



# THE CONCEPT OF LINGUA - COACHING IN HIGHER EDUCATION AND ITS APPLICATION IN ESP CLASSES

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## ABSTRACT

*This article is about a new approach, lingua-coaching, in language learning and applying it in ESP classes. Several methods were experimented in order to analyze and see the results of the coaching. Furthermore, the theoretical part was also given to identify the term of coaching.*

**KEYWORDS:** *Coaching; ESP; mosaic; communicative approach; higher institution.*

## INTRODUCTION

The serious changes that are emerging in the country complicate the social life of human-beings. Currently, it is clearly noted the transition from a strictly regulated life to the established flexible relationships. In this connection the society dictate the request for the improvement of free, communicative, and active performance to the system of higher professional education realizing the right of choice, acting consciously and responsibly. Therefore, in this background “coaching” as a modern approach plays the role of a moderator to the institute of higher education that is capable to the accomplishment of its potential possibilities, making responsible decisions in various situations.

The **topicality** of the present research is to provide the justifications that the quality of modernization of contemporary higher education depends to a large extent on the character of innovation processes and is determined by the features of the introduced novelty, the innovative potential of the environment and the teaching staff.

One of these processes, in our opinion, is coaching, the **aim** of which to create the opportunities for the activity in making responsible decisions in various situations of life choice, as well as predicting their possible consequences.

The **research problem** in this work is the relationship between the teacher and students, where the former effectively organizes the process of finding the best solutions to their issues and implementing them. A coach helps students develop, learn new skills, and achieve high results not only in communication activities, but also in their future profession.

The **importance** of this research is to emphasize the implementation of coaching in the

system of learning foreign languages in higher institutions due to the coach’s non-standard approaches in solving many problems as well as its ability to create an indicative basis for solving professional issues. This is based on the meaningful use of knowledge in the relevant field. Wholly, the coach promotes self-realization of the personality through the profession, makes it possible to build norms of professional ethics. It is believed that it is especially essential for future linguists, since their field of activity is directly related to the interpersonal interaction. As future specialists, on the last stages of training, really need to assess their abilities and capabilities, and if necessary to improve the results.

## THE ORIGINATION OF THE TERM “COACHING”

Originally, the term “coach” was firstly used in connection with a consultant or a tutor who “carries” or “assists” a student throughout an exam in Oxford University slang approximately 1830 [1]. Consequently, the word “coaching” was recognized as a process made practical and effective transfer human-beings from where they are to where they want to be.

The term “coaching” was mostly related to the sport or business meaning professional relationship that assist people to achieve spectacular results in their life career and business [2]. However, this phenomenon became one of the advanced approach in the science of pedagogics, especially, in language learning, where the term “lingua-coaching” has been occurred.

Lingua-coaching is a contemporary trend or method of the XXI century in the learning of a foreign language [3] that helps ESP students to attain established goals and improve their professional



results by mobilizing internal potential, developing advanced strategies to obtain results and fulfill necessary abilities and skills.

According to Tom Batler Boudon, coaching is not only the methodology that can be introduced and applied in strictly certain situations. It is the method of controlling, communicating with people, thinking and existing [4]. Admittedly, the coaching does not teach, it aims to regulate how to reveal the hidden talents or skills of students.

It is important to note that the adaptation of higher education to rapidly changing conditions in social, economic, political life can only happen on the basis of a positive attitude to the personality of the student by revealing their capabilities. In my opinion, coaching acts as a powerful tool for promoting both personal and communicative development of students.

The evidence from this studies suggests a variety of factors about the alteration of study of foreign languages on Uzbekistan. There have been found a significant correlation between educational and self-educational functions at universities which led to an increase in motivation in learning languages of international communication. It is generally agreed today that the need for the use of foreign languages has also increased. New tasks suggest the changes in the requirements for the level of language proficiency defining new approaches to the selection of a content and organization material.

## MATERIALS AND METHODS

In accordance with the educational activity, several methods are always combined. Methods seem to mutually penetrate each other, characterizing the interaction of teachers and students from different sides. Thus, if we are talking about the application of a particular method at the moment, it means that it dominates at this stage, making a particularly large contribution to the solution of the main didactic problem. [5, p. 116]

So, in the context of lingua-coaching, I have identified the following methods: **the method of specific situations, the method of emotional stimulation in learning, the method of creating a situation of cognitive dispute, "mosaic" and the method of projects.**

It would sound better to highlight that the method of specific situations, the method of emotional stimulation in learning, the method of creating a situation of cognitive dispute were applied for freshmen, whereas "mosaic" and the method of projects was involved in teaching seniors.

It is important to look at these methods in details.

### **The Method of Specific Situations:**

It is based on the following statement: the way to improve your own knowledge can only be

paved by considering, studying and discussing specific situations.

There are quite a few varieties of this method. In general, the students receive a text describing a specific organizational problem. They are asked to study the situation at home and plan the best solution. Students then join in small groups, discuss the advantages and disadvantages of the proposed solutions, and try to determine how the problem can be solved.

The method of specific situations is designed to develop and further improve speaking skills, as well as develop the ability to express their opinion specifically [6, p. 65].

### **The Method of Emotional Stimulation in Learning**

One of the techniques included in the method of emotional stimulation in learning can be called the method of creating entertaining situations in the classroom, such as introducing interesting examples, experiments, and paradoxical facts into the educational process. To increase interest in teaching, the coach uses the analysis of excerpts from fiction devoted to the life and work of prominent scientists and public figures. Successfully used such techniques to increase the entertainment of learning like stories about the use in modern conditions of these or other predictions of science fiction, showing interesting experiments [7, p. 142].

### **The Method of Creating a Situation of Cognitive Dispute**

It is known that truth is born in a dispute. However, the dispute also causes the increased interest in the topic. Coaches expertly adopt this method to activate the learning. First of all, they skillfully use the historical facts of the struggle of scientific points of view on a particular problem. However, the coach can create a situation to the dispute at any time by asking the most trivial question: "who thinks otherwise?" If this method causes a dispute, then students themselves are divided into supporters and opponents of this or that explanation and wait with interest for the reasoned conclusion of the coach. Therefore, the educational dispute acts as an incentive to increase the level of communicative development [8, p. 60].

So, students were offered four problematic questions where the audience should have chosen only one as the controversial one. By voting and initiative of the participants, a specific topic of the dispute was determined. Before the beginning of the dispute, students were given time (10 minutes) to make a list of the main questions on the designated problem. The situation of cognitive dispute was built in the form of organized debates. The debate consisted of a reasoned statement from one side to the other, followed by its objection.



### “Mosaic”:

The main essence of this method is the distribution of responsibilities within the student, and the distribution is formed by the students themselves. This type of activity forces students to work independently (without coach's support), to distribute responsibilities and to bear responsibility for this distribution [9, p. 389]. Each group is assigned a task to study a specific material, consisting of four to six sections. One of the students is allocated to be responsible for studying any sections. Members of different groups who received the same section, they gather together and work in so-called "expert groups", analyzing their part of the task in detail.

The Mosaic method was presented in a slightly different form, but the main idea is to distribute the responsibilities within the group. A system was created that can involve all participants in the educational process and make them demonstrate and improve their communication skills. The task was presented in the form of role cards for each student indicating three positions on a given topic.

### The Method of Projects

In order to increase the level of students' communicative development, the method of projects should be put into practice, which, in my opinion, “brings” all the above mentioned methods to a new level: educational and scientific creativity by promoting self-education of students, since they are included in the mode of independent knowledge creation, where self- and mutual control increases. In addition, the application of the method of projects best reveals the formation of indicators of cognitive, motivational and interactive components.

### RESULTS

As a result of the research students were able to develop the communicative skills in accordance with their interests in the given topics; to share responsibilities in project activities; to work on the project that combined with the creation of a solid language base for the students; to evaluate the reality by designing any changes to improve their level of communicative development. Moreover, in the issue of combined methods the students were motivated by forming necessary strategies.

### CONCLUSION

In conclusion, we note that coaching is one of the resource aspects of pedagogical activity and involves bringing the relationship between the teacher and the student to a new level of interpersonal interaction based on interest, cooperation and flexibility, shared responsibility for the results of the communicative development of each student.

Thereby, coaching works better when a student:

- Understands that there is a difference between who he is and who he would like to be;
- Ready to think in a new, unusual way;
- Ready to make the necessary changes and take the necessary actions;
- Agree that the result is the responsibility of the individual, not the coach.

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