

COACHING ACTIVITY AND ITS PRACTICAL SIGNIFICANCE IN THE PEDAGOGICAL PROCESS

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ABSTRACT

The article analyzes the peculiarities of coaching as pedagogical technology. That activity is presented in the context of a coach's internship. Pedagogical science is the key to the development of modern society, which implies that the education system must be transformed in line with the changes of time. Coaching as a pedagogical technology ensures the learner's personal growth based on planning his own strategy. Therefore, the use of coaching as a pedagogical technology is relevant and in demand in modern schools, as it reveals the maximum potential of all learners and helps them develop cognitive-metacognitive abilities. The coach creates conditions for self-development by guiding the learners' educational needs, goals and potential opportunities.

Keywords: *teacher-coach, coaching as a technology, spiritual and moral values, challenges, new perspectives, opportunity, self-realization, achievements, human resources, cognitive-metacognitive abilities.*

INTRODUCTION

The socio-political, cultural, educational, economic and other changes that are emerging in the modern changing world bring with them the manifestation of new demands, new approaches, new perspectives, and mechanisms that face the reality of

modern-day in a unique way, manifested in accordance with the requirements of the modern way of thinking.

The humanization of the educational process, as an ideology of modernization of education, changes the standards of the quality of education; consequently, the educational technologies, the role of the teacher and the orientation of the learner change.

Nowadays, the value orientations of society are dictated by the democratization and globalization of socio-political and socio-economic relations, and the whole pedagogical system has emphasized the **"human factor"**, the problems of personal development, and the enrichment of human resources.

Pedagogical science is the key to the development of modern society, which implies that the education system must be transformed in line with the changes of time. The core of pedagogical education is the development of the teacher as a bearer of cultural, spiritual and moral values, which is called to bring up the children of the twenty-first century in line with the change.

The aforementioned changes affect both the infrastructure of the wider society and the structures which are considered to be the cornerstone of that society and that educate the individual with their values, role, significance and approaches. In the cycle of these changes, we encounter the changes or transformations of the educational system in today's society, which is manifested in the form of anchored ideas of the modern curriculum and traditional educational system on the one hand, and the promotion of complete innovation and independence on the other hand, which in the modern theoretical and professional literature carries within it the idea of coaching or as Y. Christens introduced the idea of the **"pleasure of learning,"** in which those in charge of the curriculum: teachers, educators, see it as a foundation in the basic value system of their teaching.

Consequently, in parallel with the changes in the education system, the image of the teacher changes. The traditional teacher is replaced by the modern **"teacher-coach"** with his many competencies. Modern technologies can be said to deprive the traditional teacher of the monopoly of knowledge transfer and interpretation. He is replaced by a modern coach - researcher, mentor, facilitator, organizer, mentor, consultant teacher. The most important feature of a teacher-coach is a mutual agreement in the teacher-student relationship. In school, the teacher is able to compromise while working with the student.

Coaching in education is an innovative technology for updating the internal resources of a student to achieve the planned result. Coaching is also an innovative

support technology in students' learning and individual-personal development, which is especially important in the context of student-centred education. The term "coach" was introduced in the 20th century by Thomas Leonard as a term for consulting on achieving goals. (Dmitrieva, 2008).

Coaching is a type of individual-personal support and support, in which the teacher (coach, partner, facilitator) does not give instructions, advise, or solve other people's problems. It updates through open-ended questions to internal resources child, subjective activity in achieving success and accompanies him in long-term individual and personal development (Gulchevskaya, 2014, p. 5).

So what is "coaching" author Timothy Gallwey has proposed several definitions:

- this is the disclosure of a person's potential to maximize its effectiveness. Coaching does not teach but helps to learn;
- this is a process that helps a person to look at the development of his personality at a specific stage of its development, that is, to open a person's eyes to many things that are useful to him;
- it is a process that allows a person to achieve the highest results when using the necessary methods and techniques (Kostyaeva, 2015, p. 19).

Coaching has penetrated the field of pedagogy from the sport. Coaching is not based on failures but on the development of future opportunities. The best example is the coach's work with the athlete, following the idea that the athlete can set records on his own.

Let's analyze coaching as a technology to create real motivations. Coaching is a new direction in modern psychological science, whose effectiveness is directly related to, in many cases, depends on the level of knowledge of the coach, especially practical knowledge, means of approach, methods, and professionalism.

In pedagogy, coaching is considered a non-formal pedagogical technology, the art of asking questions and creating real, constant motivations (Suchkov, 2018, p. 207).

And what is the reason that coaching is considered a pedagogical technology?

First of all, it has its own methodology, which creates an opportunity to have a comfortable model with educational outcomes which is suitable for both the student and the teacher.

In state educational documents - concepts, standards, programs - is clearly defined what the teacher should achieve during his activity. The standards define what level a student should reach in elementary, basic, and high school at the time of graduation in the components of knowledge, ability, and value system. However, it is

difficult to answer how a teacher should do all this, especially the question of how a teacher can combine all this with modern educational requirements.

A key feature of coaching activities is the idea of using the child's maximum potential. In the case of traditional learning technology, the idea of using a child's maximum potential has never been considered. There were general requirements and a teacher who met those requirements. In such cases, the coaching approach is the best, using the potential of each to the maximum.

The ideology of coaching in elementary school assumes that the student must have noticeable results.

We often value the student's success, which used to be fixed by grading, but since the grading system is now changing in elementary school, we do not agree that if a student gets a high grade, he thinks he has an achievement. The role of coaching in elementary school is the realization of one's own achievements; when the student is able to perform actions, achieve the result, and attain self-realization, then he will see the achievements he had after a number of his actions. As a rule, students who do not see their own achievements have low self-esteem, self-confidence, lack of social skills, and do not believe even in the achievements they already have. Below is a model that allows students to see their own achievements:

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The definition of "coaching" is often associated with psychology and business (Rybina, 2011, p. 112 – 114).

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Coaching is a technology of creating a permanent motive for personal support, which is based on a goal and clearly planned steps to achieve the goal without discussing the failed experience or failure of the past.

If we try to analyze the manifestation of coaching in Armenian schools, which, of course, underwent considerable changes in the post-Soviet period, we will see that they still remain the seed of the traditional curriculum, the bearer of the teacher-centred system. Let's consider international studies on school coaching and mentoring approaches that are extremely relevant today. The most notable of the research that has been carried out is the 1997 study by Oliveron, Cooperman and Bain, in which experts first and foremost identified the need for a coaching approach, noting that the latter clarifies and points out the path that each will take and manage, thus literally becoming the builders of their own path, the ones responsible for possible consequences (Katrin, 2016, p. 7). The research revealed the advantages of the coaching approach in the field of educational activities:

1. **Concentration** - this provision refers to focusing on goals and managing one's own aspirations, which is practically impossible without adequate attitude or training.

For example, if we go in and study today's public schools, we will see that most children study by the logic of the materials learnt by heart and by manifesting theoretical knowledge because when it comes to applying or demonstrating what they know in practice, the child seems to be disarmed as he had not been demanded and therefore, he did not do it.

Research shows that many children who were motivated to learn only to please their parents or teachers during the study period later showed low levels of independence, poverty of creative thinking, and lack of initiative.

2. **Problem nomination and joint solution**, during which, based on the principle of coaching, the child should be provided with his way of solving the problems, value and try to perform.

All this should be achieved with the least "grades", as the teacher-coach realizes that the so-called way may not always be accurate, but should be encouraged to develop every creative activity outside of elementary school, which will be the basis for giving clear formulations at an older age.

3. **Practice** – This is the stage of coaching when the child gets the opportunity to apply the target provisions in practice, to present his own means, first through the mediation of the teacher-coach and then by investing his own efforts.
4. **Constructive feedback mechanism** - when the teacher-coach and the child try to find a connection between the set goal and a result, once more reinforcing what has already been done, the result obtained and further expectations.

In this context, let's consider the **"Armath"** engineering laboratories currently operating in Armenian reality for children on the principle of children's strength. It allows Armenian children to bring their ideas to life with the help of technology, through creative thinking, on their own, under the guidance of a teacher-coach.

5. **Outcome evaluation mechanism** with the direct participation of students, when the students themselves analyze what has already been done, try to evaluate, find strengths and weaknesses, and identify difficulties.

MATERIALS AND METHODS

An analysis of the theoretical and practical development of the humanities in education and training shows that coaching activity is not a particular method, but above all a particular orientation of the individual, values, life and a set of worldviews of the people. showed. In our opinion, teacher coaching and mentoring empowers teachers.

Coaching and mentoring teachers. At the outset of the coaching or mentoring relationship, the educational leader has to establish a shared understanding with the teacher or colleague about their respective roles, which may include the following:

- *To facilitate an understanding of the purposes of the relationship;*
- *To explore the motivations, skills, thought*

processes to be used;

- *To discuss the processes of observation, listening, and asking questions;*
- *To support goal setting and assessment;*
- *To support solutions-oriented approaches to teaching, learning and leadership;*
- *To support the development of a commitment to action;*
- *To ensure a planned approach to the improvement of personal skills and abilities; and*
- *To contribute to a whole school approach to Improvement (Katrin, 2016, p. 13).*

In order to implement professional activities under the above principles, the teacher-coach must sufficiently possess the following qualities:

- *a high level of professional competence;*
- *absolute acceptance of a person as he is;*
- *feeling of empathy;*
- *ability of active and deep listening;*
- *congruence as the authenticity of one's own feelings and honesty in relation to one's feelings;*
- *a position free from preferences, judgments, opinions, and advice (Dolina, 2011, p. 75).*

DISCUSSION

The philosophy of coaching in Armenian schools can be successfully modelled with the following formula: **focusing on goals + joint problem identification (practice) + feedback = evaluation of results.**

CONCLUSION

Good coaching encourages teachers to become more reflective, articulate, inquiry-based, and metacognitive about their work and its impact on learners. As such, they are more aware of themselves and their skills as teachers, more knowledgeable about teaching work and the learning process, and more confident in deploying a broad teaching repertoire that is suitable for the job. They also develop heightened metacognitive planning, monitoring and refining skills, all of which ensure that teaching quality keeps improving (David and others, 2010, p. 36).

If, in elementary school, students learn independently, think, act, and perform a self-assessment, which, of course, is quite laborious but practically feasible, then today's student will be able to walk in line with the requirements of the time, will be able to find himself in digital society by acting on the rules of that period.

This goal will be achieved more quickly and effectively if the image of the teacher is transformed into a teacher-coach, that is, a person who not only teaches but also accomplishes the latter by his own means of application.

In the context of the transformation of educational standards, the modern teacher is nominated to embark on the process of transforming the approaches as mentioned above and perspectives and make a transition from teacher-centred learning to the student-centred formation of values and attitudes among schoolchildren so that the child will be at the centre of the educational transformation, who will not just reproduce mechanically but will be able to read by understanding, listen by comprehending and perform by imagining.

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