

THE ROLE OF COMMUNICATIVE CULTURE IN THE PROFESSIONAL ACTIVITY OF ENGLISH LANGUAGE TEACHERS

Gulmurodova Yulduz Akbar qizi¹

¹Second year master student at University of Tashkent for Applied Sciences, Gavhar Str. 1, Tashkent 100149,
Uzbekistan

E-mail: gulmurodovayulduz2@gmail.com

Annotation: This article examines the role of communicative culture in the professional activity of English language teachers and its significance for effective pedagogical interaction. The study emphasizes that communicative competence, interpersonal skills, and ethical communication norms are essential components of modern language teaching. Using qualitative analysis, comparative methods, and a review of pedagogical literature, the research explores how communicative culture influences classroom management, teacher–student relationships, intercultural communication, and professional identity formation. The findings demonstrate that English language teachers with strong communicative culture exhibit higher teaching effectiveness, greater learner engagement, and improved classroom climate. The study concludes that communicative culture must be developed through continuous professional development, reflective practice, and intercultural training.

Keywords: Communicative culture, English language teaching, teacher competence, pedagogical communication, classroom interaction, professional activity, intercultural communication.

INTRODUCTION

In contemporary education, the role of the English language teacher extends far beyond the transmission of linguistic knowledge. Teachers are required to demonstrate professional communication skills, foster positive interaction, and create an inclusive educational environment. This broader set of competencies is increasingly referred to as communicative culture, which encompasses respect, empathy, ethical behavior, nonverbal communication, and the ability to adapt speech to various social and educational contexts.[1]

Communicative culture supports effective classroom management, enhances student motivation, and strengthens collaborative learning. As English has become the primary medium of global communication, English teachers must demonstrate not only language proficiency but also cultural sensitivity and the ability to manage diverse learning groups. This article explores the multifaceted role of communicative culture in the professional activities of English teachers and highlights its impact on teaching efficiency and professional development.[2]

RESEARCH METHODS

The study employs the following methods:

Descriptive and Analytical Methods – to explain the essence of communicative culture and its relevance to teaching practice.

Comparative Method – to examine communicative norms in English-language pedagogy versus general pedagogical communication principles.

Content Analysis – to analyze research articles, pedagogical frameworks, and communicative competence models such as CEFR and TESOL standards.[3]

Sociolinguistic Observation – to identify common communicative challenges faced by English teachers during instruction.

Pedagogical Reflection Analysis – to consider how reflective practice contributes to developing communicative culture.[4]

LITERATURE REVIEW

Scholars such as Hymes (1972) and Canale & Swain (1980) introduced the foundational concept of communicative competence, emphasizing the interconnectedness of linguistic accuracy, sociocultural appropriateness, strategic behavior, and discourse skills. Later researchers like Brown (2007), Richards & Rodgers (2014), and Harmer (2015) developed communicative teaching models that place communication at the center of pedagogical practice.[5]

In the context of professional ethics, scholars argue that communication culture contributes to the teacher's professional identity (Kelchtermans, 2009) and shapes student outcomes (Hattie, 2012). Culturally responsive teaching frameworks (Ladson-Billings, 2014) further indicate that communicative culture enables teachers to understand the sociocultural backgrounds of learners, facilitating more effective classroom interaction.

In Uzbek pedagogy, researchers such as R. Safarova, A. Jalolov, and M. Saparova emphasize the significance of respectful teacher–student communication, ethical speech behavior, and dialogic interaction. They highlight that communicative culture strengthens mutual trust and improves the learning environment.[6]

RESULTS

The analysis produced several key results:

Communicative culture significantly influences teaching effectiveness. Teachers with well-developed communicative skills create more engaging, motivating, and psychologically safe learning environments.

It contributes to effective classroom management. Clear instructions, consistent feedback, and respectful communication reduce disruptive behaviors and foster student cooperation.

It strengthens teacher–student relationships. A communicatively competent teacher builds rapport, trust, and respect, which are essential for student success.

Communicative culture enhances intercultural competence. English teachers routinely interact with diverse content and multicultural perspectives.

Reflective practice improves communicative culture. Teachers who engage in self-analysis and feedback cycles develop stronger interpersonal communication skills.

ANALYSIS AND DISCUSSION

Communicative culture integrates linguistic abilities with emotional intelligence, ethical reasoning, and intercultural awareness. In the context of English language instruction, communicative culture is expressed through verbal clarity, tone modulation, gesture use, responsiveness to questions, and empathy toward learners.

1. Communicative Culture as a Pedagogical Tool

In communicative classrooms, teachers must balance instructional clarity with learner-centered dialogue. This requires skills such as active listening, questioning techniques, and adaptive speech behavior. Communicative culture enables teachers to respond appropriately to student needs and learning styles.

2. Influence on Intercultural Communication

English teachers frequently serve as mediators between local cultural norms and global communication practices. A developed communicative culture ensures that teachers can navigate cultural differences, recognize cultural sensitivities, and model respectful interaction. This is especially relevant in multilingual or multicultural classrooms.[7]

3. Emotional and Ethical Dimensions

Professional communication in teaching requires not only linguistic competence but also emotional intelligence. Teachers must demonstrate patience, tactfulness, and conflict resolution skills. Ethical communication norms—such as fairness, transparency, and respect for student dignity—form the core of communicative culture.

4. Reflective Practice and Continuous Development

Communicative culture is dynamic and develops through ongoing reflection. By analyzing classroom interactions, recording lessons, or engaging in peer observation, teachers refine their communicative strategies. Professional development programs in TESOL and EFL methodology increasingly incorporate communication training, recognizing its impact on classroom quality.[8]

CONCLUSION

The research confirms that communicative culture plays a central role in the professional activity of English language teachers. It shapes the quality of classroom interaction, contributes to effective pedagogical practice, strengthens teacher–student relationships, and supports intercultural understanding. Teachers with well-developed communicative culture not only deliver content more efficiently but also serve as role models of ethical and respectful communication.[9]

Developing communicative culture should therefore be an essential focus of teacher preparation programs, continuous professional development courses, and institutional policy. Emphasizing reflective practice, intercultural competence, and ethical communication will contribute to the formation of highly effective, culturally competent English language teachers.[10]

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