

**CHIRCHIQ DAVLAT PEDAGOGIKA UNIVERSITETI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
DSc.03/30.04.2021.Ped.82.01 RAQAMLI ILMIY KENGASH**

**MIRZO ULUG'BEK NOMIDAGI O'ZBEKISTON MILLIY
UNIVERSITETI**

JURAYEVA GULXAYO BAXODIR KIZI

**NOFILOLOGIK YO'NALISHLARDA INGLIZ TILINI O'RGANISHDA
LINGVO-KOUCHINGGA ASOSLANGAN YONDASHUVNING NAZARIY
VA AMALIY ASOSLARI**

13.00.02 – Ta'lim va tarbiya nazariyasi va metodikasi (ingliz tili)

**PEDAGOGIKA FANLARI BO'YICHA FALSAFA DOKTORI (PhD)
DISSERTATSIYASI AVTOREFERATI**

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**Оглавление автореферата диссертации доктора философии (PhD)
по педагогическим наукам**

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on pedagogical sciences**

Jurayeva Gulxayo Baxodir qizi

Nofilologik yo'nalishlarda ingliz tilini o'rganishda lingvo-kouchingga asoslangan yondashuvning nazariy va amaliy asoslari.....3

Jurayeva Gulxayo Baxodir qizi

Theoretical and practical foundations of the lingua-coaching approach to learning English language in ESP classes.....23

Жураева Гулхаё Баходир кизи

Теоретические и практические основы лингво-коучингового подхода к изучению английского языка у нефелологических направлений..... 41

E'lon qilingan ishlar ro'yxati

Список опубликованных работ

List of published works..... 45

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Dissertatsiya bilan Chirchiq davlat pedagogika universitetining Axborot-resurs markazida tanishish mumkin. 192 raqam bilan ro'yxatga olingan. Manzil: 111720, Amir Temur ko'chasi, 104-uy. Tel: (99870) 712-27-55; faks: (99870) 712- 45-41.)

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KIRISH (falsafa doktori (PhD) dissertatsiya annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon ta'lim muassasalarida pedagogik amaliyotni takomillashtirishning innovatsion modellari amaliyotga keng tatbiq etilmoqda. UNESCO tomonidan qabul qilingan 2030 yilgacha Xalqaro ta'lim konsepsiyasi¹, Iqtisodiy hamkorlik va taraqqiyot tashkiloti (OECD)ning "Ta'lim va ko'nikmalar kelajagi 2030" loyihasiga asosan ta'lim sifatini oshirish, o'quv dasturlarini qayta ishlash va takomillashtirishga doir tizimli ishlar olib borilmoqda. Zamonaviy voqelik va ta'lim tendensiyalariga muvofiq pedagogik va psixologik faoliyatni takomillastirish o'quv faoliyati samaradorligini oshirish o'z imkoniyatlaridan oqilona foydalana oladigan, turli vaziyatlarda mustaqil qaror qabul qilishga qodir bo'lgan faoliyat sub'ektini shakllantirish bo'yicha amaliy ishlar olib borilmoqda.

Jahon ta'lim va ilmiy tadqiqot muassasalarida chet tilni o'rgatish faoliyati samaradorligi bilim, ko'nikma va malakalar, talabalarining til va nutq kompetensiyalarini rivojlantirish standarti bilan taqqoslash, o'quv faoliyatini takomillashtirish, talabalar o'rtasida zarur chet tilni o'rganishga bo'lgan motivatsiya darajasini rivojlantirishni ta'minlaydigan o'z imkoniyatlaridan foydalangan holda nazorat qilish vositalari, shakllari va usullarini izchil takomillashtirish bo'yicha ilmiy tadqiqotlar olib borilmoqda. Oliy ta'limda lingvo-kouching fenomeni pedagogika fani va amaliyotida o'qituvchi va talabalar o'rtasidagi pedagogik faoliyatni psixologik ta'minlash elementidir. Lingvo-kouchingning ahamiyati o'quv jarayonini samarali tashkil etish va kommunikativ rivojlanish darajasini oshirishni rag'batlantirishga qaratilgan. Lingvo-kouching talabalarga nafaqat kommunikativ faoliyatda, balki kelajakdagi tanlagan kasbida chet tilni amaliyotda qo'llashda ham yangi ko'nikmalarni rivojlantirish, o'zlashtirish va yuqori natijalarga erishishda yordam beradi.

O'zbekistonda so'nggi yillarda oliy ta'lim oldidagi muammolarni hal etishning muvaffaqiyati ko'p jihatdan chet tilni o'rgatish jarayonida talabalarda kasbni muvaffaqiyatli o'zlashtirish uchun bilimga bo'lgan ehtiyojni oshirish mexanizmlarini ishlab chiqishdir. Shuningdek, talabalar kasbiy faoliyatining turli vaziyatlarida chet tilga bo'lgan ehtiyojini anglash motivlarini shakllantirishning meyoriy asoslarini takomillashtirishdan iborat. Mamlakatimizning amaldagi ochiqlik siyosati, xorijiy investitsiyalar oqimining o'sishi, yangi korxonalar soni yoshlarning zamonaviy bilim va xorijiy tillarni puxta egallashga intilishini jadallashtirmoqda². O'qitishda kouching sohasida to'plangan pedagogik tajribadan foydalanib, chet tillarni o'qitish jarayonida talabalar duch keladigan qiyinchiliklar, o'qituvchi va talabaning roli va o'zaro munosabatlarini ham aniqlaydigan yondashuvlar muhim ahamiyatga ega.

Dissertatsiya ishi O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvar PF-60-son "2022-2026 yillarga mo'ljallangan yangi O'zbekistonning Taraqqiyot

¹Incheon Declaration/Education 2030: Towards inclusive and equitable quality education and lifelong learning for all (World Education Forum, 19-22 may 2015, Incheon, and Republic of Korea).

²Послание Президента Республики Узбекистан Шавката Мирзиёева Олий Мажлисуи народу Узбекистана от 20 декабря 2022 года. <https://president.uz/ru/lists/view/5774>

strategiyasi to'g'risida" Farmoni, 2019-yil 8-oktyabrdagi PF-5847-son "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi Farmoni, 2020-yil 6-noyabrdagi PF-6108-sonli "O'zbekistonning yangi taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari to'g'risida"gi Farmoni, 2021-yil 19-maydagi PQ-5117-sonli "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi Qarori hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi. Mazkur tadqiqot O'zbekiston Respublikasi fan va texnologiyalar rivojlanishining 1. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda, innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishiga muvofiq bajarilgan.

Muammoning o'rganilganlik darajasi. Mamlakatimizda chet tillarni o'qitishda zamonaviy ta'lim texnologiyalaridan foydalanish, shuningdek, xorijiy tillarni o'qitish metodikasini takomillashtirish masalalari bo'yicha L.T.Axmedova, N.M. Axmedova, M.X. Gulyamova J.J.Jalolov, F.I.Ikromxonova, G.T.Mahkamova, H. Mamatqulov V.I.Normuratova, F.M.Rashidova, D.A.Ruzmetova, D.T.Pardaeva, T.Q.Sattarov, Z.M.Xazratova, va F. Shirinova tomonidan o'rganilgan.

Mustaqil davlatlar hamdo'stligi (MDH) mamlakatlari olimlarining oliy ta'lim muassasalari chet til ta'limida lingvo-kouching texnologiyasining ahamiyati yuzasidan A.O.Azarova, M.P.Arpent'eva, I.V. Baranova, B. A. Bеликов, H.Галскова, Л. А. Савинков, Л. В. Кожанова, А. Мирюгина, И. Р, Рыбина, И. Подласий, И. Ю.Попова, В. П.Соколов, Н.К.С. Смотряева³lar ilmiy tadqiqot ishlarida muhokama qilingan. ⁴

Xorijlik olimlardan M.Strong, W.Baron, G.Nicholls, R.Smith, D.Lynch, R.Roger, J.Barrie S. Villiers, J. Screvener, C. Rogers, K.Smith, H.Brown, D.Hymes,

³ А.О. Azarova. Коучинговая модель иноязычного обучения социологов как фасилитатор их личностного и профессионального развития. Avtoreferatdokt. diss. –Moskva 2020.Беликов В. А., Савинков Л. А. Образование. Проблемно-ориентированный анализ на основе деятельностного подхода: моногр. Магнитогорск, 2004. Кожанова Л. В. Технология личностно-ориентированного подхода при обучении иностранному языку в неязыковом вузе // Актуальные проблемы деятельности подразделений УИС: сб. материалов Всерос. науч.-практ. конф. М., 2015. С. 720-721. Рыбина И. Р., Попова И. Ю. Использование практико-ориентированного подхода в обучении иностранному языку студентов неязыковых вузов // Устойчивое развитие регионов России: вызовы, риски, стратегии: материалы Международ. науч.-практ. конф. М., 2017. С. 310-315.Арпентьева М. Р. Академическое социально-психологическое консультирование и преподавание психологии в вузе. Калуга: КГУ, 2016.Соколов В. П., Тихонова В. И. Коучинг как новая модель развития персонала организации // Инновационный Вестник Регион. 2013. № 1. С. 1-4. |И.В. Баранова, Н.А. Мирюгина, К.С. Смотряева лингвокоучинг как современная технология обучения немецкому языку. Avtoreferatdokt. diss.-М., 2020.

⁴Villiers S. Sharing Our Understandings of the "Communicative Method". // Applied Linguistics: 2003, V. 2, 890 - p. Scrivener J. Learning Teaching. A guidebook for English language teachers. – London: Macmillan, 2009. – 434 p. Rogers C. Freedom to learn. –New York: Prentice hall, 1994. - 300 -p. СаттаровТ.К. Формирование профессиональных умений будущего учителя иностранного языка на практических занятиях по специальности (на материале английского языка): Автореф. дис... д-рапед. наук. – Т. 2000. – 32 с. Маматкулов Х. Хорижий тиллар бўйича педагоглар касбий компетентлигини ривожлантиришнинг илмий-услубий асосларини такомиллаштириш: автореф. докт. дисс. (DSc). - Ташкент, 2021. – 240 б.

S.Savignon, N.Chomsky, E.Boyd, A.Brockbank, I.McGill, J.McMillan, J.Hearn⁵larning asarlarida kouching va o'qitishning bir-biridan farqi hamda ahamiyati chuqur tahlil qilingan.

Ta'limda kouchingning samarali yondashuv sifatida tutgan o'rni, uning asosiy tamoyillari va modellari T .Weiss, T.Roby, T.Meyer, E.De Haan, R. Lofthouse, D.Leat, C.Towler, J.Whitmore, A.Brockbank, I.McGill, E.Parsloe, M.Wray, T.Gallwey, H. Williams, N.Edgerton, S.Palmer, M.Danilova, S.Savkin, D.Deyzi⁶ va boshqalar tomonidan o'rganilgan.

Kouching ko'plab mamlakatlarda keng muhokama qilinganiga qaramay, lingvo-kouching ustida yangi yo'nalish sifatida O'zbekistonda birinchi marta tajriba o'tkazildi

Dissertatsiya tadqiqotining bajarilgan oliy ta'limi muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Dissertatsiya tadqiqotlari Mirzo Ulug'bek nomidagi O'zbekiston Milliy universitetining "Kontrastiv tillarning lingvistik, tipologik xususiyatlari va ularni o'qitish metodikasi" yo'nalishi bo'yicha ilmiy-tadqiqot ishlari rejasiga muvofiq olib borilgan.

Tadqiqot ishining maqsadi nofilologik yo'nalishlarda ingliz tilini o'rganishda lingvo-kouchingga asoslangan yondashuvning nazariy va amaliy asoslarini takomillashtirish yuzasidan taklif va tavsiyalar ishlab chiqishdan iborat.

Tadqiqot ishining vazifalari quyidagilardan iborat:

Lingvo-kouching yondashuvi asosida lingvistik kompetensiyani rivojlantirish muammosining metodologik, pedagogik va psixologik manbalarda o'rganilishini va chet til ta'limidagi o'quv jarayonlarining amaliyotdagi holatini tahlil etish;

lingvistik kompetensiyani rivojlantirishning lingvokouching yondashuviga asoslangan metodologik imkoniyatlarini yoritib berish;

lingvo-kouching yondashuvi orqali chet tilda lingvistik kompetensiyani rivojlantirish modelini takomillashtirish;

lingvokouching yondashuvi orqali chet tilda lingvistik kompetensiyani rivojlantirish metodikasini takomillashtirish;

Tadqiqot ishining ob'yekti. Lingvo-kouching yondashuvi asosida nofilologik yo'nalishi talablariga ingliz tilini o'rgatish jarayoni tanlangan bo'lib, tajriba-sinov ishlariga O'zbekiston Milliy universiteti, Jizzax politexnika instituti va Qarshi Davlat Universiteti institutlarining nofilologik ta'lim yo'nalishlaridan 501 nafar respondent-talabarlari jalb etilgan.

Tadqiqot ishining predmetini nofilologik yo'nalish talablariga ingliz tilida lingvistik kompetensiyani lingvokouchingga asoslangan yondashuvning shakl,

⁵ Nicholls G. Mentoring: the art of teaching and learning. – London: Pearson, 2002. – 240 p. Smith R., Lynch D. Coaching and Mentoring: A Review of Literature as it relates to Teacher Professional Development // International Journal of Innovation, Creativity and Change, 2014. – 895 p. Roger R., Barrie J. Mentoring-coaching: a guide for education professionals. – New York: Open University Press, 2007. – 272 p.

⁶ Weiss T. Coaching competencies and corporate leadership. - New York: St. Lucie Press, 2003. – 206 p. Robya T. A guide to support coaching and mentoring for school improvement. – New York: Open University Press, 2016. – 115 p. Meyer T. Creating competitiveness through competencies. - Randburg: Knowledge Resources, 1996. – 302 p. De Haan E. Relational coaching: Journeys toward mastering one-to-one learning. - West Sussex, England: John Wiley & Sons Ltd, 2008. – 156 p. Lofthouse R., Leat D., Towler C. Coaching for teaching and learning: a practical guide for schools, Guidance report. - Newcastle University, CfBT Education Trust, 2010. – 230 p.

metod va vositalari tashkil etadi.

Tadqiqot usullari: eksperimental, amaliy tadqiqotlar, introspektsiya, kuzatish, soʻrovnomalar, qiyosiy tahlil, baholash va matematik-statistik tahlildir.

Tadqiqot ishining ilmiy yangiligi quyidagilardan iborat:

nofilologik yoʻnalish talabalarining lingvistik kompetensiyasi “oʻqituvchi - kouch – talaba” oʻquv munosabatlariga taʼlim imkoniyatlari yangi tekisligini kiritish hamda integrallashgan, motivatsiyali, muammoli yondashuvlarni til va nutq kompetensiyalariga nisbatan komplekslash natijasida takomillashtirilgan;

talabalarining lingvistik kompetensiyasi auditoriya mashgʻulotlarida oʻquv faoliyatini individual-psixologik differensiyalash hamda oʻzlashtirishi past talabaning rivojlanish dinamikasini kuzatish, oʻzlashtirishi yuqori talaba muvaffaqiyatlarini tekshirish va qiyinchiliklarini aniqlash asosida takomillashtirilgan;

talabalarining lingvistik kompetensiyasini rivojlantirish modeli oʻqitishning dialogik xarakterini bosqichma-bosqich kuchaytirish, nutqiy idrok etishning lingvo-kouching mexanizmlarini oʻquv dasturlariga kiritish asosida takomillashtirilgan;

talabalarga ingliz tilini oʻzlashtirishga lingvo-kouching yondashuvi orqali ulardagi ichki salohiyatni namoyish etishga qaratilgan muloqotga kirishishda demotivatorlarni bartaraf etish, fikrni ifodalay olish, kasbiy leksikaga tayanish, kognitiv faoliyatni oshirishga qaratilgan usullarni integrativ taʼlim muhitida qoʻllash samaradorligi asoslangan.

Tadqiqotning amaliy natijalari:

Lingvo-kouching texnologiyasi yordamida olib borilgan tadqiqot ishi tizimli, lingvistik kompetensiyasini rivojlantirishga asoslangan, shaxsiy-ijtimoiy-faoliyat, produktiv, motivasion qiymatli yondashuvlar qoidalariga asoslangan boʻlib, bu pedagogik-psixologik hodisalar jarayonining yangi imkoniyatlari mohiyatini ochib berishga imkon bergan;

taqdim etilgan tadqiqot materiallari va uslubiy tavsiyalar oliy taʼlim muassasasi oʻqituvchilariga, darslik va amaliy tavsiyalarni, chet tillarni oʻrganishni oʻzlashtirishda oʻqitish samaradorligini oshirish, talabalarining mustaqil bilim olish va oʻz-oʻzini rivojlantirish imkoniyatlarini ishlab chiqish, oliy taʼlim muassasasi talabalarida oʻquv faoliyatini rivojlantirish mazmunini tanlash boʻyicha modellar yaratish imkonini bergan.

chet (ingliz) tili fani misolida nofilologik yoʻnalishi talabalarining oʻzlashtirish darajasi turli darajadagi talabalar kontingentida oʻquv faoliyatini takomillashtirish samaradorligini oshirish uchun ishlab chiqilgan lingvokouching texnologiyasidan foydalanish imkoniyatlari tajriba-sinovdan oʻtkazilgan;

Tadqiqot natijalarining ishonchliligi tadqiqotda qoʻllanilgan nazariy maʼlumotlar va metodlar ishonchli manbalardan olinganligi, keltirilgan tahlil va mulohazalar, tajriba-sinov ishlari samaradorligining matematik-statistik metodlar vositasida asoslangani, xulosa va tavsiyalarining amaliyotga joriy etilgani hamda olingan natijalarning vakolatli tashkilotlar tomonidan tasdiqlanganligi bilan izohlanadi.

Tadqiqotning ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati lingvistik kompetensiyani rivojlantirish muammosining metodik, pedagogik - psixologik adabiyotlarda o'rganilishi va chet til ta'limida o'quv jarayonlarining amaliyotdagi holatining tahlil qilinganligi, ingliz tilidagi "mentor", "coach", "teacher" kabi terminlarning mazmun-mohiyatining ochib berilganligi, lingvistik kompetensiyani rivojlantirishga ta'sir ko'rsatuvchi omillarning aniqlashtirilganligi bilan izohlanadi.

Tadqiqot natijalarining amaliy ahamiyati lingvo-kouching yondashuvining talabalarda lingvistik kompetensiyani rivojlantirishga oid lingvodidaktik imkoniyatlarining yoritib berilganligi, modeli va metodikasining takomillashtirilganligi, mazkur jarayon samaradorligini oshirishga qaratilgan ilmiy-uslubiy tavsiyalarning ishlab chiqilganligi hamda "Umumiy pedagogika amaliyoti va nazariyasi", "Chet til o'rgatish metodikasi" va "Chet tilni o'rganishda metodik muammolar" kabi fanlarning o'quv dasturlariga kiritilishi bilan belgilanadi.

Tadqiqot natijalarini joriy qilinishi. Lingvo-kouching yondashuvi asosida nofilologik yo'nalishi talabalariga ingliz tilini o'rgatish bo'yicha olingan ilmiy natijalar va amaliy takliflar asosida:

nofilologik yo'nalish talabalarining lingvistik kompetensiyasi o'qituvchi - kouch - talaba o'quv munosabatlariga ta'lim imkoniyatlari yangi tekisligini kiritish hamda integrallashgan, motivatsiyali, muammoli yondashuvlarni til va nutq kompetensiyalariga nisbatan komplekslash natijasida olingan xulosalardan Qoraqalpoq gumanitar fanlar ilmiy-tadqiqot institutida bajarilgan FA-F1-G003 – "Hozirgi qoraqalpoq tilida funksional so'z yasalishi" nomli amaliy grant loyihasida foydalanilgan (O'zbekiston Respublikasi Fanlar Akademiyasi Qoraqalpog'iston bo'limi Qoraqalpoq gumanitar fanlar ilmiy-tadqiqot institutining 2023 yil 27 fevraldagi 17.01/32-son ma'lumotnomasi). Natijada, ingliz tili mashg'ulotlarida talabalarning leksik va grammatik kompetensiyalari lingvakouching yondashuvi asosida rivojlanishi ta'minlangan;

talabalarining lingvistik kompetensiyasi auditoriya mashg'ulotlarida o'quv faoliyatini individual-psixologik differensiyalash hamda o'zlashtirishi past talabaning rivojlanish dinamikasini kuzatish, o'zlashtirishi yuqori talaba muvaffaqiyatlarini tekshirish va qiyinchiliklarini aniqlashda qo'llashga doir takliflardan Qoraqalpoq gumanitar fanlar ilmiy-tadqiqot institutida bajarilgan FA-A1-G005 raqamli "Qoraqalpoq folklorshunisligi va adabiyotshunisligi tarixini tadqiq etish" nomli amaliy grant loyihasida foydalanilgan. (O'zbekiston Respublikasi Fanlar Akademiyasi Qoraqalpog'iston bo'limi Qoraqalpoq gumanitar fanlar ilmiy-tadqiqot institutining 2023 yil 27 fevraldagi 17.01/30-son ma'lumotnomasi). Natijada, talabalar auditoriya mashg'ulotlarida o'zaro kommunikatsiyaga kirishish layoqati oshgan va nutq ko'nikmalarini rivojlantirishga erishilgan;

talabalarining lingvistik kompetensiyasini rivojlantirish modeli o'qitishning dialogik xarakterini bosqichma-bosqich kuchaytirish, nutqiy idrok etishning lingvokouching mexanizmlarini o'quv dasturlariga kiritishiga oid taklif va tavsiyalardan Qoraqalpoq gumanitar fanlar ilmiy-tadqiqot institutida bajarilgan FA-

A1-G007 “Qoraqalpoq naql-maqollari lingvistik tadqiqot obyekti sifatida” nomli amaliy grant loyihasida foydalanilgan. (O‘zbekiston Respublikasi Fanlar Akademiyasi Qoraqalpog‘iston bo‘limi Qoraqalpoq gumanitar fanlar ilmiy-tadqiqot institutining 2023 yil 27 fevraldagi 17.01/32-son ma’lumotnomasi). Natijada, chet til o‘rganish samaradorligini oshirish jarayonida talabalarning ichki potensialidan samarali foydalanishiga erishilgan;

talabalarga ingliz tilini o‘zlashtirishga lingvokouching yondashuvi orqali ulardagi ichki salohiyatni namoyish etishga qaratilgan muloqotga kirishishda demotivatorlarni bartaraf etish, fikrni ifodalay olish, kasbiy leksikaga tayanish, kognitiv faoliyatni oshirishga qaratilgan usullarni integrativ ta’lim muhitida qo‘llashga oid tavsiyalar O‘zbekiston Milliy teleradiokompaniyasini “O‘zbekiston” teleradiokanalida efirga uzatilgan “Ta’lim va taraqqiyot”, “O‘zbekiston yoshlari” nomli dasturlar senariysini tayyorlashda foydalanilgan (2023yil 10 iyuldagi 04-36-1070-son ma’lumotnomasi). Natijada, zamonaviy til o‘qitish va o‘rganish vositalaridan foydalanishni o‘quv jarayoniga kiritish orqali til o‘rganish qobiliyatining rivojlanishiga xizmat qilgan.

Tadqiqot natijalarini aprotatsiya qilish. Ushbu tadqiqot natijalari 2 ta xalqaro va 2 ta respublika konferensiyalarida muhokama qilingan ilmiy ma’ruzalar shaklida taqdim etilgan.

Tadqiq natijalarini e’lon qilish. Dissertatsiya mavzusi bo‘yicha 12 ta ilmiy maqola, shu jumladan O‘zbekiston Respublikasi oliy attestatsiya komissiyasi tomonidan doktorlik dissertatsiyalarining asosiy ilmiy natijalarini nashr etish uchun tavsiya etilgan ilmiy nashrlarda 5 ta ilmiy maqola, shu jumladan, xorijiy ilmiy jurnallarda 4 ta maqola chop etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uchta bob, xulosa foydalanilgan adabiyotlar ro‘yhativa ilovalardan iborat. Dissertatsiya hajmi 116 betni tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida tadqiqotning dolzarbligi asoslangan, tadqiqotning maqsadi va vazifalari, obyekti va predmeti aniqlangan, ishning fan va texnologiyalarni rivojlantirishning muhim yo‘nalishlariga mosligi ko‘rsatilgan, tadqiqotning ilmiy yangiligi, amaliy natijalari, natijalarning ishonchliligi, nazariy va amaliy ahamiyati, natijalarning amaliyotga joriy etilishi, ishning tuzilishi bo‘yicha ma’lumotlar keltirilgan.

Dissertatsiyaning **“Lingvo-kouching yondashuvi asosida talabalarning ingliz tili lingvistik kompetensiyalarini rivojlantirishning lingvodidaktik asoslari”** deb nomlangan birinchi bobida “lingvo-kouching” pedagogika-psixologiyaning bir elementi sifatida yangi yo‘nalish ekanligi haqida so‘z boradi va fan sifatida, *“teaching”*, *“mentoring”* va *“coaching”* tushunchalarining ma’nosi va ular o‘rtasidagi farqlar, shuningdek, chet til lingvistik kompetensiyasini rivojlantirishda lingvokouching yondashuvining ahamiyati to‘g‘risida xorijlik olimlarning ilmiy qarashlari muhokama qilinadi. Ushbu bobda kouching va lingvo-

kouching yondashuvining pedagogik amaliyotdagi maqsad vazifalari, asosiy tamoyillari va lingvodidaktik asoslari o'z ifodasini topgan.

Manbalarni o'rganish natijalari shuni ko'rsatdiki, *kouching* atamasi "kimnidir sport bilan shug'ullanishga, ishni yaxshiroq bajarishga yoki mahoratni oshirishga o'rgatish jarayoni"⁷, chet til ta'limida esa bu atama talabaga ma'lum bir fan bo'yicha qo'shimcha dars berish jarayoni sifatida qaraladi"⁸. Lingvo-kouching - bu talabaning chet tilni o'rganishdagi maqsadiga erishish uchun o'qituvchi kouch va talaba o'rtasidagi o'zaro munosabatlar jarayoni. Lingvo-kouching texnologiyasiga asoslangan ingliz tili darslarida talabaning o'zi nimani, qay darajada va qanday o'rgatishni belgilaydi. O'qituvchi kouchning asosiy vazifasi talabalarga grammatikani o'rgatish va ular bilan bo'limdan bo'limga ishlashdan iborat emas, balki u tilni qanday o'rganish texnikasini o'rgatadi va o'z natijasi uchun mustaqillik va mas'uliyatni rivojlantiradi. Kouching ingliz tilini o'rganish maqsadini belgilashga yordam beradi, bilim va ko'nikmalardagi kamchiliklarni aniqlaydi va talaba bilan birgalikda talaba uchun muhim bo'lgan natijaga erishish uchun harakat rejasini tuzadi. Lingvo-kouchning vakolat doirasi ingliz tili o'qituvchisidan biroz kengroqdir. U o'z o'rganuvchisiga nafaqat ingliz tilini o'zlashtirishga, balki o'zining yashirin qobiliyatini ro'yobga chiqarishga va ulardan samarali foydalanishga yordam beradi. Bundan tashqari, kouchlik ichki psixologik to'siqlarni yengib o'tishga va o'rganish uchun motivatsiyani topishga yordam beradi.

Xorijiy mualliflarning tadqiqotlarida lingvo-kouchingning quyidagi metodik elementlari aniqlangan:

Qobiliyatga ishonish: Talabalarni chet tilni o'rganishga qodir bo'lgan layoqatlarini namoyon qilish ularga tilni o'rgana olishiga ishontirish. Kouchlik talabaga bo'lgan ishonchni, qaysi o'qitish usullari uchun samaraliroq ekanligini va qaysi til kompetensiyalari unga ko'proq mos kelishini o'zi yaxshiroq bilishiga ishonishni o'z ichiga oladi.

Maqsadlilik: Lingvo-kouchingda maqsad asosiy ahamiyatga ega bo'lib talabadan uning yakuniy maqsadini aniqlaydi va u uchun muvaffaqiyatli bo'lgan natija va unga erishish mezonlarini aniqlash uchun bir qator savollar beradi.

Motivatsiya: Bu element talaba maqsadidan mantiqiy ravishda kelib chiqadi. Maqsad qanchalik aniq va batafsil shakllantirilsa, talaba unga erishishdan qanchalik ko'p foyda ko'rsa, uni amalga oshirish ustida shunchalik qattiq ishlaydi.

Avtonomiya va faol pozitsiya: An'anaviy ingliz tili darslari uchun kouchlik mashg'ulotlarida o'rin yo'q, unda talaba passiv pozitsiyani egallaydi, talaba uni "o'rgatishini" kutadi. Lingvo-kouchlik - bu o'quv rejasini tuzadigan ikki kishining hamkorligi bilan talabaning imkoniyatlarini ochib berishga, maqsadni belgilashga va o'zining shaxsiy imtiyozlaridan kelib chiqqan holda o'quv resurslarini tanlashga yordam beradi. Ushbu rejani amalga oshirish talabaga bog'liq.

Ingliz tilini hayot tarzi sifatida o'rganish: Kouchda ingliz tilini talaba hayotining bir qismiga aylantirish va unga nisbatan ijobiy munosabatni

⁷Onions C.T. The shorter Oxford English Dictionary. – Oxford: Oxford University Press, 3d edition, 1983 - <https://www.oxfordlearnersdictionaries.com/>

⁸Апресьяна Ю. Д., Медникова Э. М. Новый большой англо-русский словарь. В 3-х томах. – М.:Русский язык, 1999. – р. 240

shakllantirish jamiyatda o'z yo'lini topishga yordam beruvchi vositalardan foydalanish va kelajagi haqida o'ylashni boshlaydigan mustaqil faoliyat sub'ektini shakllantiradi.

Fikr-mulohaza (feedback): Talabalar bilan bir yoki ikki haftada bir marta kouchlik mashg'ulotlari o'tkaziladi. Bunday yig'ilishlarda kouch barcha yuzaga kelgan savollarga javob beradi, oraliq natijalarni tahlil qiladi, yozma va og'zaki topshiriqlar bo'yicha o'z fikr-mulohazalarini bildiradi. Agar kerak bo'lsa, ish rejasi erishilgan natijalarga yoki talabaning o'zgartirilgan maqsadlariga muvofiq qayta ko'rib chiqilishi va tuzatilishi mumkin.

Xususan, Tom Batler Boudonning fikricha, "kouching" – nafaqat qat'iy muayyan vaziyatlarda kiritilishi va qo'llanilishi mumkin bo'lgan metod, balki o'zini nazorat qilish, odamlar bilan muloqot qilish, fikrlash va mavjud bo'lish usuli⁹. To'g'ri, kouchlik biror yangilikni o'rgatmaydi, bu usulning maqsadi talabalarining yashirin iste'dod yoki mahoratini qanday ochib berishni tartibga solishga qaratilgan. Tadqiqotchi sifatida u talabalarining o'quv jarayonidagi muammolar va qiyinchiliklari haqida ta'kidlar ekanmiz, lingvo-kouchingning o'z ahamiyatiga urg'u berishni tavsiya qilamiz. Birinchidan, kouch ichki potensialni safarbar qilish, zarur qobiliyatlarni rivojlantirish va yangi ko'nikmalarni shakllantirish orqali talabalarga maqbul vaqtda ular uchun muhim maqsadlarga erishishda yordam beradigan maslahatchidir. Shuning uchun lingvo-kouch – bu tilni va til o'rgatish texnikasini birlashtirgan professional o'qituvchi-murabbiy hisoblanadi. Lingvo-kouchingni asosiy vazifalari talabaning shaxsiy eng yaxshi jihatlarni ochib berish, til o'rganish strategiyasidagi kamchiliklarni aniqlash, hamkorlikni rivojlantirish, talabalarni o'zlarini mustaqil o'rgatishga yo'naltirish va muammolarning hayoliy yechimlarini rag'batlantirishdan iborat.

Xorijiy mualliflarning tadqiqotlarida Rus olimasi V.N.Smironova, kouchni iste'dodlarimizning bog'boni va muvaffaqiyatimizning ko'makchisidir deya ta'riflaydi. U lingvakouching muhim holatlarda samarali bo'ladi deya ta'kidlaydi¹⁰. Natijada, kouching texnologiyalarini qo'llash orqali talabalar maqsadlariga tezroq samarali tarzda erishishlari va jarayondan zavq olishlari mumkin. Shuning uchun kouching yondashuvining asosiy tamoyillari sheriklik, potentsialni ochish natijadorlik va boshqalardan iborat (1-rasm.).

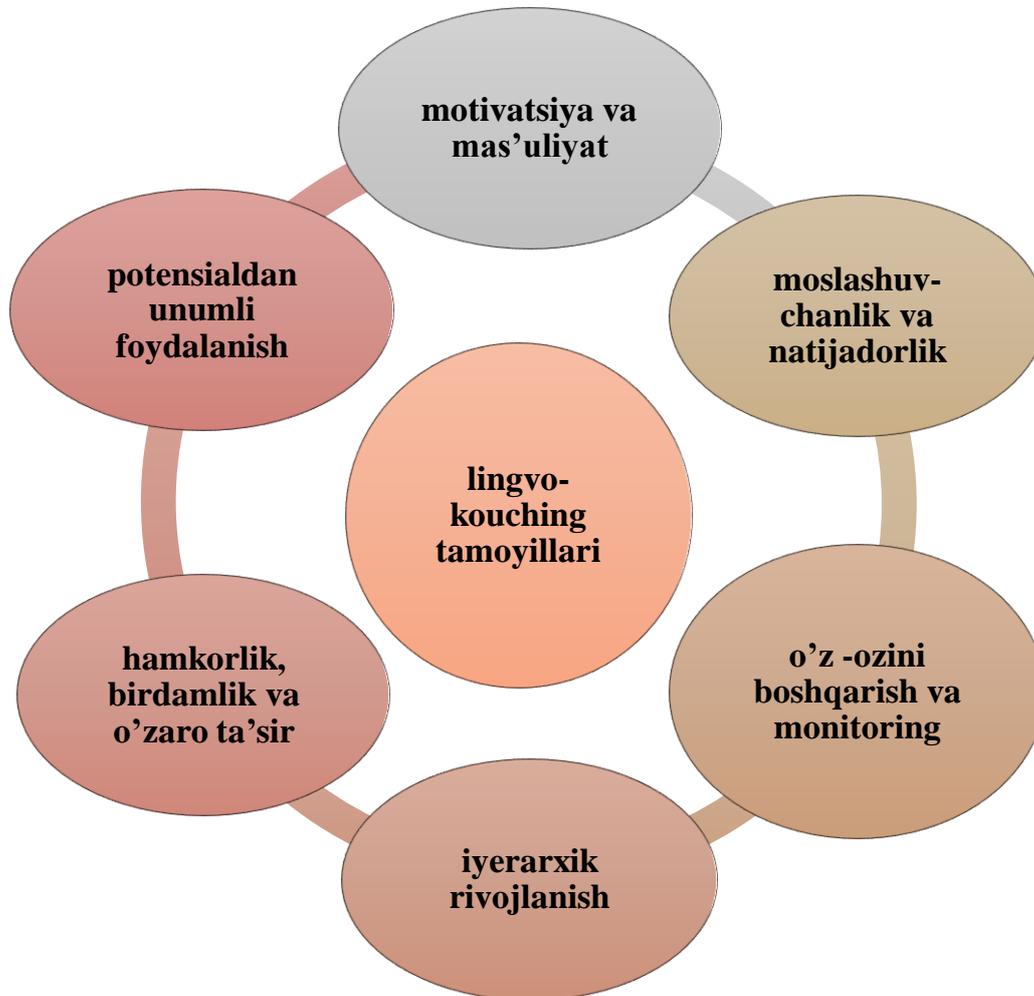
Tadqiqotimizning ushbu bobida GROW modeli tahlil qilingan bo'lib, tilni o'rganuvchi bilan suhbatni rejalashtirish lingvo-kouch yordamida amalga oshadi va mazmunli natijaga erishiladi¹¹. M. Downey olimning ta'kidlashicha, model GROW nazariyadan emas, balki eng muvaffaqiyatli amaliyotdan kelib chiqqan. Lingvo-kouching bosqichlarini faoliyat jarayonida boshqaradigan, muhokama qilingan prinsiplarni birlashtirish natijasida talabalarining lingvistik til ko'nikmalarini rivojlantirish darajasini va shaxslararo o'zaro ta'sir uslublarini bizga tadqiqot qilinayotgan hodisa haqida yaxlit tasavvurga ega bo'lishga va uni universal fazoviy model sifatida tasvirlashga imkon beradi.

⁹Boudon T. John Witmore – Coaching of higher efficiency. – New York: University Press, 1992.– p. 54

¹⁰Максимов В. Е. Коучинг от А до Я. – Санкт Петербург: Речь, 2004. – стр. 86

¹¹Downey M. Effective Coaching, lessons from the coaches' coach. – Moscow: Добрая книга, 2008. – p. 52

Biz tadqiqotimizda talabalarning lingvistik til ko'nikmalarini rivojlantirish modelini aks ettiradigan talabalar bilan munosabatlar jarayonida lingvo-kouchingdan xabardorlik va mas'uliyat, birdamlik va o'zaro ta'sir, moslashuvchanlik, hamkorlik, iyerarxik rivojlanish va monitoring kabi tamoyillardan foydalandik (1-rasm).



1–rasm. Lingvo-kouchingning asosiy tamoyillari

Natijada, biz lingvistik kompetensiyani rivojlantirishning quyidagi ta'rifini taklif qilganmiz, buning asosida uni shakllantirishning pedagogik modeli muayyan baholash mezonlari, ijtimoiy-pedagogik sharoitlar va innovatsion texnologiyalar yordamida ishlab chiqiladi va amalga oshiriladi. Demak, lingvokouching – bu chet tillarini o'rganishning zamonaviy usuli bo'lib, talabaning motivatsiyasi va shaxsiy mas'uliyatini oshirish orqali ingliz va boshqa har qanday tilni o'zlashtirishga yordam beradi. Kouching texnikasi chet tilni o'rganishda an'anaviy yondashuvga qaraganda tezroq natijalarga erishish imkonini beradi. Kouch talabaning o'rganishida sherik va yordamchi sifatida ishlaydi.

Chet til ta'limida muloqot ma'lumotlar almashinuvining asosiy vazifasi ingliz tilini o'rganish paytida mumkin bo'lgan muayyan vaziyat yoki muammo haqida yagona nuqtai nazar va kelishuvni shakllantirishdir. Ushbu muammoni hal qilish

uchun ma'lum bir mexanizm, fikr-mulohaza (feedback) mexanizmi kabi shaxslararo o'zaro ta'sirga xosdir. Fikr-mulohazani yetarli darajada tushunishni ta'minlaydi, muloqotni rivojlantirish uchun qulay shart-sharoitlarni yaratadi, talabaga jarayonni kuzatishga imkon beradi va talabalarni o'z maqsadlariga erishishda qo'llab-quvvatlaydi.

Tahlil natijasida Oliy ta'limning zamonaviy ta'lim paradigmasida lingvistik kompetensiyaga asoslangan kouching yondashuvi sharoitida gapirish (speaking) nutqiy faoliyatini shakllantirish texnikasini o'rgatish katta ahamiyatga ega ekanligi o'z isbotini topdi. Fikrimizcha, zamonaviy universitet bitiruvchisi nafaqat bilimli, murakkab muammoli vaziyatlarni tahlil qilish va yechishga qodir bo'lishi, balki uning kasbiy va shaxsiy rivojlanishining muhim tarkibiy qismi bo'lgan o'z nutq madaniyatiga ham e'tibor qaratishi lozim. Til ta'limi majburiy ravishda uchta komponentni o'z ichiga olishi kerak: lingvistik kompetensiyani shakllantirish (tilni ilmiy bilish), nutq kompetensiyasi (ingliz tilining funksional registrlariga ega bo'lish), kommunikativ kompetensiya (barcha og'zaki va notijorat tillardan samarali foydalanish qobiliyati). Muloqotning turli sohalarida muvaffaqiyatli muloqotni amalga oshirish uchun og'zaki vositalar¹². Gapirish (speaking) nutqi lingvistik kompetensiyaning bir qismidir" deb ta'kidlangan. Bu fikrni til orqali shakllantirish va gapirishni idrok etish va hosil qilish jarayonida kouching usullaridan foydalanish qobiliyatini anglatadi. Biroq, gapirish nutqi, o'rganilayotgan til me'yorlariga, ushbu til madaniyatining qo'llanilishi va an'analariga muvofiq muloqot jarayonida o'zaro ta'sir qilish muammolarini hal qilish uchun zarur va yetarli miqdorda assimilyatsiya qilinishi kerak. Ta'limning turli darajalari va bosqichlari uchun gapirish nutqi mazmuni davlat ta'lim standartlarida mustahkamlangan.

Dissertatsiyaning ikkinchi bobida **“Talabalarga ingliz tili o'qitish metodikasining lingvo-kouching yondashuviga asoslangan modelini takomillashtirish tizimi”** deb nomlanib, ushbu bobda o'quv faoliyatini samarali tashkil qilish, dars jarayonida turli xil metod, usul, vositalardan o'z o'rnida to'g'ri foydalanish, ularni uzviy bog'liq holda qo'llay olish ta'lim samaradorligining muhim omillaridan biri ekanligi isbotlangan. Bu esa *lingvokouching texnologiyasi* orqali amalga oshirilgan. Nutq faoliyati turlarini uyg'unlikda takomillashtirish talabalar egallagan bilim va ko'nikmalarini lingvokouching yondashuvi asosida muntazam mustahkamlab borishga yordam beradi. *Ushbu yondashuv* turli fanlardan olingan bilimlar, ko'nikma, malaka hamda tajribani hisobga olish, ularga tayanish ya'ni chet tilda kasbiy, kommunikativ, ijtimoiy kompetentlikni integratsiyalash, barobar takomillashtirishni nazarda tutadi. Ushbu yondashuv talabalarda erkin muloqotga kirishishni rivojlantirishga qaratilgan yangi innovatsion texnologiyalarni qo'llash, talabalarda mustaqil va gurux bo'lib ishlash ko'nikmalarini shakllantirishga alohida e'tibor qaratilgan. Mazkur yondashuv ta'lim sifatining sezilarli ravishda ijobiy tomonga o'zgarishiga va talabalarning til o'rganishga bo'lgan motivatsiyalari kuchayishiga erishilgan. Integratsiyalashgan ta'lim avvalo, bir-biriga yaqin va mos bo'lganlingvokouching yondashuvida o'qituvchi va

¹² Мусаелян И.Ф. Формирование и контроль лексикограмматического компонента языковой компетенции у студентов неязыкового вуза: Дис ... канд. пед. наук. – М., 2011. – 256 с.

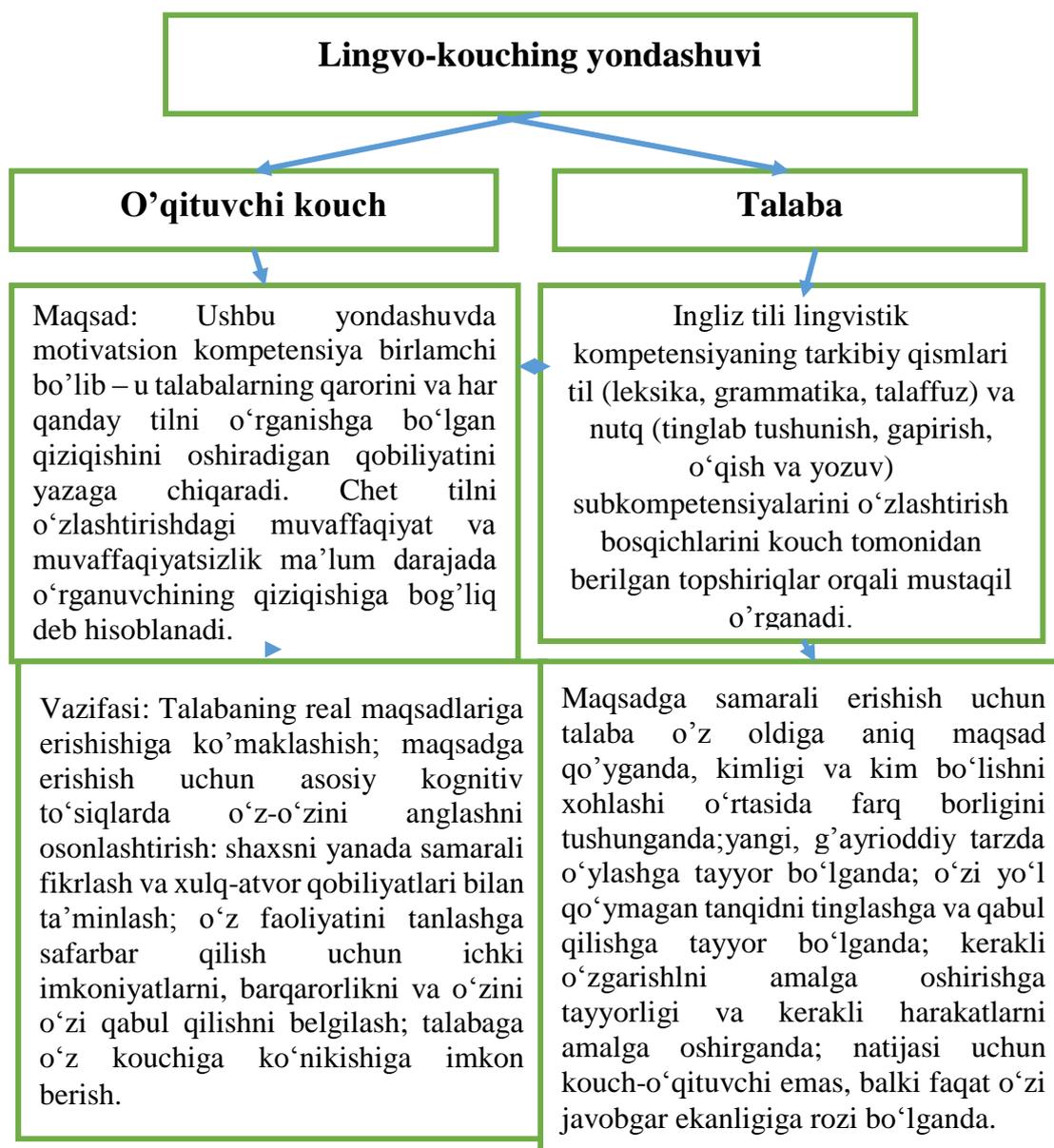
talabalarining lingvistik kompetensiyalari hamda ESPni o'qitishda lingvokouching yondashuvida samarali vositalar masalalari tahlil qilingan.

Lingvo-kouch sifatida aniqlik kiritish haqida gapirganda, o'qituvchilar o'quv jarayonining menejerlari bo'lib, ularning roli ko'rsatmalar berish, ishlash uchun kutish vaqtini belgilash va nihoyat natijalarni baholashdan iboratdir. Biroq, lingvakouchlar baholashga emas, balki o'rganishga ko'proq e'tibor qaratadilar. Lingvakouch talabalarga e'tibor qaratib, ularning individual va kognitiv strategiyalarini hisobga oladi, ammo bu holat o'qituvchilarning malakasini tavsiflamaydi.

Qisqa muddatli (intensive) o'qitish muddatini hisobga olgan holda, bu jarayonda lingvo-kouchning roli uning og'ir vaziyatni qanday boshqarish va hissa qo'shishi mumkinligini tekshirishga tayyor bo'lishi kerak. Agar talaba o'zgarishlarga amin bo'lmasa, intilish bo'lmaydi va natijada o'rganish ham samara bermaydi. Shu sababli, majburiyat kashfiyot jarayonidagi o'zgarishlar uchun juda muhimdir va lingvokouch talabani o'zlariga ishonishiga ishontirishi mumkin bo'lgan kuchli vosita bo'lib, ularning imkoniyatlari cheksiz ekanligiga yordam beradi. Fikrimizcha, lingvo-kouch o'qituvchi sifatida talabani qo'rquvdan qochish va davom etayotgan imkoniyatlarga ishtiyoq yaratish orqali talabada o'ziga bo'lgan ishonchini aks ettirishi kerak. Qisqa muddatda mo'ljallangan kompetensiyani rivojlantirish va takomillashtirish kamdan-kam hollarda o'zini oqlaydi. Talabalar bilan muammolarni hal qilishda lingvakouch o'z vakolatlarining bir qismi bo'lgan resistance, collaboration, empathy and openness (qarshilik, hamkorlik, hamdardlik va ochiqlik) kabi holatlarga duch kelishi mumkin. Shuningdek, olim oliy ta'lim muassasasida chet tilini o'rganish ushbu tilda so'zlashuvchilarning madaniy merosi bilan amalga oshirilishi kerakligini ta'kidlaydi. Binobarin, lingvo-kouchingda tilni o'qitish va o'rganish boshqa madaniyat elementlarini talabalarining kundalik hayotiga tatbiq etish sifatida qaralishi kerak.

Tahlil natijalariga ko'ra lingvo-kouchlar integral modelni taxmin qiladi va har bir talaba olishi mumkin bo'lgan motivatsiyaning bir qismi sifatida ayrim tarkibiy qismlarni ta'kidlaydi, bular integrativ, bu talabani o'zini chet til madaniyati bilan tanishtirish istagini bildiradi; va instrumental, talaba imkoniyatlarini kengaytirish yoki nufuzli ish topish uchun chet tilni o'rganishning amaliy ahamiyatini nazarda tutadi. Ayniqsa, bu ESP talabalarilari uchun juda muhimdir, chunki ular grammatika, lug'at, o'qish qobiliyatlari va kasblari bo'yicha nutq kabi ayrim bilimlarga muhtoj bo'ladi.

Lingvokouchingda o'qituvchilar tajribasini oshirish, talaba bilan talaba o'rtasidagi o'zaro munosabatlarni tartibga solish, yuqori darajali fikrlashni oshirish va o'quv strategiyalaridan foydalanish, talabalarining bilimlari bilan bog'lanish orqali m'lum uzilishlarning oldini olishlari zarurdir. Natijada, talabalar ikkinchi tilni o'zlashtirishda o'z bilimlarini qanday namoyon etish va o'z fikrlarini bayon qilishni yoki o'z bayonotlarini og'zaki hikoya qilishni kuchaytiradilar.



2.rasm. Lingvo-kouching yondashuvda murabbiy va talaba roli

Ushbu bobda ochiq va yopiq test savollarni ishlab chiqish, T modeli, baholash ko'lam, mantiqiy tenglamalar piramidasi yoki Robert Dilts piramidasi kabi ko'plab vositalardan foydalanildi. Odamlarning o'zaro bog'liqligini nazarda tutadigan ushbu vositalarning barchasi beshta Amerikada mashhur psixiatr va psixolog Milton Erikson, tamoyiliga asoslanadi: 1) Barcha odamlar harakatchan bo'ladi; 2) Odamlar o'zlari xohlagan narsaga erishish uchun allaqachon barcha resurslarga ega; 3) Odamlar har doim o'sha paytda eng yaxshi tanlovni qilishadi; 4) Har bir xatti-harakatning ijobiy xususiyati bor; 5) O'zgarish muqarrar;

O'qitish jarayonida biz bir nechta kouching vositalarini tajriba-sinovdan o'tkazdik. 1. *Ochiq va yopiq savollar* (Og'zaki nutqda, so'z boyligini qayta ko'rib chiqishda yoki matn bilan ishlashda biz ochiq savollar usulidan foydalanganmiz. Chet tilida ular maxsus savollar deb ataladi. Lingva-kouching, amerikalik olim va psixolog Benjamin Bloom tomonidan ishlab chiqilgan yondashuvga asoslandi.

Bloomning taksonomiyasi o'quvchilarni o'rganish va hayotda ajralmas bo'lgan tanqidiy fikrlashni rivojlantirish uchun mashhur yondashuvlardan biridir.

2. *"T" modeli-bu GROW modelning ichida harakatlanishga yordam beradigan ajoyib kuchli vosita bo'lib, maqsadning aniqroq spetsifikatsiyasi uchun ishlatiladi.* Lingvo-kouchingda T modelini ikkita savol tizimiga bo'lish mumkin, shu jumladan kengaytirilgan savollar, bu yerda bir nechta savollar beriladi va keyinchalik savollar fokuslanadi yoki torayadi. Natijada, ro'yxatdan eng mazmunli, murakkab va hal qiluvchi savol tanlanadi. T modeli muhim afzalliklarga ega. Kouching jarayonida muammoni imkon qadar tezroq hal qilish istagi paydo bo'ladi, bu esa kouchingni jarayonni kuzatishga majbur qiladi va imkon qadar tezroq oldinga siljish paytida kouch muhim ma'lumotlarni o'tkazib yuborishi mumkin..

3. *"Rivojlantirish g'ildiragi"* qaror qabul qilishda kouchingning motivatsion vositalaridan biridir. Erik Parsloning so'zlariga ko'ra, *"Rivojlantirish g'ildiragi"* yordamida qiyin vaziyatlarni aniqlashtirish, qarorlar qabul qilish, rivojlanishni rejalashtirish va maqsadlarga erishish juda oddiy, vizual va samaralidir. Binobarin, lingvo-kouchingda *"Til muvozanati tasavvuri"* nomini o'zgartirish orqali *"tasavvurni rivojlantirish"*ni amalga oshirish mumkin. Mavzularni o'rganayotganda, talabalarga til balansida o'z tasavvurini yaratish taklif etiladi, bu yerda ular o'zlarining yutuqlarini birdan o'ngacha ball bilan ko'rsatadilar. Shuni ta'kidlash kerakki, *"Rivojlantirish g'ildiragi"* talabalarga til ko'nikmalarini bilimlarda ochib berish va o'z kuchlarini tilni o'rganish etishmovchiligini bartaraf etishga yo'naltirish imkoniyatini beradi. Bu ta'limning samarali o'qitish va o'rgatish jarayoniga olib keladi. Kouching vositasini qo'llashning asosiy vazifasi talabalarda o'ziga bo'lgan ishonchni saqlab qolish, o'z-o'zini hurmat qilishni shakllantirish va o'quv jarayonidan xabardor bo'lishdir. Kouching vositalaridan foydalanishning muhim jihatlaridan biri shundaki, talaba o'z xatolarini tajriba sifatida ko'rib chiqishni o'rganishi kerak, bu esa o'z fani sohasida malakali bo'lishga yordam beradi

Biz ESP talabalarining lingvistik kompetensiyasini shakllantirishning pedagogik modelini ishlab chiqishda bizning tadqiqotimizga yaqin bo'lgan pedagogik modellar va texnologiyalardan foydalandik (3-rasm).

Ushbu model bo'yicha lingvistik kompetensiyasini shakllantirish jarayonini tashkil etish quyidagi ketma-ketlikda amalga oshiriladi:

1) tajriba guruh talabalariga ingliz tilida til va nutq ko'nikmalarini rivojlantirish maqsadi va vazifalarini tushuntirish;

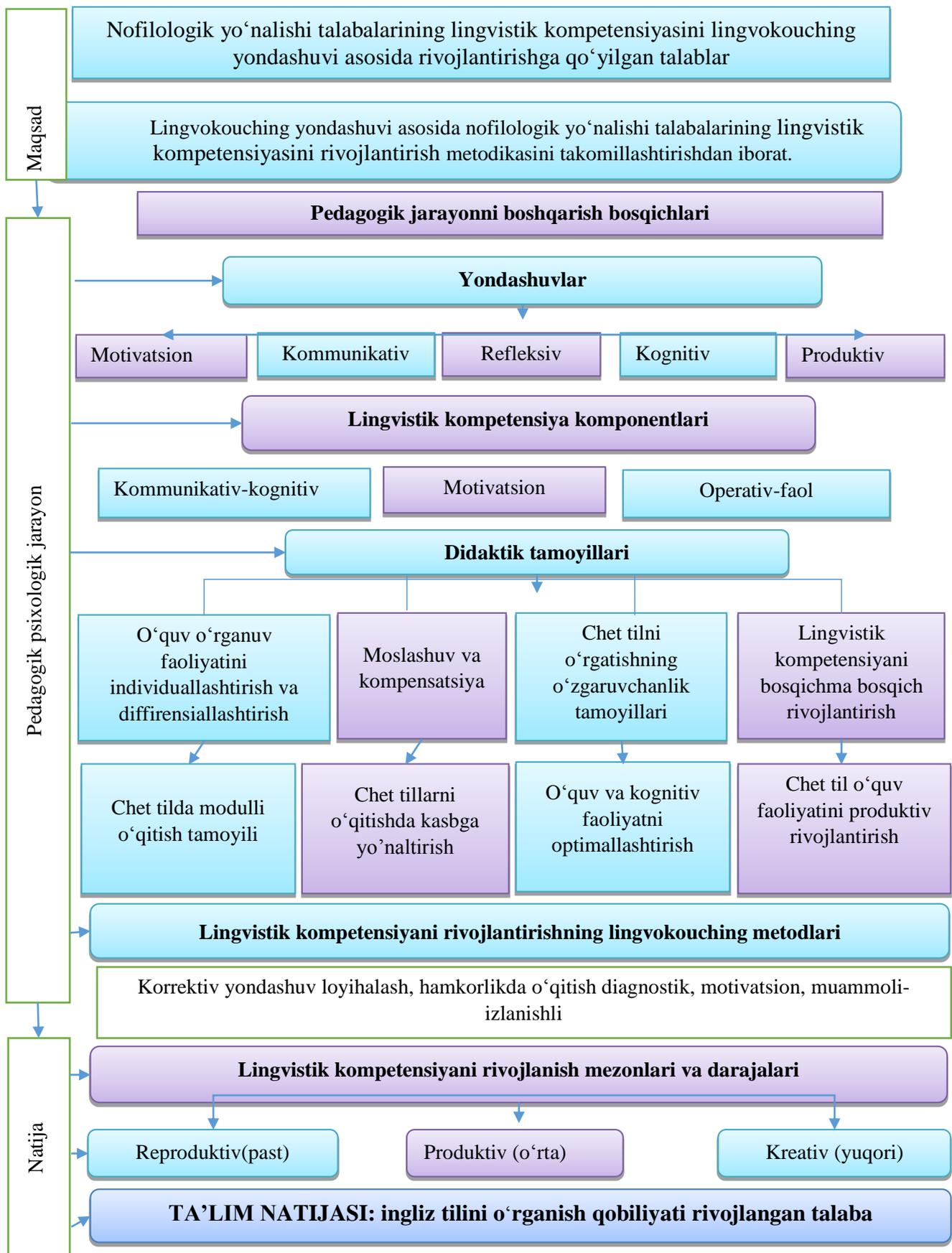
2) birlamchi diagnostika: ESP talabalarini darajasini aniqlash va baholash;

3) talabalarda til va nutq kompetensiyalarini rivojlantirishning pedagogik-psixologik shart-sharoitlarini tashkil etish va unga rioya qilish;

4) talabalarda lingvo-kouching texnikasini qo'llash uchun pedagogik texnologiya va uslubiy tavsiyalarni qo'llash;

5) talabalarining interaktiv usullar va treninglardan foydalanish asosida texnologik dastur mazmunini o'rganishi va o'zlashtirishi;

6) ikkilamchi diagnostika va tajriba guruhlari talabalarining til o'rganish texnikasi asosida lingvistik kompetensiyalarini rivojlanish darajasi natijalarini baholash, texnologiya samaradorligini ilmiy isbotlash.



3.- rasm. Lingvo-kouching yondashuvi asosida talabalarining lingvistik kompetensiyasini rivojlantirish modeli

Uchinchi bob “Lingvo-kouching yondashuvi asosida nofilologik yo‘nalishdagi talabalarning lingvistik kompetensiyalarini rivojlantirish bo‘yicha tajriba-sinov ishlarini o‘tkazish” deb nomlanib, ESPni o‘qitishda lingvo-kouching yondashuviga asoslangan tadqiqot natijalari va xulosalari bilan bog‘liq.

Lingvo-kouching yondashuvini amalga oshiradigan eksperimental tadqiqotlar diagnostik va shakllantirish kabi ikki bosqichni qamrab oldi. 2019 yildan 2021 yilgacha bo‘lgan o‘quv yillarini o‘z ichiga olgan qidiruv bosqichida ishlab chiqilgan o‘quv usullarini tanlab amalga oshirish, ularni o‘quv jarayonida qo‘llashning asosiy imkoniyatlarini aniqlash uchun ularni har tomonlama tahlil qilish, shuningdek ESP talabalari uchun zarur motivatsiyani yaratish tamoyillari va strategiyalarini shakllantirish mavjud edi. Tajriba-sinov ishlari 2021-2022 yillar oralig‘ida olib borildi shakllanish bosqichida oliy ta‘lim muassasalarining birinchi kurs talabalariga lingva-kouching yondashuvini rivojlantirish uchun barcha nazariy tushunchalar, pedagogik shart-sharoitlar, shu jumladan 501 respondent, ulardan O‘zbekiston Milliy universiteti, Jizzax politexnika instituti va Qarshi davlat universiteti va 250 nafari tajriba guruh uchun va 251 nafari nazorat guruhi uchun tadqiqotlar ilmiy-uslubiy tavsiyalar asosida yangi ishlab chiqilgan yondashuv asosida olib borildi. Eksperimental tadqiqotlar uchun O‘zbekiston Milliy universiteti, Jizzax politexnika instituti va Qarshi davlat universiteti menejment, matematika va biologiya kabi uchta fakultetdan talabalarni tanlab oldik. Eksperimental va nazorat guruhlarining bilimlari og‘zaki, yozma va amaliy topshiriqlar bilan baholandi.

Dastlabki bosqichda A2, B1 yoki B2 darajani aniqlash uchun ESP talabalaridan (placement) test olindi. Test sifatida biz barcha til ko‘nikmalari va grammatika / leksikani tanladik.

Jadval. 1

Tajriba va nazorat guruhdagi talabalarning tajriba boshidagi umumiy ko‘rsatkichlari (O‘zbekiston Milliy universiteti, Jizzax politexnika instituti va Qarshi davlat universiteti)

| № | Tajriba guruhi | | | | Nazorat guruhi | | | |
|-------------------|---------------------------|------------|------------|-----------|---------------------------|------------|------------|-----------|
| | Talabalarning umumiy soni | A2 | B1 | B2 | Talabalarning umumiy soni | A2 | B1 | B2 |
| Menejment | | | | | | | | |
| 1 | 87 | 31 | 40 | 16 | 88 | 35 | 36 | 17 |
| Matematika | | | | | | | | |
| 2 | 83 | 35 | 39 | 9 | 80 | 30 | 44 | 6 |
| Biologiya | | | | | | | | |
| 3 | 80 | 49 | 27 | 4 | 83 | 45 | 32 | 6 |
| Jami | 250 | 115 | 106 | 29 | 251 | 110 | 112 | 29 |

Jadval. 2.

Tajriba va nazorat guruhdagi talabalarning tajriba oxiridagi umumiy ko'rsatkichlari (O'zbekiston Milliy universiteti, Jizzax politexnika instituti va Qarshi davlat universiteti)

| № | Tajriba guruhi | | | | Nazorat guruhi | | | |
|-------------------|---------------------------|-----------|------------|-----------|---------------------------|-----------|------------|-----------|
| | Talabalarning umumiy soni | A2 | B1 | B2 | Talabalarning umumiy soni | A2 | B1 | B2 |
| Menejment | | | | | | | | |
| 1 | 87 | 19 | 47 | 21 | 89 | 29 | 45 | 15 |
| Matematika | | | | | | | | |
| 2 | 83 | 19 | 47 | 17 | 80 | 26 | 48 | 6 |
| Biologiya | | | | | | | | |
| 3 | 80 | 31 | 39 | 10 | 82 | 36 | 35 | 11 |
| Jami | 250 | 69 | 133 | 48 | 251 | 91 | 128 | 32 |

1 va 2 jadvallarda keltirilgan sonli ma'lumotlar asosida umumiy ko'rsatkichlarini t-student-Fisher kriteriyasi asosida matematik-statistik tahlilini o'tkazamiz.

Jadval.3

Tajriba va nazorat guruh ko'rsatkichlari (O'zbekiston Milliy universiteti, Jizzax politexnika instituti va Qarshi davlat universiteti)

| | | | | | |
|-------------------------------|-------|----|-----|----|---------------------------|
| Tajriba guruh ko'rsatkichlari | X_i | B2 | B1 | A2 | Talabalarning umumiy soni |
| | n_i | 44 | 133 | 69 | $n=250$ |
| Nazorat guruh ko'rsatkichlari | Y_j | B2 | B1 | A2 | Talabalarning umumiy soni |
| | m_j | 32 | 128 | 91 | $m=251$ |

3 Jadvalda qayd etilgan natijalardan xulosa qilib aytish mumkinki, tanlanmalar uchun mos o'rta qiymatlar $X > Y$ shartlarni qanoatlantiradi.

O'rta qiymatni topish uchun quyidagi formuladan foydalanamiz:

$$X = \frac{1}{n} \sum_{i=1}^3 n_i X_i = \frac{1}{250} (48 \cdot 5 + 133 \cdot 4 + 69 \cdot 3) = \frac{1}{250} (240 + 532 + 207) = \frac{979}{250} = 3.916 \approx 4$$

$$Y = \frac{1}{m} \sum_{j=1}^3 m_j Y_j = \frac{1}{251} (32 \cdot 5 + 128 \cdot 4 + 91 \cdot 3) = \frac{1}{251} (160 + 512 + 273) = \frac{945}{251} = 3.74045802 \approx 3.7$$

Ushbu hisoblashlardan ma'lum bo'ldiki, tajriba sinfining o'zlashtirish ko'rsatkichi nazorat sinfidagidan yuqori ekan.

Hisoblash natijalariga ko'ra, o'qitish samaradorligining baholash mezoni va bilish darajasining baholash mezoni noldan katta ekan. Bundan aytish mumkinki, tajriba guruhining ko'rsatkichlari nazorat guruhinikidan yuqori ekan.

O'rta qiymatlarni topish formulasi asosida ko'rsatkichlarni foizlarda hisoblaymiz:

$$P = \frac{X}{3} \cdot 100\% - \frac{Y}{3} \cdot 100\% = \frac{3.916}{3} \cdot 100\% - \frac{3.74045802}{3} \cdot 100\% = 130.533333 - 120.6819 = 10.5\%$$

Ushbu hisoblashdan ma'lum bo'ldiki, tajriba guruhining ko'rsatkichi nazorat guruhinikiga nisbatan 10.5% ga oshganligini ko'rish mumkin. Uchta universitetni hisoblash natijalariga ko'ra, taqdim etilgan gipoteza o'z samarasini berdi. Shuning uchun ESPni o'qitish uchun lingvokouching yondashuvini qo'llash tavsiya etiladi. Tajribada bir nechta vositalar bilan kouching amalga oshirildi. Bular talabalarga motivatsiyani saqlab qolish orqali o'zlarining potentsiallari va ichki resurslarini ochib berish uchun keng imkoniyat yaratadi. Talabalarga berilgan vazifalar nafaqat o'z qadr-qimmatini oshirdi, balki kouch yordamisiz ishlash istagini ham qo'zg'atdi. Bundan tashqari, bu, shubhasiz, darslarni yanada hayajonli qilish orqali o'qitish jarayonida monotonlikdan qochishga olib keladi.

XULOSA

1. Ilmiy adabiyotlarni har tomonlama tahlil qilish asosida OTMlarda ilk bora lingvokouching hodisasining dolzarbligi aniqlandi. Lingvo-kouching yondashuvi - bu mustaqil ta'lim va lingvistik kompetensiyani o'qitishni o'z ichiga olgan strategik maqsadlarni belgilovchi ta'lim sharoiti ekanligi aniqlandi. Bu o'qituvchi va talaba o'rtasidagi qiziqish, hamkorlik va moslashuvchanlikka asoslangan shaxslararo o'zaro munosabatlarning yangi darajasiga bo'lgan munosabatni va har bir talabaning lingvistik rivojlanishi natijalari uchun umumiy javobgarlikni o'z ichiga oladi.

2. Lingvistik sherikchilik hamkorligini jalb etishga asoslangan lingvo-kouching tushunchasini kengaytiruvchi konseptual maydon, uzluksiz rivojlanish jarayoni, kouch bilan o'zaro hamkorlik tizimi, fanni baholash texnologik omillari, talabalarga bo'lgan alohida munosabat. Talabani alohida qo'llab-quvvatlash shakli kabi jarayonlar bosqichma-bosqich rivojlanishi aniqlandi.

3. Tadqiqotga ko'ra asosiy lingvo-kouching yondashuviga oid tamoyillar aniqlandi; talabalarining lingvistik rivojlanish darajalari (motivatsiya, e'tiqod, o'zini o'zi rivojlantirish, muvaffaqiyat) ta'kidlandi; lingvo-kouchingning asosiy tamoyillari (xabardorlik va mas'uliyat, birdamlik va o'zaro ta'sir, moslashuvchanlik, hamkorlik, iyerarxik rivojlanish va monitoring) taqdim etildi; talabalarining lingvistik til ko'nikmalarini rivojlantirishning nazariy universal modeli yaratildi.

4. Oliy kasbiy ta'lim tizimida kouching vositalarini joriy etish rivojlanishning progressiv yo'lini belgilaydi, bu esa ilmiy bilimlarning ko'plab sohalarida tajriba va imkoniyatlarni birlashtirishga olib keladi. Demak, lingvo-kouching yondashuvi zamonaviy oliy ta'limning ta'lim tizimlarini loyihalashda yangi uslubiy yondashuvni yaratish va ta'lim sifatining o'sishini ta'minlash uchun sabab bo'ldi.

5. Tajribaning umumiy natijalari nofilologik yo'nalishlar talabalarida lingvo-kouching yondashuvining muvaffaqiyatli usulini hamda matematik-statistik tahlil tadqiqot samaradorligini isbotladi.

Tadqiqot natijalari asosida quyidagi ilmiy-metodik tavsiyalar ishlab chiqildi:

1. Talabalar ehtiyojlariga moslashtirilgan materiallar talabalarning motivatsion, kognitiv, psixologik, tartibga soluvchi va refleksiv kompetentsiyalari uchun tayanch bo'lib xizmat qilishi kerak;

2. Kouchlik maqsadlarga qanday erishish ko'nikmalarini ta'kidlaganligi sababli, buni qanday qilish kerakligi haqida hech qanday ko'rsatma yo'q. Natijada, barcha asosiy tamoyillarni va lingvo-kouchlik bosqichlarini birlashtirgan holda, GROW mexanizmi asosida talabalarning lingvistik til ko'nikmalarini rivojlantirish modeli tavsiya etiladi.

3. Lingvo-kouchlik yondashuvida tavsiya etilgan vositalar, shu jumladan ochiq va yopiq savollar, T-Model va ingliz tilini Rivojlantirish G'ildiragi kabi vositalardan ESP talabalarini o'qitishda samarali foydalanish mumkin. O'qituvchi talabalarga chet tilni o'rganishlarida kouch, usta, maslahatchi va ilhomlantiruvchi vazifasini bajaradi.

4. Talabalarning tilni o'rganishning motivatsion sohasi masalasi ko'p yillar davomida haqiqiy muammoga aylanib kelmoqda. Shuning uchun o'qituvchining vazifasi lingvo-kouching yondashuvi bilan talabalarni ijobiy rag'batlantirishdir, buning uchun o'quv jarayonini maxsus tashkil etish hamda o'quv materiallarini ishlab chiqish talab etiladi.

**SCIENTIFIC COUNCIL DSc.03/30.04.2021.Ped.82.01 ON AWARDING
SCIENTIFIC DEGREES AT CHIRCHIK STATE PEDAGOGICAL
UNIVERSITY**

NATIONAL UNIVERSITY OF UZBEKISTAN

JURAYEVA GULKHAYO BAKHODIR KIZI

**THEORETICAL AND PRACTICAL FOUNDATIONS OF THE LINGUA-
COACHING APPROACH TO LEARNING THE ENGLISH LANGUAGE
IN ESP CLASSES**

13.00.02 – Theory and methodology of teaching and upbringing (English)

**DISSERTATION ABSTRACT OF THE DOCTOR OF PHILOSOPHY (PHD)
ON PEDAGOGICAL SCIENCES**

Chirchik – 2023

The topic of the thesis of Doctor of Philosophy in Pedagogical Sciences (PhD) is registered under the number B2021.2.PhD/Ped2539 in the Higher Attestation Commission under the Cabinet of Ministers of the Republic of Uzbekistan.

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INTRODUCTION (Abstract of the Doctoral (PhD) Thesis)

Topicality and relevance of the topic of the dissertation. In the modern world, innovative models for improving pedagogical practice are being widely implemented in educational institutions worldwide. The 2030 International Education Concept adopted by UNESCO, based on the “Education and Skills for the Future 2030” project by the Organization for Economic Cooperation and Development (OECD), is aimed at enhancing the quality of education, revising and improving curriculum, and implementing systematic measures to improve education. With modern trends in vocations and education, practical activities are being carried out to enhance the effectiveness of pedagogical and psychological activities in educational practices, allowing for thoughtful use of their potential and enabling independent decision-making in various situations.

Global education and scientific research are currently conducting scientific investigation to improve the effectiveness of teaching foreign languages, assess the knowledge, skills, and competencies of students based on the standards for developing language and speech competencies, enhance the learning process, and improve motivation among students to learn necessary foreign languages. They are also working on developing monitoring tools, forms, and methods to enhance the effectiveness of improving foreign language teaching. The phenomenon of lingua-coaching in higher education is an element in pedagogical science and practice that ensures psychological support for teaching activities between teachers and students. The central category of lingua-coaching in the context of this research is the relationship between a teacher and students. Thus, the role of a lingua-coach is to effectively organize the learning process and encourage an increase in the level of linguistic and communicative development. Lingua-coaching helps students develop and master new skills, as well as achieve high results not only in communicative activities but also in implementation of the language in their future profession.

In recent years, successful mechanisms have been developed to increase students' need for knowledge in order to successfully master their profession during the process of teaching foreign languages in higher education institutions in Uzbekistan. In addition, it focuses on shaping motivational factors that help students recognize their need for foreign languages under various professional situations. According to the President of the Republic of Uzbekistan, “The current policy of openness of the country, the growth of inflows of foreign investments, the number of new enterprises accelerate the aspiration of the youth to become master in modern knowledge and foreign languages”¹. Applying pedagogical experience gathered through coaching practices is important for identifying difficulties faced by students during the process of learning foreign languages as well as understanding the role of teachers and their relationships with students.

The dissertation, to a certain degree, serves to accomplishment of a number of tasks of assuring the education quality specified in the Decree of the President of the Republic of Uzbekistan PD-60 dated January 28, 2022 “On the Strategy of Development of the New Uzbekistan for 2022-2026”, PD-5847 dated October 8, 2019

¹Послание Президента Республики Узбекистан Шавката Мирзиёева Олий Мажлису и народу Узбекистана от 20 декабря 2022 года. <https://president.uz/ru/lists/view/5774>

“On approving the conception of the system of development higher education of the Republic of Uzbekistan until 2030”, PD-6108 dated November 6, 2020 “On Measures to Develop Education, Science, and Technology Sectors during Uzbekistan’s New Development Period”, PD-5117 dated May 19, 2021 “On measures to raise the popularization of learning foreign languages to a qualitatively new level”, and some other important documents and decrees.

Relevance of the topic to the priority areas of scientific research in the Republic. The current research has been carried out in accordance with the following trend of development of science and technology of the Republic of Uzbekistan: 1. Establishing the systems of innovative ideas in social, legal, economic, cultural, spiritual and educational development of informative society and democratic state.

Degree of the study of the problem. In our country, the use of modern educational technologies in teaching foreign languages, as well as the issues of improving the methodology of teaching foreign languages, have been studied by L.T. Akhmedova, N.M. Akhmedova, M.Kh. Gulyamova, J.J. Jalolov, F.I. Ikromkhonova, G.T. Mahkamova, H. Mamatqulov V.I. Normuratova, F.M. Rashidova, D.A.Ruzmetova, D.T. Pardaeva, T.Q. Sattarov, Z.M. Khazratova, F. Shirinova² and many other researchers who made an overwhelming contribution to the teaching process.

The importance of language coaching technology in foreign language education at higher education institutions of the member states of the Commonwealth of Independent States (CIS) was discussed in scientific research works by A.O.Azarova, M.R.Arputyeva, I.V.Baranova, V.A.Belikov, N.L.Gaskova, L.A.Savinkov, L.V.Kozhanova, A.Miryugina, I.R.Rybina, I.Podlasiy, I.Yu.Popova, V.P.Sokolov, K.S.Smotryayeva³, and others.⁴

The distinction of coaching and teaching, and their role were deeply analyzed in the works of foreign scholars M.Strong, W.Baron, G.Nicholls, R.Smith, D.Lynch,

² Саттаров Т.К. Формирование профессиональных умений будущего учителя иностранного языка на практических занятиях по специальности (на материале английского языка): Автореф. дис... д-рапед. наук. – Т. 2000. – 32 с. Маматкулов Х. Хорижий тиллар бўйича педагоглар касбий компетентлигини ривожлантиришнинг илмий-услубий асосларини такомиллаштириш: автореф. докт. дисс. (DSc). – Ташкент, 2021. – 240 б.

³ А.О. Azarova. Коучинговая модель иноязычного обучения социологов как фасилитатор их личностного и профессионального развития. Avtoreferatdokt. diss. –Moskva 2020. Беликов В. А., Савинков Л. А. Образование. Проблемно-ориентированный анализ на основе деятельностного подхода: моногр. Магнитогорск, 2004. Кожанова Л. В. Технология личностно-ориентированного подхода при обучении иностранному языку в неязыковом вузе // Актуальные проблемы деятельности подразделений УИС: сб. материалов Всерос. науч.-практ. конф. М., 2015. С. 720-721. Рыбина И. Р., Попова И. Ю. Использование практико-ориентированного подхода в обучении иностранному языку студентов неязыковых вузов // Устойчивое развитие регионов России: вызовы, риски, стратегии: материалы Междунар. науч.-практ. конф. М., 2017. С. 310-315. Арпентьева М. Р. Академическое социально-психологическое консультирование и преподавание психологии в вузе. Калуга: КГУ, 2016. Соколов В. П., Тихонова В. И. Коучинг как новая модель развития персонала организации // Инновационный Вестник Регион. 2013. № 1. С. 1-4. И.В. Баранова, Н.А. Мирюгина, К.С. Смотряева лингвокоучинг как современная технология обучения немецкому языку. Avtoreferatdokt. diss.-М., 2020.

⁴ Villiers S. Sharing Our Understandings of the “Communicative Method”. // Applied Linguistics: 2003, V. 2, 890 - p. Scrivener J. Learning Teaching. A guidebook for English language teachers. – London: Macmillan, 2009. – 434 p. Rogers C. Freedom to learn. –New York: Prentice hall, 1994. - 300 -p. Саттаров Т.К. Формирование профессиональных умений будущего учителя иностранного языка на практических занятиях по специальности (на материале английского языка): Автореф. дис... д-рапед. наук. – Т. 2000. – 32 с. Маматкулов Х. Хорижий тиллар бўйича педагоглар касбий компетентлигини ривожлантиришнинг илмий-услубий асосларини такомиллаштириш: автореф. докт. дисс. (DSc). – Ташкент, 2021. – 240 б.

R.Roger, J.Barrie and others⁵.

The role of coaching in education as an effective approach, its key principles and models were investigated by T .Weiss, T.Roby, T.Meyer, E.De Haan, R. Lofthouse, D.Leat, C.Towler, J.Whitmore, A.Brockbank, I.McGill, E.Parsloe, M.Wray, T.Gallwey, H. Williams, N.Edgerton, S.Palmer, and many others⁶.

However, the challenges of implementation of lingua-coaching approach into pedagogical practice in ESP courses at universities in Uzbekistan have not been discussed previously. Despite the fact that “coaching” was widely discussed in many countries, “lingua-coaching” as a relatively new phenomenon experimented for the first time in Uzbekistan.

Relation of the dissertation topic with the plans of scientific research work of a professional educational institution. The dissertation research was carried out in accordance with the plan of scientific research work of the National University of Uzbekistan named after Mirzo Ulugbek in the direction “Linguistic and typological features of contrastive languages and methods of their teaching”.

The aim of the research work is to study theoretical and practical foundations of the linua-coaching approach to learning English language in ESP classes, and to develop suggestions and recommendations for improving this approach.

The tasks of the research work are as follows:

to analyze the methodological, pedagogical and psychological opportunities for developing linguistic competence in the English language in higher education establishments;

to explain methodological opportunities for developing linguistic competence in a foreign language based on lingua-coaching;

to enhance a model for developing linguistic competence based on lingua-coaching mechanisms;

to establish the methodology for developing linguistic competence in foreign language based on lingua-coaching approach;

The object of the research work is a total of 501 student respondents, who were surveyed at the National University of Uzbekistan, Jizzakh Polytechnic Institute, and Karshi State University as a part of the process of teaching English to ESP students based on lingua-coaching approach.

The subject of the research work is the forms, methods and tools for improving linguistic competencies of the English language in ESP classes based on the lingua-coaching approach.

Nicholls G. Mentoring: the art of teaching and learning. – London: Pearson, 2002. – 240 p. Smith R., Lynch D. Coaching and Mentoring : A Review of Literature as it relates to Teacher Professional Development // International Journal of Innovation, Creativity and Change, 2014. – 895 p. Roger R., Barrie J. Mentoring-coaching: a guide for education professionals. – New York: Open University Press, 2007. – 272 p.

⁶ Weiss T. Coaching competencies and corporate leadership. - New York: St. Lucie Press, 2003. – 206 p. Robya T. A guide to support coaching and mentoring for school improvement. – New York: Open University Press, 2016. – 115 p. Meyer T. Creating competitiveness through competencies. - Randburg: Knowledge Resources, 1996. – 302 p. De Haan E. Relational coaching: Journeys toward mastering one-to-one learning. - West Sussex, England: John Wiley & Sons Ltd, 2008. – 156 p. Lofthouse R., Leat D., Towler C. Coaching for teaching and learning: a practical guide for schools, Guidance report. - Newcastle University, CfBT Education Trust, 2010. – 230 p. Witmore J. Coaching of higher efficiency. – M.: Intern. academy corp. management and business, 2005. - 168 p. Brockbank A., McGill I. Facilitating Reflective Learning through Mentoring and Coaching. – London: Kogan Page, 2006. – 235 p. Parsloe E., Wray M. Coaching and Mentoring. – London: Kogan Page, 2003. – 248 p. Gallwey T. Inner game, Focus, teaching, enjoyment and mobility in the workplace.— М., Просвещение, 2005. – 252 p.

The methods of the research are experimental, case study, introspection, observation, survey, comparative analysis, assessment and mathematical-statistical analysis.

The scientific novelty of the research work is as follows:

the ability of ESP students to learn English, introducing new opportunities for educational relationships between teacher-coach – student, and complexifying language and speech competencies in relation to integrated, motivated, problematic approaches has been developed;

the methods of developing students' linguistic competence by individual-psychological differentiation during classroom activities, observation and evaluation of the dynamics of students with poor results and successful achievements, identifying difficulties have been elaborated;

improving the effectiveness of the process of teaching English to students through motivational-value relationships and increasing the dialogical nature of teaching, as well as enhancing lingua-coaching mechanisms in educational programs through speech perception has been explored;

the English language teaching methodology based on eliminating demotivators when a student engages in direct conversation with a partner, expressing thoughts clearly, understanding the context of a conversation logically, and organizing the learning process to enhance students' independent cognitive activity have been improved.

The practical results of the research reflect the development of some practical recommendations:

the research work carried out through the use of lingua-coaching technology is systematic, based on developing linguistic competence, and is characterised by a process-oriented, personal-social activity, productive, and value-based approach that opens up new possibilities for the pedagogical-psychological aspects of the process has been revealed;

the opportunities to use lingua-coaching technology developed to enhance the effectiveness of educational activities among various levels of ESP students on the example of the English language have been tested through experimentation;

the provided research materials and methodological recommendations have created numerous opportunities for teachers of higher educational institutions by increasing the effectiveness of teaching a foreign language through textbooks and practical manuals, helping students to elaborate methods for independent knowledge acquisition and self-development, as well as creating modules for enhancing the educational activities.

The reliability of the results of the study is determined by the fact that the approaches, the methods, theoretical data and statistical analysis used in the research were required from reliable sources, the given conclusions and recommendations are applied into practice, the required results are confirmed by the competent authorities and were widely discussed in scientific-practical conferences.

The scientific and practical significance of the research.

The scientific significance of the research paper is to emphasize the appliance of lingua-coaching approach in learning foreign languages in the system of higher institutions because of coaching's non-standard approach in tackling many issues.

The practical results of the dissertation are to achieve high level of knowledge in English by using innovative programs and techniques, to develop the communicative process of the students, and may be included in syllabi of such disciplines as “Practice and theory of general pedagogy”, “Methodology of learning language”, and “Methodological problems of teaching foreign language”.

Implementation of the research results. Based on the theoretical and practical conclusions and recommendations developed in the dissertation:

the ability of ESP students to learn English, introducing new opportunities for educational relationships between teacher-coach – student, and complexifying language and speech competencies in relation to integrated, motivated, problematic approaches were embedded in the fundamental project FA-F1-G003 – the functional word formation in modern Karakalpak language (Certificate of 27.02.2023 № 17.01/32). As a result, the project helped students be motivated, set realistic goals, and develop new skills and communicative abilities.

the methods of developing students’ linguistic competence by individual-psychological differentiation during classroom activities, observation and evaluation of the dynamics of students with poor results and successful achievements, identifying difficulties were defined in the fundamental project FA-A1-G007 Karakalpak folklore as an object of a linguistic research (Certificate of 27.02.2023 № 17.01/32). As a result, the students have improved their ability to engage in communication and developed their speech skills during classroom activities

improving the effectiveness of the process of teaching English to students through motivational-value relationships and increasing the dialogical nature of teaching, as well as enhancing lingua-coaching mechanisms in educational programs through speech perception were elaborated in the fundamental project FA-A1-G005 The research of the history of Karakalpak folklore and literature (Certificate of 27.02.2023 № 17.01/30). As a result, students have achieved effective use of their internal potential in improving the efficiency of learning a foreign language.

the English language teaching methodology based on eliminating demotivators when a student engages in direct conversation with a partner, expressing thoughts clearly, understanding the context of a conversation logically, and organizing the learning process to enhance students’ independent cognitive activity were improved in the scenarios for the programs “Education and Progress” and “The youth of Uzbekistan” were used in preparing the broadcast on the “Uzbekistan” television channel of the National Television and Radio Company of Uzbekistan (Certificate of 10.07.2023 № 04-36-1070). As a result, it helped contribute to the development of language learning ability through the integration of modern teaching and learning tools.

Approbation of the results of the study. The results of this study have been presented in the form of scientific reports discussed at 2 international and 1 republican conferences.

Publication of the results of the study. 12 scientific papers have been published on the topic of the dissertation, including 5 scientific articles in scientific publications recommended by the Higher Attestation Commission of the Republic of Uzbekistan for the publication of the main scientific results of doctoral dissertations, including 4 articles in foreign scientific journals.

The structure and the volume of the dissertation. The dissertation consists of an introduction, three chapters, a conclusion, bibliography. The volume of the dissertation is 116 pages.

MAIN CONTENT OF THE DISSERTATION

The **Introduction** substantiates the relevance of the research topic, its connection with the priority areas of science and technology of the republic, review of foreign and domestic literature on the research topic; defines the purpose and objectives, object and subject of the work; indicates the research methods used; reveals the novelty of the research; outlines the scientific and practical significance of the research; substantiates the reliability of the results obtained; provides information about the implementation, publication, approbation, and structure of the dissertation.

Chapter one titled **“The linguistic-didactic foundations for developing students’ English language linguistic competencies in lingua-coaching approach”** deals with the rather new phenomenon in methodology “lingua-coaching” and discusses such issues as the history of the development of lingua-coaching as a science and its notion, differences between the concepts “teaching”, “mentoring” and “coaching”, as well as the discussion of the importance of lingua-coaching in developing foreign language linguistic competence by foreign scholars. In this section, the tasks, main principles, and linguistic-didactic foundations of coaching and lingua-coaching in pedagogical practice are revealed.

According to Oxford English Dictionary (OED), the term “coaching” is the “process of training somebody to play a sport, to do a job better, or to improve a skill, while the other meaning runs as the process of giving a student extra teaching in a particular subject”⁷. “To coach” is to train, tutor, and prepare for exams or competitions⁸. Lingua-coaching is the process of establishing a relationship between a student and a coach in order to achieve the student’s goal of learning a foreign language. English language lessons based on lingua-coaching technology determine what, to what extent, and how the student will learn. The main task of the lingua-coach is not to teach grammar to the students or work with them on a section-by-section basis, but rather to teach them how to learn the language and develop independence and responsibility for their own results. Lingua-coach helps define the goal of learning English, identifies gaps in knowledge and skills, and sets out an action plan in collaboration with the student to achieve important results for the student. The scope of responsibility for lingua-coaching is wider than that of an English language teacher. It not only helps students acquire English language skills but also helps them bring out their hidden abilities and make effective use of them. Additionally, coaching assists in overcoming internal psychological barriers and finding motivation for learning.

Foreign scholars have identified the following methodological elements for lingua-coaching:

⁷Onions C.T. The shorter Oxford English Dictionary. – Oxford: Oxford University Press, 3d edition, 1983 - <https://www.oxfordlearnersdictionaries.com/>

⁸ Апресян Ю. Д., Медникова Э. М. Новый большой англо-русский словарь. В 3-х томах. – М.: Русский язык, 1999. – p. 240

Belief in talent: Demonstrating the abilities of students to learn a foreign language. Encouraging them to believe in their ability to learn the language and to understand which teaching methods are more effective for them, as well as which language competencies are more suitable for them.

Purposefulness: In lingua-coaching, the purpose is of primary importance as it determines the ultimate goal for the student and provides a series of questions to identify successful outcomes and means of achieving them.

Motivation: This principle logically appeals to the student's goal. The more specific and detailed the goal is, the more benefits the student takes advantage in achieving it, the harder they will work towards its achievement.

Autonomy and active position: Traditional English language classes do not provide opportunities for coaching activities, where students take a passive position and wait for someone to "teach" them. Lingua-coaching involves a collaboration between two individuals who work together to open up opportunities for the student, set goals, and choose learning resources based on their personal advantages. Applying this approach depends on the student.

Learning English as a lifestyle: Lingua-coaching shapes an independent activity subject that starts shaping attitudes towards integrating English into a part of life by using tools that help form positive attitudes towards learning English and thinking about its future implications in society.

Feedback: Coaching sessions with students are held once or twice a week. During these meetings, coaches respond to all questions raised, analyze intermediate results, and offer feedback on written and oral assignments. If necessary, the action plan can be reviewed and adjusted according to the achieved results or modified goals of a student.

As Tom Butler Boudon believes, "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 existing⁹. Admittedly, the coaching does not teach, it aims to regulate how to reveal the hidden talents or skills of students. As the researcher claims about the issues and difficulties in the learning process of the students, it is recommended to emphasize the role of coaching itself. First of all, the coach is a consultative supporter that assists learners to achieve important goals for them at the optimal time by mobilizing internal potential, developing the necessary abilities, and forming new skills. Therefore, a lingua-coach is a professional language consultant that combines both teaching and coaching techniques. The main duties of a language coach are to reveal the best in a student's personality, to identify deficiencies in language learning strategies, to promote cooperation, to train the students to teach and learn themselves, and to encourage imaginative solutions to the issues.

V. N. Smirnova, Russian scholar and language coach, defines a coach as the gardener of our talents and facilitator of our success¹⁰. As a result, by applying coaching technologies students may attain the aims faster in an efficient way and get pleasure from the process. Therefore, the general fundamentals of coaching might be the

⁹ Boudon T. John Witmore – Coaching of higher efficiency. – New York: University Press, 1992. - p. 54

¹⁰<http://coach-s.narod.ru>

partnership, revelation of the potential, the results, and the others (Fig.1).

According to Myles Downey model GROW assists a lingua-coach in planning the conversation in coaching and reach a meaningful result¹¹. The scientist accentuates that the model GROW emerged from the most successful practice not from theory. Combining the stages of lingua-coaching, as well as the discussed principles that guide the coach in the process of activity, the levels of development of students' communicative language skills and styles of interpersonal interaction allowed us to get a holistic idea of the phenomenon under research and to depict it as a universal spatial model.

According to the figure, that depicts the model of development of students' linguistic competence; in the process of the interaction with the students, a lingua-coach utilizes the principles, such as awareness and responsibility, unity and interaction, flexibility, partnership, hierarchical development and monitoring (Fig.1).

As a result, we propose the following definition for developing linguistic competence: based on specific evaluation methods, socio-pedagogical conditions and innovative technologies are used to shape and implement a pedagogical model. In other words, lingua-coaching is a modern method of learning foreign languages that helps students internalize English or any other language by increasing their motivation and personal responsibility. Coaching techniques provide the opportunity to achieve faster results in language learning compared to traditional approach. The coach works as a partner and assistant in the student's learning process.

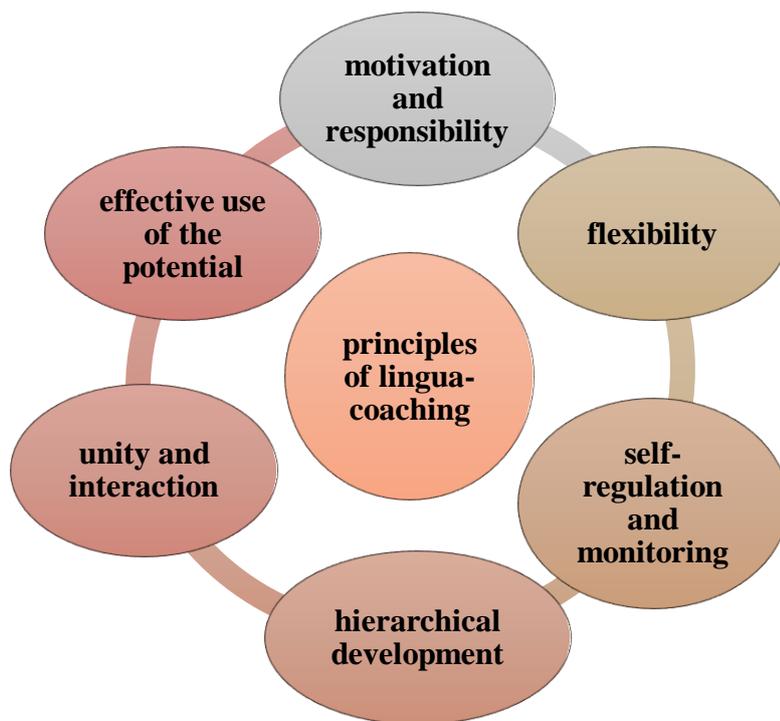


Fig.1. The main principles of lingua-coaching

We suppose that the primary function of the data interchange in the communication is the formulation of a single point of view and agreement about a particular situation or problem that is possible while learning the English language. To

¹¹Downey M. Effective Coaching, lessons from the coaches' coach. – Moscow: Добрая книга, 2008. - p. 52

solve this problem, a certain mechanism is characteristic of interpersonal interaction like the feedback mechanism. The feedback provides an adequate understanding, creates favorable conditions for communication development, allows the student to monitor the process and supports students in achieving their goals.

In the analysis results, it was found that teaching the technique of developing speaking communicative activity based on linguistic competence in the modern paradigm of higher education has great importance. In our opinion, modern university graduate should not only be able to analyze and solve complex problems, but also pay attention to their own speech culture, which is an important part of their professional and personal development.

Language learning must include three components: developing linguistic competence (knowledge of the language), speech competence (being able to use English in functional registers), and communicative competence (the ability to effectively use both oral and written languages). Oral skills are emphasized as part of communicative competence. This idea emphasizes the ability to shape speaking through language and the use of coaching techniques in the process of understanding and acquiring speaking skills. However, speaking is not an end in itself, like linguistic competence, but rather a transitional stage on the path to communicative competence. It needs to be assimilated in sufficient quantity according to the standards of the language being learned, its cultural application, and traditions in order to solve problems that arise from mutual influence in communication processes. Speaking content for various levels and stages of education should be solidified in state education standards.

The second chapter of the dissertation “**Improving the system of the model based on the teaching methodology of English language for students in lingua-coaching approach**”. This study proves the importance of organizing effective educational activities in this field, using various methods, techniques, and tools correctly in the teaching process, and utilizing them in a comprehensive manner to improve the effectiveness of education. This is achieved through the implementation of lingua-coaching technology. It helps to enhance students’ knowledge and skills in adapting speech activities appropriately based on the lingua-coaching approach. This approach focuses on integrating and improving knowledge, skills, competencies, and experiences acquired from various subjects to develop professional, linguistic, and social competence in a balanced manner. Furthermore, this approach also emphasizes the use of new innovative technologies aimed at developing students’ ability to engage in independent and group work. It pays special attention to shaping students’ skills in independent and group work. Lingua-coaching approach has led to a significant positive change in the quality of education and an increase in students’ motivation to learn languages. The integrated training also analyzed issues related to effective tools for teaching linguistic competencies of both teachers and students in close collaboration with each other as well as teaching ESP through lingua-coaching.

When we talk about clarifying and making it more 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 made more emphasis on learning rather than on assessing. By focusing on the learners, lingua-coach takes into consideration their both individual and cognitive strategies, which does not characterize the teachers’ competence.

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 is able to 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 learner 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 on-going opportunities. The development and enhancing performance of short-term competency is seldom smooth. While solving the problems with the learners, the lingua-coach can encounter such phenomenon as *resistance, collaboration, empathy and openness that are the part of their competence*.

According to the results of the analysis, the lingua-coaches supposed the integrative model and highlighted the following components as part of the motivation that each student can obtain, these are integrative, which denotes the student's desire to identify himself with the culture of a foreign language; and instrumental that implies the practical value of learning a foreign language to expand career opportunities or get a prestigious job. Especially, it is essential for ESP learners as they need some particular knowledge, such as grammar, vocabulary, study skills, and discourse on their occupation.

In lingua-coaching it is essential for teachers to avoid these breakdowns by increasing comprehension, increasing student-to-student interaction, increasing higher order thinking and the use of learning strategies, making connections to students' background knowledge. As a result of this, students enhance how to demonstrate and verbalize their knowledge in second language acquisition, or how to orally defend their statements.

In this chapter there are a lot of coaching tools discussed, 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 inevitable¹²; suggested by Milton Erickson, who was a famous psychiatrist and psychologist in America.

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. 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.

¹²William H.O. Taproots: Underlying Principles of Milton Erickson's Therapy and Hypnosis (Norton Professional Book) 1st Edition

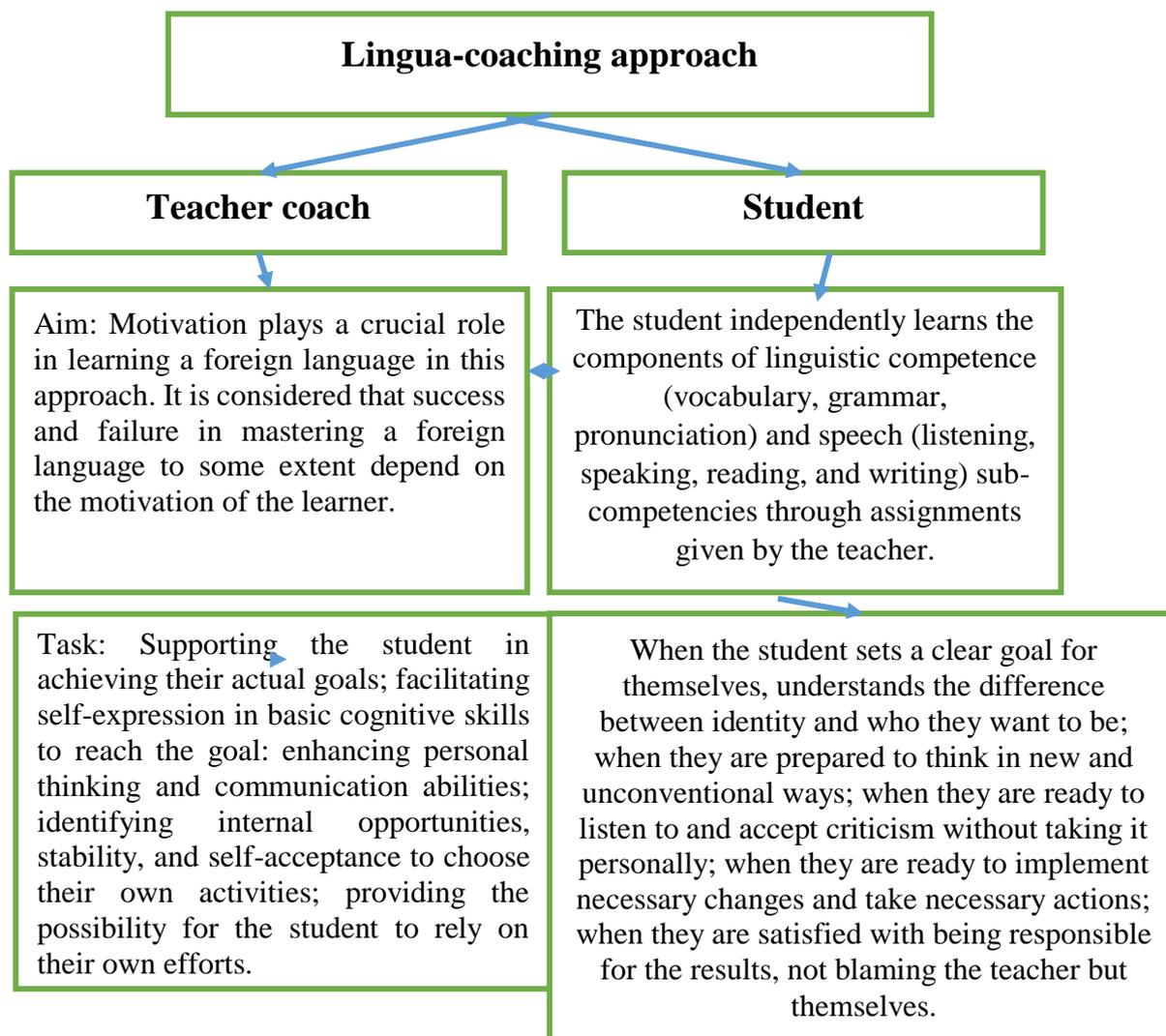


Fig.2. The role of a coach and a student in lingua-coaching approach

2. The “T” Model is a remarkably efficient 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.

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 goals¹³. Consequently, in lingua-coaching it is possible to implement ‘The wheel development’ by altering the name ‘The wheel of language balance’¹⁴.

¹³Parsloe, E. Wray, M. Coaching in learning: Practical Methods to improve learning – Piter, 2003.-p.67

¹⁴Rozhina 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

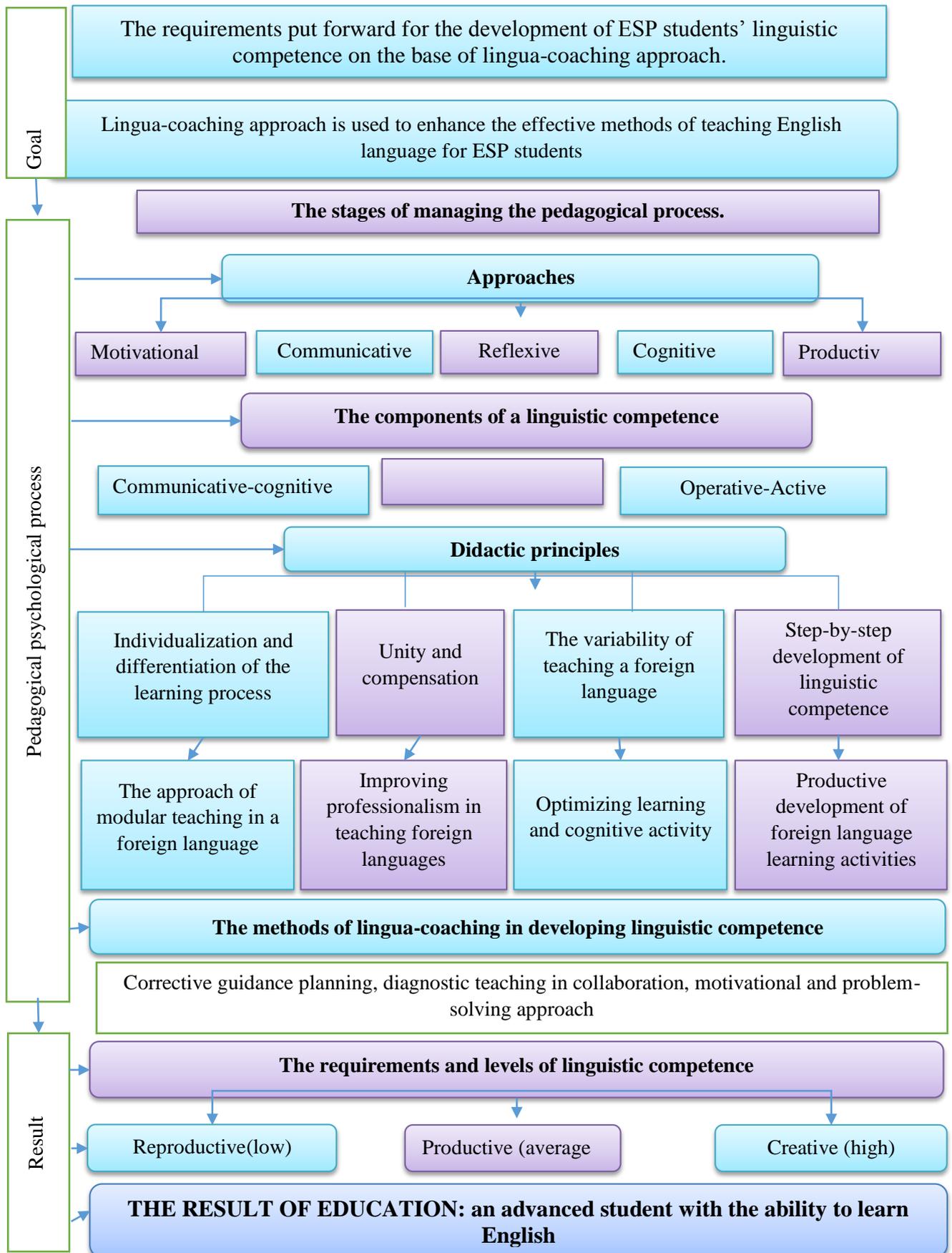


Fig.3. The model for developing students' linguistic competence based on the lingua-coaching approach

In developing the pedagogical model for enhancing the communicative competence of ESP students, we have utilized pedagogical models and technologies that are closely related to our research (Fig.1).

The process of organizing the development of communicative competence based on this model involves the following steps:

1) Introducing and explaining the objectives and tasks of developing language and speech skills in English to the experimental group of students.

2) Initial diagnostics: identifying and evaluating the level of ESP students' language proficiency.

3) Establishing and adapting the pedagogical-psychological conditions for developing language and speech competencies in students.

4) Applying pedagogical techniques and recommendations for improving students' linguistic skills.

Chapter three titled **“The experimental validation of developed linguistic competences of ESP students with lingua-coaching approach”** deals with the realization and the results of the research based on the lingua-coaching approach to teaching ESP.

The experimental research implementing lingua-coaching approach embraced two stages, such as diagnostic and formative. At the stage of diagnostic, that comprised two academic years from 2019 to 2021; there were a selective implementation of developed study methods, their comprehensive analysis to identify the fundamental possibility of their use in the learning process as well as the formation of principles and strategies to create the necessary motivation for the ESP students. At the stage of formative assessment, that embodied years between 2021 and 2022, there were a comprehensive implementation of all theoretical concepts, pedagogical conditions for the development of lingua-coaching approach to a-first-year students of higher education establishments, including 501 respondents, 250 of them for the experimental group, and 251 for the control group from National University of Uzbekistan, Jizzakh Polytechnic Institute and Karshi State University. The studies in experimental groups were conducted by new developed approach on the basis of scientific and methodological recommendations. At the same time the studies in control groups based on traditional methodology.

For experimental research we have selected the students from three faculties, including management, mathematics, and biology of the National University of Uzbekistan, Jizzakh Polytechnic Institute and Karshi State University. The knowledge of experimental and control groups was assessed by oral, written, and practical tasks.

At the initial stage a placement test was taken from ESP students to get to know their level of English, whether they were A2, B1 or B2. As a placement test we have chosen all the integrated skills and grammar / vocabulary

Table.1

The overall results of the experimental and control groups at the initial stage (National University of Uzbekistan, Jizzakh Polytechnic Institute and Karshi State University)

| № | Experimental group | | | | Control group | | | |
|--------------------|--------------------------|------------|------------|-----------|--------------------------|------------|------------|-----------|
| | Total number of students | A2 | B1 | B2 | Total number of students | A2 | B1 | B2 |
| Management | | | | | | | | |
| 1 | 87 | 31 | 40 | 16 | 88 | 35 | 36 | 17 |
| Mathematics | | | | | | | | |
| 2 | 83 | 35 | 39 | 9 | 80 | 30 | 44 | 6 |
| Biology | | | | | | | | |
| 3 | 80 | 49 | 27 | 4 | 83 | 45 | 32 | 6 |
| Total | 250 | 115 | 106 | 29 | 251 | 110 | 112 | 29 |

Table.2

The overall results of the experimental and control groups at the final stage (National University of Uzbekistan, Jizzakh Polytechnic Institute and Karshi State University)

| № | Experimental group | | | | Control group | | | |
|--------------------|--------------------------|-----------|------------|-----------|--------------------------|-----------|------------|-----------|
| | Total number of students | A2 | B1 | B2 | Total number of students | A2 | B1 | B2 |
| Management | | | | | | | | |
| 1 | 87 | 19 | 47 | 21 | 89 | 29 | 45 | 15 |
| Mathematics | | | | | | | | |
| 2 | 83 | 19 | 47 | 17 | 80 | 26 | 48 | 6 |
| Biology | | | | | | | | |
| 3 | 80 | 31 | 39 | 10 | 82 | 36 | 35 | 11 |
| Total | 250 | 69 | 133 | 48 | 251 | 91 | 128 | 32 |

According to the numerical information given in Tables 3.1.1 and 3.1.2, we indicate the overall results by Student – Fisher criterion on the basis of mathematical and statistical analysis.

Table.3

Results of an experimental and control groups of National University of Uzbekistan, Jizzakh Polytechnic Institute and Karshi State University

| | | | | | |
|---|----------------------|-----------|------------|-----------|---------------------------------|
| Results of an experimental group | X_i | B2 | B1 | A2 | Total number of students |
| | n_i | 48 | 133 | 69 | n=250 |
| Results of a control group | Y_j | B1 | A2 | A1 | Total number of students |
| | m_j | 32 | 128 | 91 | m=251 |

According to the results of Table.3. we can conclude that the average value for the options $X > Y$ satisfied the conditions. In order to find the average value, we applied the following formula

$$X = \frac{1}{n} \sum_{i=1}^3 niXi = \frac{1}{250} (48 \cdot 5 + 133 \cdot 4 + 69 \cdot 3) = \frac{1}{250} (240 + 532 + 207) = \frac{979}{250} = 3.916 \approx 4$$

$$Y = \frac{1}{m} \sum_{j=1}^3 miYi = \frac{1}{251} (32 \cdot 5 + 128 \cdot 4 + 91 \cdot 3) = \frac{1}{251} (160 + 512 + 273) = \frac{945}{251} = 3.74045802 \approx 3.7$$

From these calculations, it is apparent that the learning rate of learning of the experimental group is higher than the control group.

Based on the formula of the average value, we calculate the results in the percentage:

$$P = \frac{X}{3} \cdot 100\% - \frac{Y}{3} \cdot 100\% = \frac{3.916}{3} \cdot 100\% - \frac{3.74045802}{3} \cdot 100\% = 130.533333 - 120.6819 = 10.5\%$$

From this calculation, it became clear that the results of the experimental group increased by 10.5% compared to the control group.

According to the results of the calculation of four universities, the presented hypothesis gave the effect. Therefore, it is recommended to apply lingua-coaching approach to teaching ESP. The experiment carried out with the appliance of several tools of coaching. These provide the students with ample opportunity to reveal their potential and inner resources by staying motivated. The tasks that were given to the students not only increased their self-esteem but also provoked the desire to work without assistance. Therefore, the implementation of coaching tools in lingua-coaching approach have a number of benefits. Moreover, this undoubtedly leads to avoiding monotony in the teaching process by making the lessons more excited.

CONCLUSION

1. On the basis of a comprehensive analysis of the scientific literature, it was established the relevance of the unexplored phenomenon of ‘lingua-coaching’ in the system of higher education. Lingua-coaching approach is a strategic goal setting learning environment that includes independent learning and communicative classroom teaching. It involves a relationship between a teacher and a student to a new level of interpersonal interaction based on interest, cooperation and flexibility, and shared responsibility for the results of the linguistic competence of each student.

2. A conceptual field has been formed that expands the notion of lingua-coaching by involving a partner communicative cooperation, the process of continuous development, the system of interaction with a coach, technology, a means of assessing the subject, the models of interaction subjects, a special supportive attitude toward the students, a form of in the individual support of the personality, stages consisting of several steps.

3. According to the research the basic principles (1. The principle of awareness and responsibility; 2. The principle of unity and interaction; 3. The principle of flexibility; 4. The principle of partnership; 5. The principle of hierarchical development and monitoring) of lingua-coach–student relation have been formed; the levels (Motivation, Belief, Self-development, Success) of students’ communicative

development have been highlighted; the main characteristics (Benevolence, Flexibility, Activity, Partnership and Inspiration) of the lingua-coach have been presented; a theoretical universal model of development of students' linguistic competence has been established.

4. The implementation of coaching tools in the system of higher education establishes a progressive path of development, that leads to the integration of knowledge in many areas of scientific knowledge. Hence, the lingua-coaching approach became the reason for the creation of a new methodological approach to the design of educational systems of modern higher education, and to maintain the growth of the quality of education.

5. The overall results of the experiment revealed a successful appliance of the lingua-coaching approach in ESP students as well as a mathematic-statistical analysis demonstrated the effectiveness of the research.

In accordance with the results of the research the following recommendations were suggested:

1. The materials, that are adapted to the students' needs, should serve as a scaffolding for developing students' competences including motivational, cognitive, psychological, regulatory, and reflexive ones;

2. As the coaching emphasizes the skills how to achieve the goals, there is no particular instruction how to do it. As a result, joining all the key principles together and the stages of lingua-coaching, the model of development of students' linguistic competence is recommended. The initial function of this model is to formulate a viewpoint and a mutual consent on a particular situation or issue that occurs while learning the English language.

3. The recommended tools in lingua-coaching approach, including open-ended and close-ended questions, T- Model and the wheel of language, are possible to use effectively while teaching ESP students at higher educational institutions. And the teacher in this process acts as a coach, master, adviser and inspirer on the way in learning a foreign language. From this perspective, the tools of coaching in lingua-coaching can be considered as a positive experience in introducing coaching techniques into the educational process.

4. The issue of the students' motivational area of learning the language has been becoming a real problem for many years. Therefore, the task of a teacher is to positively motivate the students with the lingua-coaching approach. Admittedly, this requires to specifically organize the learning process as well as to elaborate the teaching materials.

**НАУЧНЫЙ СОВЕТ № DSc.03/30.04.2021.Ped.82.01 ПО
ПРИСУЖДЕНИЮ УЧЁНЫХ СТЕПЕНЕЙ ПРИ ЧИРЧИКСКОМ
ГОСУДАРСТВЕННОМ ПЕДАГОГИЧЕСКОМ УНИВЕРСИТЕТЕ**

НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ УЗБЕКИСТАНА

ЖУРАЕВА ГУЛҲАЁ БАХОДИР КИЗИ

**ТЕОРЕТИЧЕСКИЕ И ПРАКТИЧЕСКИЕ ОСНОВЫ ЛИНГВО-
КОУЧИНГОВОГО ПОДХОДА К ИЗУЧЕНИЮ АНГЛИЙСКОГО
ЯЗЫКА У НЕФИЛОЛОГИЧЕСКИХ НАПРАВЛЕНИЙ**

13.00.02 – Теория и методика обучения и воспитания (английский язык)

**АФТОРЕФЕРАТ
ДИССЕРТАЦИИ ДОКТОРА ФИЛОСОФИИ (PhD) ПО ПЕДАГОГИЧЕСКИМ
НАУКАМ**

Чирчик-2023

Тема диссертации доктора философии (PhD) зарегистрирована в Высшей аттестационной комиссии при Кабинете Министров Республики Узбекистан за В2021.2.Phd/Ped2539.

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ВВЕДЕНИЕ (резюме диссертации PhD)

Целью исследования является разработка методики преподавания английского языка студентам, обучающихся по нефилологическим направлениям, на основе лингва-коучингового подхода.

Объектом исследования является 501 респондент из Национального университета Узбекистана, Джизакского политехнического института и Каршинского государственного университета, как часть образовательного процесса при обучении английскому языку для специальных целей на основе лингва-коучингового подхода.

Научная новизна исследования заключается в следующем:

была разработана методика, повышающая способность студентов нефилологических направлений изучать английский язык, что открывает новые возможности для образовательных отношений «преподаватель-коуч – студент» и прорабатывает языковые и речевые компетенции в связи с интегрированными, мотивационными и проблемными подходами;

были разработаны методы развития лингвистической компетентности студентов путем индивидуально-психологической дифференциации в ходе аудиторной деятельности, наблюдения и оценки динамики неуспевающих студентов и успешных достижений учащихся, а также выявления трудностей;

были описаны процессы повышения эффективности процесса обучения студентов английскому языку за счет мотивационно-ценностных связей и повышения диалогичности обучения, а также усиление лингва-коучинговых механизмов в образовательных программах через восприятие речи;

была усовершенствована методика преподавания английского языка, основанная на устранении демотиваторов, когда обучаемый вступает в прямой диалог с партнером, четко выражает мысли, логически понимает контекст разговора и организует учебный процесс таким образом, чтобы повысить самостоятельную познавательную активность обучаемых.

Внедрение результатов исследования. По результатам исследования, выводов и рекомендаций реализовано нижеследующее:

Выводы, связанные со способностью студентов нефилологического направления изучать английский язык, посредством внедрения новых возможностей для образовательных отношений «преподаватель-коуч – студент» и проработка языковых и речевых компетенций в связи с интегрированными, мотивированными, проблемными подходами были внедрены в фундаментальный проект FA-F1-G003 – функциональное словообразование в современном каракалпакском языке (Сертификат от 27.02.2023 № 17.01/32). В результате проект помог студентам быть мотивированными, ставить реалистичные цели и развивать новые навыки и коммуникативные способности;

повышение эффективности процесса преподавания английского языка студентам посредством мотивационно-ценностных отношений и усиления диалогического характера преподавания, а также усиление механизмов

лингва-коучинга в образовательных программах посредством восприятия речи были определены в фундаментальном проекте FA-A1-G007 «Каракалпакский фольклор как объект лингвистического исследования» (Сертификат от 27.02.2023 № 17.01/32). В результате студенты улучшили свою способность к общению и развили свои речевые навыки во время занятий в классе;

методы развития лингвистической компетентности учащихся путем индивидуально-психологической дифференциации во время аудиторных занятий, наблюдения и оценки динамики студентов с плохими результатами и успешными достижениями, выявления трудностей были применены в фундаментальном проекте FA-A1-G005 «Исследование истории каракалпакского фольклора и литературы» (Свидетельство от 27.02.2023 № 17.01/30). В результате студенты добились эффективного использования своего внутреннего потенциала для повышения эффективности изучения иностранного языка;

методика преподавания английского языка, основанная на устранении демотиваторов, когда студент вступает в прямой диалог с партнером, четко выражает мысли, логически понимает контекст беседы и организует учебный процесс для повышения самостоятельной познавательной активности студентов, была реализована в сценариях программ «Образование и прогресс» и «Молодежь Узбекистана» были использованы при подготовке трансляции на телеканале «Узбекистан» Национальной телерадиокомпании Узбекистана (свидетельство от 10.07.2023 № 04-36-1070). В результате это помогло внести свой вклад в развитие способности к изучению языка за счет интеграции современных средств преподавания и обучения.

Структура и объём диссертации. Диссертация состоит из введения, трёх глав, заключения, списка использованной литературы и приложения. Объём диссертации составляет 116 страниц.

E'LON QILINGAN ISHLAR RO'YHATI
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ
LIST OF PUBLISHED WORKS

I bo'lim (I часть; I part)

1. Jurayeva G. B. Educating through mentoring and coaching in professional development. НамДУ илмий ахборотномаси – Научный вестник НамГУ 2021 йил 6-сон, P.490-494 (13.00.00 № 30)
2. Jurayeva G. B. Approaches to defining the principles for lingua coaching. Scientife Bullettin of NamSU - Научный вестник - NamDU ilmiy axborotnomasi - 2022_2-сон, P.426-431 (13.00.00 № 30)
3. Jurayeva G. B. Motivational and cognitive competences of ESP students in lingua coaching. Electronic Journal of actual problems of modern science, education and training. December, 2022-12 ISSN- 9750
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5. Jurayeva G. B. Lingua-coaching as a new approach to teaching ESP. O'zMU Xabarlari, 2023, maxsus son, P.87-90 (13.00.00 № 15)
6. Jurayeva G. B. The concept of lingua coaching in higher education and its application in ESP classes. EPRA International Journal of Multidisciplinary Research (IJMR) ISSN ((Online): 2455 – 3662 SJIF Impact Factor: 7.032 DOI: 10.36713 Volume 6 Issue 11 November 2020
7. Jurayeva G. B. A systematic approach in learning English Language on the base of lingua coaching. Academicia: An International Multidisciplinary Research Journal ISSN ((Online): 2249 – 7737 SJIF Impact Factor: 7.492 DOI: 10.5958 Volume 11 Issue 1, January 2021
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II bo'lim (II часть; II part)

10. Jurayeva G. B. Principles of language coaching in teaching foreign languages // Стратегії міжкультурної комунікації в мовній освіті сучасних університетів збірник матеріалів VII-ї міжнародної наукової конференції IV-го міжнародного наукового конгресу society of ambient intelligence. Kiev, 2021. P. 346-349
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12. Jurayeva G. B. *Lingua-coaching as a new approach to teaching ESP // O‘zbekiston Milliy universitetining ilm-fan rivoji va jamiyat taraqqiyotida tutgan o‘rni.* – Tashkent, 2023. P. 193-196

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