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Svitlana MAKUKHINA,
orcid.org/0000-0001-6269-8406
Senior Lecturer at the Department of Public Administration, Law and Humanities
Kherson State Agrarian and Economic University
(Kherson, Ukraine) makukhina.svetlana@gmail.com

COACHING AS MODERN TECHNOLOGY OF FOREIGN LANGUAGE TEACHING

The article discusses a new way of teaching foreign languages, called "language coaching" (or linguistic coaching). The desire of teachers to increase the effectiveness of teaching foreign languages forces them to introduce new pedagogical technologies into the learning process and use not only a variety of educational materials and methodological techniques, but also look for ways to maximize the use of the student's potential. The author gives definition of language coaching, considers its distinctive features. The article discusses the basic principles of language coaching and analyzes their application in the practice of foreign language teaching. It is emphasized that the key principle of coaching is goal setting. The most effective tool for goal setting is the SMART technique. The author argues that language coaching should be considered as a component of a language teacher psychological competence. The article emphasizes the importance of student-centered approach to teaching foreign languages and the role of language coaching to enhance students' motivation to training, creating a system of your competencies. It is noted, that the main task of a coach is not to teach, but to stimulate self-education, so that in the process of activity a person can find and obtain the necessary knowledge. This paper also compares traditional forms of language teaching and linguistic coaching methods. The main difference between coaching and traditional forms of training is the focus on the inner potential of the student. It is emphasized that this approach presupposes a partnership between teacher and student, in contrast to the traditional learning process, which presupposes a certain hierarchy of relationships. It should be noted that language coaching as a method of individual training by a coach in the form of interactive communication is a fairly productive way of teaching a foreign language, especially at the initial stage learning foreign languages.

Key words: *coaching, educational process, teaching methods, motivation, psychological competence.*

Світлана МАКУХІНА,
orcid.org/0000-0001-6269-8406
старший викладач кафедри публічного управління,
права та гуманітарних наук
Херонського державного аграрно-економічного університету
(Херсон, Україна) makukhina.svetlana@gmail.com

КОУЧИНГ ЯК СУЧАСНА ТЕХНОЛОГІЯ НАВЧАННЯ ІНОЗЕМНИХ МОВ

Статтю присвячено аналізу коучингу як сучасного підходу до навчання. Розглянуто новий спосіб навчання іноземних мов, який отримав назву «мовний коучинг» (або лінгвістичний коучинг). Проаналізовано основні принципи мовного коучингу та сфера компетенцій викладача-коуча в порівняні зі звичайним викладачем іноземної мови. Сфера компетенцій викладача-коуча значно ширша ніж звичайного викладача англійської мови. Вона охоплює однаковою мірою як інформативний та лінгвістичний рівні, так і психологічний. У статті наголошується на важливості студентоорієнтованого підходу у викладанні іноземних мов та ролі мовного коучингу для підвищення мотивації студентів до навчання. Автор стверджує, що мовний коучинг слід розглядати як складову психологічної компетентності викладача. Зазначається, що основне завдання викладача – не навчати, а стимулювати до самоосвіти, щоб у процесі діяльності людина знаходила та отримувала необхідні знання. Важливо розкрити потенціал студента, дати можливість вийти за межі своїх вмінь, розвити самостійність та відповідальність. Завдяки коучингу студенти навчаються прогнозувати очікувані результати, застосовувати знання на практиці, формують почуття відповідальності за результат свої праці та активізують пізнавальну діяльність. У статті порівнюються традиційні форми навчання мови та методи лінгвістичного навчання. Основна відмінність коучингу від традиційних форм навчання полягає в орієнтації на внутрішній потенціал студента. Наголошується, що такий підхід передбачає партнерство між викладачем і студентом, на відміну від традиційного навчального процесу, який передбачає певну ієрархію стосунків. Слід зазначити, що мовний коучинг як метод індивідуального навчання тренера у формі інтерактивного спілкування є досить продуктивним способом навчання іноземної мови, особливо на початковому етапі вивчення іноземних мов.

Ключові слова: *коучинг, освітній процесс, методи навчання, мотивація, психологічна компетенція.*

Problem setting. The desire of teachers to increase the effectiveness of teaching foreign languages forces them to introduce new pedagogical technologies into the learning process and use not only a variety of educational materials and methodological techniques, but also look for ways to maximize the use of the student's potential. One of these directions is language coaching, which means the use of coaching and coaching technologies in the process of teaching foreign languages.

Analysis of recent researches and publications. The problem of using coaching as a general didactic teaching method and its transformation into in the form of private didactic methods has already been discussed in a number of scientific and methodological works by foreign and domestic scientists, teachers and psychologists.

Whitmore and his colleagues were the first to take coaching into the workplace and coined the term "performance coaching" in the early 1980s. Recent works in the field of methods of teaching foreign languages place special emphasis on the role coach in the process of speech acquisition. Thus, in the work of professor of didactics of the English language M. Eisenmann it is noted that teachers perform three roles in the classroom. They are teachers providing knowledge; facilitators that create learning environments where students learn better; coaches helping students in the learning process. It is noted, that the new professional roles of teachers and lecturers give rise to numerous discussions in the foreign and domestic scientific space. Researchers defend one or another function of the teacher, justifying his priority and relevance.

The purpose of the article is to analyze the use of language coaching techniques in foreign language teaching.

Presentation of the main material. Studying the development trends of modern linguistic education and current pedagogical innovations we have identified not only the relevance of personality-oriented, competency-based and culturally oriented approaches but also the relevance of using active learning methods. Among innovative methods and technologies being introduced into educational practice today, special attention is devoted to coaching. The founder of coaching is Timothy Gallwey, an American business coach, who defined coaching as "unlocking a person's potential in order to maximize his efficiency". If we look at the Oxford Dictionary, the verb "coach" has the following meaning: to give someone special instructions for what they should do or say in a particular situation. Thus, a coach does not teach, unlike a trainer or teacher it helps to learn by increasing motivation, correctly formulating goals, and unlocking the potential and resource of the student himself (Горук, 2015: 100).

Pedagogical coaching has many advantages. First of all, it is aimed at increasing the effectiveness of the teacher. Pedagogical coaching makes it possible to provide psychologically competent support for students along the educational trajectory, based on the principles and achievements person-centered approach. At the same time, specific realistic goals are set for students, such as for the short and long term of their development in context of university training. Students learn to manage their personal time, deal with stressful situations, increase self-esteem (Єфімова, Жицька, 2017: 105).

A professional coach must have a range of competencies, the degree of proficiency of which determines the level of qualification of the coach in the process of certification.

– Compliance with ethical and professional standards.

– Entering into a coaching agreement the ability to understand that required in each specific interaction with the client in coaching time.

– Developing a trusting relationship with the client.

– Coaching presence (the ability to be fully aware and create a relaxed relationship with the client, demonstrating an open, confident demeanor).

– Active listening (the ability to fully concentrate on what the client says and what he doesn't say, understand the meaning of what was said in the context of the client's desires and support the process of the client expressing his feelings and thoughts).

– "Powerful" questions (the ability to ask questions that reveal the information necessary for the client to get maximum benefit from the interaction with the coach and facilitate the coaching relationship).

– Direct communication (ability to communicate effectively during coaching sessions and use the language that produces the greatest positive impact on the client).

– Stimulating awareness (ability to integrate and accurately evaluate multiple sources of information and interpret it in such a way as to help the client understand what is happening and, thereby, achieve agreed upon results).

– Action design (the ability to create together with the client opportunities for continuous learning during coaching and life/work, and to take new actions that will most effectively achieve the agreed upon coaching results).

– Planning and goal setting (ability to develop an effective coaching plan with a client and support its implementation).

– Managing progress and responsibility (ability to hold focus on what is important to the client and leave the responsibility to the client to take actions).

As we can see, very high demands are placed on the professional competence of a coach; even a certified psychologist without special training cannot conduct coaching sessions. That is why, when talking about the use of coaching technologies in education, we talk about the coaching approach (Петренко, 2018: 66).

In linguodidactics, the concept of "language coaching" (or "linguistic coaching"), which is at the intersection of linguistics and coaching, is increasingly used. Linguistic coaching represents an effective interesting, accessible language learning using coaching tools technician.

In a general sense, language coaching is a type of training that combines some principles of traditional teaching and coaching (training), and a coach is a teacher who uses the principles of linguistic coaching in his practice. So what are the basic principles of language coaching? First of all, the key principle of coaching is setting goals, work on which is carried out in a strictly defined period of time, which is discussed with the student, thus the student takes upon himself the obligation to achieve these goals. Thus, the coach must have sufficient experience in joint goal setting in order to clearly understand what his student wants (or rather, needs) to learn in the allotted time. The second basic principle of coaching is the presence of so-called training sessions, during which a joint check of the achievement of set goals occurs; if goals are not achieved, new ways to achieve them are explored; if goals are achieved, new ones are set. Coaching involves a more active role for the student, unconditional empathy from the coach for the coachee, the ability to adapt to the student and his way of learning, and continuous coach-student feedback. All materials and manuals selected by the coach are aimed exclusively at achieving the set goals. The coach and the student have equal status, but the student, aware of his own choice, takes responsibility for the acquisition of knowledge and the learning process as a whole (Поберезська, 2017: 103). Because specific time is allocated to achieve specific goals, learning effectiveness is one of the core principles of coaching. In the traditional education system, you are given information that has already been processed by someone else and tailored specifically for this person; along with knowledge, there is a need to adopt also a train of thought and preferences that often do not coincide with yours. Linguistic coaching allows you to perceive and master information in individual ways that are unique to you, which guarantees quality and reliability.

The teacher proceeds from that a student is a creative a person with reserve capabilities. The relationship between teacher and student is one of allies and partners. The process of learning a foreign language lasts long enough, and for this is the time for foreign language learners' language learners often encounter obstacles that prevent them from achieving the desired result. The process of learning a foreign language lasts quite a long time. During this time, foreign language learners often encounter obstacles that prevent them from achieving the desired result. One of these obstacles is a decrease in motivation, which is of fundamental importance in the learning process. When a student has already decided to learn a foreign language, he often lacks the motivation to systematically continue his studies. Motivation is an essential factor when learning foreign languages; at the goal-setting stage, it is important to connect the goals of learning a foreign language with specific personal goals of the student, for example, continuing education in Britain, reading English literature in the original, perspective work in the British campaign, etc.

In addition to mobilizing internal abilities of students, the teacher-coach works with them on a mental level. Some scientists argue that a foreign language is a phenomenon closely related to consciousness and human mental activity. The learning process is based on psychological, personal opportunities available both the teacher himself and the people who study foreign languages. If the student does not decide on a mental level that he really wants to master a foreign language, it will be difficult for him to achieve his goal. Despite on the fact that the student realized the need to master a foreign language language, there are cases when he encounters obstacles of psychological origin – these are, first of all, language and psychological barriers, as well as fear of communication in a foreign language and fear of negative evaluation teacher and fellow students. Teacher-coach helps realize what the student thinks about himself and about his capabilities, whether he has prejudices about learning foreign languages. If a student is convinced that he cannot master a foreign language, he will not achieve his goal. Coach helps overcome these mental barriers. The language barrier that arose at the mental level does not allows you to move on. It is linguistic in nature, that is, the student has a poor vocabulary, he does not know grammar or does not understand speech, therefore it is difficult for him to communicate in foreign language. The student cannot find suitable words to convey his thought, does not understand his interlocutor or cannot grammatically construct a sentence correctly, which complicates communication.

Another factor that makes communication difficult is psychological barrier to communication. A student who has knowledge in the field of linguistics cannot overcome his internal restrictions that interfere with communication in a foreign language, despite the fact

that he knows a foreign language very well, but self-doubt blocks his ability to communicate. The student is afraid of making mistakes and wants his speech to be perfect, and even small mistakes lead him to embarrassment, so he avoids communicating in a foreign language. In this case, it is necessary to understand the nature of the psychological barrier that is difficult for the student to cope with without outside help. The teacher-coach tries to convince the student that everyone who learns new material makes mistakes (Passmore, 2006: 89). The coach's task is to support students' self-confidence and influence on the formation of adequate self-esteem. In our opinion, the goal of a teacher-coach is to motivate students to study educational material, arouse interest in subject of study, reveal its potential, develop skills that will help you effectively master educational material and promote performance. Problem, which is very often encountered students, especially at the beginning of mastering a foreign language, is setting an achievable goal. The best way to set goals is to use the SMART technique (Renton, 2009: 45). The term was first used by Paul J. Mayer in 1965. This is a mnemonic abbreviation that stands for:

S – (specific) –you won't be able to focus your efforts or feel truly motivated to achieve a goal if it is not clear and specific (for example, learn 20 new words by the next lesson).

M – (measurable) – to track your progress and stay motivated, it's important to have measurable goals (for example, the goal was to learn 20 words by heart by the next lesson, respectively, if only 19 words will be learned, it will be possible to calculate the percentage of completion).

A – (attainable) – to be successful, ultimately one's goal needs to be realistic and attainable (for example, if a student always learned by heart for the next lesson 15 new words, increasing the number of words to 20 is a completely achievable task).

R – (relevant) – it is important to ensure that the goal matters to you, and that it also aligns with other relevant goals (if a student set the main goal to train speech skills, you can ask him to retell the text).

T – (time-bound) – every goal needs a target date that provides a deadline to focus on and something to work toward (exam).

The "language coaching" approach involves a comprehensive, balanced approach to the student's life, so it is necessary to discuss the end date and agree on the intensity of classes and the amount of homework. The student should understand that the more effort he puts in, the more noticeable the progress.

Conclusions. In conclusion, we note that language coaching is currently a fairly new and effective way of teaching a foreign language, which makes it possible to set a clear goal and focus on full students' responsibility for their progress in language acquisition, and for the final result. In our opinion, described above, the experience of teaching foreign languages using language coaching can be considered as a positive experience in implementing training process of coaching techniques.

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