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METHODOLOGY FOR ENHANCING COMMUNICATIVE COMPETENCES OF LANGUAGE UNIVERSITY STUDENTS THROUGH THE APPLICATION OF COACHING TECHNOLOGIES.

Abbasova Nargiza Kabilovna,

Associate professor at the Department of English Practical Course, PhD, Fergana State University, Uzbekistan

ORCID:0009-0008-1204-8614

abbasovanargiza@gmail.com

Abstract: The article examines the improvement of language university students' communicative competences through coaching technologies in foreign language education. The study aims to theoretically substantiate and develop a methodology based on coaching tools. Particular attention is given to goal setting, reflection, self-assessment, individualized learning, and student autonomy. The proposed methodology combines communicative tasks with coaching questions, individual goal setting, feedback, and reflective analysis. The findings indicate that coaching technologies can increase students' communicative activity and contribute to the development of their communicative competences.

Keywords: communicative competences, language university students, foreign language, coaching technologies, coaching approach, communication skills, reflection, self-assessment, goal setting, learner autonomy.

МЕТОДИКА СОВЕРШЕНСТВОВАНИЯ КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ У СТУДЕНТОВ ЯЗЫКОВЫХ ВУЗОВ С ПРИМЕНЕНИЕМ КОУЧИНГОВЫХ ТЕХНОЛОГИЙ.

Аббасова Наргиза Кабиловна,

доцент кафедры практического курса английского языка Ферганского государственного университета, PhD, Узбекистан

ORCID: 0009-0008-1204-8614

abbasovanargiza@gmail.com

Аннотация: В статье рассматривается совершенствование коммуникативных компетенций студентов языковых вузов посредством коучинговых технологий в процессе обучения иностранному языку. Цель исследования заключается в теоретическом обосновании и разработке соответствующей методики. Особое внимание уделяется целеполаганию, рефлексии, самооцениванию, индивидуализации обучения и развитию самостоятельности студентов. Предлагаемая методика сочетает коммуникативные задания с коучинговыми вопросами, индивидуальным целеполаганием, обратной связью и рефлексивным анализом. Сделан вывод о том, что коучинговые технологии способствуют повышению коммуникативной активности студентов и совершенствованию их коммуникативных компетенций.

Ключевые слова: коммуникативные компетенции, студенты языковых вузов, иностранный язык, коучинговые технологии, коучинговый подход, коммуникативные навыки, рефлексия, самооценивание, целеполагание, образовательная автономия.

TIL OLIIY TA'LIM MUASSASALARI TALABALARINING KOMMUNIKATIV KOMPETENSIYALARINI KOUCHING TEXNOLOGIYALARI ASOSIDA TAKOMILLASHTIRISH METODIKASI

Abbasova Nargiza Kabilovna,

Farg'ona davlat universiteti Ingliz tili amaliy kursi kafedrası dotsenti, PhD, O'zbekiston

ORCID: 0009-0008-1204-8614

abbasovanargiza@gmail.com

Annotatsiya: Maqolada til oliy ta'lim muassasalari talabalarining xorijiy tilni

o'rganish jarayonida kommunikativ kompetensiyalarini kouching texnologiyalari asosida takomillashtirish masalasi yoritilgan. Tadqiqotning maqsadi kouching vositalariga asoslangan metodikani nazariy jihatdan asoslash va ishlab chiqishdan iborat. Maqsad qo'yish, refleksiya, o'z-o'zini baholash, ta'limni individuallashtirish va talabalarning mustaqilligini rivojlantirishga alohida e'tibor qaratilgan. Taklif etilayotgan metodika kommunikativ topshiriqlarni kouching savollari, individual maqsad qo'yish, fikr-mulohaza va refleksiv tahlil bilan uyg'unlashtiradi. Natijalar kouching texnologiyalari talabalarning kommunikativ faolligini oshirish va kommunikativ kompetensiyalarini rivojlantirishga xizmat qilishini ko'rsatadi.

Kalit so'zlar: kommunikativ kompetensiyalar, til oliy ta'lim muassasalari talabalari, xorijiy til, kouching texnologiyalari, kouching yondashuvi, kommunikativ ko'nikmalar, refleksiya, o'z-o'zini baholash, maqsad qo'yish, ta'lim avtonomiyasi.

Introduction: Modern higher language education is focused not only on developing knowledge of the language system but also on developing students' ability to use a foreign language in academic, professional, and intercultural situations. The expansion of international cooperation, academic mobility, and professional contacts increases the requirements for training specialists who are able to interact effectively in a foreign language. Therefore, particular importance is attached to improving the communicative competences of language university students. Future foreign language teachers, translators, linguists, and specialists in intercultural communication should be able to understand their interlocutors, maintain dialogue, express their own position in a well-reasoned manner, and select appropriate language means depending on the communication situation. At the same time, students' knowledge of vocabulary and grammar does not always ensure successful participation in real communication. Difficulties may arise when producing spontaneous speech, giving public presentations, participating in discussions, expressing an individual position, or using communication strategies when linguistic resources are insufficient. This creates a need for educational technologies aimed not only at developing language skills but also at fostering students' independence, motivation, and ability to reflect on their own learning. One promising direction is the coaching approach, which is based on goal setting, analysis of individual difficulties, independent search for solutions, and reflection on results. Unlike predominantly directive teaching, coaching technologies encourage students to take an active position and contribute to changing the nature of interaction between the teacher and the learner. The relevance of the study is determined by the need to integrate coaching technologies into foreign language teaching in order to improve the communicative competences of language university students. The aim of the study is to theoretically substantiate and develop an appropriate methodology. The object of the study is the process of foreign language teaching of language university students, while the subject is the pedagogical conditions, methods, and techniques for improving their communicative competences through coaching technologies.

LITERATURE REVIEW

The theoretical foundations of communicative competence development have been presented in the works of a number of foreign researchers. D. Hymes considered language proficiency not only as knowledge of grammatical rules but also as the ability to use language according to specific social and communicative conditions [1]. This approach became one of the foundations of the communicative paradigm in foreign language teaching.

M. Canale and M. Swain proposed viewing communicative competence as a combination of grammatical, sociolinguistic, discourse, and strategic components [2]. This model demonstrates that effective communication requires not only knowledge of linguistic means but also the ability to use them according to the purpose and context of communication. J.

Richards emphasizes the importance of communicative language teaching, in which a foreign language is used as a means of solving real communicative tasks [3]. D. Nunan associates the effectiveness of language teaching with the use of tasks that require students' active participation and practical application of the language [4]. Such an approach facilitates the transfer of language knowledge to real communication situations. The concept of learner autonomy is also important for the present study. P. Benson defines autonomy as the learner's ability to make independent decisions concerning the goals, methods, and outcomes of their own learning [5]. For language university students, autonomy is particularly important because professional foreign language proficiency requires continuous independent development. The coaching approach is directly related to the development of independence and awareness. J. Whitmore considers coaching a process of unlocking a person's potential aimed at improving performance and awareness of one's own actions [6]. A. Grant highlights the importance of coaching for goal attainment, the development of metacognitive abilities, and increased awareness [7]. These ideas make it possible to consider coaching technologies as an additional methodological tool for improving communicative competences. Thus, the analysis of the scientific literature demonstrates a relationship between communicative language teaching, learner autonomy, the learner-centered approach, and coaching technologies. Their integration can strengthen the student's active role and make the process of developing communicative competences more conscious and individualized.

RESEARCH METHODOLOGY

The methodological foundation of the study includes communicative, competence-based, learner-centered, and activity-based approaches. Within the study, communicative competences are understood as a set of interconnected abilities and skills that ensure the effective use of a foreign language for solving educational, academic, social, and professional tasks. The structure of communicative competences includes linguistic, sociolinguistic, discourse, strategic, and reflective components. The linguistic component involves knowledge and practical use of lexical, grammatical, and phonetic means. The sociolinguistic component is related to the selection of linguistic means according to the communication situation and its social and cultural characteristics. Discourse competence ensures the ability to produce logical and coherent oral and written statements. Strategic competence involves the ability to overcome communication difficulties through paraphrasing, clarification, asking for repetition, describing an unknown word, and using other compensatory strategies. The reflective component involves analyzing one's own communicative activity, identifying difficulties, evaluating results, and planning further improvement. The proposed methodology is implemented as a continuous cycle of diagnosis, goal setting, communicative practice, feedback, and reflection. At the initial stage, students' communicative competences are assessed and their individual difficulties are identified. An important part of the diagnostic process is self-analysis, which enables students to identify situations in which they experience difficulties and determine the skills that require further development. Based on the diagnostic results, students formulate individual communicative goals. The SMART principle can be used to make these goals more specific and measurable. For example, instead of setting the general goal of "improving speaking skills," a student may formulate the following specific objective: "Within four weeks, I will learn to express my position on a professional topic in a well-reasoned manner for five minutes and maintain a dialogue with an interlocutor." Such goal setting increases students' awareness of their learning activities and makes it possible to evaluate their progress. The next stage focuses on developing motivation and a reflective attitude toward learning. The teacher uses open coaching questions that encourage students to analyze the causes of their difficulties, evaluate previously used strategies, and independently select ways to overcome them. For example, students may be asked: "What exactly causes the difficulty?", "What has already helped you in a similar situation?", "What strategy could you

try now?”, and “How will you know that you have achieved your goal?” The teacher does not provide an immediate ready-made solution but guides students toward independent decision-making. The main stage is associated with communicative practice. Discussions, role plays, debates, interviews, presentations, problem situations, professional cases, and project-based tasks are incorporated into the learning process. Before completing a task, students identify their goal and possible difficulties; after completing it, they analyze the result, successful actions, and aspects requiring further improvement. The final stage involves reflective assessment of individual progress. A communicative diary can be used for this purpose. Students regularly record their level of confidence in oral communication, ability to maintain dialogue, ability to express and justify their position, use of communication strategies, and ability to correct their own mistakes. The results of this reflection are used to adjust subsequent goals and learning activities.

RESEARCH RESULTS

The theoretical development of the methodology makes it possible to identify several significant results of integrating coaching technologies into foreign language teaching. First, the student's position in the educational process changes: the learner becomes an active participant in setting goals, choosing methods of activity, and evaluating personal results. This contributes to the implementation of a subject-subject model of interaction between the teacher and the student. Coaching technologies strengthen the reflective component of learning. Students do not simply receive an assessment from the teacher but also independently analyze the causes of communicative difficulties, evaluate the effectiveness of the strategies they have used, and determine possible ways of further development. As a result, mistakes are viewed not only as shortcomings but also as a source of information for improvement. Another important result is the possibility of individualizing the learning process. Students have different communicative needs: some may experience difficulties with public speaking, while others may have problems with spontaneous dialogue, argumentation, or the use of communication strategies. Individual goal setting makes it possible to take these differences into account while maintaining the general objectives of the academic discipline. The use of professional cases, presentations, interviews, discussions, and simulations of real communication situations strengthens the connection between academic and professional communication. Students have an opportunity to use a foreign language to solve tasks that are close to those they may encounter in their future professional activities. The proposed methodology combines its main elements into a single cycle: identifying communicative difficulties, setting an individual goal, completing a communicative task, receiving feedback, reflecting on the result, adjusting the goal, and repeating the practice. Coaching technologies therefore do not replace communicative language teaching methods but complement them by strengthening students' independence, motivation, and awareness of their learning process.

CONCLUSION

The study demonstrates the potential of coaching technologies for improving the communicative competences of language university students. Modern language education requires not only knowledge of linguistic means but also the ability to independently use a foreign language in educational, academic, social, and professional situations. The proposed methodology integrates communicative, activity-based, learner-centered, and coaching approaches and includes diagnosis, individual goal setting, communicative practice, feedback, and reflection. Its main feature is the active involvement of students in defining goals, analyzing difficulties, selecting ways to overcome them, and evaluating their own results. The teacher performs the functions of an organizer of the educational environment, consultant, and facilitator, guiding students through open questions and feedback. The most significant tools include SMART goal setting, coaching questions, self-assessment, a reflective diary,

peer feedback, and the modeling of professionally relevant communication situations. Thus, the integration of coaching technologies into foreign language teaching creates additional pedagogical conditions for increasing students' communicative activity and improving their communicative competences. Further research should focus on experimentally verifying the effectiveness of the proposed methodology using control and experimental groups and appropriate diagnostic criteria.

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