

TWO-TIER MODEL OF TRAINING FUTURE TEACHERS FOR COACHING AT OUT-OF-SCHOOL INSTITUTIONS

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Abstract. The article presents a two-tier model of training future teachers for work in out-of school educational institutions based on coaching. Its essence is that at the first level, the future teachers master the theoretical and methodological foundations of coaching both with the help of university teachers and independently, and at the second stage, they, first with the teachers' support and then independently, organize training based on coaching in out-of-school training institutions and thus in the process of working with children develop their professional competencies. For theoretical justification and practical verification of this model effectiveness, a pedagogical experiment was organized at the Carpathian National University, Ivano-Frankivsk, Ukraine. During its conduct, the prognostic tools developed by the authors of this study to determine the level of students' readiness for self-development and the coaching methodology of pedagogical training were tested. Based on the results of the research and the experiment, the effectiveness of the presented model and the feasibility of its use in the work of general educational, out-of-school and higher education institutions are substantiated.

Keywords: coaching; coaching techniques; out-of-school educational institution; personal self-development

Introduction

The core concept of our study focuses on the assertions of well-known English psychologists, educators and theorists and coaching practitioners that theoretical models are useful only if their use helps to formulate new ideas and develop new

models for a specific situation and solve the problems of personal self-development and training for professional activity (Parslow & Ray 2003).

Coaching is a unique philosophy and technique of personal self-development and self-improvement, which advances the chosen path to a specific goal based on the mobilization and realization of one's own potential. It has found recognition and active use in various spheres of public life (sports, business, management, etc.), solving various social, personal, professional problems, implementing various scientific and educational projects, etc.

The purpose of the article is to present the results of scientific and theoretical substantiation and experimental verification of the effectiveness of a two-level model of training future teachers to work in out-of-school educational institutions on the coaching basis.

Review of the research on the topic. Western European researchers have developed theoretical principles of coaching and accumulated a considerable experience of their practical implementation in various spheres of public life (Atkinson & Chois 2009; Cywinska et al. 2013; Dilts 2006; Downey 2003; Gallwey 2010; Parkin 2007; Parslow & Ray 2003; Starr 2011; Thorne & Mackay 2001; Thorpe & Clifford 2003; Whitmore 2005; Whitworth et al. 2004).

A synthesized analysis of this work reflects the consistency of the interpretation of coaching as a “vehicle” that helps a person to take the shortest path to a higher level of development, mobilizing their own resources (Dilts 2006); consciously established partnerships that help individuals to act effectively, self-realize and learn new things throughout life (Whitmore 2005); a process of cooperation focused on personal self-development through self-reflection of their activities and the application of their knowledge and skills (Thorne & Mackay 2001); achieving positive change through the mobilization of internal human potential and team activities and a clear organization of the learning process (Thorpe & Clifford 2003); the process of supporting, developing, strengthening the knowledge and skills with the help of another person (coach) based on specific goals and objectives, constant reflection and self-reflection, development of new patterns of behavior, regular feedback (Cywinska et al. 2013); a process built on the principles of partnership, which stimulates the thinking and creativity of a person and inspires them to fully disclose their personal and professional potential (ICF), etc.

The core principles of coaching emphasize that: people are able to change only when they want to and are ready for it; the students learn only when they are really involved in the process; a person learns with the help of everything he does, but learning occurs only when he thinks and makes plans for the future; a person has much greater inner abilities than those that he realizes in everyday life; learning is designed on the basis of success, not mistakes, focuses on solving problems, not on obstacles; the learning process is directed from the

present to the future; the student has all the answers, evaluates himself and seeks and determines the path of development; there is no rigid expert assessment and imposition of ready-made instructions and decisions in the coach's attitude to the student.

The theoretical foundations of coaching have been continued and concretized in the works of Russian and Ukrainian scholars in theory and practice of school education (Baranova 2015; Chernova et al. 2016; Gulchevskaya 2014; Nenashev 2009; Nezhynska 2015; Nikitina & Shatalina 2008; Ognev 2003; Rybkin 2005; Varetska 2016; Vidlatska 2018). They actualize from different positions and substantiate the modern ideology of humanization of the educational process, which changes the idea of the quality criteria and techniques of professional pedagogical education, and the role of teachers and students in the educational process. The modern educational paradigm urges the teacher to the transition from the competencies of a mentor, organizer of students' frontal, impersonal activities to mastering the competencies of pedagogical support that provide subject-subject personalized interaction. This necessitates the mastery of the knowledge and skills of the facilitator mentor, which in the world experience concepts are vividly embodied in the phenomenon of coaching.

Subject study of this work made it possible to hypothesize that the use of theory and practice of coaching will be effective for the training of future teachers in secondary schools and out-of-school education. To test it, an original author's model of using coaching techniques in training future teachers for work in an out-of-school educational institution (OSEI) was developed and scientific and experimental work was organized to test this model.

The model presented in this study focuses on the effective use of personal development potential of coaching. Its essence and novelty are the two-tier structure. At the first level, the future teachers, both with the help of university teachers and independently, master the theoretical and methodological principles of coaching. At the second level, they first with the support of teachers, and then independently organize training on the basis of coaching and thus in the process of working with children develop their professional competencies and experience. That is, first the students were in the role of pupils with whom the coaches worked, and then they performed their functions themselves.

Substantiation of pedagogical experiment and its experimental base

The pedagogical experiment was conducted on the basis of the "University of Gifted Children" (UGC) established in June 2017 with the Vasyl Stefanyk Precarpathian National University (PNU), Ivano-Frankivsk, Ukraine to organize constructive leisure for junior students in OSEI conditions. The author of this project, Doctor of Pedagogical Sciences, Professor H. Bilavych, based it on the idea of creating an educational and developmental environment where university

teachers in real cooperation with student volunteers would train them in future professional activities. Initially, they jointly teach junior school pupils, then the initiative gradually passes to future teachers. Thus, the UGC has become an interactive educational environment for personal development, where on the basis of a harmonious dialogue in the triangle of teacher-student-pupil relationships interdisciplinary links and innovative teaching methods are implemented.

Within three years, the UGC organizational structure was shaped in the form of specialized groups that implement the gifted children development program in seven areas: language and literature (School of Language Ecologists, Literary Studio, School of Rhetoricians); sports and health (Olympic Reserve School, Tennis School); artistic (School of Painting, School of Vocals, School of Dance, School of Acting); educational and developmental (School of educational entertainment), general technical (IT school, Eco-school); economic (School of Business and Management); and spiritual (meetings with the clergy).

The main form of the UGC activity was sessions called “Interesting vacation” held during the week-long spring, winter and autumn vacation and three-week summer vacation. Thus, during the five sessions of 2017 – 2019, about 240 students of grades 1 – 4 from 15 schools in Ivano-Frankivsk were trained in its clubs (classes took place from 10 a.m. to 1 p.m.). About 25 teachers, specializing in various fields of knowledge and 60 undergraduate, post-graduate students and doctorants of PNU were involved in their organization.

Parents of students who were willing to study at UGC submitted the application. It contained the following information: a) in which circles the children will be engaged; b) permission to use their personal data submitted to the UGC website; c) consent given to the participation of children in the monitoring, which was conducted after each session to determine the progress in learning and the wishes of the UGC members regarding its work.

In the wake of growing popularity and influx of students, the issue of improving the strategy and methodology of the UGC became relevant. They had to correspond to the spirit and tasks of the institution concerning the use of innovations in the educational process organization, the solution of the personnel issue, etc. Therefore, the institution decided to base its activities on coaching, some elements of which had already been used in the practical training of students in work with gifted children.

An important basis for this choice was the special coaching training of teachers involved in the pilot project. In May 2018, they participated in a coaching seminar held on the basis of PNU with the participation of specialists from the International Integral Coaching School. On their advice, they passed the online training “Integral Coaching School” under the program “Psychologists and Counselors”. Then a seminar “Coaching in the training of future teachers” was held, where, in particular, they exchanged experiences of using ideas and technologies of coaching in teaching

disciplines of the psychological and pedagogical cycle and preparing students for pedagogical practice.

The model of the communicative-oriented environment developed by the UGC is based on the principles of humanization and individualization of relations and positive emotions, tolerance and mutual support of the subjects of the educational process, which are focused on conscious, purposeful self-realization and self-development. This creates the conditions for solving important problems facing the UGC and the entire system of out-of-school education. First of all, it is the issue of personnel: taking into account the peculiarities of involving the PNU teachers in work at the UGC on a voluntary basis and the fluidity of students as a human resource, team coaching became the core that united them on the basis of volunteering and personal responsibility for common cause.

For future teachers, the UGC has become a unique creative laboratory that organically corresponds to their natural mobility, desire to engage in interesting, useful work and creates ample opportunities for gaining experience and developing professional competencies, realizing their own intentions and self-expression. The UGC has become a school of leadership for teachers, students and pupils, because, despite different social status and life experience, they have common features and aspirations: willingness to self-determine the path of personal development, willingness to devote themselves to public affairs, initiative, enthusiasm, creativity, organizational and other skills.

An experimental team (ET) of 26 people was formed to organize a pedagogical experiment with the participation of the PNU teachers who worked at the UGC in 2017 – 2019. It includes bachelors and undergraduates majoring in “Primary Education” (12 of them were members of the research group “Stylistics of Scientific Text”; 8 students mastered the specialization “Choreographic Art” and six students – “Information Systems and Technologies”).

Students were involved in the UGC activity as volunteers on the proposal and recommendation of the coaching teacher. Based on this work experience, 5 undergraduates prepared and successfully defended their dissertations in 2019 and 2020.

In our work, we were guided by the ethical standards of a professional coach, based on the Code of Ethics of the International Coaching Federation (ICF). We acted in accordance with it, built relationships between participants on the principles of partnership, which stimulate reflection and creativity of students in order to fully reveal their personal and professional potential (Code of Ethics).

We did not use a written contract between the participants of the experimental training, but only verbally discussed and agreed on the actions, goals and tasks of training, ethical standards, appropriate behavior of the coach and the student.

According to the profile specialities of the ET members, pilot groups of UGC were determined, on the basis of which the experiment was conducted,

they were the School of Language Ecologists and School of Rhetoricians; Dance school; IT school.

Stages and characteristics of the experimental work

The main purpose of the experiment was to develop and test a two-tier model of the use of coaching techniques to train teachers for work in an out-of-school educational institution. The experiment was conducted in four stages: preparatory, ascertaining, formative, control. Each of them was realized at a certain time and had its own goals, objectives and tools.

At the preparatory stage (April – May 2019), the authors of this study, as the main organizers of the experiment, identified its essence, goals and developed the basic outline of the two-tier coaching model.

In the context of our study, coaching techniques are considered as a step-by-step process of communicative interaction, when the teacher coach (functionally a teacher or a student) using coaching techniques directs the progress of the pupil (functionally a student or a pupil) in a certain way to achieve the goals. In the structure of this model, we distinguish two interrelated components that determine the stages and guidelines (1) and techniques and methods (2) of interpersonal communication in the organization and promotion of the pupil through personal and professional growth.

The use of coaching methods and techniques involves determining the goal and the motivation to achieve it, awareness of the realities (personal resources, possible obstacles, etc.); action planning; selection, search and creation of new resources (methods, forms, means, measures of advancement along the chosen path); monitoring results, self-reflection. These postulates have found concrete embodiment in the coaching techniques and methods developed by Western specialists GROW, SMART, SMAC, “skills structures”, “spiral of practice”; “Soft” skills; three dimensions – “3D”, etc. (Atkinson & Choisis 2009; Cywinska et al. 2013; Dilts 2006; Downey 2003; Gallwey 2010; Parslow & Ray 2003; Starr 2011; Thorne & Mackay 2001; Thorpe & Clifford 2003; Whitmore 2005; Whitworth et al. 2004).

They were used creatively in our experiment.

Our model of using coaching techniques in the training of future teachers for work at OSEI is based on the coaching step-by-step content-functional technique GROW (goal, reality, option, will). It involves the organization of their professional growth and personal development in 4 main stages: 1) defining goals and motivation (the coaching teacher helps the student to formulate their specific, achievable, meaningful, time-regulated goals in the form of the end result); 2) cognitive tasks of advancing to the goal (when studying new material, etc.); 3) implementation of the plan (consolidation, generalization, application of the studied in practice; 4) monitoring (self-reflection, self-assessment of successes and failures, finding out their causes, removing obstacles to further growth).

In the post-Soviet, in particular the Russian and Ukrainian educational space, coaching techniques are mainly implemented in higher education and in various types of management (Chernova et al. 2016; Gulchevskaya 2014; Nenashev 2009; Nezhynska 2015; Nikitina & Shatalina 2008; Ognev 2003; Rybkin 2005; Varetska 2016). In our research work, an attempt was made to adapt them to the conditions and requirements of children's education in OSEI, so when developing its theoretical aspects, we referred to the relevant scientific research (Baranova 2015; Vidlatska 2018).

In the categories of modern pedagogy, the technique and methods of coaching at the university are interpreted as a kind of pedagogical support technique. We consider it as an individual personal type of support, when the teacher (coach, partner, facilitator) does not give instructions, does not advise, does not solve “other people's problems”, but actualizes their solution by addressing the inner “I” of the pupil, and thus accompanies him in the process of purposeful personal self-development. Thus, in joint intellectual work the pupil comes to understand that he has found the answers on his own and has taken responsibility for the decisions made, and, overcoming obstacles and “fears”, confidently moves towards a certain goal.

In our experimental work for the effective implementation of coaching technique in the “teacher – pupil” interaction system at OSEI were tested its two effective tools. The first is the technique of forming the ability to listen and generate feedback: a model of listening levels (superficial, focused, active) (Starr 2011). The second is the formulation of “strong” questions that motivate pupils to self-analysis, search for independent solutions, lead to “insight” in the sense of determining further steps towards the goal, forming their own vision of learning outcomes (expected at the end of class, UGC session, etc.).

For each stage of the coaching model implementation, 15–17 basic formulations of “strong” questions were developed, which coaches asked students during the training for work in UGC. Here are some examples:

1. Stage of inspiration: “How does each of you see the ideal teacher you would like to be?”; “Imagine that you have become such a teacher. How do you see yourself now at the end of this UGC session?”; “How satisfied are you now?”. Mark the degree of your satisfaction on a scale from 1 to 10;

2. The stage of goal setting and motivation: “What do you want to achieve by participating in the UGC activity?”; “How much does it depend on you to achieve a certain goal?”; “What specific steps do you need to take to achieve this goal?”; “Is it realistic to achieve the goal in the allotted time? If not, then...?”; “Why is this goal important to you?”;

3. The stage of planning effective actions to achieve the goal: “What actions, measures are you ready to take to achieve the set goals right now, in this class, this week?”; “What will be your first, simplest, rational, effective steps”;

4. Stage of completion (reflection): “How will you understand that you have achieved the goal?”; “What are the most important steps in this direction?”; “What were the easiest and most difficult steps to achieve the goal and why?”; “What will be your next steps towards professional and personal growth?”.

The technique of asking “strong” questions was combined with other methods and techniques of coaching: emotional stimulation (formation of cognitive interest through the creation of positive emotions); specific situations (formation of competence through discussion of problem situations); situations of cognitive discussion (increases self-esteem, stimulates self-learning); immersion in a life situation (awareness of the meaning of what is to be learned); projects (became the main preparation of students for work in the UGC); “Mosaic” (ET members themselves distributed responsibilities, chose areas of work with the UGC students, were responsible for its results). These methods activated all the subjects of pedagogical interaction, mobilized their will, thinking, actions and personal potential.

The preparatory work outlined in general terms allowed to move over to the next ascertaining stage of experiment. Its task is to find out the awareness of ET members about coaching, educational techniques and the content of work in OSEI and the level of their readiness to work in UGC on the basis of coaching. To solve it, two main prognostic tools were developed and used: a questionnaire and a survey.

The survey revealed the following situation: a third of respondents understood the basic essence of coaching, but all respondents had difficulty in determining its methodology and techniques; 57.8% of ET members had clear ideas about pedagogical techniques and the possibilities of their use in the organization of the educational process at school; only 15.3% of students gave a clear definition of extracurricular education and its main tasks; all respondents stated that in their future professional activities they would prefer to work in a secondary school, but 38.6% said that they would work at OSEI, if possible. Students admitted that they did not receive the special knowledge and skills needed to work at OSEI, and only 30% indicated that they were willing to acquire them independently if necessary.

In order to determine the level of readiness of ET members to work at OSEI on the coaching basis, a questionnaire was developed based on the adapted method (Kojaspirova 1994). It provided clarification of the levels of knowledge, skills, and personal features in six main aspects (Table 1). In our interpretation, they give an idea not only of the general state of readiness for professional activity, but also of possessing features and properties that correspond to the qualities of a coach and certify the ability of an individual to move independently through professional growth to a certain goal on the coaching basis.

The self-assessment criterion underlying this prognostic tool best corresponds to the basic principles of coaching. According to Parslow & Ray personal perception is more important than the impressions one person makes on another to determine

the current level of competence in mentoring. Therefore, self-esteem is an effective way to increase self-awareness and plan a relationship with students, colleagues, mentors.

In this approach, when processing the questionnaire, students were asked to objectively assess the availability and level of certain features, characteristics and skills from 1 to 9 points.

Table 1. Questionnaire to determine the level of readiness of students to use coaching techniques

	<i>I. Motivational component (8 – 72 points)</i>
1	Public awareness of the importance of the teacher's work
2	Personal awareness of the importance of pedagogical work
3	Having stable cognitive interests in the field of pedagogy and psychology
4	Sense of duty and responsibility
5	Curiosity, the desire to learn something new
6	The need for self-knowledge and self-improvement
7	Self-confidence
8	Focus on the use of innovative educational techniques in the educational process
	<i>II. Cognitive component (5 – 45 points)</i>
1	General knowledge and skills
2	Psychological and pedagogical knowledge and skills
3	Methodological knowledge and skills
4	Special knowledge
5	Knowledge of educational technologies
	<i>III. Moral and volitional component (9 – 81)</i>
1	Positive attitude to the learning process
2	Independence in the educational process
3	Independence in private life
4	Purposefulness in achieving the goal
5	Will (immutability of intentions) in advancing to the goal
6	Working capacity
7	Willingness to complete the case
8	Self-criticism, willingness (ability) to correct actions on the way to the goal
9	Courage
	<i>IV. Gnostic component (17 – 153)</i>
1	Ability to set and solve cognitive tasks
2	Flexibility, efficiency of thinking
3	Ability to analysis pedagogical activities (situations)
4	Observation (environment, comrades, teachers)
5	Ability to analysis, synthesize, generalize

6	Creativity and ability to its manifestation in pedagogical activity
7	Memory and its efficiency
8	Ability to listen
9	Pleasure of learning something new
10	Ability to creatively perceive and process new information
11	Ability to systematize, summarize, and classify information
12	Ability to prove one's viewpoint
13	Ability to see and understand contradictions in the situation
14	Ability to use the acquired experience in a new situation (learn from one's mistakes)
15	Independence of one's own beliefs from the views of others
16	Ability to perceive new ideas
17	Ability to use educational techniques in teaching
<i>V. Organizational component (10 – 90)</i>	
1	Ability to plan your working time (process)
2	Ability to work in a team (group)
3	Ability to work independently (individually)
4	Ability to plan the work of the team
5	Ability to use a computer information bank
6	Ability (habit) to work according to the schedule (certain order, algorithm)
7	Willingness to work in an out-of-school educational institution
8	Ability to self-organize and mobilize
9	Ability to introspect
10	Ability to use innovative methods in the organization of the educational process
<i>VI. Communicative component (7 – 63)</i>	
1	Ability to cooperate and coordinate actions in professional activities
2	Ability to mutual assistance in professional activities
3	Ability to avoid conflicts in the process of communication
4	Ability to defend their views, position
5	Ability to change their views, position
6	Ability to understand the viewpoint, interests of another
7	Empathy

The results of this survey were formalized by simple arithmetic calculations (adding points). Levels of readiness were determined on the following scale: low (up to 40% of the total score), medium (41% – 75%), high (76% – 100%).

The outcomes presented in Table 2 show that the ET members had a certain potential and level of readiness (knowledge, skills, competencies) for self-development and mentoring on the basis of coaching.

Table 2. Level of self-development and readiness of ET members to carry out coaching activities

Levels	Components, points, percentage					
	<i>Motivational</i> (7 – 72)	<i>Cognitive</i> (5 – 45)	<i>Moral and volitional</i> (9-81)	<i>Gnostic</i> (17 – 153)	<i>Organizational</i> (10 – 90)	<i>Communica- tive</i> (7 – 63)
Low	18 %	–	20 %	22 %	22 %	25 %
Medium	71 %	82 %	66 %	69 %	69 %	69.5 %
High	11 %	18 %	14 %	9 %	9 %	5.5 %

The preparatory and ascertaining stages formed the basis for a formative experiment in approbation of the two-tier model and the author's method of training teachers for the organization of the educational process in OSEI on coaching principles. It took place in two stages: during the first stage (June 3 – 14, 2019) ET members were trained to work in the UGC on coaching principles; during the second during they, first with coaches, then independently, implemented and improved their professional and coaching knowledge and skills in working with students in specialized UGC groups.

The basis for the first stage was a workshop “Coaching as a technique for training teachers for work in an out-of-school educational institution” (6 classes). His program consisted of theoretical and practical parts that corresponded to the goals and the content of the experiment. The peculiarity of the seminar is that the ET members were not passive, but active creative subjects who independently mastered the theory and techniques of coaching and in the process of joint discussion gained the first experience of their implementation. To do this, two weeks before it was held, they received a list of tasks for self-training.

At Sessions 1 – 3 “Theory and practice of coaching: a discourse” the ideological and technological principles of coaching and the possibility of their use in organizing classes with UGC students were discussed in detail. Thus, students supplemented the knowledge and skills acquired during their studies at the university with the ideas about coaching acquired in the process of self-learning.

Training projects prepared by ET members were discussed at Sessions 4 – 6 of the workshop. First, they presented a collective research project “Potential and benefits of coaching in shaping the readiness of teachers to work with gifted children in OSEI”. Then the members of the three specialized groups presented the projects “Asking the UGC students “strong” coaching questions”, which were later implemented in the process of working in specialized groups. Thus, they independently developed models for asking “strong” questions at each of the four stages of goal advancement: motivation, inspiration, and goal setting; planning effective actions; implementation of the plan; monitoring the results.

The presentation and defense of projects took place in the format of role playing games, which simulated the process of organizing training with UGC students. Thus, on the basis of self-study with the help of a teacher-coach, students gained knowledge about coaching technologies and skills of their practical implementation. These projects can be considered a real contribution to the preparation of educational and methodological support for the organization of practical activities in these areas.

At the second stage of the formative experiment (June 17 – July 5, 2019) EG members worked in specialized circles UGC, implementing the acquired knowledge and skills and forming their own experience of using coaching technology in the educational process OSEI.

The School of Language Ecologists and the School of Rhetoricians worked productively, where a project on the formation of a language and ecological environment was implemented. His task was to enrich the speech of students; expanding knowledge about the culture of speech; prevention and overcoming of speech defects; development of children's motivation to improve their own speech.

Classes at the School of Language Ecologists took place in classrooms and in the form of language-ecological expeditions. Each of them was divided into four stages, which corresponded to the content of “strong” questions. On this basis, there was the formation of normative speech in the process of mastering the knowledge, skills and abilities of text editing, detection and avoidance of speech errors and dialectal words, development of basic skills of writing mini-stories and more.

The School of Rhetoric formed the initial knowledge, skills and techniques of public speaking: children learned to overcome fear of public speeches; mastered various forms of monologue and dialogue, including debate; developed individual speech style and skills of performing arts; got acquainted with nonverbal speech techniques.

The student coaches tested listening coaching techniques, in particular, tried to avoid ineffective levels of listening (superficial and focused) and followed the requirements of active listening to enhance dialogue with students (Starr 2011). To do this, we used the “joining technique”, the essence of which is to paraphrase the statements of the interlocutor, which return to him in the form of phrases to clarify the information received, for example: “In your opinion...”, “as I understood you ...”, “Have I understood correctly that ...?”, “What do you mean?”, “Please“, “Probably you feel ...”, “maybe you are a little upset ...”, etc. (Sypachevskaya 2010). They help to identify the thoughts and intentions of the student, demonstrate the recognition of his personal “I” and, as a manifestation of empathy, contribute to the establishment of mutual trust.

During linguistic expeditions through the streets of Ivano-Frankivsk, students visited public institutions, shops, where they learned to track typical language errors. For example, in a cafe, they got acquainted with the ancient and modern vocabulary of life and food, practiced etiquette formulas of greetings, farewells, requests, thanks, apologies, etc. During the competition “Who can do more...”, the children competed in recording the largest number of corrupt language incidents that were heard from the mouths of their friends and the cafe employees and visitors.

At the next session in the UGC, on the basis of these notes, a mini-dictionary with typical violations of the vocabulary and word usage was jointly compiled. In continuation of this work, students performed homework to compile a dictionary-reference book for family use on normative word usage in the sphere of household vocabulary among family members and their peers and dissemination of relevant information through social networks (groups, blogs).

Student coaches showed considerable creativity in organizing the work of the Dance School. Using their professional knowledge, skills, experience gained while studying at university, working in artistic groups and coaching seminars, they formed an original coaching program aimed at developing children's ability to convey the meaning of dance, improvise, show artistry, create their own dance, work in a team; take the initiative, etc. The organization of classes was based on dance games and battles (competitions between two dancers, couples or teams).

The “strong” questions which the choreographers addressed to the young dancers were individual and collective. They were about finding out the emotions and feelings that students experienced while dancing; descriptions of images that inspired dance compositions, etc. Mutual trust was facilitated by giving children the right to choose their own videos and music to study. Thanks to a well-planned dialogue based on asking “strong” questions, students grew convinced that they themselves made the right choice, that is, according to the canons of coaching, independently moved along the chosen path to a certain goal. It was possible to observe how the children's motivation to dance increased, and the feeling of self-affirmation and satisfaction with their achievements grew.

The obsession of modern schoolchildren with various gadgets was skilfully used by student coaches when organizing workshops at the IT school. They saw their main task in raising the general level of the pupils' culture in the use of digital technology. On finding out their interests and aspirations by asking “strong” questions, children were offered games and quests that guided their exploratory and creative activities to acquire new knowledge and skills by advancing the individual path to self-determined goals. This was done using Scratch programming, which helps pupils to create their own movies, educational games through operations that allow them to modify the appearance

of objects, move them around the screen, set the forms of interaction between them, and so on.

Based on the use of projectors, interactive whiteboards, tablets and Scratch environment programming, the children prepared group projects to create animated films with their fictional plots and characters. When organizing the work of the IT school, student coaches tested the materials “Tales of coaching” (Parkin 2007), which in vivid images of storytelling teach the right attitude to change, stimulate self-development, creativity, the desire for self-realization. They encouraged children's initiative to further improve their computer skills.

While working at the UGC, the ET members carried out constant self-correction, self-assessment, self-monitoring of its course and results. To do this, twice a week, teacher coaches held meetings with them to find out successes and possible obstacles and gaps, and if necessary make adjustments to eliminate them. Adapted test exercises were used for this purpose (Parslow & Ray 2003).

Here are examples of their formulations:

*You accurately define the goals of the student
in the development of his knowledge and skills
and achieve positive interaction with him*

- Very well*
- Satisfactory*
- Help needed*

*You agree with the student the learning
opportunities and the best suited
individual plan to reach the goal*

- Very well*
- Satisfactory*
- Help needed*

*You provide feedback and discuss
urgent issues with your student*

- Very well*
- Satisfactory*
- Help needed*

The children demonstrated the knowledge, skills and abilities acquired during their studies at the UGC at the celebrations dedicated to the closing of the “Merry Holidays” summer session of 2019 to their parents, school teachers, PNU teachers.

To determine the effectiveness of the author's program, a test experiment was organized (July 5, 8, 9, 2019). Two prognostic tools were used for it: a polling table and a questionnaire for ET members.

Determination of changes that occurred after the formative experiment in the level of readiness of ET members to organize the learning process in OSEI on the principles of coaching on six components, was made on the basis of the announced questionnaire. The obtained data and a comparison of the results of observational and control experiments (table 3) allow to speak about significant positive changes in the formation of readiness of ET members for self-development and implementation of coaching pedagogical activities.

Table 3. Comparative results of the experiment ascertaining and control stages

Levels	Completion levels of the main components of the readiness of future teachers to organize the work of OSEI on the principles of coaching					
	Motivational (%)	Cognitive (%)	Moral and volitional (%)	Gnostic (%)	Organizational (%)	Communicative (%)
	1 2	1 2	1 2	1 2	1 2	1 2
Low	23 3.8	11.5 7.7	30.7 11.5	34.6 7.7	38.5 11.5	15.4 -
Medium	65 38.2	80.7 46.1	61.5 42.3	65.4 50	61.5 42.3	34.6 27
High	12 58	7.7 46.1	7.7 46.1	- 42.3	- 46.2	11.5 73

1 – data of the ascertaining experiment – input cross-section;

2 – data of the control experiment – output cross-section.

According to the average indicators of the input cross-section, 25.6% of ET members were at a low level of readiness for self-development and pedagogical activity on the principles of coaching, and according to the output cross-section – 7% (3.7 times decrease). Accordingly, at the average level (according to the input cross-section) they were 61.5%, and according to the output cross-section – 41% (1.5 times decrease), a relatively high level of these data changed from 6.5% to 52% (8 times growth).

Changes in the levels of readiness of ET members for self-development and the coaching pedagogical activities at OSEI according to some indicators were quite uniform. At the same time, it was found that in some components the indicators that most corresponded to the principles of coaching grew the most (Table 1). In particular, in the motivational component, the highest (9 – 10 points) were such indicators as a sense of duty and responsibility; curiosity, desire to learn something new; the need for self-knowledge and self-improvement; focus on the use of innovative educational technologies in the educational process. In the moral and volitional component, the highest indicators were such as independence, purposefulness in achieving the goal; invariability of intentions and the ability to adjust actions on the way to the goal; readiness to bring the case to an end; in the Gnostic it is flexibility and efficiency of thinking; ability to analysis pedagogical activities; ability to listen, creatively perceive and process new information; pleasure from learning something new; in the organizational – is the ability to plan their working hours and team work; ability to work independently; ability to self-organize; in communication – it is the ability to cooperate, mutual assistance; understanding the position and interests of another, etc.

We consider such changes to be natural, because the members of the ET purposefully worked on their self-development and the formation of knowledge, skills, competencies that met the principles of coaching.

The purpose of the survey was to establish the self-esteem level of the ET members as leaders of children's clubs and their views on improving the coaching activities of the UGC. In generalized form, their answers reflect the following reflections:

“The use of the coaching principles in the organization of the OSEI work, of course, is appropriate. Their advantages are manifested in the originality of the content of the coaching philosophy and its techniques (motivation to act, non-imposition of the teacher's will, step-by-step progress to the goal, etc.). While working with the UGC students, the most useful for professional growth were: gaining practical experience of working with children in the UGC group system; ability to plan and organize their activities; awareness of the need to understand the interests and aspirations of the child; understanding the need to take into account all the “little things” in working with club members, to be ready to act in various unforeseen situations, etc.

In the process of leading the groups it was not always possible to achieve the expected results, there was not enough time to carry out the planned classes, we had to be distracted by additional explanations, make significant efforts to interest all children in the content of educational material.

To further improve professional skills, you should first learn to communicate well with children, understand their interests and needs. You need to constantly look for something new, interesting, useful to interest students. In this sense, further improvement requires the formation of “strong” questions.

In order to improve the UGC activities of on the principles of coaching, it is necessary to organize more thoroughly the theoretical and practical training of students and teachers themselves. It would be appropriate to teach coaching at the university as one of the educational techniques in primary school”.

Conclusion

We believe that the presented author's model is quite effective and promising. Despite the fact that it received a “local” approbation (within one university, periodically functioning UGC, etc.), the very idea of its “two-tier” organization is interesting and original: a future teacher who gained “primary” knowledge, skills, experience from senior colleagues in in the process of special training during the training, immediately begins to perform the functions of a coach, improving them in practice, first accompanied by a senior colleague, and then independently. Thus, coaching technology becomes a powerful tool for implementing one of the core modern paradigms of human development – lifelong learning. Coaching creates unlimited opportunities for its implementation, because it provides original ideas (philosophical, psychological and pedagogical, etc.) and techniques for self-development and self-improvement of an individual and harmonization of interpersonal relationships, which is an important condition for a successful

“team play”. It allows you to discover and realize the potential of each person, according to their interests and aspirations, and indicates the real way forward to achieve the goal.

With a creative approach, the proposed model and a pilot experiment of its testing can be widely used and further improved in the organization of the educational process in higher, secondary and out-of-school educational institutions. The conceptual idea of forming harmonious relations in the triangle “teacher – student – pupil” is the basis for creating many unique educational environments in which each participant can fully realize their interests and aspirations and knowledge, skills, experience to achieve a common goal.

In terms of practical recommendations arising from the results of the experiment, we consider it appropriate to more actively implement the theory and methods of coaching in the realization of current educational paradigms and pedagogical models of personality-oriented learning and subject-subject relations of the educational process. This will contribute to its democratization, taking into account the individual needs and interests of students, developing an individual trajectory of their development, self-improvement and self-education throughout life.

NOTES

1. University of the Gifted Child, 2017. Retrieved from: [https:// kidsuniver.blogspot.com/](https://kidsuniver.blogspot.com/) [In English].
2. University of a Gifted Child, 2018. Retrieved from: <https://kidsuniver.blogspot.com/search?updated-max=2018-06> [In English].
3. University of a Gifted Child, 2019. Retrieved from: <https://kidsuniver.blogspot.com> [In English].

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