



SPECIFIC CHARACTERISTICS OF LANGUAGE COACHING TECHNOLOGY

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Makhzuna Sh. Ismatova

Senior Lecturer, Department "History And Grammar Of The English Language", Samarkand State Institute Of Foreign Languages, Uzbekistan

ABSTRACT

Educational coaching has many benefits. First of all, it is aimed at improving the efficiency of the teacher. Pedagogical coaching makes it possible to psychologically competently provide support for students along the educational trajectory, based on the principles and achievements of a student-centered approach. At the same time, specific real goals are set for the trainees both for the short and long term of their development in the context of training at the university. Students learn to manage their personal time, deal with stressful situations, increase self-esteem.

KEYWORDS

Pedagogy, linguistics, language coaching, technology, feature, methodology.

INTRODUCTION

In linguodidactics, the concept of “language coaching” (or “linguistic coaching”) is increasingly used, which is at the intersection of linguistics and coaching. Linguistic coaching is an effective, interesting, accessible language learning using coaching techniques. The teacher proceeds from the fact that the student is a creative person with reserve

opportunities. The relationship between teacher and student is one of allies and partners.

The process of learning a foreign language takes a long time, and during this time, learners of a foreign language often encounter obstacles that prevent them from achieving the desired result. One of these obstacles is the drop in motivation, which is of

fundamental importance in the learning process. When a student has already decided that he wants to learn a foreign language, he often lacks the motivation to study systematically or to continue his studies at all. Due to the fact that motivation is a significant factor in the study of foreign languages, at the goal-setting stage it is important to combine the goals of learning a foreign (German) language with the specific personal goals of the student, for example, continuing education in Germany, reading German literature in the original, the prospect of working in German campaigns, etc.

THE MAIN RESULTS AND FINDINGS

In addition to mobilizing the internal abilities of students, the teacher-coach works with them on a mental level. So, I.V. Firsova emphasizes: “The very subject of education - a foreign language - is a phenomenon that is closely connected with the consciousness and mental activity of a person. The learning process is based on the psychological, personal capabilities that both the teacher himself and the people who study a foreign language have. If a student does not decide on a mental level that he really wants to master a foreign language, it will be difficult for him to achieve his goal. Despite the fact that the student has realized the need to learn a foreign language, there are times when he encounters obstacles of psychological origin - these are, first of all, language and psychological barriers, as well as the fear of communication in a foreign language and the fear of a negative assessment of the teacher and fellow students.

It uses modern technologies in the training of specialists in educational practice. In particular, in the researches of N.J. Isakulova, it was emphasized that the project methodology develops students' independence, creativity and activity [1].

According to the researchers, the coaching approach allows to reveal the comprehensive possibilities of education. Lingvocouching is a new direction, which is not sufficiently studied and does not have a systematic basis. Also, language coaching technologies include tools aimed at creating a relationship of trust and cooperation between the teacher and the student, that is, meeting the student's need for meaningful learning; understand and recognize its values; making clear social agreements with students; development of opinions; active listening; effective questions.

Coaching is usually a partnership-based process that stimulates the thinking and creativity of professionals, guides them to increase their personal and professional potential. When using coaching types in teaching foreign languages, language coaching, i.e. lingvo coaching, is designed. Lingvocouching is an innovative form of language support.

Lingvo-couch (language coach / learner coach) is a language consultant who is able to mobilize the student's inner potential and optimize his learning time. For this, he can ask specific questions. For example,

1. What do you want from these classes in the long-term?
2. What do you need from these classes in the long-term?
3. What do you need right now?
4. What do you want right now?
5. How do you think we should begin then [2]?

The main principles of Lingvo-coach are as follows:

lingvo-coaching includes the idea of fully accepting the student as a person: his weaknesses and strengths, individuality, interests, views and hobbies;

this approach allows to develop the student's communicative competence faster and more effectively, focusing on speech activity;

cognitive processes are activated during lingvo-coaching training, which means that the student needs to have well-developed not only auditory, but also visual memory;

directly related to the motivation of the student and the methods of its activation by the coach;

without special additional education, can work as lingvo-coaching using work experience and knowledge in various fields, such as psychology, marketing, sociology, cultural studies, physiognomy, etc.;

lingvo-coach does not act like a tutor, but develops the student's knowledge and experience in all possible ways;

decision-making and responsibility rests with the student, because lingvo-coaching only guides, does not force success;

lingvo-coach does not explain the topic, but develops effective ways to process the topic. The student not only learns the language, but also learns to learn in a short time, learns important things with the least effort, the student enjoys the process of learning English;

lingvo-coach implies an individual approach and defining its goals, respectively, one-on-one training is the most effective; however, many believe that it is possible to work as a language consultant in mini-groups and on the Internet [2].

CONCLUSION

Often, foreign language teachers use only one of the standard approaches (for example, communicative,

lexical, or intercultural) or a combination of them. They take into account only the linguistic aspects of learning, taking into account the individual characteristics of the student, cognitive characteristics and the laws of applied psychology. Instead of using modern work methods that increase the efficiency of the lesson by 2-3 times, they easily introduce an individual approach to the lesson, they continue to lose students, they do not even believe in themselves as teachers [3].

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