

**COACHING TECHNOLOGIES IN THE SYSTEM
OF POST-GRADUATES STUDIES**

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**КОУЧИНГ-ТЕХНОЛОГІЇ У СИСТЕМІ
ПІСЛЯДИПЛОМНОЇ ПЕДАГОГІЧНОЇ ОСВІТИ**

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The article represents understanding the origins of the contemporary state and prospects of coaching in education. The comparative characteristics of coaching and allied practice has been performed, there have been singled out common and different aspects. The theory of coaching has been revealed: definition, philosophy, basic principles, and types of coaching. It was determined that the main advantage of coaching is the interaction, based on the equal partnership, which promotes to uncover the communication partners' potential, the increase of responsibility, motivation and efficiency in general. The thesis about the coaching potential in the post-graduation system of pedagogic training renovation has been grounded. As a technique originally developed primarily for those who already has achievements and wants to move ahead, but in a more conscious, brisk and efficient manner, coaching is directed on to the organization of the independent activity of adults in terms of development and mobilization of inner resources in the context of live's, professional and business tasks fulfillment.

Key words: coaching, educational coaching, interaction, post-graduate pedagogical education.

The problem setting. The dynamics of social changes, constant addition to the competence list, constant transformation of the structure of professional-pedagogic knowledge which a teacher is supposed to master, require permanent life-long re-training of the teacher in order to remain relevant to the ever-increasing level of requirements. The teacher's professional activity readiness perfection must not be limited to formal frames of qualification enhancement courses, but has to become a continuous system like coaching. Created on the intercrossing of psychology, management, philosophy and logics, coaching is a versatile tool to reveal the inner potential of the person.

Relevant research analysis. The idea of coaching as an efficient technology of the professional development has been regarded by many European and American scientists and practitioners (T. Leonard, T. Golvy, J. O'Connor, A. Laidges, T. Scuell, K. Douglas, K. McCauley, M. Downey, D. Peterson, L. Witworth, P. Zeus, R. Evered, G. Selmen, G. Witmore, R. Kilburg, E. Tuch and others), Russian (A. Vylegzhanina, V. Gul'chevs'ka, N. Kopytova, Y. Naletova, O. Rybina, D. Ty'tova, O. Ulanovsky, I. Cvjetkova and others) and domestic researchers (T. Borova, V. Zelenin, I. Petrovs'ka, S. Romanova, N. Shhur and others).

The aim of the article is to theoretically ground the necessity of the use of coaching in the system of post-graduate pedagogic education.

The layout of the main material. The scientific research analysis indicates, that, taking under consideration the specificity of the post-graduate pedagogic education there can be pointed out forms of education while course training (lectures, seminar lessons, experience study and exchange, brain storming, trainings, individual projects completion), inter-course training (conferences, seminars, the world at scientific and research laboratories, projects fulfillment) and individual education (practical work, schools of pedagogical mastery, consultations, individual plans of self-education) [3, p. 36].

According to theoretical analysis and practice of educational activity of adults, efforts should be directed and accents should be made on such technologies, forms and methods which promote the growth of the skill to take pedagogical decisions grounding on the practical experience and professional knowledge, to solve problems, act efficiently in complicated situations. From our point of view, it is coaching as a special, future oriented, problem solving focused and directed on action and experience as the background of decision taking technology which is an optimal form of continuous perfection of teachers' readiness towards the work with capable students. Besides, the application of

coaching facilitates to perform the transition from traditional class lessons to training, individual, project, external and distant forms of work.

The time we live in, according to O. Ulanovsky, could be called «the epoch of developing practices». During the last decades positive video clips, motivational groups in social networks, step-by-step online efficiency developing programs, mind training simulators in smartphones and developing computer games, self-help literature industry, live purpose trainings, positive thinking development technologies, special fitness programs, narration practice, leadership schools, business organizational leadership and changes practices have become inseparable parts of our life [7, p. 60]. All this makes the system of education respond as well, in particular by introduction of new innovational education technologies from spheres which are much more subjected to development.

Nowadays there are fewer debates as for efficiency and importance of coaching in professional and personal development. However, the situation has recently turned tangled, when social-practical requests take the lead over scientific research works of conceptual background and methodology of coaching. The scientific publications analysis [1, 2, 4, 5, 6, 7] demonstrates that researchers ascertain on the one hand rapid spreading of coaching practices, high demands in professional coaches' services, on the other "a big number inadequately trained "coaches", washout of professional activity borders, confusion at the market" [4], theory fragmentation, appearance of pseudo-psychological conceptions [5]. V. Zelenin explains this situation by the following: 1) the widespread and popularization of coaching have caused the appearance of a number of popular articles and printed works, as well as a surge of amateur courses for training specialists in coaching, which in its turn has led to "somewhat simplified and vulgarized understanding of the idea of coaching", and also 2) a low consumers' culture of home clients [4]. From our point of view, the mentioned phenomena are the consequence, and the origin lies in unreadiness of the methodical background of coaching.

In spite of the progress and the 30-year-old history coaching is far from integrity and uniformity. The published works analysis has shown that coaching by nature is «a collection or a reference book of a great number of models, theories, practices, work techniques» [7, p. 60]. R. Bisvas-Diner and B. Din call this «coaching paradox»: it is a profession, which systematically helps people to achieve the realization of their potential, though it itself has never been able to achieve realization of own potential and is in some state of «professional infant»

[7]. Nevertheless, coaching as a profession has been developing recently. From the point of view of the developing dynamics of coaching as a type of activity, a high need in professional coaching services, there have been started development researches of professional competences, singling out profession features in order to create a professional standard «Coach» [5].

From our point of view, a contemporary state of coaching can be characterized as self-reflectiveness. On the way of formatting and developing the volume of knowledge in this sphere has increased so dramatically, that it requires fundamental scientific studies. The opinions, stated above, prove the necessity in the development of an integral concept of coaching. This assumption is based on the contradiction, that, on the one hand, there is profound source and empiric background for such concept creation, and on the other hand, its absence is being fixed at the present moment.

This article, without making any attempts to claim for the full presentation, we will highlight the most important, in our opinion, theoretical issues, which demand additional discussion in the context of coaching application in pedagogical science.

Coaching is aimed to widen abilities of people, who have understood the necessity in changes and set personal tasks for professional and individual growth. Coaching practice is based on formulation and maximum quick achievement of the aim via mobilization of the inner potential, comprehension main strategies of result achieving, development and improvement of the necessary abilities and skills. In other words, coaching allows achieving the goal more efficiently by working with personal resources.

The key issue in the coaching studies there is the problem of its identification. Researchers (R. Brod, P. Williams, D. Devis, V. Zelenin, D. Klatterbek, N. Kopy'tova, I. Naletova, E. Parslou, D. Ty'tova, O. Ulanovs'ky`j) point out a certain dichotomy, i.e. contradictoriness and duality in the relation between coaching and psychotherapy, coaching and tuition, coaching and mentorship. On the one hand there are certain differences between them; on the other hand, these ideas could be defined through one [6].

Summarizing the research as to the correlation of coaching to other kinds of professional psychological practice [1, 2, 4, 5, 6, 7], we can single out general and different in them (tab. 1).

Comparative characteristic of coaching and related practices

| Coaching vs. Psychotherapy |
|---|
| <ol style="list-style-type: none">1. Coaching directed on clients, who do not report psychological disorders, and who are just unsatisfied with several aspects of their lives or strive for higher results. The therapy deals with people, who report different psychological disorders.2. Coaching means problem solving but not reason understanding and detection of difficulties. Thus, coaching is mainly future oriented, when therapy, for the most part, lives with the past.3. Coaching does not cure clinical disorders such as depression. |
| Coaching vs. Preceptorship |
| <ol style="list-style-type: none">1. Coaching relations envisage maximum potential uncovering in a minimum time period. The aim is their work on some certain task as to improve different skills or personal characteristics. Preceptorship, in its turn, is connected with a much bigger circle of problems and is based on much longer-term aims.2. Coaches do not give ready pieces of advice. Preceptors also usually refrain from giving advice, stimulating trainees first of all to think over the problems, but they are always ready to advise, from the background of their experience, in those cases when it is relevant.3. Preceptorship usually mean a much wide range of roles than coaching. But sometimes the preceptor just listens to the trainee and expresses compassion. |
| Coaching vs. Mentorship |
| <ol style="list-style-type: none">1. Mentorship is a rather stable, chronological relationship between an experienced preceptor and a less experienced charge in order to improve the studies, in the achievement of career-oriented aims, the development of personal interests. The mentorship process provides constant meeting with a specialist in some certain sphere.2. Coach may not have any knowledge in the sphere, where his/her work in. He/She must be experienced in encouraging the independent search of a wide range of examples of the set aims achievement success by clients. |
| Coaching vs. Tutoring |
| <ol style="list-style-type: none">1. Tutor never teaches anything, he is a type of "live navigator" in the educational space. On the basis of the news about the student he works out a personal program of education or development, recommends courses, trainers. The sense of coaching as a form of pedagogical preceptorship is in coordination, provision and monitoring of the educational process. |

| Coaching vs. Trainership |
|--|
| 1. A trainer forms new knowledge and skills in his clients, for them to be more successful (adaptation, socializing, self-realization etc.). A trainer should usually have answers to the auditory questions, though according to the practice, trainership skills are generally badly transferred (applied) into the work environment. This is called "training room skills". |
| 2. A coach has to form skills and abilities immediately in the context of work. The coach has no answers; he has questions, which help clients to find answers. Coaching, which supplements training, increases the efficiency of the latter greatly. |

Researchers do not deny borrowing and active use of techniques, tools, and methods by coaching from psychotherapy, however, they insist on it having been separated from it. According to V. Zelenin, the main principle difference of coaching from all other schools, tendencies and paradigms is «the idea and revealing the potential of a psychologically healthy person with the view of achieving the highest possible development level» [4]. Thus, on the background of the performed analysis and generalizing we can conclude that coaching has proved its self-sufficiency, protected its frames, and did not allow psychotherapy (which is called «the elder sister» of coaching or business-counseling to engulf itself. In spite of the presence of mutual interventions (O. Ulanovsky) from the side of the enlisted and other psychological practices, in our opinion, they are not similar.

Despite the fact that coaching is still a new phenomenon, the fact of the existence of the notion of coaching can be traced in its evolution. The term «coaching» originates from the English word «*coach*» – a cart, carriage. Accordingly: «*coaching*» is a some type of travelling to achieve the travel's destination. It has happened historically that the functions of a coach were in observation the behaviour of a person and training guidance to improve different actions (e.g. «voice coach for speakers», «theatrical coach», «baseball service coach» and others). Starting from the 80th of the XX century the notion of coaching has become to be used in a wider meaning as condition creation for which a client reveals inside himself new resources and possibilities. In the modern understanding of coaching its direction on understanding development is emphasised, and on its basis – the development of inner resources, possibilities, potentials of a person.

There are a number of definitions, which, mutually reinforcing each other, reflect the nature of the phenomenon of coaching from different sides. Coaching

is a special form of counselling and individual support of people with the idea of personal and professional growth (J. Witmore). Coaching is a technology for revealing individual potential with the idea of maximal increase of its efficiency. Coaching is not only technique, which is applied under certain circumstances, efficient coaching is a method of management, method of interaction with people, the way of thinking. Coaching does not instruct, but helps to learn (T. Golvy) [2]. Coaching is an art to promote the increase of potency, training and other people development. It is grounded not on the knowledge, experience, wisdom or coacher's forecast, but on the ability of the person to study themselves and act creatively (M. Downey). According to the given definition, coaching can be regarded as science, and as art (in creating trustworthy relationship), and as a process, technology, method, and a new type of thinking.

According to the definition of the International Coaching Federation (ICF), coaching is the process designed on the principles of partnership, which encourages thinking and creativity of its clients and inspires them for maximum revealing their personal and professional potential.

Principally new trend in pedagogical science and practice is educational coaching. T. Borova suggests to interpret educational coaching as a system of measures as for establishment interaction between the participants of the teaching and educational process with the aim to achieve mutually determined targets on professional activity improvement as well as the increase of the education quality, which, in its turn, will lead to the increase of efficiency of the educational establishment work [1, p.13].

The practice shows, that coaching has quickly entered the educational process of general educational establishments and higher educational institutions. Though the trend which corresponds to coaching basis the most is the post-graduate studies. It should be emphasised that coaching was created firstly as service for *adults*, for those who already have achievements and wish to move on, but more deliberately, quicker and more efficiently. According to the opinion of M. Claring, coaching is directed on the organization of individual activity of *adults* in the development and mobilization of inner resources in the context of solving professional and business tasks [5].

In the context of our research, *coaching* is a technology of partnership interaction and professional support, aimed at the creation of conditions to form a junior class teacher as a subject of activity, capable of realization of their potential abilities in practicing, working out and designing an efficient strategy of the work with gifted children.

The main attention in coaching is paid to the dialogue, in which a «a specialist (a coach) helps the client to independently clarify, specify and formulate their life, professional and/or business aims and tasks, focus the attention on the development tasks, search for inner and outer resources, to search and find alternative actions, to make plans, to check their if they are realistic, to take responsibility for their implementation» [5, p. 7-8]. This process is based on the background of essential principles of coaching:

- A person has unconditional capability for constructive development.
- Every person has enough resources for achieving their aim.
- People are capable to change only in those cases when they personally want that and ready for that.
- People learn only when they are engaged in the process.
- We can learn with help of everything what we do, but the real development happens only when we think and make plans for the future.
- The way we define success affects our achievements directly.

Coaching can be regarded as successful if clients achieve personal and professional growth with encouraging, support and guidance from their coach. Subjects not just receive decisions from the coach, but are guided by him and make them themselves. For the goal achievement the coach uses certain tools, strategy and technology of coach sessions. Some of them are depicted in the table 2.

Table 2

Types, tools, technologies and strategies of coaching

| Types | Tools |
|--|---|
| <ul style="list-style-type: none">• life• business• career• educational• sport | <ul style="list-style-type: none">• efficient open questions• planning• voice tones• deep listening• final result format• development wheel• timeline• scaling |

| Technologies | | | |
|--|------------------|------------------|---------------|
| GROW | ABCDE | Life in the Flow | VALOR |
| G – goal | or argument | or the state of | V – vision |
| R – resources | strategy – the | (M. Czikszentimi | A – awareness |
| O – opportunities | model of work | halyi) | L – love |
| W – will | with pessimistic | | O – obstacles |
| | thoughts | | R – results |
| Strategy | | | |
| 10 Aim setting understanding its reality. | | | |
| 11 The necessary components of success analysis. | | | |
| 12 The available possibilities analysis. | | | |
| 13 Defining the ways of the aim achievement, the choice of the strategy. | | | |
| 14 Aim achievement monitoring, result analysis. | | | |

The main instrument of a coach is effective questions. A coach arranges the talk with help of special questions, which are necessary for a thorough situation analysis, available resources, obstacles etc. While using strong questions the coach in mutual intensive work leads the trainee to the fact that the trainee found the answers on his own and took the responsibility for the made decisions.

The following aspects belong to the main characteristics of the coaching interaction: sincere interest in a person; absolute acceptance of a person as they are; empathy as an ability of observation, to feel something what other people feel; congruence is authenticity of personal feelings and honesty in response to own feelings; active and deep listening – an ability to listen with «eyes and heart» (understanding not only of those things the person speak, but those the person does not mention); position free from sympathy, judgements, advice; professional knowledge, efficient techniques and methods.

Conclusions and prospects of the further investigations in this direction. Thus, coaching aimed at the increase of understanding of professional, career and life decisions, support in creating optimal strategies and the plan of actions in order to achieve the set professional and personal goals, acceleration of the highest professional and managerial achievements.

The use of coaching in the system of post-graduation pedagogical education is one of potential trends of its renewal. Coaching can be regarded as

a factor that improves realization of the creative potential of teachers, as the technology for solving the task of teachers' qualification improvement on different stages of professionalizing, as the system which provides success of professional-pedagogical activity and the development of their subjects. Coaching creates comfortable surroundings, which encourages and motivates teachers for achieving better individual and group results in the professional activity.

The further research provides approbation of coaching in the process of primary school teachers' readiness improvement for the work with gifted students in the system of post-graduate pedagogical studies.

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Ушмарова В. В. Коучинг-технології у системі післядипломної педагогічної освіти

У статті представлено осмислення витоків, сучасного стану та перспектив коучингу в освіті. Здійснено порівняльну характеристику коучингу і споріднених практик, виокремлено спільне і відмінне в них. Розкрито теорію коучингу: визначення, філософія, базові принципи, види коучингу. Встановлено, що головною перевагою коучингу є взаємодія, ґрунтована на рівноправному партнерстві, яка сприяє розкриттю потенціалу учасників спілкування, підвищенню відповідальності, мотивації і ефективності загалом. Обґрунтовано тезу про потенціал коучингу в оновленні системи післядипломної педагогічної освіти. Як методика, створена перш за все для тих, хто вже має досягнення і бажає рухатися далі, тільки більш усвідомлено, стрімко і ефективно, коучинг спрямований на організацію самостійної діяльності дорослих з розвитку і мобілізації внутрішніх ресурсів у контексті вирішення життєвих, професійних і ділових задач.

Ключові слова: коучинг, освітній коучинг, взаємодія, післядипломна педагогічна освіта.

Ушмарова В. В. Коучинг-технологии в системе последипломного педагогического образования

В статье представлено осмысление истоков, современного состояния и перспектив коучинга в образовании. Осуществлена сравнительная характеристика коучинга и родственных практик, выделено общее и отличное в них. Раскрыта теория коучинга: определения, философия, базовые принципы, виды коучинга. Установлено, что основным преимуществом коучинга является взаимодействие, основанное на равноправном партнерстве, которое способствует раскрытию потенциала участников общения, повышению ответственности, мотивации и эффективности в целом. Обоснован тезис о потенциале коучинга в обновлении системы последипломного педагогического образования. Как методика, созданная, прежде всего для тех, кто уже имеет достижения и желает двигаться дальше, только более осознанно, стремительно и эффективно, коучинг направлен на организацию самостоятельной деятельности взрослых по развитию и мобилизации внутренних ресурсов в контексте решения жизненных, профессиональных и деловых задач.

Ключевые слова: коучинг, образовательный коучинг, взаимодействие, последипломное педагогическое образование.

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