

## THE IMPORTANCE OF THE COMMUNICATIVE ENVIRONMENT BETWEEN TEACHER AND STUDENT IN LEARNING ENGLISH

Teacher of English at the No. 2 Polytechnic  
College of Uchqo‘rg‘on District, Namangan Region

**Sitora Sokhibova**

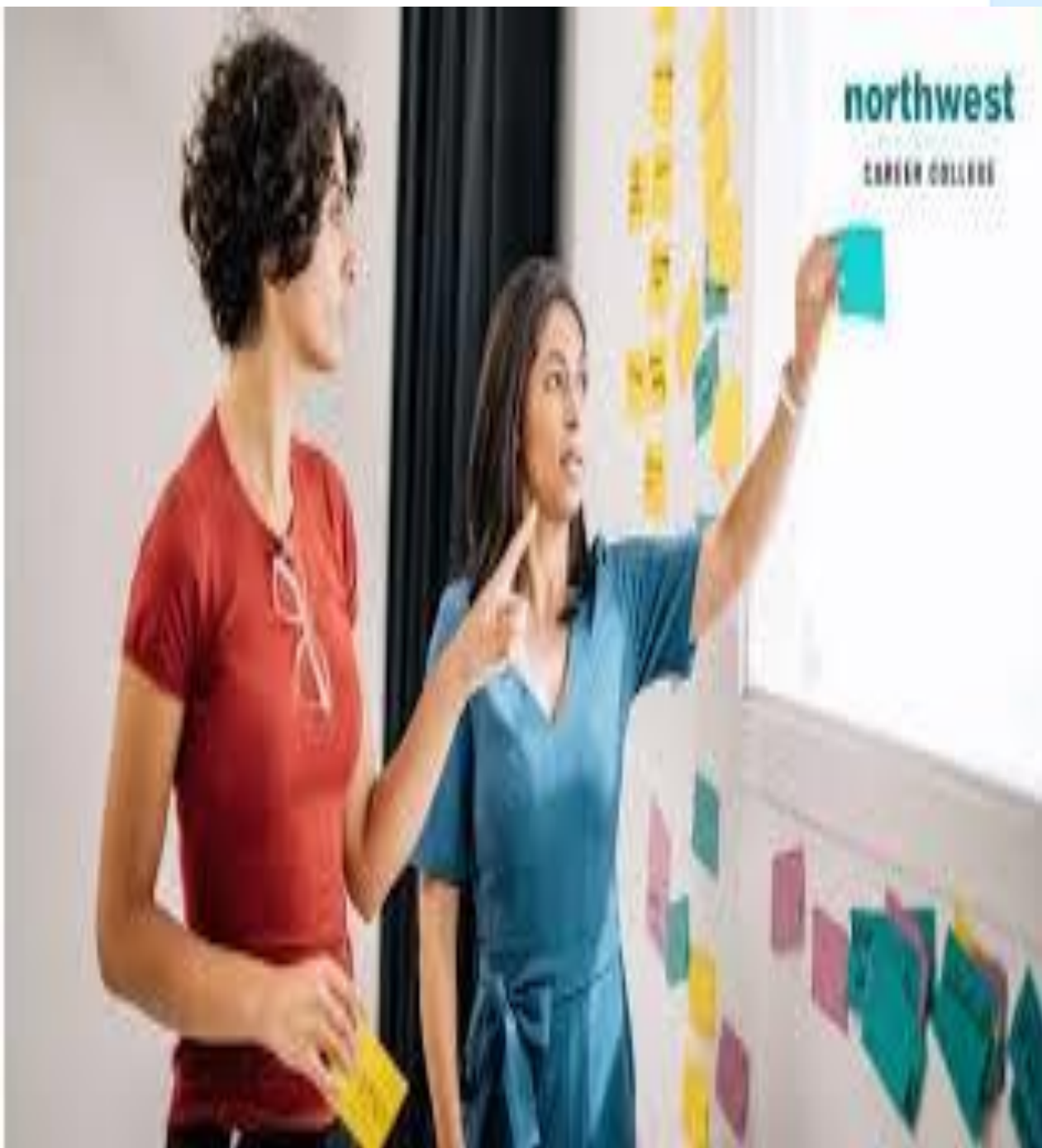
**Annotation** This article highlights the importance of creating a communicative environment between teachers and students in the process of learning English. As one of the modern approaches in language teaching, the communicative method encourages students to engage in active communication, express ideas freely, and use the language in real-life situations. The article analyzes the role of a positive communicative atmosphere in increasing students’ motivation, enhancing learning efficiency, and developing their communicative competence. Furthermore, the advantages of interactive teaching methods—such as pair and group work, role-playing, and discussion activities—are demonstrated through practical examples. The results of the study indicate that establishing a sincere and trust-based communicative environment in the classroom increases students’ engagement and improves their ability to think and communicate effectively in English.

**Keywords:** communicative environment, English language teaching, interactive methods, motivation, teacher-student interaction, communicative competence, learning process.

**Introduction** In today’s era of globalization, the English language is regarded not only as a means of international communication but also as a key to success in the fields of science, technology, and education. Therefore, the issue of effective teaching and learning of English has become highly relevant not only in the field of philology but also within the system of vocational education. Language learning is not merely about mastering grammatical rules and vocabulary; it also requires developing the

ability to communicate in a communicative environment, to express thoughts freely, and to enhance listening and comprehension skills.

In the process of teaching English, the communicative environment between the teacher and the learner plays a crucial role. This is because, in the learning process, the teacher is not only a provider of knowledge but also a facilitator of communication, a motivator, and a source of psychological support. Meanwhile, the learner becomes an active participant who consolidates knowledge by expressing opinions, asking questions, analyzing information, and engaging in communication.



In this regard, the communicative approach is considered one of the central principles of modern language teaching methodology. Research shows that when effective communication is established between the teacher and the learner during lessons, students demonstrate increased interest in language learning, greater self-confidence, and more active participation. Conversely, when communicative interaction is insufficient, learners may become passive, develop a fear of making

mistakes, and form negative attitudes toward learning the language. Therefore, the use of interactive methods such as dialogic communication, role plays, discussions, and debates in English lessons significantly enhances the effectiveness of teaching.

In the modern education system, an English teacher should not merely act as a provider of knowledge but rather as a moderator of the communicative process — a person who encourages students to think and speak independently. For this reason, studying the methods of creating and developing a communicative environment between teacher and learner constitutes the main scientific direction of this article.

### RESEARCH METHODOLOGY

Creating a communicative environment in the process of teaching English is an essential factor in increasing the effectiveness of education. This is because the main goal of learning a language is to use it as a means of communication. Therefore, English lessons should be organized in such a way that students have the opportunity to express their opinions, ask questions, debate, and actively communicate with the teacher in every session. The communicative approach is a method that places communication at the center of the teaching process and directs students' activities toward practical use of the language. In this approach, learning grammatical rules becomes secondary, while the main focus is placed on the ability to express ideas clearly and freely, comprehend spoken language, and use it effectively in real communicative situations.

In lessons based on the communicative approach, the teacher acts not merely as a provider of information but as a facilitator, guide, and motivator who organizes interaction among learners. Through this process, students learn collaboratively, listen to one another's opinions, and participate actively in communication. Communication between teacher and student occurs in two main forms: vertical and horizontal interaction. Vertical communication involves the transmission of knowledge, instructions, and guidance from the teacher to the students, while horizontal communication refers to free interaction among the learners themselves. In English language teaching, it is important to integrate both forms of communication. For

instance, a question posed by the teacher (vertical communication) can prompt students to exchange ideas with one another (horizontal communication), thereby creating a natural communicative environment in the classroom. This process fosters independent thinking, listening, and self-expression skills. Today, interactive methods are recognized as some of the most effective tools for creating a communicative environment in English language teaching. Among them are:

- Role-play – helps students simulate real-life situations (e.g., conversations in hotels, shops, or airports).
- Debate – develops analytical thinking, argumentation, and the ability to defend one’s opinion.
- Think–Pair–Share – strengthens peer communication and promotes collaboration.
- Brainstorming – encourages creativity and free expression of ideas.
- Interview – enhances students’ questioning and responding skills.

Through these methods, students feel more confident, lose their fear of using the language in practice, and the classroom turns into a lively environment of communication. A teacher’s communicative competence refers to their ability to establish effective communication with students, motivate them, and take into account their individual psychological characteristics. In the classroom, teachers should pay attention to the following aspects:

Valuing students’ opinions and encouraging them to express themselves freely, creating a positive psychological atmosphere, ensuring the active participation of every student;

Providing constructive feedback instead of criticism, promoting cooperation and interaction among students. Under such conditions, students feel respected, heard, and valued, which strengthens their motivation to learn the language. The communicative environment determines not only the effectiveness of the learning process but also the psychological state of the learner. Sincere, trustworthy, and supportive communication increases students’ self-confidence, teaches them not to fear mistakes, and helps form

a positive learning experience. This, in turn, constitutes the psychological foundation of successful language acquisition.

## CONCLUSION AND RECOMMENDATIONS

In conclusion, creating a communicative environment in English language teaching is one of the most essential conditions of modern education. Language learning is not merely about memorizing grammatical rules or expanding vocabulary, but rather about communicating through the language, exchanging ideas, and participating actively in social interaction. Therefore, the quality of communication between teacher and student directly affects the learner's motivation, confidence, and engagement in the learning process. Research has shown that when a positive communicative environment is established in the classroom, students acquire the language faster, become more fluent in speaking, and are less afraid of making mistakes. Conversely, a rigid, one-sided, or passive teaching style discourages active participation, makes communication artificial, and slows down the learning process.

- Students taught through a communicative approach tend to:
- participate actively in classroom activities;
- collaborate effectively with peers;
- develop their speech and critical thinking skills;
- become socially active and confident;
- acquire the ability to use English in real-life situations.

In this process, the teacher acts not only as a knowledge provider but also as a facilitator, guide, and source of motivation. The teacher should take into account students' psychological states and encourage them to think independently, ask questions, and justify their opinions. Particularly, **interactive methods** such as role-playing, debates, pair and group work, and discussion activities are among the most effective tools for developing a communicative environment. Moreover, a sincere, friendly, and respectful classroom atmosphere created by the teacher strengthens mutual trust among students, reduces psychological barriers, and promotes a positive

attitude toward learning. This, in turn, enhances students' intrinsic motivation to learn the language. Based on the above analysis, it can be concluded that English language teachers can significantly improve the effectiveness of teaching by adhering to the following principles: Strengthening dialogic communication in lessons and ensuring every student's active participation;

Valuing and encouraging students' opinions, Systematically applying interactive teaching methods, creating a positive psychological environment, using exercises based on real-life situations. Thus, the communicative environment between teacher and learner in the English learning process not only develops language competence but also fosters personal and social competencies. Such an approach prepares students to participate effectively in international communication, education, and professional activities in the future.

#### REFERENCES

1. Azar, B. (2007). *Understanding English Grammar*. Pearson Education.
2. Biber, D., Conrad, S., & Leech, G. (2002). *Longman Grammar of Spoken and Written English*. Longman.
3. Collins, L. (2015). *English Articles: A Comprehensive Guide to Using "A," "An," and "The" in English*. Oxford University Press.
4. Cook, V. (2003). *The English Language: A Linguistic Introduction*. Wiley-Blackwell.
5. Eastwood, J. (1994). *Oxford Guide to English Grammar*. Oxford University Press.
6. Faxriddin B., No'monbek A. ABS SISTEMASI BILAN JIHOZLANGAN M1 TOIFALI AVTOMOBILLARNING TORMOZ SAMARADORLIGINI MATEMATIK NAZARIY TAHLILI //International journal of scientific researchers (IJSR) INDEXING. – 2024. – Т. 4. – №. 1. – С. 333-337.
7. Qurbonazarov S. et al. ANALYSIS OF THE FUNDAMENTALS OF MATHEMATICAL MODELING OF WHEEL MOVEMENT ON THE ROAD SURFACE OF CARS EQUIPPED WITH ABS //Multidisciplinary Journal of Science and Technology. – 2024. – Т. 4. – №. 8. – С. 45-50.

8. Xuzriddinovich B. F. et al. ABS BILAN JIHOZLANGAN AVTOMOBILNI TORMOZ PAYTIDA O 'ZO 'ZIDAN VA MAJBURIY TEBRANISHLARINI TORMOZ SAMARADORLIGIGA TA'SIRINI TAHLIL QILISH // ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2024. – Т. 47. – №. 4. – С. 81-87.
9. Xusinovich T. J., Ro'zibayevich M. N. M1 TOIFALI AVTOMOBILLARNI TURLI MUHITLARDA TORMOZLANISHINI TAHLIL QILISH VA PARAMETRLARINI O 'RGANISH.
10. Karshiev F. U., Abduqahorov N. ABS BILAN JIHOZLANGAN M1 TOIFALI AVTOMOBILLAR TORMOZ TIZIMLARINING USTIVORLIGI // Academic research in educational sciences. – 2024. – Т. 5. – №. 5. – С. 787-791.
11. Каршиев Фахридин Умарович, Н.Абдуқаҳоров ИЗУЧЕНИЕ МИКРОСТРУКТУРЫ СТАЛИ В МАТЕРИАЛОВЕДЕНИИ//<https://www.iupr.ru/6-121-2024>  
[https://www.iupr.ru/files/ugd/b06fdc\\_15c4798c874a4ddab326a52bd3af34ea.pdf?index=true](https://www.iupr.ru/files/ugd/b06fdc_15c4798c874a4ddab326a52bd3af34ea.pdf?index=true)
12. Xusinovich T. J., Ro'zibayevich M. N. M1 TOIFALI AVTOMOBILLARNI TURLI MUHITLARDA TORMOZLANISHINI TAHLIL QILISH VA PARAMETRLARINI O 'RGANISH.
13. Farxadjonovna, Bekimbetova Elmira, and Abduqahorov No'monbek. "STARTING ENGINES AT LOW TEMPERATURES." Multidisciplinary Journal of Science and Technology 5.2 (2025): 83-87.
14. Xusinovich, Turdialiyev Jonibek, and Mo'minov Nurali Ro'zibayevich. "M1 TOIFALI AVTOMOBILLARNI TURLI MUHITLARDA TORMOZLANISHINI TAHLIL QILISH VA PARAMETRLARINI O 'RGANISH."
15. В. Я. Бочкарев. Новые технологии и средства измерений, методы организации водоучета на оросительных системах. Новочеркасск, 2012, 227 с
16. В.А.Втюрин. Автоматизированные системы управления технологическими процессами. Основы АСУТП. Санкт-Петербург 2006, 154 с.



17. Рачков М.Ю. Технические средства автоматизации.- Москва: МГИУ, 2006,- 347 с. 9. Vohidov A.X. Abdullaeva D.A. Avtomatizatsiya texnik vositalari. T. TIMI, 2011. 180 b.
18. Maxkamovich A. Y., Abdukahorovich S. K. Modern approaches to the content of physical education of schoolchildren in the continuing education system //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 12.
19. Abdukahharovich S. H. The significance of Wrestling sports for society and the history of its formation //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 10. – С. 312-316.
20. Abduqahhorovich S. H. INTERACTION OF SCHOOL AND FAMILY IN EDUCATION OF SCHOOL AGE CHILDREN //Modern Journal of Social Sciences and Humanities. – 2022. – Т. 4. – С. 226-229.
21. Abduqahhorovich S. X. Strength Training in Football Training //Web of Semantic: Universal Journal on Innovative Education. – 2023. – Т. 2. – №. 3. – С. 138-141.
22. SHARIPOV K. A. TRAINING FUTURE TEACHERS OF ELEMENTARY CLASSES IN THE PROCESS OF STUDENTS STUDENTS PRACTICE //THEORETICAL & APPLIED SCIENCE Учредители: Теоретическая и прикладная наука. – 2021. – №. 12. – С. 1339-1343.