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## **USING OPPORTUNITIES OF COACHING TECHNOLOGIES IN PROFESSIONAL SELF-DEVELOPMENT OF FUTURE SPECIALISTS OF SOCIONOMICS SPHERE**

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**Abstract.** *The article highlights the opportunities of using coaching technologies as conditions for students' professional self-development. The author determines the factors of future socionomic sphere specialists' readiness to use coaching technologies in terms of the choice of content and procedural educational alternatives, explores the opportunities of using coaching technologies when teaching socionomic sphere specialists' at university.*

**Keywords:** *coaching technologies, coach, methods of professional activity's self-regulation, coaching techniques.*

Any society, regardless of its social system, develops dynamically in the process of transformation, modernization and new generations' enrichment with inherited from their predecessors social values and traditions. Therefore, the problem of training future specialists of socionomic sphere employing opportunities of coaching technologies is one of the innovative methods of training creative, productive professional activity of the student – a specialist of socionomic sphere.

Basic provisions of methodology and methods of studying coaching as a technology of training future specialists of socionomic sphere arise from the works of the scholars specializing in the field of general and strategic management, primarily works of Ansoff I., Vyssem Kh., Vikhanskyi V.S., Hius A., Hlazier S. Yu., Korotkov E.M., J.-J. Lamben, Naumov A. I., Strickland A. J., Thompson. The problem of coaching in the context of education at the contemporary stage was studied by foreign scholars and practitioners (M. Atkinson, A. Brown, U. T. Galway, A. Grant, K. Gryfits, J. Jameson, K. Colette, E. Parslow, J. Rogers, J. Whitmore, et al.) and domestic researchers S. M. Romanova, O. A. Komar, O. I. Pometun). Problems of coaching practice and theory are reflected in the works of such scholars as U.T. Galway, M. Dawn, R. Dilts, D. Klatterbak, M. Landsberg, E. Parslow, S. M. Romanova, D. Harris and others. Studying coaching technologies the researchers P. Bezruchko, T. Borova, T. Galway, P. Zeus, N. Zyrianova, R. Kilburh, T. Leonard, J. Whitmore, S. Khamahanova, O. Tsybina and others concluded that coaching is a mechanism that gives an individual an opportunity to develop and achieve certain results in life.

However, the use of coaching technologies as a special way of interacting when training students in higher educational institutions have not yet found its constructive solution. Absence of fundamental studies and complexity of the problem were the reason of choosing the theme of the study devoted to training students – social pedagogues and social workers, able to projective tasks performance at the level of designing their own educational technologies, using the opportunities of coaching technologies.

Thus, the goal of our study was to solve the following tasks: teaching future social pedagogues and social workers to effectively elaborate strategies, make priorities, complete projects and achieve goals, create an impulse for more effective training and additional motivating of students; develop their ability to make choices, to achieve effective results and help others do the same; expand personal and professional horizons, projecting model constructions of social and educational reality while studying at university, developing the ability to reflect their own practical activity, experience of which is usually absent in the students.

Training future specialists of socio-economic sphere concerning usage of the opportunities of coaching technologies will be more effective if implementation of the following educational conditions is provided:

- the basis of the content of training future specialists of socio-economic sphere in accordance with innovative technological system is mastering the professional activity: students' educational and professional activity represents an integrating factor of the whole system of professional training;
- students' active mastery of the professional activity experience starts with mastering coaching technologies based on productive and creative thinking;
- all the system of educational means focuses not only on mastering the experience of social and educational activities, but also on general developing the personality of a specialist.

«As an educational technology, - O. V. Rudnytskykh claims, coaching refers to the interactive technologies of modern education. Modern educational process must be centered on learners, where the role of the teacher is more similar to the one played by a coach or consultant, and its sense is to guide students, disclosing and employing their own inner potential. The prospect for further research is to comprehend and study the phenomenon of coaching as that forming the subject capable of reflecting and using their intellectual and personal potential on their own»[3, p. 176].

Coaching technologies contribute to solving the most urgent problem of educational management – motivating students for future professional activity, which gives a guaranteed result. Coaching not only realizes the function of knowledge transfer and skills developing, but also stimulates student's interest in learning, his movement to its conscious perception, develops the strongest points and potential and enables making educational process more interesting and effective.

In Ukraine, the study of coaching technology in professional education was carried out by S. M. Romanova, noting that «coaching is relationships between the teacher and students, when the teacher effectively organizes students' process of finding the best answers to questions they are interested in, helps students develop, consolidate new skills and achieve perfect results in their future profession» [2, p. 83].

It is the use of coaching technologies that will facilitate students – social pedagogues' professional self-development, because coaching approach allows to detect and employ hidden reserves of the personality, helps to find the ways out of a difficult situation. During teaching practice students themselves find out their difficulties in understanding the theory, in doing practical tasks and look for ways of solving the problems themselves.

«For more effective training of future specialists in socioeconomic sphere employing the opportunities of coaching technology we used developed by J. Whitmore's four-stage GROW model» [6, p. 67]. The four letters of this model correspond to the first letters of the words marking the stages of conducting learning discussion or stages on the way to solve the problem.

Stages of coaching technology are built under the scheme GROW:

1<sup>st</sup>stage: G – goal. Setting the goals is the first and the most difficult stage of coaching.

2<sup>nd</sup>stage: R – resources – outlining the state of the problem, study of resources, knowledge necessary for its solutions;

3<sup>d</sup>stage: O – opportunities – search for opportunities to achieve the goal, choosing the most effective ones;

4<sup>th</sup>stage: W – will – usage of selected strategies, check in action.

For our research of crucial importance is to reveal the essential characteristics of the readiness of future socioeconomic sphere specialists to use the opportunities of coaching technologies in their professional activity. The following essential characteristics are distinguished:

- a high level of motivation to use the opportunities of coaching technologies for professional self-development;
- adaptation to changing conditions in the professional educational environment (restructuring one's activities due to the emergence of new opportunities, techniques and tools and coaching etc.);
- the ability to obtain new knowledge from the study of their own social and educational activity and rebuild it based on the acquired coaching technologies.

Having analyzed the given structural components, we can single out three components of students – future social workers' readiness, namely: motivation-based (interest in using the opportunities of coaching technologies for professional self-development; interest in self-realization in professional sphere); cognitive (knowledge of the peculiarities of using coaching technologies); personal (development of communication skills, openness, honesty etc.).

The founder of the business direction and management in coaching J. Whitmore believes that to achieve success in professional and personal terms it is necessary to shift the focus from past negative points towards future opportunities. Subjects do not get the decisions from the coach (teacher), but make them [2].

At the first stage of the research we conducted an exploratory experiment for the purpose of questioning the 4-5 year students – social pedagogues, who were on assistant and social-pedagogical practice in socially oriented educational institutions.

As the results of the study proved, it becomes more and more difficult for many students – social pedagogues under current conditions to have the desire to create their own social and educational tools, and the top of this activity is creation of educational technologies. Herewith, it can be an objectively new product – authorship **in a literal sense**, or some didactic project which is not an objectively new one in the social and educational practice, but for the trainee student at this stage of his professional self-development it is certainly new – authorship **in a figurative sense**.

It was found that any improvement of professional training involves work in two directions – the development of educational content and improvement of the educational technology. Their professional difficulties and opportunities of university educational system to provide help in their solution are seen by most of the surveyed students – social workers in increasing learning time for the content and partially methodical training in professionally oriented subjects and subjects of specialization (information and prescription provision). Formal increase in time for methodological and psycho-pedagogical training of social pedagogues does not offer a serious impact on changing the developed social and pedagogical orientation of the future social pedagogues. This «training» does not change the nature of the social pedagogue's activity in the post-university period.

The next stage of the research was conducting a forming experiment, which involved advising and working out programs of teaching students – social pedagogues the technology of constructing their own training systems. Recommendations and content of experimental and training program are reflected in the course «Modelling of Educational Technologies» which we developed for teaching constructing their own technologies of training 4-5 year students of specialty «social pedagogy». The course included teaching designing the following technologies: subject-oriented (technology «Educational Portfolio») and personality-oriented (technologies «Educational Workshop», «Educational Projecting», «Collective Thinking», «Education as Educational Research»).

Coaching technologies when supervising social and pedagogical practice of students – social pedagogues, were implemented by means of dialogical communication, which was divided into four stages: motivation stage or goal-setting stage – producing motivation; phase planning and selection of actions to achieve the goal; stages of planning and choosing actions to achieve the goal; stage

of realizing the action planned and the plan; reflection stage. The teacher – a coach, using the set of correct questions, promotes students' professional and personal growth (What will you do with the fact that you have heard?; What will you do differently?; What will you continue to do?; What will you stop doing?). As a result of such work a student was immersing in the problem, and when analyzing social and educational situations arising in students' practical activity their solution appeared.

The use of special tools (life balance wheel, scale of satisfaction with approaching the goal from «1 to 10», time line) and techniques of visualization, allowed students to determine and understand the importance of their professional roles and experience the joy of achievement and implementing their professional projects which has significant effect on the development of self-education, revealed students' best personal qualities that helped him become successful in professional activity and develop a sense of responsibility for performing and solving professional tasks. The student is responsible for his results. Motivating impulse making the subjects work in the «coaching» system is the need for changes [6].

Trying to reveal in the course of our research the relationship between the changes in the university learning content and the efficiency of the methodological and psychological training of social workers we were gradually introducing into curriculum the subjects which enable the solution of students' practical professional problems and which represent a potential theoretical foundation on which future social pedagogues can build his activity. The teacher who reads such courses and acts as a coach deals not with student's learning problems, but with the tasks, choices and opportunities. He helps to better understand why the students did not cope with the task set, helps to take actions to find optimal ways and to learn how to act differently in the future, facilitates improvement and maximum effective use of students' personal strengths, of which students were either unaware or aware but did not use them as a basis for moving forward. Introducing coaching technologies in the process of social pedagogues' training we encouraged students to deeper understand their goals, resources and constraints, helped determine the direction of personal development in general and professional development, particularly. Thus, the overall framework of coaching can be described in a few words: 1) partnership; 2) disclosure of potential; 3) result.

Working on correction of personal limitations in professional activity of students-social pedagogues we used a technological sequence proposed by an expert in coaching and human resource management I. Rybkin, «Who am I? – What do I want? – What do I want to be? – What kind of person I want to be? – What's stopping me? – How can I overcome it? The work with personal limitations finished when the student was able to independently build a positive number of his own beliefs: I will! – I can! – I believe! – I do! – When doing – I have it!» [4, p. 65].

When planning the content of social and pedagogical practice, we recommend

to pay special attention to simulation activity when preparing and studying the courses «Modern Approaches to Social and Educational Activities Design» and «Modern Educational Technologies». Currently these special courses are under testing in South Ukrainian National Pedagogical University named after K. D. Ushynsky; their content represents a system of problem-based modules, work on which aims at developing determined professionally significant qualities of the personality of social pedagogue. Here are some examples of the technology of training students – social pedagogues that were used when designing their own learning technologies.

**Example. Technology «Educational Portfolio»**

Portfolio is presented as a new form of control and evaluation of students' achievements. That is, there is a shift of the focus in control and evaluation component of education from fixing “ignorance” and “inability” to what the student knows and what he can, and also to the obvious (especially for the very student) progress in their own development and at the level of acquiring certain practical professional skills).

The content of the educational portfolio depends on the specific learning goals and teaching specific social skills and abilities. Similarly portfolios on the majority of specialization subjects can be designed. It should include everything that can prove efforts, achievements and progress in the student's learning, within and beyond the program and, in a special training course. Each element of the portfolio should be dated. When making the final version of an educational portfolio they include a cover letter of the «owner» describing the goal, aim and its brief description, the content of the portfolio with a list of its key elements, self-analysis and look to the future.

**Example. Technology «Educational Workshop»**

The basic idea of the «workshop» is, first of all, the interiorization of knowledge through student's personal experience, which involves independent «discovery» of this knowledge through the study of its genesis and structure, and, secondly, the belief that all students are able to build their knowledge independently in the common search that is designed and organized by the master and is based on several principles. The essence of the technology «Educational Workshop» is the following: it represents specially organized by the teacher and master space which develops, allowing students in their collective search to come to constructing («discovering») knowledge, whose source in a traditional system is seen only in the teacher.

**Example. Technology «Educational Projecting»**

Educational technologies' projecting involves not only mastering a theoretical basis of such activity by future social pedagogues, but involves in the course of its reflexive analysis understanding of such practice for possible learning.

**Example. Technology «Collective thinking»**

The core of this technology is management of the process of student's mastering

culture, in course of which inner needs, abilities, consciousness are developing. The objectives, content, tools of development are determined by the teacher and students together based on their interests and abilities.

The technology of collective thinking consists of the system problem-based social and educational situations, each of which is divided into four main cycles: introduction into problematic situation, work in mini-groups, discussing the problem with all course students, arriving at a new problem.

Thus, the results of the study allowed to make a conclusion that educational potential of the proposed educational and experimental course «Modelling of Educational Technologies» is conditioned by the need of improving the practice of future social pedagogues' university training and their educational demands for solving specific problems related to constructing an educational process in terms of the choice of educational alternatives. Comparative analysis of effective educational technologies makes it possible for future social pedagogues to consciously choose and adopt a particular technology as applied to the specific conditions of social and educational activity.

The use of the opportunities of coaching technologies in training future social pedagogues for the professional activity should be directed to “the creation of such educational environment in which students would perceive knowledge actively, thus forming skills of self-education and self-analysis necessary for competitive qualified specialist of nowadays, capable of self-developing and self-teaching” [2, p. 83].

Our study confirmed the view of western scholars who believe the results of coaching to be undeniable –they demonstrate the «improvement of effectiveness of each person's and the group's as a whole activities, improvement of relations in the group, ability to quickly and effectively react in critical situations, flexibility and adaptability to changes» [1, p. 34].

Prospects for further research are seen in the development of integrated didactic system of training social pedagogues, which would include components of goal-setting and appropriate technology of students' self-educating.

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