

Updates and the introduction of innovations are characteristic of the domestic education system. Innovative transformations require the teacher to quickly adapt and implement in new conditions, readiness to master new technologies, and therefore, continuous professional growth aimed at revealing his professional potential, development of professionally important qualities, namely communicative, motivational, reflective, educational, intellectual.

The professional growth of a teacher leads to the achievement of the pinnacle of professionalism, the acquisition of a high level of professional skill. The components of the professional growth of a teacher's personality, as motivational, active, reflective components, which are aimed at his development as a professional. Coaching is one of the technologies aimed at increasing the professional growth of a teacher today. Coaching technology makes it possible to increase personal motivation regarding the implementation of professional activities and professional development, due to the improvement of the dynamics of the latter and the disclosure of internal potential, in order to ensure the quality of education in modern conditions.

The purpose of the article is to study the relevance of the introduction of coaching technology in the process of continuous professional growth of teachers.

There are several definitions of the term "coaching". J. Whitmore interpreted coaching as a method that helps reveal the potential of an individual in order to maximize his activity. M. Downey under coaching, understood the art of influencing performance

Training and development of another person. Coaching became widespread in the 1990s. 20th century in the USA, when the coaching profession was formed. Today, coaching is one of the most popular personal development systems. Among the types of coaching, the following should be mentioned: business coaching, career coaching, life coaching and personal effectiveness coaching and educational coaching.

Coaching creates conditions for the formation of a personality capable of realizing one's own potential, making responsible decisions independently. The main goal of coaching is to increase effectiveness, in education - effectiveness of training. Therefore, the main task of coaching is self-development and improvement of

performance. The goal is formed independently, taking into account one's own potential, its implementation is included in clearly defined time limits.

The process of applying coaching consists of such stages as: setting a goal, realizing its reality, analyzing the necessary components of success and available opportunities, determining the ways to achieve the goal, choosing a strategy of actions aimed at achieving the goal, monitoring the achievement of the goal and analyzing the results.

Coaching models are a combination of various means and techniques of interaction. The development and use of coaching models provides an opportunity to make decisions that take into account the main factors and alternatives that arise under the conditions of educational activity and justify them. The basis of all coaching models is the formation of an atmosphere of trust. The goal of any coaching model is to encourage participants to independently acquire the necessary knowledge, cooperate with the coach and share experience in order to accumulate the necessary information and solve work tasks. In coaching practice, the most frequently used models are Smart and Growr.

Pedagogical coaching is a technology that helps to reveal the potential of the individual and provides for the system and integrity of the educational process; integration of educational, practical and self-educational activities. Coaching is an interactive technology, when the interaction of participants who learn from their own experience and take responsibility for the process and results is ensured. In addition to the above, pedagogical coaching is a system of andragogical, acme-synergistic principles and methods and is aimed at developing the potential of an individual or a group of people working in the same team, provides disclosure and effective realization of this potential.

The use of coaching opens up new opportunities for the professional development of a teacher. The coaching technology used in the educational process stimulates the search for answers and solutions, builds logical and cause-and-effect relationships, and promotes in-depth analysis. It should be noted that the coaching approach corresponds to the concept of person-oriented learning, and coaching skills are organically integrated into the teacher's competence profile.

The use of coaching for the professional growth of teachers allows to reveal the natural potential based on the relationship with the coach, to increase self-esteem, to form creative thinking, a creative approach to solving problems of situations; to reveal inner abilities and mobilize potential possible personalities; develop professionally.

Coaching is carried out in the form of coaching sessions, that is, regular meetings between the coach and the teacher, which can take place both offline and online. They can be held at the institution of higher education or be outside. The type of coaching, depending on individual needs, requests, and professional problems, is determined by departments, coaches, and a study group, a pedagogical team, such as a school, or a teacher. A coaching session can take place in the course of a teacher's real professional activity, for example, in the form of counseling during pedagogical meetings, public speeches, master classes. The use of coaching technology for the purpose of professional growth of teachers combines various coaching models and methods. Among them, we can mention the Grow technology, the "brainstorming" method, and the express conversation method.

Conclusions. Having considered the main provisions of coaching technology, we come to a conclusion about the relevance of its implementation in the process of professional growth of teachers. The specified technology makes it possible to create a new approach to the process of professional development of teachers, to introduce interactive elements into it and update the content, to increase motivation and responsibility for the result.