

Juraeva Gulkhayo Bakhodir kizi

ESP Teacher

National University of Uzbekistan

Tashkent, Uzbekistan

E-mail: gjuraeva77@gmail.com

Abstract: This article defines the effective tools in lingua-coaching approach that can be applied in higher education. Furthermore, such tools help work cooperatively, where the learners get motivation. Identifying students' competencies in the degree of their development greatly increases motivation, self-esteem and self-confidence. Therefore, students' activities will be effective if they are responsible for the results of their studies.

Key words: Bloom's taxonomy, 'T'-Model, 'Wheel of language balance', Milton Erickson's principles, motivation.

Introduction

The essence of the coaching is the potential of the personality to maximize his/her productivity and efficiency. It helps individuals to learn more rather than teach. Timothy Gallway, the founder of coaching, considers that coaching is based on a person's ability to learn for himself, think and act creatively [1, p. 258]. Therefore, a coach, who applies this technique, sets an aim not only to transfer certain knowledge, but develop certain students' skills. They strive for revealing the internal reserves and energies of their students to direct their vectors in the right direction.

The process of learning the English language lasts long. Therefore, the learners frequently face obstacles that do not allow them to achieve the willing result. One of the obstacles is the loss of motivation which plays a fundamental importance in the learning process. When the student has already decided to learn the language, he/she often faces the lack in motivation to study systematically to continue his/her study in general. Due to the fact that motivation is an essential factor in learning the English language, it is important to connect the goals of learning the language with the specific personal goals of the student at the goal setting stage.

Furthermore, besides the mobilization of students' internal abilities, a lingua-coach works with them at a mental level. Thus, I. Firsova highlights that "the subject of teaching a foreign language is a phenomenon that closely relates to consciousness and cognitive activity of a person. The process of teaching is based on psychological and personal possibilities of not only teachers but the learners as well"[2, p.89-92]. If the student does not make a decision on a mental level about the need of learning a language, it will be hard to achieve a set goal. Despite the fact that the learner has realized the need to learn a language, there are some cases that he/she encounters with psychological obstacles, including language and psychological barriers, as well as fear of communication in a foreign language and fear of a negative evaluation of both teacher and group-mates.

Consequently, a lingua-coach helps to realize what the student thinks about him/herself and his/her capabilities, whether he/she has prejudice regarding to learning a foreign language. If the student is convinced that he/she is incompetent and never masters a foreign language, he/she will never achieve a goal. The role of the lingua-coach is to assist the learner to overcome these barriers. The language barrier, that has emerged on a mental level, does not allow the learner to move further. It has a linguistic features, that is the student has little lexical resource, does not understand the grammar, or does not comprehend the speech. As a result, it is arduous to communicate in a foreign language. It is resulted in not finding the appropriate words to convey his/her opinion, not

understanding his/her interlocutor, or not being able to grammatically construct the sentences that lead to hindering and complicating the communication.

Next factor that complicates the communication is the psychological barrier. Scholars A.V. Petrovskij and M.G. Yaroshevskij emphasize that “a mental state that occurred in an inadequate passivity of the learner can hinder the certain actions from fulfilling. The emotional mechanism of this barrier is the reinforcement of negative feelings, involving shame, guilt, fear, anxiety, low self-assessment, and etc.”[3] A student who has acquired sufficient knowledge in the sphere of linguistics, cannot overcome his/her inner limitations. These limitations can be the reason for the retardation of the communication in a foreign language. Despite the fact that he/she is aware of a language, however, uncertainty blocks his/her ability to communicate. The fear of communication is that the student is afraid of making mistakes. Even insignificant errors may cause the embarrassment, and the student avoids speaking in a foreign language. As a result, the student expects a negative evaluation or feedback due to his/her insufficient language competence. Thus, it is necessary to understand the nature of a psychological barrier, which is difficult for a student to cope with it. A lingua-coach attempts to persuade the learner, that everyone who learns a new language can make errors. The main task of a lingua-coach is to support students’ self-confidence and influence the formation of self-esteem.

With the help of a rather new approach, the instructor of the English language uses various programs and techniques, and applies specially designed psychological instrument in lingua-coaching approach while working with the students.

There are a lot of tools in coaching, such as open-ended and close-ended tests, wheel development, “T” Model, scale of assessment, pyramid of logical equations, or the pyramid of Robert Dilts. All these instruments referring to the interrelation of people are based on five principles:

1. People are okay as they are; 2. People already have all the resources within them to achieve what they want; 3. People always make the best choice they can at the time; 4. Every behavior has a positive intention; 5. Change is inevitable [4]; suggested by Milton Erickson, who was a famous psychiatrist and psychologist in America. These principles can be adopted in the lingua-coaching approach while negotiating with the learners: 1. Any learners may achieve good result in foreign language acquisition; 2. Any learner has all necessary resources and potentials in achieving the results of learning a foreign language; 3. Any learner is able to opt what to learn and how to learn from great number of variants and select the best one; 4. Any learner may learn the language positive intentions and identify the best ways of its realization; 5. Any learner obtain new information, even though they get stuck in one place as there are variety of possibilities in learning second language acquisition

In the teaching process, we have experimented several tools of coaching, that can be effective in learning the English language.

1. Open-ended and close-ended questions

In oral speech, while revising the vocabulary or while working with the text, we have been using the method of open-ended questions. In a foreign language they are called special questions. Open-ended question is the question that requires the clarification. This type of question allows the audience to give a description or to express an opinion. Close-ended questions are the types of questions that require the answer like True/False, or Yes/No.

In ordinary life, in the classroom we usually ask the leading question, ‘Is that all you wanted to say?’. This is an open-ended question that is not asked in lingua-coaching approach . In lingua-coaching approach the learners are asked the questions that require deeper addition, for example, ‘What else can you say?’, thereby stimulating the students to answer as much as possible in detail deeper perform his/her potential and knowledge.

Therefore, lingua-coaching should be based on Bloom’s taxonomy, the approach elaborated by the American scholar and psychologist Benjamin Bloom. Bloom’s taxonomy is one of the popular approach to develop the learners critical thinking that is indispensable in both study and life.

2. **The “T” Model** is a remarkably powerful tool that helps to move inside the model GROW is used for a clearer specification of the goal. In coaching ‘T’ Model can be divided into two systems of questions, including the extension questions, where the several questions are asked, and later focusing or narrowing the questions are happening. As a result, the most meaningful, intricate and crucial question is selected from the list.

‘T’ Model has significant advantages. There is a desire to solve the problem as soon as possible in the coaching process that makes the coach monitor the process, and while moving forward as quickly as possible, the coach can miss important information. Therefore, ‘T’ Model helps the coach to remain neutral, and keep the learner’s agenda. In accordance with this model, there is no word ‘problem’. The problem is substituted with the word ‘task’ that can be always solved.

In the course of our research we tested ‘T’ Model. Students were divided into groups of four, and were contributed the text about “The Land of Milk and Honey” The task of the students to create as many questions as they can in limited time. Then the students had to choose the most valuable and interesting question for their opponents basing on the given text. In addition, to make the lesson more productive and effective, we scored the students to demonstrate how well they comprehend the reading passage. Consequently, seeing each other’s points, they attempted to reveal all their potentials to gain the scores.

3. The wheel development

‘The wheel development’ or ‘Wheel of balance’ is one of the motivational instrument of coaching in decision making. According to Eric Parsloe, with the help of ‘Wheel of balance’ it is quite simple, visual and effective to clarify difficult situations, make decisions, plan the development and achieve goals [5, p.67]. Consequently, in lingua-coaching it is possible to implement ‘The wheel development’ by altering the name ‘The wheel of language balance’ [6, p.147] (Fig.1). For instance, while learning the specific grammar or vocabulary topics, the students are suggested to create their own wheel of language balance, where they point their progress in scores from one to ten. It should be noted that wheel of language balance gives students the opportunity to reveal lacunas in knowledge and direct their energies at eliminating the shortages of learning language. This leads to the effective teaching and learning process of education.

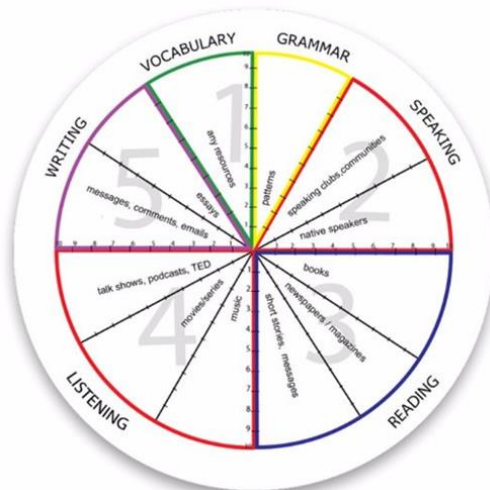


Fig.1 ‘The wheel of language balance’

The procedure of ‘The wheel of language balance’ is the following:

Students were given 'The wheel of language balance'(Fig.1) and they were asked to assess themselves from one to ten for each area. In accordance with the wheel of language balance students were able to monitor their regular progress, as it helps to assess the results of each section in scores. Assessing all the sections, students could notice which sections were high or low. Furthermore, students obtained a visual picture of the situation, where exactly they were. This coaching tool allowed not only to monitor the assimilation of each section, but also developed step-by-step actions to each instructions to fully master the studied sections. On the base of this instrument, it is easy where to start the learning, what to pay a special attention in the learning process, and what the dynamics of the progress. In addition, it is suggested to apply 'The wheel of language balance' to test each language skill before starting each section [7, p.277].

Conclusion

The main task of applying the coaching tool is to sustain self-confidence in students, to form an appropriate self-esteem, and to be aware of the learning process. One of the essential points in using coaching instruments is that the student should learn to treat their mistakes as the experience, which can assist to become proficient in their subject area. Moreover, such tools help work cooperatively, where the learners get motivation. Identifying students' competencies in the degree of their development greatly increases motivation, self-esteem and self-confidence. Therefore, students' activities will be effective if they are responsible for the results of their studies. To accomplish this, it is essential to plan the educational process together with the student, where the objectives will be outlined to achieve them.

References

- [1] Gallwey T. Inner game, Focus, teaching, enjoyment and mobility in the workplace.— M.-2005- p. 258
- [2] Фирсова И.В. Языковой барьер при обучении иностранному языку, Гуманитарные науки, Вестник Финансового Университета, 2013 № 9, стр.89-92
- [3] Петровски А.В., Ярашевски М.Г. Краткий психологический словарь, Москва, 1985
- [4] William H.O. Taproots: Underlying Principles of Milton Erickson's Therapy and Hypnosis (Norton Professional Book) 1st Edition
- [5] Parsloe, E. Wray, M. Coaching in learning: Practical Methods to improve learning – Piter, 2003.- p.67
- [6] Rozhina T.D., Stepanova O.S. Izmenenie roli prepodavatelya inostrannogo yazyka v federalnom vuze: osnovnye vyzovy vremeni, Professionalnoe obrazovanie v Rossii i za rubezhom, 2016, No. 1 (21), pp. 147–151
- [7] Juraeva G.B. Teacher competence in lingua-coaching approach. Asian Journal of Research in Social Sciences and Humanities, ISSN: 2249-7315 Vol. 12, Issue 01, January 2022, p. 277