

ROLE OF GOOD COMMUNICATIVE TEACHERS

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The role of the teacher in the communicative method is different from the traditional role of the teacher in some ways. The teacher provides stimulus and opportunities for the student to experience the language but the learning occurs inside of the student and the teacher doesn't have direct control over this. The more the student feels that the material presented is of relevance to him, the more he will internalize and the faster he will do so. Teachers now have to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher has to develop a different view of learners' errors and of her/his own role in facilitating language learning. The teacher must coordinate classroom activities so that they form a smooth progression leading towards greater communicative ability. In many of them, he or she will perform the regular role of language instructor, present new language, exercise direct control over the learner's performance, evaluate and correct it, etc. Sometimes, the teacher will not intervene after starting an activity but will let learning take place through independent activity. While an activity is in progress, the teacher may be a consultant or an adviser. She may move around the class to check for the strengths and weaknesses of the students and this information will be used as a basis for future planning. Being a participant in an activity, she can stimulate and present new language without taking the main initiative for learning away from the students. The following psychological factors are very important:- The teacher must be understanding, patient, tolerant, gently critical, very encouraging and helpful. The classroom atmosphere must give the students a feeling of security and value as individuals and must break down their inhibitions, tensions and negative concept regarding their abilities. Communicative activities give the students a wide scope to contribute their own personalities to the learning process. The teacher sets up the activity and explains the procedure. The students are then free to take the activity in any direction they wish providing they stay within the given conditions (e.g. You have 10 minutes to prepare). The freer the students feel, the better the results will be. It may be necessary to move into the communicative method slowly because the students are probably not used to this type of "free" activity. Perhaps, at the beginning, the teacher would be better off just using a few short communicative activities per day until the students see how these activities are helping them. It would probably be wise to

begin with activities that make relatively light demands on the students linguistically and from there move step by step to more complicated work. This will help build the students' self confidence. The teacher should realize that creative work may not be evident in the first activity which the students try, but with a lot of encouragement and support from the teacher, creativity usually increases dramatically in the classroom. The teacher should be a psychological support for shy or slow students. Extra assistance and easier roles can be given to these students in the initial stages so that they have more time to build their self confidence. The mother tongue should not be used in the classroom unless absolutely necessary. This is so for the instructions the teacher gives, the preparation of the activity by the students and the presentation of the activity. Each of these stages gives the students the opportunity to practise different English skills.

So to be a good communicative teacher one must: create a classroom atmosphere where the students feel comfortable experimenting with the language. This is absolutely essential. be very careful what and how to correct. Students should not feel intimidated or afraid to make a mistake. It is very important to convince them that they can communicate their message well even if they make mistakes. Remember that in the beginning stages of language learning, students have to be given a chance to play with the language. As a result of "fun" activities, they gain confidence in their abilities and begin to take bigger chances with the language. It is necessary to encourage the students to experiment with the language and to acknowledge their successful attempts. Student focus must be shifted from obtaining perfect accuracy.

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