

THE CONTRIBUTION OF LINGVO-COACHING TO THE IMPROVEMENT OF TEENAGERS' ENGLISH COMMUNICATION SKILLS

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Annotation. This article examines the development of students' oral speech and the teacher's role in it through various features of the language-coaching approach. Also, throughout the article, there are some comparisons between lingvo-coaching and tutoring. Finally, by applying these competencies, lingvo-coaching and the teacher can find the inner motivation and inspiration to use English.

Keywords: Teacher Competence, Resistance, Motivation, Language Coaching Approach, Problem Solving.

Annotatsiya. ushbu maqola turli xususiyatlar orqali lingvo-kouching yondashuvida talabalarning ogʻzaki nutqini rivojlantirish va oʻqituvchining bundagi tutgan oʻrnini oʻrganadi. Bundan tashqari, butun maqola davomida lingvo kouching va oʻqituvchi oʻrtasida baʼzi taqqoslashlar mavjud. Va nihoyat, ushbu vakolatlarni qoʻllash orqali lingvo-kouching va oʻqituvchi ingliz tilidan foydalanishning ichki motivatsiyasi va ilhomini topishi mumkin.

Kalit soʻzlar: oʻqituvchi malakasi, qarshilik, motivatsiya, “til oʻrgatish yondashuvi, ochiqlik, hamdardlik

The language coaching approach in linguistics refers to a method of language learning and instruction tailored to the learner's individual needs and goals. It is a dynamic, personalized process that goes beyond traditional language teaching methods, such as grammar drills and memorization, by focusing on the learner's motivation, self-awareness, and active participation in learning.

Introduction. This approach is rooted in the belief that language learning is most effective when it is centered around the learner's context and when learners are guided as active agents in their development. Here are some key aspects of the language coaching approach in linguistics: Language coaching recognizes learners' unique needs, preferences, goals, and learning styles. A coach tailors lessons and activities to suit these individual factors. Instead of using a one-size-fits-all curriculum, the coach works with the learner to identify specific challenges or areas of interest, and the learning process is adapted accordingly. A significant feature of language coaching is the emphasis on goal setting. Coaches and learners collaboratively define the learner's language goals (e.g., conversational fluency, academic writing, business communication). These goals drive the learning plan and assessment criteria, making the process more motivating and relevant to the learner's life or professional context.

In this approach, the learner plays an active role in their language learning. Coaches encourage learners to become more independent by fostering critical thinking, reflection, and self-assessment. This might involve setting personal learning objectives, reviewing progress, and experimenting with language in different contexts (e.g., real-life conversations, and media

consumption). Language coaching focuses on maintaining and enhancing the learner's motivation. Coaches provide emotional and psychological support to build learners' confidence, especially in speaking and using the language. This may involve positive reinforcement, setting achievable milestones, and addressing any negative feelings towards language learning, such as fear of mistakes. This method takes a holistic view of language learning. It not only focuses on linguistic competencies like grammar, vocabulary, and pronunciation but also on cognitive, emotional, and social aspects. Coaches may help learners develop skills like intercultural communication, adapting language use to different social contexts, and understanding the cultural nuances of language. Language coaching encourages communication-driven activities rather than passive learning (e.g., listening to a lecture or reading textbooks).

Coaches use interactive activities like role-playing, real-life conversation practice, debates, or storytelling exercises to make learning engaging and practical. This builds learners' fluency and confidence in using language in natural, spontaneous ways. Regular feedback and reflective practices are integral to the language coaching process. Coaches help learners reflect on their language use, errors, and progress, enabling them to self-correct and improve. Constructive feedback is offered in a way that motivates the learner rather than discourages them. Language coaches often integrate digital tools and resources, such as language apps, podcasts, online communities, or social media platforms, to enhance the learning experience. These tools provide additional exposure to the language and offer new ways for learners to engage in practice outside of formal coaching sessions. The language coaching approach is flexible and can adapt over time as the learner's needs evolve. The process may shift depending on whether the learner is preparing for a specific exam, a trip abroad, or just wants to improve casual conversation skills. As a result, the coach may introduce new methods, challenges, or materials as the learner progresses.

The relationship between the coach and the learner is collaborative, not hierarchical. While the coach is an expert and guide, the learner is an active partner in the process. This collaborative relationship allows learners to take ownership of their learning while still benefiting from the guidance and support provided by the coach. A language coach working with a learner who aims to improve their business English might focus on specific vocabulary, professional etiquette, and negotiation strategies while also helping the learner practice these skills in mock business scenarios. Regular feedback, self-reflection, and goal-setting ensure that progress is tracked and maintained.

Literature review. The most well-known author of the book "Working with Emotional Intelligence" Daniel Goleman's assumptions seem to be more realistic than "developing competencies in social and communicational learning processes nurtured upstream by education system"¹. Hence, it can be suggested that competence performs in the way which become aware by the others. In lingua-coaching competence indicates how to combine, mobilize, and convey knowledge, abilities, and skills in a professional context. They can be acquired when there is a communication and an interchange. As a result, the notion of competence should be integrated with verbs such as how to perform appropriately, how to utilize resources, how to apply responsibilities and duties, and how to develop knowledge. Furthermore, the competence formation process should assemble the lingua-coach's value. According to Tracey Weiss,

¹ Goleman D. Emotional intelligence: Why it can matter more than IQ. - New York: Bantam Dell, 1995. -P. 102.

“Coaching for competencies is distinctive because it goes beyond helping someone solve an immediate problem. It is making a longer-term commitment to developing that person’s leadership potential”². Although this approach is interesting, however, current solution of Tracey Weiss to coaching competence is disputable in lingua coaching as it is not a long-term commitment, rather it is a short-term commitment. It is essential to make a comprehensive analysis of teacher competence through the author of the book “Relational Coaching” by E. De Haan. According to him, there are four groups of teacher competencies in coaching that can be adapted to lingua-coaching. These are clarifying and making it explicit while being a lingua-coach, using data-based feedback, applying a short-term commitment, and choosing an action plan³. When we talk about clarifying and making it explicit while being a lingua-coach, teachers are the managers of an educational process and their role is to give directions, set expectations for performance, and eventually, assess the results. However, lingua coaches placed more emphasis on learning rather than on assessing. By focusing on the learners, the lingua-coach takes into consideration their both individual and cognitive strategies, which does not characterize the teachers’ competence. Their job is to offer various perspectives and point of views by observing, listening and interfering to raise awareness of issues that the person may have been previously or partly unaware of. Furthermore, a lingua coach supports the learner with a wide range of techniques for all types of learners, such as auditory, visual, and kinesthetic learners, to reflect on the given situation. These techniques may include social learning, implicit learning and an abundance of information. In this way, the learners are encouraged to make deliberate choices about altering behavior and about the next steps. Lingua-coach should recognize all the strengths and weaknesses of the learners by self-awareness and openly sharing senses and experiences that are the basement of lingua-coaching competencies. The role of the **language coaching approach** in the development of **English communicative competence** in teenagers is increasingly recognized as a dynamic and effective way to address the specific needs, motivations, and challenges faced by adolescent learners. Teenagers are at a crucial stage in their cognitive, emotional, and social development, which makes tailored and flexible language learning strategies particularly effective in fostering communication skills. The language coaching approach is uniquely suited to promote these skills by focusing not only on linguistic proficiency but also on confidence, motivation, and self-awareness in communication. Here’s how the language coaching approach supports the development of **English communicative competence** in teenagers: Teenagers often have different interests, social dynamics, and learning styles compared to adults or younger children. A language coaching approach helps to tailor the learning experience to these individual needs. By focusing on topics that resonate with teenagers (e.g., music, social media, sports, popular culture), coaches can create engaging learning opportunities that make language learning feel relevant and exciting. This relevance leads to greater motivation and commitment to improving communication skills in English. Communicative competence involves not only the grammatical and syntactical aspects of language but also the ability to use language effectively in various social contexts. This includes:

- **Linguistic competence** (knowledge of grammar and vocabulary)
- **Sociolinguistic competence** (understanding how language use varies across social situations)

² Weiss T. Coaching competencies and corporate leadership. - New York: St. Lucie Press, 2003, p. 29

³ De Haan V. Relational Coaching: Journeys toward mastering one-to-one learning. - West Sussex: Wiley, 2008. -P. 156.

- **Discourse competence** (the ability to organize and produce coherent and cohesive language)
- **Strategic competence** (using strategies to overcome communication breakdowns or challenges)

Language coaching supports all of these components through interactive activities, conversation practice, and reflection on how language is used in different situations. Teenagers are guided in not just learning vocabulary and grammar, but also in applying these in real-life scenarios, such as making presentations, participating in discussions, or resolving misunderstandings.

The coaching approach encourages teenagers to take an active role in their learning. This helps them develop ownership of their language acquisition and become more self-motivated. By setting their own learning goals, reflecting on progress, and seeking strategies to overcome difficulties, teens learn to navigate communication challenges on their own. They begin to realize the value of persistence, practice, and self-assessment, which is crucial for improving their ability to communicate effectively in English. Teenagers often experience self-doubt, especially when they are learning a second language. The language coaching approach places a strong emphasis on creating a supportive and encouraging environment where teens can feel safe to make mistakes and learn from them. Coaches provide constructive feedback that fosters self-esteem and helps learners see errors as an opportunity to improve. This boosts the learner's confidence and encourages them to practice speaking English more freely, leading to better communicative competence.

The social aspect of learning a language is vital for teenagers, who are often in the process of developing their interpersonal skills. Language coaching incorporates activities that promote interaction, such as role-playing, peer discussions, debates, and problem-solving exercises. These activities help teenagers improve not only their vocabulary and grammar but also their social language skills. By engaging in authentic communication with others, teens learn how to adapt their language use to different social contexts, thereby improving their sociolinguistic competence.

Language coaching fosters intrinsic motivation by involving teenagers in the goal-setting process. Rather than simply following a prescribed curriculum, teens are encouraged to set their own language learning goals, such as improving their ability to hold a conversation in English or preparing for a specific exam. Clear and achievable goals give them a sense of direction and accomplishment, which is essential for maintaining motivation. As they reach their goals, they gain a sense of competence, which further reinforces their motivation to continue improving their English skills.

Teenagers are at a stage where they are developing their critical thinking skills. Language coaching nurtures this by encouraging teens to think critically about language use and communication strategies. For example, if they encounter difficulties in understanding or being understood in English, they are prompted to reflect on alternative ways to express themselves. This process of problem-solving contributes to the development of strategic competence, which is crucial for effective communication in any language.

In today's digital world, technology plays a significant role in language learning. Language coaching often integrates digital resources like language learning apps, podcasts, online chat platforms, and video tools. These resources not only provide teens with additional opportunities to practice English but also expose them to authentic, real-world usage of the language. Interactive and digital tools can also be used to engage teenagers in learning, allowing them to practice at their own pace and outside of traditional classroom settings.

Methods and materials. Data collection is always driven by the lingua-coach's interviews. Even though the teacher's lessons usually follow the pre-planned route in achieving the result, the lingua coach never prepares beforehand. They accomplish their mission step-by-step under their learners' interest. Asking pertinent and intriguing questions for particular examples helps the lingua-coach to completely understand the learner's position, his situation, the issues that he encounters in learning the language. It is an essential technique as the lingua coach can extract the learner's ideas and feelings for further feedback in critical situations. As Linda Nilson interprets, "Grading is a task you may view with dread and disdain, but it provides essential feedback to your students on their performance and to you on your teaching"⁴. This seems to be a reliable tip for lingua-coach to carry out systematic relations, with the learners and regulate the grading practice to encourage them. Taking into consideration a short-term commitment, we can assume that the role of a lingua coach in this process is to be ready to inspect how he or she can create and contribute to an arduous situation. If the learner is not sure about the alterations, there is no motivation, and as a result, no learning. Therefore, commitment is vital for alterations in the process of discovery and is a powerful tool that the lingua-coach can assure the learners to trust in themselves while helping them accomplish that their capacity is endless. The lingua-coach, as an instructor, should reflect his confidence in the learner by avoiding the learner's apprehensiveness and creating enthusiasm about ongoing possibilities.

Teenagers learning English often have exposure to global media and may have diverse cultural interests. Language coaching can incorporate a cultural component, helping teens understand the role of culture in language use. By exploring idioms, cultural references, humor, and norms in English-speaking societies, teens gain insight into how language functions in different social settings, enhancing their overall communicative competence. Language coaching often encourages collaboration among learners, which is particularly effective for teenagers. Peer learning activities such as group discussions, collaborative projects, and peer feedback allow teens to practice English in authentic social contexts. These collaborative activities not only enhance their language skills but also foster teamwork, negotiation, and interpersonal communication skills, which are essential components of communicative competence.

In conclusion, the language coaching approach in linguistics emphasizes personalized, interactive, and goal-driven language learning. It views the learner as an active participant in their language development and focuses on both linguistic and psychological aspects of learning. The language coaching approach plays a crucial role in the development of English communicative competence in teenagers by providing personalized, interactive, and motivating learning experiences. It focuses on building not only linguistic skills but also social, strategic, and emotional competencies, which are all integral to effective communication. By creating a

⁴ Nilson L. Teaching at its best: A Research-Based Resource for College Instructors. –New York: Jossey-Bass, 2010. – P. 195.

supportive environment, setting personalized goals, and encouraging active engagement, language coaching helps teenagers become confident, independent, and adaptable communicators in English.

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