

**COACHING AS PHILOSOPHY AND TECHNOLOGY OF
DEVELOPMENT PROFESSIONAL PEDAGOGICAL EDUCATION**

The article deals with a structured study of ideological principles and methods and techniques of coaching in the context of their loyal and effective using in organizing the educational process of a pedagogical university and the professional training of future teachers.

With the concept of «coaching» is established etymology, its kind and feature of educational coaching. The phenomenon of coaching is complex and multifaceted, has its own history and is used in various spheres of public life. Its ideology and technology provide significant potential for the development of professional pedagogical education and require reflection in the projection of Ukraine's entry into the European educational space, the transition to practical implementation of the standards actualized by the Bologna process, the growth of public requirements for teacher training. In such circumstances, the scientific and pedagogical worker of higher education institutions should actively adapt innovative ideas and technologies in the educational process of higher education, fulfilling the request for the formation of a creative, responsible teacher, able to choose their own trajectory of learning and to overcome obstacles in the path of self-development.

The objectives of the study are to conduct a structured study of the ideological foundations and techniques and techniques of coaching in the context of their loyal and effective use in organizing the educational process of a pedagogical university and the professional training of future teachers.

Synthesizing the achievements of different authors (Otlatskaya O., 2018; Goliad IS, & Chernova T. Y., 2017; Goruk N., 2015; Maksimov VE, 2004; Poberezka G. G., 2017; Romanova S. M., 2010; Shevchuk SP, & Shevchuk OS, 2016), we define it as a complex tool (idea, method, technology, environment) to increase the effectiveness of the educational process in the interaction of teacher-

acquirer relationships , "Teacher - teacher", "teacher - administrator", etc. and in various aspects of their activities (motivation, methodology, monitoring, etc.).

In the context of higher education development and improvement of professional pedagogical education, we consider and characterize coaching in four interrelated aspects: 1) the subject-subject dialogue paradigms in the student-teacher dyad; 2) coaching competence; 3) coaching technology; 4) portfolio of achievements.

The essence of coaching, the purpose, the task is investigated. The possibilities of introducing coaching in the pedagogical process are considered. The basic conditions of interaction of a teacher and a student in the style of «coaching» and features of their pedagogical communication are determined. The algorithm of coaching, which involves partnership, disclosure of potential, result is revealed. Several types of coaching (individual, group, team, career, corporate, business coaching, life coaching, coaching conflicts, etc.) have been identified.

The effectiveness of using coaching for activating cognitive motivation of students, inducing self-education and professional selfimprovement, development of self-management skills and effective management of own educational activity is substantiated. The peculiarities of the application of coaching technology in a higher education institution with the purpose of stimulating independent cognitive search, acceptance of ethical managerial decisions, development of responsibility, and confidence in own possibilities are characterized.

We define the following, in our view, the basic principles of coaching interpersonal interaction: 1) partnership - involves dialogic communication on an equal subject-subject basis with the preservation and fulfillment of relevant role functions and responsibilities; 2) conscious responsibility and belief in the person - means that the teacher should help the student to understand "what he really wants", "what personal potential he has" and to rebuild his thinking style from trying to "avoid failure" to motivation "to succeed" , which depends on him, his self-development; 3) hierarchy of development and flexibility - define and determine the stages of formation and implementation of strategies for personal

and professional growth; affirm the need for a clear understanding of the "current" state, the need for change, and a focus on the future; emphasize the need to overcome stereotypes of thinking, develop creativity and awareness of algorithms of their own behavior; 4) holism - means understanding the interrelationship of all spheres of a person's life, so that changes (positive, negative) in one of them are necessarily reflected in the other.

Coaching as a kind of multidisciplinary multidimensional philosophy and technology of personality formation and development has proven effective in various areas of public life.

Applying of coaching as a factor and tool for the development of higher education and improvement of professional pedagogical education is manifested in interrelated aspects concerning the paradigm of subject-subject dialog relations in the student-teacher dyad, formation of participants in the educational process of coaching, applying of coaching methods and techniques for the personal and professional growth of the educational acquirer and the portfolio of achievements for the reflection and self-reflection of successes and failures in the path of self-development.

Therefore, coaching philosophy and technology have significant potential in forming a competent and competitive educator.