ACTIVATION OF THE STUDENT'S LEARNING POTENTIAL BY EDUCATIONAL COACHING

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The article delves into the concept of educational coaching in the context of technical higher education institutions. Educational coaching is examined in terms of its methodology and techniques, which distinguish it from other forms of education. The focus is on the multi-faceted approach of coaching that aims at personal development and can significantly enhance the learning potential of students. The chosen coaching methodology determines the specific areas of development that are prioritized.

The main principles of educational coaching include prioritizing personal development in education, facilitating individuals to reach their full potential, developing competencies, and overcoming obstacles that hinder achieving personal and professional goals. Educational coaching also involves creating a plan of action in collaboration with the student and nurturing a productive and active partnership between the teacher and the student. The article emphasizes that educational coaching is based on interaction between the participants of the educational process. This interaction is rooted in dialogue, and the information-psychological approach takes into account cognitive style, including mental processes, such as comparison, analysis, synthesis, generalization, classification, conceptual connections, and deduction.

The cognitive development strategy begins with an orientation towards action. Communication is viewed as a form of connection, which involves information exchange and interaction, with the main objective of stimulating action and regulating the flow of information. The article stresses that educational coaching plays a pivotal role in facilitating significant and long-lasting personal and professional changes.

Overall, the article highlights the significance of educational coaching as a powerful tool that can activate the students' learning potential. It also underscores the importance of the interactive and dialogical approach in the coaching methodology, which is crucial in achieving successful and sustainable outcomes. Educational coaching prioritizes personal development in education and helps students reach their full potential, thereby enhancing their competencies and overcoming obstacles to achieve their personal and professional goals

Keywords: *educational coaching, methodology, multi-faceted approach, competencies, analysis, interaction, personal development, collaboration*

1. Introduction

The coaching approach, especially in the realm of education, has emerged as a novel and effective method of development. Educational coaching, in particular, is a relatively new and innovative approach that focuses on activating the students' learning potential and achieving long-lasting personal and professional changes. The methodology and techniques of coaching, including interactive and dialogical approaches, provide students with the tools they need to overcome obstacles and achieve their goals. This approach prioritizes personal development in education and emphasizes the importance of creating a plan of action in collaboration with the student, fostering a productive partnership between the pedagogue and the student, and developing competencies to reach their maximum potential. Educational coaching's novelty lies in its multi-faceted approach that emphasizes personal development, cognitive style, and an orientation towards action, which helps students reach their full potential and overcome obstacles to achieve their personal and professional goals.

2. Literature review

While coaching is a relatively new concept that emphasizes personal development and an interactive and dialogical approach, mentoring is more focused on sharing experiences and providing guidance. Tutoring is geared towards academic support and guidance. There have been carried out several studies, conducted on mentoring and tutoring [1–3], but coaching deserves a separate investigation, particularly concerning the methodology and technics used, and the peculiarities of their use depending on students' objectives set.

Nowadays there exists the growing interest in educational coaching and in its potential to positively impact teaching and learning outcomes. It is demonstrated in numerous studies on the subject.

Jim Knight in [4] discusses the use of coaching as a professional development tool for teachers. This research shows that coaching can improve teacher practice and increase student achievement. A partnership for problem-solving as a necessary component of coaching is described by Cathy A. Toll [5]. It was an attempt to show how coaching can be used to facilitate problem-solving and decision-making in education. They state that coaching provides teachers with individualized support and can help them identify and address areas of weakness.

Elena Aguilar examines the impact of coaching on teacher performance and student learning outcomes in her work [6]. Her research suggests that coaching can positively impact both areas, leading to increased student achievement and teacher satisfaction.

The principles and practices of coaching and leadership are discussed in [7] by John Whitmore. The GROW coaching model and its application in education are investigated. The author suggests that coaching can help teachers and students identify their goals, develop a plan to achieve them and take action to make them a reality.

Karen Laba in [8] provides a practical guide for coaches and educators looking to use coaching as a tool for school improvement. It is suggested, that coaching can help teachers and administrators identify areas of weakness and develop strategies to address them.

Carel Capita in [9] explored the relationship between educational coaching and learning styles in higher education. In their article, the idea is put forward that coaches should be aware of the different learning styles of their clients and tailor their approach accordingly.

In [10], it is described a coaching initiative in a primary school setting and its impact on teacher practice and student learning outcomes. They argue that coaching can have a positive impact on both areas. In continuation of this theme, we mention the study [11] with guidance on how teachers can transition from traditional teaching methods to coaching approaches. It is claimed, that coaching can help teachers develop their skills and improve their practice.

The topic of coaching in higher education is highlighted in [12] by Paul Garner et al., where the use of coaching in higher education and its impact on student learning outcomes are discussed. The research argues that coaching can be used to support school leaders in driving positive change. It is suggested, that coaching can help leaders develop the skills and mindset necessary to implement successful change initiatives.

A framework for coaching that can be applied in educational settings is uncovered in [13]. They argue that coaching can provide teachers with the support and guidance necessary to address the unique challenges they face in urban settings.

Overall, the literature suggests that coaching can be a powerful tool for professional development and school improvement in education. It can help teachers and school leaders develop their skills, identify areas of weakness, and implement successful change initiatives.

3. Research aim and tasks

The aim of this research is to examine the usage peculiarities of the main principles, techniques, and methodology for effective coaching in modality of the higher technical educational institution.

To accomplish the aim, the following tasks have been set:

1. Identify and characterize the main principles and methodological approaches of educational coaching.

2. Substantiate the regularities of using methodological approaches of educational coaching.

3. Summarize the main points of educational coaching at the higher technical educational institution.

4. Determine the ultimate goal of educational coaching at the higher technical educational institution.

4. Materials and methods

Several tools were at our disposal to study educational techniques. First of all, we used the comparative method, which is frequently applyed when it is needed to identify distinctiveness, highlighted in documents. We investigated regulatory laws, education laws, and scientific-pedagogical literature. Secondly, induction and deduction were helpful in collecting theoretical and factual information, its generalization, as well as the realization and interpretation of separate phenomena in pedagogical reality. Several comparative and compatible techniques have been employed to determine similarities in the content and operational components of coaching when compared to mentoring and tutoring.

5. Research results and their discussion

It is important for coaches to be familiar with a variety of techniques in order to choose the most appropriate method for the unique needs and goals of each student [14].

Let us formulate the main outcomes of the researched methods. Cognitive-behavioral coaching integrates the principles and techniques of cognitive behavioral therapy with a coaching approach to help students achieve their desired outcomes and develop new ways of thinking and behaving. CBC can help them improve their emotional well-being, build self-confidence. It can also help develop new skills and behaviors that contribute to a student's personal and professional growth. Effective CBC strategies are also scientifically supported, meaning they are based on research and proven by empirical evidence [15].

The key factor to effective coaching is establishing good rapport with a student. Creating rapport in coaching is a continuous process that requires effort in every coaching session. A good rapport between coach and student allows the coach to facilitate the process of exploration and effectively move it forward [16].

Establishing trust with the student is a fundamental aspect of effective coaching. Building trust and a connection can help them feel comfortable and open to the coaching process. Whether a teacher is a new coach just starting out or an experienced professional seeking to improve their skills, they must begin this process by learning the basic principles and best practices for building trust in coaching [17].

Effective interventions in the coaching process are an integral part of coaching and can significantly affect the personal and professional development of students. Effective interventions are important because they help achieve desired results and build skills and resilience that will help future professionals in the long term. By providing specific strategies and techniques, coaches can help students overcome challenges and obstacles, as well as develop new ways of thinking and behavior that support their goals and ambitions [18].

An effective coaching process can take many forms, depending on the individual's goals and needs. By understanding the different schools of thought in coaching, a teacher can develop a flexible and adaptive coaching style that will help achieve the best results for their students.

Coaches should adhere to professional standards and ethical guidelines, and maintain a high level of professionalism in all their interactions with students. By demonstrating ethical conduct, coaches can establish trust and respect with their students, and ensure the integrity of the coaching process.

The study of educational coaching at universities has a wide range of possibilities, but it also has certain limits. Educational coaching involves working closely with individuals and may require coaches to have access to personal information. As such, there are important ethical considerations that need to be taken into account, including issues of confidentiality, privacy, and informed consent.

Prospects for future research include the analysis of the coaching approach in a paradigm of universities for humanities.

6. Conclusions

In the course of investigation, we have established the following:

1. There are several key factors that contribute to the effectiveness of interventions in the coaching process: the relationship between the student and the coach, the student's readiness and motivation for change, the relevance and appropriateness of the intervention for the student's goals and needs, as well as the coach's skills and expertise in implementing the intervention. In the article, the main principles and methodological approaches of educational coaching have been investigated.

2. The coaching process involves working closely with students to identify their strengths, weaknesses, and goals, and then developing individualized strategies to help them succeed. Therefore, it is important for coaches to be familiar with all techniques in order to choose the most appropriate method for the unique needs and goals of each student. It is established in the article which methodological approaches of educational coaching should be applied in every specific case.

3. Educational coaching at a technical higher education institution aims to enhance the academic performance of students through personalized support and guidance. Coaches may use a range of techniques, including goal-setting, time management, study skills development, and motivational strategies, to support students in achieving their academic objectives. Successful coaching depends on strong communication, trust, and a collaborative relationship between the coach and the student.

4. The ultimate goal of educational coaching is to empower students to become self-directed learners who can take responsibility for their own academic success and achieve their full potential.

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