



COACHING AS THE PEDAGOGICAL TECHNOLOGY FOR TRAINING FUTURE SPECIALISTS

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Abstract

This article deals with the application of coaching technology in the educational process and its significance in the formation of professional competencies. The research results show that innovative pedagogical technologies, in particular, the coaching approach, are a helpful tool for increasing the activity of the student learning process, strengthening their motivation, developing logical thinking and leadership abilities.

Keywords: Coach; coaching; coaching technology, educational coaching.

Introduction

One of the conditions ensuring the competitiveness of a higher educational institution is the presence of an internal quality system that meets generally accepted requirements. A well-organized educational process and the appropriate choice of instructional strategies, tactics, and devices are prerequisites for obtaining high-quality professional training. A quality system will guarantee the higher education institution's competitiveness, claims S. Nikolaenko (2006).

The examination of scientific publications demonstrates that the application of cutting-edge training technologies enables the training of highly skilled, professionally knowledgeable experts in their and related subjects who are motivated, able to learn and grow, and capable of logical thought. Coaching technology is one of the tools that offer efficient training. Although the idea of coaching in education has not yet received the same level of attention in our country as it has in many other nations, we think this technology should be successfully incorporated into the country's educational system.

Coaching, as the newest alternative pedagogical technology in teaching and effective technology of competence formation in students, is presented in the scientific achievements of both Uzbek and foreign scientists. Coaching features,

prospects of introduction of elements of the specified technology in the educational process of institutions of higher education are presented in studies of Uzbek (M. Mansurova, M. Salayeva, E. Kuriyozov, U. Salayev) and foreign (D. Druckman, R. Bjork, J. Wittmore, R. Diltts, B. Wuytsek) scientists.

The characteristics of coaching, as technologies of professional training of experts, have prompted us to carry out scientific researches in relevant area.

Coaching is a conversational activity that aims to support people to learn and develop, thereby enhancing their ability to achieve more of their untapped potential.

Coaching in education has been defined as “a one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, and appropriate challenge in a supportive and encouraging climate” (van Nieuwerburgh, 2012). This way of understanding coaching highlights how it is perfectly aligned with the purpose of educational organisations. By highlighting the “self-directed” nature of coaching, we are distinguishing coaching from mentoring. Coaching is not about teaching or sharing expertise.

In our view, educational coaching, also known as coaching in education, is a structured interaction between students and teachers that gives students the chance to learn new skills, come up with innovative ways to accomplish their objectives, and become more motivated and interested in the subject.

Yu. Burmaka and L. Kudryk (2016) who say coaching as a pedagogical technology, which is a model of joint teaching activities in designing, organizing and conducting educational process by providing a comfortable environment for the students and the teacher. It can be used to organize different types of training sessions.

N. Goruk (2015) believes that the technology of coaching should be considered not only as a pedagogical support or creation of optimal conditions for the disclosure of the individual potential, but also for the formation of self-educational competence of the individual. After all, it trains the ability to act and learn effectively, develops the skills of independent cognitive search, self-management and effective management of their own learning activities

According to scholars, coaching should not be viewed merely as a technology applied in specific situations; rather, effective coaching represents a comprehensive management approach, a mode of interaction with individuals, and a particular mindset and way of practice. Effective coaching guides teachers toward their objectives while generating satisfaction and enjoyment, thereby benefiting all participants in the educational process.

As a non-directive approach, coaching enhances the quality of learning and learners' satisfaction through the achievement of meaningful goals. It goes beyond the simple transmission of knowledge and development of skills, encompassing the stimulation of learning motivation, the promotion of awareness, the strengthening of individual capabilities, and the activation of human potential. Consequently, coaching makes the teaching and learning process more engaging, purposeful, and effective.

We are going to highlight the main advantages of using coaching as a pedagogical technology are:

intensification of learner engagement and active participation in the educational process;

- enhancement of students' motivation and commitment to studying the course;
- recognition and development of learners' abilities, demonstrating their creative potential and capacity for logical reasoning;
- fostering leadership competencies among students;
- increased efficiency and overall effectiveness of the teaching and learning process;
- strengthening of communicative skills;
- promotion of emotional intelligence development;
- support for learner autonomy and self-directed learning;
- improvement of reflective thinking and metacognitive awareness;
- facilitation of individualized learning pathways and personalized feedback;
- development of problem-solving and critical-thinking skills;
- creation of a supportive and psychologically safe learning environment;
- enhancement of collaboration and teamwork skills;
- improved adaptability to digital and professional learning contexts;
- sustained learning outcomes through continuous feedback and coaching support.

Conclusion

The investigation of effective technologies for the professional preparation of future specialists is a crucial task in the context of increasing societal competitiveness. Professional training should not be limited to meeting current demands or those anticipated in the near future; instead, it must also anticipate and support the continuous development of professional competence. Accordingly, the present research emphasizes the development and implementation of methodological guidelines aimed at integrating elements of diverse pedagogical technologies to enhance training effectiveness, as well as the creation of a comprehensive system for evaluating students' educational achievements at various stages of higher education.

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