

## DEVELOPMENT OF PROFESSIONAL COMPETENCE OF TEACHERS: COACHING APPROACH

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### ABSTRACT

*The article deals with the issues of using the coaching approach in two aspects: in the pedagogical activity of a teacher and in the managerial activity of the head of an educational organization; reveals the features of coaching as a pedagogical technology and the specific features of coaching as a universal management technology.*

**KEYWORDS:** *Coaching; Coaching Approach; Pedagogical Technology; Independent Activity; Coaching Arrow; Strong Questions.*

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### INTRODUCTION

The rapid development of technologies, which determines the needs of various sectors of the economy and the labor market, determines the order of the modern education system - the formation of certain competencies in a child that should be inherent in tomorrow's adult. The totality of such competencies and personality traits is quite widely represented in modern legal documents and scientific literature. This is the ability for self-determination and self-education, readiness for communication and constant interaction, these are universal learning activities and cognitive skills. But the most important property of such a person is the readiness to live in tomorrow's world: a world about which little is known today. Such a specific order dictates the need for the formation and development in children not only of specific personal competencies, but also the development of the so-called "independent activity" of the individual (A.G. Asmolov). This is a fundamentally new pedagogical position, which does not define a list of competencies in a fixed, present tense, but lays down an integral approach that determines a person's abilities in the future. This position determines the fundamental changes that must occur today with the teacher: his personal and professional characteristics, pedagogical practices and techniques that he selects for pedagogical action, but, most importantly, with his professional and human position. [1]

The technology of coaching, which is rapidly gaining popularity in modern business, is now just as universal in pedagogy. This is important for the development of independent activity in the child in the sense that is broadcast today in modern scientific domestic literature. [2]

The first references to the term "coaching" date back to the 1830s. The widespread use of this concept dates back to the middle of the 20th century, when in the works of the American sports psychologist Timothy Galvey a method was described that promotes the most effective psychological preparation of an athlete. But the most active development of coaching was in the 1970 y. thanks to the work of Thomas Leonard, who first codified the industry. Coaching (from English coaching - training, training) is a complex technology that includes techniques and methods that contribute to setting and achieving goals. [3]

In the context of education, the most appropriate definition of coaching is to unlock the potential of a person in order to increase its effectiveness. The peculiarity of the coaching approach in education lies in the fact that the interaction between the teacher-coach and the student is extremely individualized, focused on a particular student and, therefore, allows to achieve the maximum effect. [3]

An important distinguishing feature of the coaching approach is that the teacher-coach acts not as a consultant giving advice, but as an escort, "inspirer" in the search for solutions to educational problems.

The article presents the possibilities of using the coaching approach for various groups of participants in the educational process. [4]

It includes support for schools with poor educational outcomes and operating in difficult social conditions. Naturally, approaches based not on a directive, but on a partner, supportive position turn out to be especially effective for such schools. It is worth noting here that the coaching approach was broadcast in partner schools from two positions: [5]

- 1) Coaching for teachers as an educational technology;
- 2) Coaching for directors as a management technology. In the process of training, teachers and leaders mastered special coaching techniques - partnership, deep listening method, strong questions, life balance wheel, satisfaction scale, pyramid of logical levels, time line, etc.

These methodological techniques contribute to the professional and personal growth of teachers, the expansion of their specialized tools. [6]

However, along with the development of individual coaching techniques the most important is the task of adopting the so-called "coach position". This term was coined by renowned business coach and practicing coach Milton Erickson. An important feature of adopting the "position of the coach" is the observance of several principles:

1. Empathic acceptance of the student for who he is.
2. Setting the opportunity for learning and development of students: change and development are not only possible, but inevitable.
3. The belief that each student has all the necessary resources for change.
4. The ability to see a good beginning in a student and treat him as a full-fledged, intelligent, strong, capable, skillful and talented.
5. Understanding that the basis of any action of the student is a positive intention.

Individual coaching sessions are a separate tool for supporting teachers and school leaders participating in the project. They can be aimed at clarifying personal goals, finding ways to solve urgent problems, developing personal and professional competencies, and implementing professional plans. The consultation, built according to a certain algorithm, helps the teacher (supervisor) to build an individual route in order to develop his professional potential. [7]

An important feature of a coaching session is its manufacturability. The required components are:

- Creation of trusting relationships;
- Goal setting;
- Formulation of the final result;
- Creation of new experience through the disclosure of opportunities and resources;
- identifying the first steps for change;
- summarizing;
- An expression of gratitude for co-creation.

In the professional language of coaches, the described phrasing is called the “coaching arrow”.

A conversation in a coaching session is built using sequential questions. It is worth noting here that the ability to ask so-called “powerful questions” is one of the most important competencies of a coach, as well as one of the main tools of the coaching approach. [8]

Let us dwell separately on the concept of "strong questions". In some pedagogical technologies, similar concepts are used - “open questions”, “thick questions”. As a rule, in pedagogical terminology, these are questions that do not have an unambiguous answer, which contribute to independent thinking and reasoning of the student. Such questions contribute to the very “independent activity” that Academician A. G. Asmolov speaks of. In coaching, the concept of "strong questions" has a distinctive coloring. It is expressed in the fact that a strong question should lead, push a person to independently search for a solution to his request in the most effective way. The most powerful question is one that allows a person not only to see the solution, but also to take responsibility for it. [9]

Feedback from teachers and leaders working in schools with low educational outcomes indicates that coaching tools (especially the ability to ask powerful questions) are especially effective in working with unmotivated children, with students at risk. [10]

In this project, special attention was paid to working with subject teachers on the use of a coaching approach in lesson activities to increase the effectiveness of studying subject content.

A promising direction, which is planned to be developed in the near future, is the individual development and support of gifted children. In this sense, coaching is a universal technology that is equally effective for all categories of children. In addition to all of the above, the specialists of the Coaching Center are actively implementing the coaching approach as part of advanced training courses for teachers and school leaders, in professional retraining programs. The value of coaching is obvious not only for the professional development of teachers, but also for their individual and personal growth, as well as for the prevention of professional burnout. [11]

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The adoption of a coaching position by a teacher opens up new opportunities for the implementation of a humanistic approach in education, contributes to a profound transformation of attitudes towards students and the learning process. [12]

Our first attempts to introduce coaching into the practice of the educational field arouse both interest and resistance, questions. How can you give more freedom to the student in planning learning objectives, desired results, if everything is already set by the program and mandatory standards? This is a traditional pedagogical position that applies not only to coaching, but also to the implementation of modern education. [13]

If there is a desire and readiness to apply the coaching approach in pedagogical activity, then for its systematic implementation, the support of like-minded people, especially management, is required. [14]

Only with the introduction of innovative educational approaches will the teacher cope with the difficult task of preparing the child for an uncertain future. “Active independence”, brought up on strong questions, the ability to independently define, name and achieve goals, on confidence and responsibility for these goals, will allow our children to take place in the adult future. [15]

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