TEACHER COMPETENCE IN LINGUA-COACHING APPROACH

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ABSTRACT

This article defines the teacher competence in lingua-coaching approach through various characteristics. Furthermore, there are some comparisons between a lingua-coach and a teacher throughout the entire article. Finally, by applying these competences a lingua-coach and a teacher can find the leaners' inner motivation and inspiration of using English.

KEYWORDS: *Teacher Competence, Resistance, Motivation, "Iceberg" Model, Openness, Empathy, Problem Solving.*

1. INTRODUCTION

Competencies emphasize what the instructions have to accomplish during the lessons. The first studies on the term 'competence' found in Webster dictionary that appeared approximately in 1956 and it is generally understood to mean "the ability to do something successfully and efficiently" [1]. However, the period of its application from theory to practice in education is relatively small. The term 'competence' was substituted with the terminology 'literacy', that has been for a long time, although this concept was defined and interpreted in different ways. As a result, the limited understanding of literacy was recognized as a concept that includes only the abilities to read and write. In many cases, literacy began to co-relate with the concept of 'basic skills' comprising listening, speaking, reading, writing, skills in mathematics, working with information, and etc.

Several scientists have attempted various viewpoints to define the term 'competence' initially in the field of business. In accordance with Tracey Weiss, leaders typically struggle ineffectually not because they have technical abilities or knowledge of their job, but rather they have shortcomings in competence.

McClleland, who is constantly recognized as the father of competencies, identified competency as "a personal characteristic, motive, behavior, skill or knowledge that is proven to driven superior job performance" [2, p.23]. In his work "Testing for Competence rather than Intelligence", he argued that traditional ways of academic criteria involving particular levels at school or aptitudes for academic purposes, it was difficult to forecast success in the workplace. He supposed 'an Iceberg' model between the components of competences (fig. 1). According to the model, one fifth of Iceberg is located above the waterline; therefore, skills and knowledge of coaches as leaders are apparent and visible. Consequently, there is an easy access to transfer their abilities to the leaner's. However, the rest of the Iceberg is the beneath of water. For example, it is critically essential to perform social role, self-image, trail and motive to high results, motivation and aptitudes that the coaches achieve throughout their career path.

Fig. 1. An Iceberg model of competences

Further investigations by T. Meyer who defines competence as "the integration of knowledge, skill and value orientation, demonstrated to a defined standard in a specific context" **[3, p. 48].** However, the term came into scientific and practical use from an American linguistics N. Chomsky who introduced the competence in linguistics **[4, p. 158].** Thus, competence in linguistics is "a person's subconscious knowledge of the rules governing the formation of speech in their first language" **[1].** In accordance with the definition of competence in linguistics, I consider competence in lingua-coaching is the formation of forms, techniques, processes, skills and mind-sets that the student is able to acquire throughout a short-term process. In the case of higher education it is believed to be a whole academic year. Teacher competencies can be adapted through trainings in the classroom or on-the-job experiences. The peculiarity of lingua-coach competences is to deeply engrain the performance that is expected by the leaners.

The most well-known author of the book "Working with emotional intelligence" Daniel Goleman assumptions seem to be realistic that "developing competences in social and communicational learning processes nurtured upstream by education system" **[5, p. 102].** Hence, I suggest that competence performs in the way which become aware by the others. In lingua-coaching competence indicates how to combine, mobilize and convey knowledge, abilities and skills in a professional context. They can be acquired when there is a communication and an interchange. As a result, the notion of competence should be integrated with the verbs such as how to perform appropriately, how to utilize resources, how to apply responsibilities and duties, how to develop knowledge. Furthermore, the formation process of the competence should assemble value of the lingua-coach.

According to Tracey Weiss, "coaching for competencies is distinctive because it goes beyond helping someone solve an immediate problem. It is making a longer term commitment to the development of that person's leadership potential" **[2, p.29].** Although this approach is interesting, however, current solution of Tracey Weiss to coaching competence is disputable in lingua-coaching as it is not a long-term commitment, rather it is a short-term commitment. Especially, competences in lingua-coaching are ongoing process that encourages students' awareness by sustaining behavioral and needed changes, applying data from various documents. Consequently, these changes are accomplished in a short period of time that lead to improved academic success.

It is essential to make a comprehensive analysis of teacher competence through the author of the book "Relational coaching" by E. De Haan. According to him, there are four groups of teacher

Asian Journal of Research in Social Sciences and Humanities
ISSN: 2249-7315   Vol. 12, Issue 01, January 2022   SJIF 2021 = 8.037
A peer reviewed journal

competences in coaching that can be adapted in lingua-coaching. These are clarifying and making it explicit while being a lingua-coach, using data – based feedback, applying a short-term commitment and choosing an action planning **[6, p. 156].**

1. Clarifying and Making It Explicit While Being A Lingua-Coach.

Teachers are the managers of an educational process and their role is to give directions, set expectations for performance, and eventually, assess the results. However, lingua-coaches made more emphasis on learning rather than on assessing. By focusing on the leaners, lingua-coach takes into consideration their both individual and cognitive strategies, which does not characterized the teachers' competence. Basically, their job is to offer various perspectives and point of views by observing, listening and interfering to raise awareness of issues that the person may have been previously or partly unaware of. Furthermore, a lingua-coach supports the learner with wide range of techniques for all types of leaners, such as auditory, visual and kinesthetic leaners, to reflect the given situation. These techniques may include social learning, implicit learning and abundance of information. In this way, the leaners are encouraged to make deliberate choices about altering behavior and about the next steps. Lingua-coach should recognize all the strengths and weaknesses of the leaners by self-awareness and openly sharing senses and experiences that are the basement of lingua-coaching competences.

Self-awareness: can go beyond the current feeling and reach the aware of lingua- coach's influence on others. In fact, self-awareness is considered the bridge that can be connected with the lingua-coach and the leaner. The primarily role of the lingua-coach is to extend the leaners' self-awareness so that it will be possible for them to realistically identify their merits and demerits. This allows the leaners to form a repertoire of behavioral reactions to arduous issues in everyday life.

Openly share senses and experiences: While being a self-aware, it is essential to open share senses and experiences straightly with the learner. This is a link to building a relationship with the learner. Unlike a teacher, who gives information and shares with their advice during the lessons or lectures, a lingua-coach always relates his or her reactions and feelings to the learners by being authentic. In accordance with the book "Flawless Consulting" written by Peter Block, being authentic "means that you put into words what you are experiencing with the leader as you work" **[7, p.84].** I consider it is one of the strongest actions that can affect the learner. In a relationship with a coach, the leaner is not in the position of the student, but in the position of a partner or a client in exploring his life position, his intentions, interests, priorities, goals and plans. At the same time, the leaners are prone to reveal themselves when someone is being authentic. When a lingua-coach openly shares senses and experiences, it assists the learner to think that a lingua-coach is a genuine who does not have invisible plans. A prosperous lingua-coach manages to persuade the learner that all the recommendations, decisions and assignments are formed on the leaner's interests and views rather than his own.

2. Using Data – Based Feedback.

Feedback is a form of response to the leaner's behavior and performance. The aim of the feedback is to enhance the leaner's result in the evaluation and learning process. Applying the data is one of the distinctive principles of lingua-coaching that is found in various sources, comprising interviews, surveys, questionnaires and observations. Consequently, listening for comprehension by asking behavioral queries plays a critical role in using data – based feedback. Listening for comprehension by asking behavioral queries.

Data collection is always driven by the lingua-coach's interviews. Despite the fact that the teacher's lessons usually follow pre-planned route in achieving the result, lingua-coach never prepare beforehand. They accomplish their mission step-by-step in accordance with their leaners'

interest. By asking pertinent and intriguing questions for particular examples helps the lingua-coach to completely understand the leaner's position, his situation, the issues that he encounters in learning the language. It is essential technique as the lingua-coach can extract the leaner's ideas and feelings for further feedback in critical situations.

As Linda Nilson interprets, "grading is a task you may view with dread and disdain, but it provides essential feedback to your students on their performance and to you on your teaching" **[8, p. 195]**. This seems to be a reliable tip for lingua-coach to carry out systematic relations, with the leaners and regulate the grading practice to encourage them.

3. A Short-Term Commitment

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 leaner 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 leaner's apprehensiveness and creating enthusiasm about on-going possibilities.

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

Resistance is considered the part of the lingua-coaching process. In accordance with Peter Block, the author of "Flawless Consulting", "The important thing to understand about resistance is that it is a reaction to an emotional process taking place within the client" **[9, p. 48].** In fact, in the learning process most ESP students subconsciously face difficulties to gain the clearness on important problems, even without identifying the resistance. In particular, the resistant behavior can be the result of retention of making decisions or taking actions. Therefore, it is crucial to develop the competence for a lingua-coach to take responsibility for the situations.

Collaboration: A number of research have identified that the collaboration is effective in increasing a teacher's competence by self-confidence, pedagogical skills and knowledge **[10, p. 6].** Studies also emphasize that teacher collaboration provides the boost of the leaners' achievements. Despite the advantage it can suggest, collaborative efforts present a number of challenges, including teacher's time management, impossibility to give and receive feedback, lack of pedagogical and substantive knowledge and limited access to technology and skills.

According to Fletcher J., collaboration of teachers in lingua-coaching is stipulated through different activities, involving peer mentoring, peer coaching, sharing of teaching materials, discussions of pedagogical development, peer observation and study groups **[11, p. 51-64].** Indeed, these activities are aimed at improving lingua-coach's professional skills and students' academic performance. In contrast to teacher, who does not create teaching situations in which students can interact with their problems, lingua-coach fills the learning content with the life problems of students and relies on the tendency to self-actualization of their students?

Empathy and openness: In the classroom, empathy is the key element of teacher's competence. It is essential to know that in lingua-coaching the empathy is the ability to believe or to be believed that will lead to the students' success. When the leaners trust the coach, they are more eager to take risks and sincere with their lingua-coach. Thus, as the students form the trust it will be possible for them to share with their concepts, feelings and information.

In the last century, an American novelist Ernest Miller Hemingway left a quotation, "the best way to find out if you can trust somebody is to trust them". From this perspective, openness is an

integral part of authenticity. And the lingua-coach's to empathy is definitely connected to the degree of openness. It was highlighted by Brown and Ryan that to achieve empathic competence, the lingua-coach has to cease or put aside their own judgments, feelings, thoughts, and biases, so that the lingua-coach can perceive the leaner's world as their own.

4. Applying Action Planning

Planning gives the lingua-coach an opportunity to predict possible issues while working with the leaners and think the ways to cope with them. Most teachers are provided with ready-made syllabus and materials to teach that syllabus. Frequently, it may be in the form of a course book. However, lingua-coach work out individual approach in establishing a definite aim for their sessions. It is essential for the aims to be realistic. For example, if the material is too taught for the student, they may lose their motivation. And vice versa, if the material is too light, this may cause to the boredom of the student. Consequently, it is important to make action planning to a particular leaner by critical thinking, problem-solving and motivating.

Critical thinking: by D. Halpern in the book "Psychology of Critical Thinking" is the ability to make up logical conclusions and take unanimous decisions. Furthermore, it is considered to be a process, not only a result. Critical thinking remains passive when the activity of apprehending new concepts given by others in the process is accepted. As a result, critical thinking will be active or it will start when the lingua-coach begins analyzing, examining or evaluating the newly accepted concepts.

Other scientists like Richard Paul and Linda Edler interpret critical thinking as "giving a new shape to thinking by understanding its strengths and weaknesses; the ability and desire to objectively evaluate the basis of well-proven causes, and to continue to think, no matter what, critical thinking is not purely negative thinking" **[12, p. 70].** Consequently, critical thinking is a frame of reference or idea the focal point of which are the conclusions and evaluations on the basis of analysis of happenings, things and events.

Problem-solving: is one of the tedious and arduous skill in teachers' competence. According to Jonassen a problem defined as "an unknown entity in some situation; finding or solving for the unknown must have some social, cultural, or intellectual value" **[13, p. 65].** And the problem-solving is a goal-oriented step that involves manipulating and creating problems as a mental example.

The necessary part of problem solving for instructors is to be able to define and present the problem and offer its solutions. For instance, the researcher Berkenkotter states, "A writer is a problem solver of a particular kind. Writers' 'solutions' will be determined by how they frame their problems, the goals they set for themselves, and the means or plans they adopt for achieving those goals" **[14, p. 33].** Thus, in lingua-coaching instructors should assist their students to comprehend and unite into the research of their field by assigning short articles and guiding them through the practice of rhetorical devices. These actions provide the leaners with various opportunities to specify their writing skills.

Motivating: The lingua-coach has the tools that help make English as a part of a student's life and form a positive attitude toward the language. Learning English should not be limited to sessions, lessons or consultations. A coach can inspire a student to independently search for information in the language, watch TV shows, instructional videos, read articles and then share it with the teacher. In motivation, it is essential to highlight moral support, time and control as a partof a lingua-coach competence.

Moral support: The functions of a lingua-coach are not limited to a simple explanation of the teaching material. In fact, limited beliefs and psychological blocks of the student cause the challenges in comprehending and applying a foreign language. The coach's task is to help student

work through and overcome them. Furthermore, usually leaners complain about their insufficient of time and laziness in learning English. Indeed, they have time, but no desire. Thus, lingua-coach helps find inner motivation and inspiration of using English and inscribe it in their daily life.

Control: In lingua-coaching control is one of the ways of a positive motivation. As a proverb says, "never climbed, never fell", we learn from our mistakes. It is necessary and normal to make mistakes. The task of a coach is to analyze the errors of the leaners and assist them to work at as well as the basis of self-control.

2. CONCLUSION

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 leaners, lingua-coach takes into consideration their both individual and cognitive strategies, which does not characterized the teachers' competence. Basically, their job is to offer various perspectives and point of views by observing, listening and interfering to raise awareness of issues that the person may have been previously or partly unaware of. Furthermore, a lingua-coach supports the learner with wide range of techniques for all types of leaners, such as auditory, visual and kinesthetic leaners, to reflect the given situation.

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