

# **Introduction of Coaching Technologies Into Educational Practice**

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*The purpose of the research is to substantiate the theoretical and methodological fundamentals and to identify the problems of implementing coaching technologies in the practice of education. The methodological basis of the research consists of the following methods of economic analysis, namely: observation and system analysis, process approach method, comparative analysis and synthesis, functional-system approach, graphical and tabular methods. Based on the results of the research conducted, it has made it possible to establish that coaching technologies are an effective innovative tool for modernization of the modern education system. They contribute to improving the quality of the educational process due to their ability to develop the education seekers' skills of self-study, setting goals and achieving them, to increase the level of educational motivation and to ensure successful socialization. The most used methods of coaching have been identified, including as follows: the case study method, the method of emotional stimulation, the discussion method, the mosaic method, the perspective shifting method and the project method.*

*Keywords: coaching, learning process, education system, digitalization, innovative forms of learning, educational practices*

## **INTRODUCTION**

The current challenges and threats of the external and internal environment make it necessary to develop and implement innovative strategies for training education seekers of various educational levels, who are able to effectively implement their own potential and combine it with creative thinking, research

competences, quick adaptation to changing conditions and fulfilling of potential opportunities. Coaching technologies are an innovative educational practice capable of meeting these requirements for teachers and education seekers. Along with this, they are currently quite unexplored and require deepening of scientific approaches in order to clarify their essence and problems of implementation in educational practice. It is obvious that coaching is being actively introduced in the educational process of educational institutions as an innovative method of educational services provision. It is capable of bringing the interaction of teachers and education seekers closer to friendly and partnership relations based on mutual respect and understanding. Taking into account the outlined tendencies, the issues of studying the problematic aspects of implementing coaching technologies in educational practice become particularly relevant and require in-depth investigation.

## LITERATURE REVIEW

The current conditions require the education system to continuously improve the professional abilities of educators, the implementation of which is possible through the use of innovative digital technologies, forms and methods of learning in the practice of educational services. According to the viewpoint of Klemyashova & Savotina (2019), the improvement of forms and technologies of training is a means of developing teachers' high motivation towards professional activity. Raja & Nagasubramani (2018) consider the introduction of such technologies in educational practice as a tool to strengthen educators' interaction with education seekers and facilitate the perception of educational material. Maclean & Lorimer (2016) claim that a positive effect in educational practice can be achieved only thanks to the high qualification and actual knowledge of teachers, who are fluent in modern learning technologies, and are able to present educational material to education seekers in an accessible and understandable manner. At the same time, they attach importance to such an innovative teaching method as coaching, which Khmelnytska (2017) defines as a priority area for reforming the modern education system and the learning process by involving innovative technologies and educating responsible, communicative and creative individuals.

Kelly et al. (2022) consider coaching as a tool for the successful implementation of individualized behavioural support in training sessions, the main functions of which consist of the educator's supervision and providing feedback to the education seeker in order to achieve high learning outcomes. At the same time, Duggan (2022) considers coaching as a two-way dialogue, the subject of which is the involvement of the trainer in searching for effective solutions through self-reflection of situations by education seekers. Moreover, according to the standpoint of Devine et al. (2013), the use of coaching technologies in educational practice ensures both the successful development of education seekers and teachers. Educators in the process of implementing coaching tasks are designed to help education seekers improve their metacognitive skills, which, according to the viewpoint of Saethern et al. (2022), contribute to the perception of educational seekers as a source of possession of the necessary resources through which they can solve their own problems. Therefore, Poberezska (2017) argues that coaching acts as a specific technology that aims to protect education seekers and meet their educational needs.

American scholars in their study "Practice-Based Coaching: Components & Implementation Strategies" (Practice-Based Coaching: Components & Implementation Strategies, 2019) highlight the main components of coaching, namely: collaborative partnership, goals and action planning, purposeful observation of participants, reflection and implementation of feedback. At the same time, Burns (2022) notes that coaching is a method of improving pedagogical practice and aims at enhancing the quality of learning by focusing the education seekers' attention. Lu et al. (2022) argue that in this context, the effectiveness of using coaching techniques depends significantly on the educator's choice of methods for monitoring the work performed in a way that ensures the interest of the education seekers and simultaneously increases their attention to the new learning material.

The COVID-19 pandemic has led to the reformatting of the educational process from face-to-face to distance learning. This has resulted in an even greater need for a shift towards innovative forms of learning, one of which according to the viewpoint of Bui (2022) is coaching, which has successfully adapted to the conditions of a digitized society. Snyder et al. (2019) consider coaching technology as a promising area of

professional development for teachers and a strategy for implementing quality teaching practices. Yatsenko & Kovalenko (2020) cite its benefits, which include optimizing time and strengthening control activities.

Hennessy et al. (2022) interpret coaching as an opportunity for two-way interaction and highlight its particular relevance in training students with disabilities. At the same time, coaching techniques have the potential to build leadership skills, particularly in relation to both teachers and education seekers. Halliwell et al. (2021) consider coaching as evidence of self-awareness, confidence and concentration of all participants of the learning process. Lancia (2020) identifies three models of coaching, each of which covers specific coaching strategies: (1) educator-centred coaching – improving the educational practice of the teacher; (2) education seeker-centred coaching – providing maximum support to education seekers by teachers in order to guide them and achieve the goals set; (3) differentiated coaching – focusing on addressing the individual needs of all participants of the learning process.

Thus, Bennet (2022) has proven that coaching enables educators to implement a professional approach to learning and at the same time allows for the exploration of a wide variety of issues during the learning process. Thus, coaching technologies provide individualization of the educational process and allow focusing on the development of teaching skills. However, Sulistiyo et al. (2021) have found that coaching has several weaknesses; in particular, when adapting its model to the context of practical learning, the trainer cannot be completely free from his/her teaching responsibilities. At the same time, Maass et al. (2019) have established that the implementation of coaching technologies requires a certain amount of commitment on the part of educators, in particular, substantial and thorough training, and on-going support and systematic professional development. Unfortunately, there are situations in which educators are not ready to change, and the reformatting process is perceived as a negative phenomenon in professional practice.

Indeed, coaching technologies are the latest direction in implementing the basic principles of practical learning in education, which make it possible to establish effective interaction between teachers and students and take into account the interests of each of the subjects participating in the educational process.

## **RESEARCH GOALS**

The goal of the research is to substantiate the theoretical and methodological fundamentals and to identify the problems of implementing coaching technologies in educational practice.

## **MATERIALS AND METHODS**

The methodological base of the research consists of the following methods of economic analysis, namely: observation and system analysis, which were used to establish the essence of the concept of coaching and coaching-technology; the process approach method helped to identify the main problems of coaching technology development and its implementation in educational practice; comparative analysis and synthesis assisted in identifying the main factors in the introduction of coaching technologies into educational practice; the functional system approach facilitated generalization and systematization of the state and tendencies in the development of coaching technologies. The graphical and tabular methods helped to visualize the results of the research.

The information base of the research consists of scientific papers of leading scholars and practitioners in the field of coaching technology.

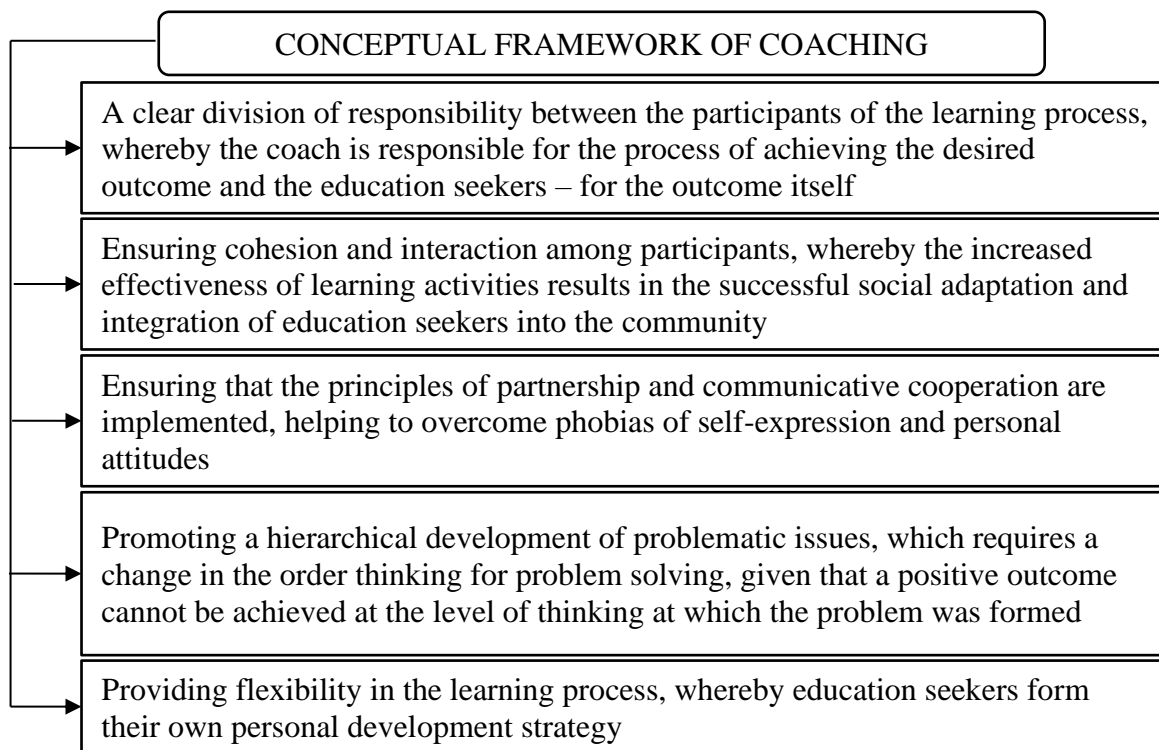
## **RESULTS**

The need for continuous professional development of teachers necessitates their integration into the information and technological sphere, the main parameters of which imply the application of innovative methods, forms and techniques of education in practice. The choice of the European vector of development in many countries requires raising the quality standards of the national education system and the need to strengthen the practical training of education seekers. They have to acquire skills of successful self-

actualization, critical thinking and integrated problem-solving skills, coordination in teamwork, opinion-forming and decision-making. Thus, in modern educational practice, coaching technologies are quite actively developing. These technologies can activate personal potential of each education seeker, direct them towards independent learning and cognitive activities, form an aspiration for maximum use of available resources in order to achieve the set goals, and allow for the possibility of outside intervention in order to control and adjust the process of task fulfilment.

It is clear that the introduction of coaching into educational practice is a qualitatively new challenge for modern educators. It should be admitted that this innovative technology is insufficiently studied and limitedly adapted to the real teaching conditions; however, taking into consideration the current challenges, its importance is extremely relevant. At the same time, the problem of introducing coaching into educational practice is characterized by its dual nature: on the one hand, it requires addressing personal and professional development of teachers and, on the other hand, ensuring adequate and successful perception of new methods of educational process by education seekers. As part of the intensification of the educational process, a positive effect can be achieved through the mental capacity of the personality of each of the subjects involved in the learning process. The desire to encourage education seekers to acquire new knowledge requires flexible, accessible and comfortable conditions for the formation and development of the personality of education seekers and teachers. It should be noted that coaching technologies allow obtaining desired positive results under several conditions, namely: (1) personal desire and readiness for change of all participants of the educational process; (2) alignment of own capabilities with the goals that are supposed to be achieved; (3) quick removal of external and internal barriers; (4) understanding of consequences that come as a result of changes. However, coaching techniques completely exclude the use of coercion, which in fact forms the basic concept of coaching. In this context, it is worth considering the basic conceptual framework of coaching, which is shown in Fig. 1.

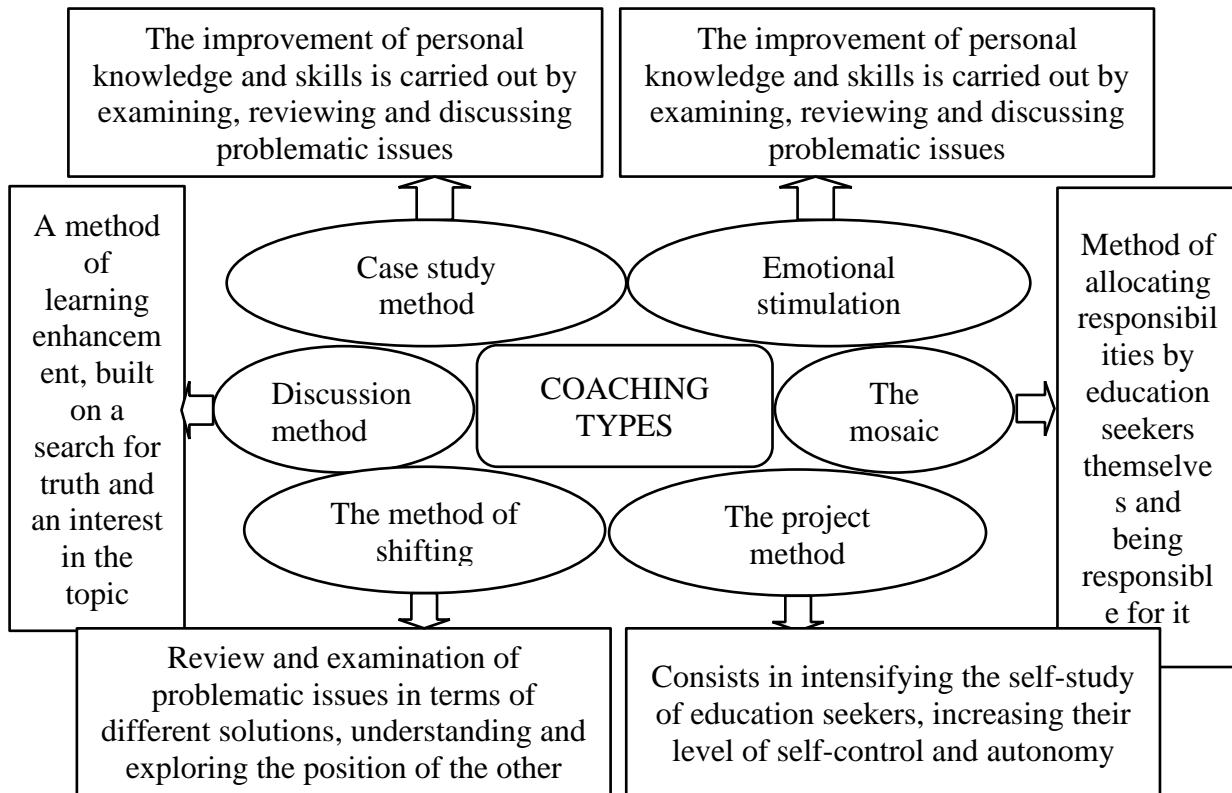
**FIGURE 1**  
**CONCEPTUAL FRAMEWORK OF COACHING**



Source: author's development

Coaching as an innovative learning technology aims to maximize the awareness of the audience in a way that avoids imposing the educator’s own position, which, in fact, involves supporting students in achieving their goals within a specific time frame. Accordingly, coaching involves implementing the core concept by means of several methods and types tested in educational practice (Fig. 2).

**FIGURE 2**  
**THE MAIN TYPES OF COACHING THAT HAVE BEEN TESTED AND ADAPTED INTO**  
**EDUCATIONAL PRACTICE**



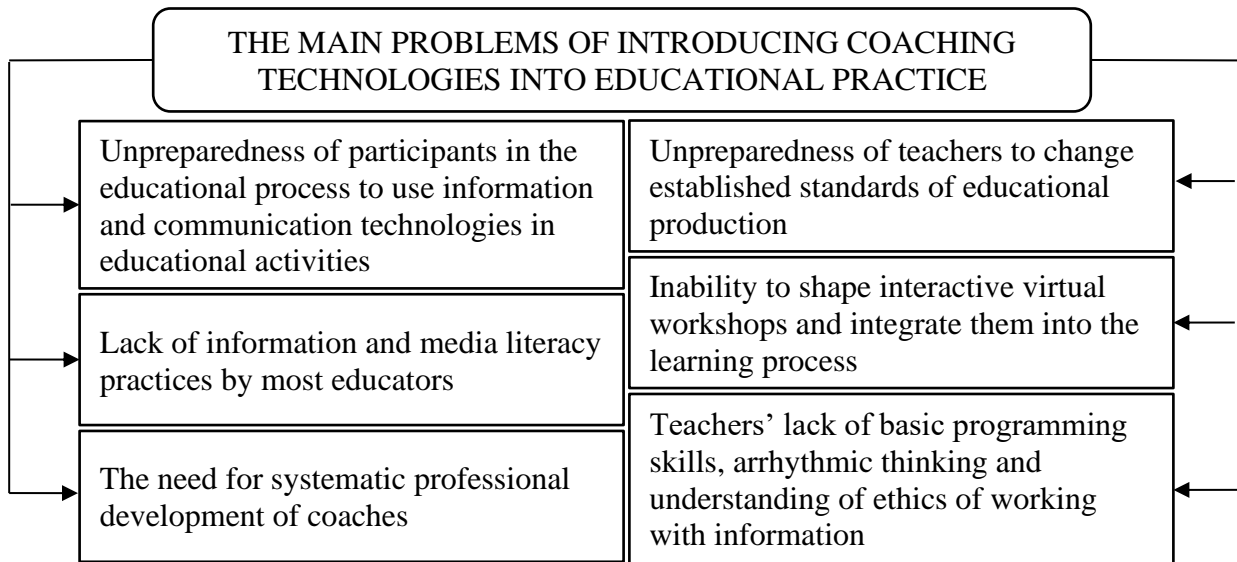
Source: compiled according to: Faryna et al. (2019)

It should be stated that modern educational practice of applying coaching includes several types of coaching, in particular, as follows: (1) case method, (2) emotional stimulation method, (3) discussion method, (4) mosaic method, (5) perspective shifting method and (6) project method, each of which enables the full implementation of personal abilities, knowledge and skills of educational seekers.

However, it must be admitted that coaching causes gradual reformatting from traditional forms of training in order to motivate educational aspirants, to activate them by increasing their independence in exploring problematic issues and personal work planning.

However, the introduction of coaching technologies into educational practice is not always welcomed, which indicates that there are a number of problematic aspects, the main of which are systematized in Fig. 3.

**FIGURE 3**  
**THE MAJOR PROBLEMS OF INTRODUCING COACHING INTO**  
**EDUCATIONAL PRACTICE**



Source: author's development

As the figure indicates, the main problems in implementing coaching technologies in educational practice depend solely on educators and lie in their misunderstanding of innovative teaching methods and unwillingness to break established stereotypes. On the other hand, education seekers are ready to introduce new quality standards of learning quality and have a positive perception of coaching as a method for implementing the learning process. After all, it helps to overcome obstacles in interpersonal communication, reduce stereotypical thinking, activate creative thinking, approach solving tasks in a non-standard way, as well as quickly achieve high performance indicators.

Needless to say that the introduction of coaching technologies into the practice of education should be intensified, and special programmes for involving coaching in the educational process should be developed to help improve the quality of education and ensure its compliance with modern standards.

## DISCUSSION

The introduction of coach technologies into educational practice modernizes the education system and contributes to the improving the quality of the provision of educational services at all levels. At the current stage, coaching is particularly popular and updated, which is considered an innovative pedagogical technology that ensures the simultaneous acquisition of theoretical knowledge and the acquisition of practical skills. With the help of coaching technologies, it is possible to ensure the motivation of education seekers to implement the basic principles of self-development based on a clear definition of the personal activity's goal, ways to achieve it with the help of effective implementation of one's own personal potential, as well as the formation of an appropriate basis for quickly solving non-standard tasks.

It's worth emphasizing the positive aspects of the introduction of coaching technology into educational practice, namely:

- 1) achieving a high level of learning motivation among education seekers;
- 2) acquiring self-learning skills;
- 3) developing the assessment and self-assessment activities of education seekers;
- 4) developing skills for setting goals, planning, organizing and implementing one's own learning initiatives;

- 5) strengthening the individualization of the learning process;
- 6) creating prerequisites for the successful socialization of education seekers.

As for the problematic aspects of introducing coaching technologies into the professional practice of the education system, the following ones should be highlighted:

- 1) unpreparedness of teachers to replace traditional forms and methods of teaching with innovative ones;
- 2) teachers' low level of digital literacy and inability to master innovative technologies;
- 3) teachers' reluctance to self-improvement and self-development.

In view of the tendencies outlined, coaching is considered to be a qualitatively new tool for educational practice that can meet the challenges and demands of today's education system.

## CONCLUSIONS

Thus, the substantiation of theoretical and methodological fundamentals of coaching technologies introduction in educational practice gives grounds to conclude that they are an under-researched innovative tool for improving the quality of the educational process in the modern world. Coaching in educational practice has a double meaning manifested in the simultaneous facilitation of professional development of teachers and provision of self-actualization, critical thinking and socialization of education seekers. The following coaching methods are most often used in modern education, namely: (1) case method; (2) emotional stimulation method; (3) discussion method; (4) mosaic method; (5) perspective shifting method; (6) project method. However, quite often there is evidence of teachers' rejection of the positive effect of introducing coaching technologies into their professional activity. This is due to the reluctance to change the established stereotypes of the learning process, low digital literacy of teachers and their unwillingness to improve their own professional skills and abilities. It creates obstacles for modernizing the content of education, educational practices and the learning process.

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