



THE ROLE OF ENGLISH LANGUAGE TEACHING IN ENHANCING
COMMUNICATION SKILLS

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The development of any nation, or the place, position and reputation, fame in the human history in general indirectly depends on intellectual and physical maturity of its young generation. Being a teacher in today's society is a difficult but a rewarding job. An effective teacher is not only the master of his or her subject area, but also an educator with a strong emotional courage.

Students always need or expect their teachers to inspire, challenge, and stimulate them "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place [1]. Motivation of made students to learn English highly depends on the teacher's ability to maintain the initial interest that led the students into the English classroom. In this article a major importance is attributed to the teachers' qualifications in the area of English teaching.

Research shows that knowledge of the teacher completely affects student achievement "Teachers who lack knowledge of content or teaching strategies cannot offer their students sufficient opportunities of learning. Today, the stakes are high in educational system [2]. Students may be treated unfairly-for example, held back or not allowed to graduate, in fact, the problem is the system's failure to provide them with qualified teachers.

Accordingly, in 2008 and with the Ministry's full backing, work was started on the design of a new PRESETT curriculum, with main strands in language and methodology.

In this sense, in order to implement and carry out the assigned tasks in the national program of personals training and law of education a number of reforms are being carried out in our republic. Particularly, a great attention is being paid by our new president Shavkat Miramanovich Mirziyaev to reforming and improving the quality of education in high educational establishments. So, retraining the pedagogues and improving their skills and their professional developments highlighted.

Above all, teachers should aim to develop their knowledge of the subject matter they teach. If this is English, teachers can study the language to further their understanding of how it works, they can enroll in language development course, and they can seek opportunities to practice and develop their listening, reading, speaking and writing abilities in English by the opportunities of interacting orally with native speakers, subscribing to EFL/ESL magazines and participating in online discussions.

Teachers should also aim at deepening their understanding of the theories supporting learning and teaching practices. This can be achieved by reading about teaching and learning, attending seminars and workshops regularly, and enrolling on methodology courses which will enable them to reconstruct their knowledge of the language learning and teaching.



Depending on our recent experience and training at the republican scientific-practical center of developing the innovational methods for teaching foreign languages at Uzbekistan state university of world languages, we came to conclusion that the more teachers know their students, the more effective their teaching will be. So, how can the teachers get to know students better? Of course, they can get to know their students better by giving them opportunities to talk about themselves, really listening to what they have to say, encouraging them to give teachers feedback on anything and everything that happens in the classroom, showing a real interest in them, observe their behaviour during teaching processes.

In addition, besides knowing about the subject matter, theories of learning and teaching, and the students, teachers should aim at improving their ability to put all this knowledge into practice and becoming more skillful at teaching. It can be achieved by having an unusually new and exploratory attitude towards teaching which involves different methods, techniques and activities again and again, reflecting on their effectiveness, and capitalizing on these experiences in order to make necessary changes to their teaching styles.

In this sense, it is reassuring to quote the following questions: what are you bringing to the lesson? Are your lessons nice and fresh or a bit stale and mouldy? Is your presentation brief and short and sharp or a rather tiring and floppy? Do you enough authentic real-life materials? Are your lessons colourful and attractive or bland and uninviting? Do they change with the seasons or is it the same thing all year round? Is there enough variety and balance? What implements or tools do you use to prepare, serve in your lessons? Do your lessons all come as piping hot or your materials look and feel cold? Do your students get enough chance to interact with themselves or is it always a one-way process? [3].

In conclusion we can say that teacher development has much to do with developing and sustaining a positive attitude towards the activity of teaching and oneself as a teacher. Teachers must plan their lessons regularly, aim at being better informed about their profession, and respect themselves, their colleagues and their students.

We must never forget the deep meaningful ideas of our nation's great statesman Abdulla Avloniy that "Education is either life or death, either salvation or destruction, either happiness or calamity for us".

In short, the enormous works and reforms in the field of education that have been carried out in the last few years created a great and firm opportunity for our youth and nation on the way of spiritual development and reaching our target good.

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2. Ericksen, S. C. (1978). "The Lecture. Memo to the Faculty"
3. Jackson P. (2013) Thoughts on "Are your young learners getting their five a day?"