

THE USE OF "REALITY," "CLEAR," "FUEL," "+CSMARTE" COACHING MODELS IN TRAINING ENGLISH LANGUAGE SPECIALISTS

Ismatova M.

Teacher of Samarkand Institute of Foreign Languages, Uzbekistan

ABSTRACT

The article analyzes the ways of using the coaching models "HAQIQAT", "CLEAR", "FUEL", "+CSMARTE" in the training of English language specialists. Material selection criteria have been developed for the HAQIQAT, CLEAR, FUEL and +CSMARTE coaching models.

KEYWORDS: English, expert, coaching models, HAQIQAT coaching model, CLEAR coaching model, FUEL coaching model, +CSMARTE coaching model.

INTRODUCTION

Criteria for Selecting Materials for the "Reality" Model:

Selecting subjects for the model according to specialization;

Defining the six stages of content (the problem and awareness of it, results after solving the problem, analysis of causes, perspectives, actions, analysis of success of new behavior);

Developing the stage content;

Developing criteria for evaluating the model;

Analyzing the initial and final results of the model.

The "Reality" model was designed for the second stage of the master's degree specialization in "Foreign Language and Literature" and directed towards the English language in the field of customs (see Table 1).

Table 1.
Project of the "Reality" Model

Stages	Content of stages
Problem and Awareness Stage: The coach	The degree of awareness in the customs
discusses learners' issues by asking questions	sphere.
like "What is wrong in this situation?" and	The negative situations in the customs sphere:
"Can the situation be improved for the	The ways of improving the customs sphere:
better?"	
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Results After Solving Problems Stage: The	The results of studying the customs sphere:
learner thinks about what will change	
(positive or negative changes) after the	
problem is solved.	



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Analysis of Causes Stage: The learner answers	The causes of typical problems in the customs
the coach's open-ended questions related to	sphere:
the potential causes of hidden problems.	
Perspectives Stage: The learner needs to	The possible approaches and views that can
understand which perspectives and beliefs	be used in the process of improving the
need to be changed to achieve the intended	customs sphere.
results.	
Actions Stage: This stage includes not only	The course of actions aimed at the
work-related actions but also a set of specific	development of customs.
skills and abilities of the learner. Ethical	
models and the use of skills at work are	
discussed here.	
Analysis of Success of New Behavior Stage:	The analysis of possible results.
The learner evaluates whether the set goals	
were achieved as planned or not.	

Here's the English translation:

Criteria for Selecting Materials for the "CLEAR" Model:

- Defining an agreement regarding the situation;
- Listening to the situation;
- Studying the situation;
- Developing an action plan for the situation;
- Reflecting on the situation.

The "CLEAR" model was designed for the second-year master's students in the "Foreign Language and Literature" specialization (see Table 2).

Table 2.

Project of the "CLEAR" Model

C – contract	L – listening	E – education	A – activity	R – reflection
Contract with	Following the	Studying the	Learning and	Summarizing the
the department.	instructions and	documents of	preparing to	findings,
	directions of the	the department,	conduct lessons.	thinking about
	scientific advisor	observing the		the challenges
	and other	lessons.		and ways of
	teachers of the			preventing
	department.			them.

Here's the English translation:

Criteria for Selecting Materials for the "CIGAR" Model:

- Identifying the current reality of the situation;
- Ensuring the situation's completeness;
- Analyzing the gaps in the situation;
- Developing an action plan for the situation;
- Reflecting on the situation

The "CIGAR" model was designed for the second-year master's students specializing in "Linguistics" (see Table 3).





Table 3.

Project of the "CIGAR" Model

rioject of the Giorni Model				
C – Current	I –	G – Gap	A – Action	R – Reflection
reality	Ideal/completeness			
Students' basic	The main	The area of	Applying the	Students'
knowledge	components of the	discourse	theoretical	thoughts about
about language	discourse.	analysis that is	knowledge in	the importance
and discourse.		vague for	practice while	of the discourse
		students.	accomplishing	analysis in
			analytical tasks.	language
				learning.

Criteria for Selecting Materials for the "FUEL" Model:

- Structuring the conversation to engage with the situation;
- Understanding the current state of the situation;
- Examining the desired state of the situation;
- Developing a successful plan presentation for the situation.

The "FUEL" model was designed for the second-year master's students specializing in "Linguistics" (see Table 4).

Table 4.

Project of the "FUEL" Model

F – Structuring the	U – Understanding the	E – Examining the	L – Successful plan
conversation	current state	desired state	presentation
Consultation of the	The object and	Analyze the main	Findings and
scientific advisor.	subject of your	parts your research.	achievements of your
	research.		research work.

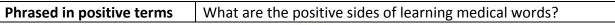
Criteria for Selecting Materials for the "+CSMARTE" Model:

- Selecting subjects according to specialization;
- Defining content (Phrased in positive terms, Controllable, Specific, Measurable, Attainable, Relevant, Timed, Ecological);
- Developing a system of questions for the content based on stages;
- Developing criteria for evaluating the model;
- Analyzing the initial and final results of the model.

The "+CSMARTE" model was designed for second-year master's students specializing in "Linguistics" on the topic of "Medical terms" (see Table 5).

Table 5.

Project of the "+CSMARTE" Model on the Topic "Medical Terms"





Controllable	How can you control the process of learning medical terms?	
Specific	What is the specific field of medicine that interests you?	
Measurable	What number of words of medical sphere do you know? What	
	number of words related to medicine do you want to learn?	
Attainable	Do you think it is impossible to learn medical terms?	
Relevant	In what cases can you use your knowledge of medical	
	terminology?	
Timed	How much time do you need to learn the main medical terms?	
Ecological	How can the knowledge of medical terminology facilitate your	
	daily lifestyle?	

CONCLUSION

In conclusion, selecting subject-specific materials is required when designing "+CSMARTE," "CIGAR," "FUEL," "Reality," and "CLEAR" coaching technologies.

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