal communication presupposes possession of the motive of the activity, given by the communicative task, and the performance of a speech act in accordance with the motive.

If all groups are to discuss the same problem, the teacher can communicate the purpose of the assignment after organizing the speech groups. For discussion of various problems, it is best to announce assignments before forming groups. Then students interested in the same topic can unite for joint creativity. The teacher observes the work, corrects it, and participates in conversations. If necessary, a general brief discussion or summing up is organized, where the teacher (or students) complements what has been said, expresses his attitude, etc.

According to the majority of methodologists, there are three stages in the role-playing game: preparatory, the game itself, and the final one.

The preparatory stage in the classroom provides an introductory conversation with the teacher, which introduces the role situation, questions for discussion or a problem; acquaintance with the linguistic content of the game; preliminary training of lexical units and grammatical structures. After the role-playing game at the final stage in the classroom, the following is carried out: discussion of the role-playing game (teacher's assessment of the communicative activity of each participant); discussion on this or a problem close to it.

According to many authors, for a successful role-playing game, it is desirable that each participant has a lapel card on his chest indicating the name and, for example, profession (position, etc.) of his character. It is possible to use certain props to create the atmosphere of the role-playing game scene.

In conclusion, I would like to emphasize that the teacher's ability to use the appropriate types of group communication in the lesson stimulates the speech activity of students and ensures the recreation in educational conditions of those situations that are relevant for their future foreign language communication.

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