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TEACHER COACHING AND FACILITATIVE AS A NEW METHOD OF TEACHING

Abstract

The article discusses the strengths of coaching and facilitation approaches and the types of risk taking. The purpose of the article is to compare, systematize, summarize the coaching and facilitator approaches of the teacher and determine the priority of their use in education. The principles of psychological and pedagogical theories of coaching approaches are considered. The technique of entering the coaching direction of the teacher is demonstrated, there are four tools of communication, 5 ways to strengthen the issues of coaching. The purpose of the article is to summarize and systematize the coaching and facilitation methods of the teacher, to compare and identify their advantages in use in education. This article also reflects to the content provided here and specifically related to teacher-centered coaching. Teacher-centered coaching refers to a coaching strategy that is focused on teacher actions in the classroom, versus student-centered coaching, which focuses on looking closely at student-level data. When coaches make intentional choices about which approach to take, they honor both teachers and students by providing the most effective and efficient route to improving student achievement. Both approaches are valuable, and both will be addressed in the professional learning pack.

Keywords: coaching, facilitation, M. Erickson's principles, psychological and pedagogical support, strategy, instructional coaching cycles, leadership role, teacher-centered coach.

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МҰҒАЛІМНІҢ КОУЧИНГІ ЖӘНЕ ФАСИЛИТАТИВТІК ОҚЫТУДЫҢ ЖАҢА ӘДІСІ

Аннотация

Мақалада коучинг пен фасилитация тәсілдерінің күшті жақтары және тәуекелге бару түрлері қарастырылады. Мақаланың мақсаты – мұғалімнің коучингтік және фасилитаторлық тәсілдерін салыстыру,

жүйелеу, қорытындылау және оларды білім беруде пайдаланудың басымдылығын анықтау. Коучинг тәсілдерінің психологиялық-педагогикалық теорияларының принциптері қарастырылады. Мұғалімнің коучинг бағытына ену әдістемесі көрсетілді, қарым-қатынастың төрт құралы, коучинг мәселелерін күшейтудің 5 жолы бар. Мақаланың мақсаты – мұғалімнің коучинг және фасилитация әдістерін жинақтау және жүйелеу, олардың білім беруде қолданудағы артықшылықтарын салыстыру және анықтау. Бұл мақала сонымен бірге осы жерде берілген және мұғалімге бағытталған коучингке қатысты мазмұнды көрсетеді. Мұғалімге бағытталған коучинг оқушы деңгейіндегі деректерді мұқият қарауға бағытталған студентке бағытталған коучингпен салыстырғанда мұғалімнің сыныптағы әрекеттеріне бағытталған коучинг стратегиясын білдіреді. Жаттықтырушылар қандай әдісті қолдану керектігін әдейі таңдағанда, студенттердің жетістіктерін жақсартудың ең тиімді және тиімді жолын ұсына отырып, мұғалімдерді де, студенттерді де құрметтейді. Екі тәсіл де құнды және екеуі де кәсіби оқу жинағында қарастырылады.

Кілтті сөздер: коучинг, фасилитация, М.Эриксон принциптері, психологиялық-педагогикалық қолдау, стратегия, нұсқау коучинг циклдері, көшбасшылық рөлі, мұғалімге бағытталған коуч.

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КОУЧИНГ И ФАСИЛИТАЦИЯ КАК НОВЫЙ МЕТОД ОБУЧЕНИЯ УЧИТЕЛЯ

Аннотация

В статье обсуждаются сильные стороны подходов коучинга и фасилитации, а также типы принятия риска. Цель статьи - сравнить, систематизировать, обобщить коучинговый и фасилитаторский подходы учителя и определить приоритетность их использования в обучении. Рассмотрены основы психолого-педагогических теорий коучинговых подходов. Продемонстрирована методика выхода на тренерское направление преподавателя, есть четыре инструмента общения, 5 способов усилить вопросы коучинга. Цель статьи - обобщить и систематизировать методы коучинга и фасилитации учителя, сравнить и выявить их преимущества при использовании в обучении. Эта статья также отражает содержание, представленное здесь и конкретно относящееся к коучингу, ориентированному на учителя. Коучинг, ориентированный на учителя, относится к стратегии коучинга, которая сосредоточена на действиях учителя в классе, в отличие от коучинга, ориентированного на ученика, который фокусируется на внимательном изучении данных на уровне ученика. Когда тренеры сознательно выбирают, какой подход выбрать, они уважают как учителей, так и учеников, предоставляя наиболее эффективный и действенный способ повышения успеваемости учеников. Оба подхода ценны, и оба они будут рассмотрены в пакете профессионального обучения.

Keywords: коучинг, фасилитация, принципы М.Эриксона, психолого-педагогическое сопровождение, стратегия, учебные циклы коучинга, лидерская роль, коуч, ориентированный на учителя.

Introduction. The processes of globalization in education contribute to the active penetration of foreign theories into modern domestic education. These processes are stimulated by the mega-trends of internationalization of education, in particular, the comparison of university educational programs with foreign counterparts, internships for

teachers and students, the involvement of foreign teachers in Kazakhstani universities, international accreditation of educational programs. The external environment that accelerates the process is the Internet.

Transparency of modern pedagogical science contributes to the enrichment of theories of

education. For example, K. Levy identified the role repertoire of teachers - 36 role positions of teachers. At present we have them as a coach, facilitator, educator and others. roles.

The purpose of the article is to summarize and systematize the coaching and facilitation methods of the teacher, to compare and identify their advantages in use in education.

The essence and basis of the method of coaching "Coaching" (from English coaching - coaching) is the provision of professional assistance to a person in defining and achieving their personal and professional goals (definition of coach John Whitmore). The basic premise of coaching is to believe that everyone is a unique creative person who is able to achieve great success in life and work. The peculiarity of coaching is that the interaction between the "coach" and the "client" is highly individualized, focused on a specific person, and therefore has a great impact [1].

Coaching is professional assistance to a person in defining and achieving his personal goals. This is a method that works through questions. Timothy Galwey, the founder of coaching, defines it this way: "Coaching is about unlocking a person's potential in order to maximize their effectiveness. Coaching does not teach, but helps to learn. The point of coaching is to move towards a goal. Using coaching, people achieve their goals much faster and more efficiently, and gain confidence that the direction of development they have chosen is really what they need. Coaching is for the future. He helps, working on his present, to take a different look at life, to realize his true, and not imposed by the public required providing independence, self-management of educational and cognitive activities. People turn to coaching because they want to live a better life - to achieve more fulfillment, more balance, or whatever else is necessary to achieve their life's desires. Whatever the reasons and requests, they always come from the client.

Because coaching is a method that uses questions, there are two people involved in the coaching process: the coach and the client. Any person of any age can be a client.

A coach is a specialist who has systemic

knowledge in order to help the client achieve any real goal.

The main principles of coaching are the following principles:

1. Every person is good.
2. The wisdom needed for change is already in the system and can be found and released.
3. There are no defeats, there is only feedback.
4. $E=P-i$ (Efficiency equals Potential minus intervention).
5. Personal maturity is a key competency of a coach.

There are many types of coaching, which can be classified appropriate according to the criteria. The table shows the classifications made by various researchers (R. Dilts, D. Clutterbuck, E. Stack, N.K. Turkulets)[2].

In our opinion, the method of coaching is based on and includes the best scientific achievements of psychology for the development and success of the individual, goals, professional and personal tasks. It offers a new worldview and perspective of the teacher. The method of coaching uses the basics of humanistic psychology and pedagogy of Carl Rogers, the theory of neurolinguistic programming, scaling and detailing development, theory, emotional intelligence, axiological approach, the creation of open and strong questions, the theory of currents. At the same time, the coaching method is a new level of education, a new theory and practice, a new approach.

Milton Erickson's five basic principles The coaching method is based on five basic principles - M. Erickson's principles (they are presented in two interpretations in Table 1) [3].

Main body. These principles are in stark contrast to traditional pedagogy, based on a strong belief in man, his capabilities and abilities, aimed at supporting, discovering and developing action - not to correct human behavior. An important task of the coach is to organize the flow of reflection, self-expression, self-esteem and self-development. the effectiveness of professional activity by 10-15%. In our opinion, the methods and principles of coaching are suitable for adult education and can be used in the training of students and high school students. The coaching method can be used when teaching the subject "Self-knowledge", for example, in higher education.

Table 1. **Five basic principles of M. Erickson**

M. Erickson's principles in the works of Atkinson	Rules in the works of Atkinson
Principles of figurative comparison with the principles of home and garden in the works of M. Atkinson – All people are as good as themselves (HOME). – They always make the best choice for themselves right now (DOOR). – All the resources to succeed are already available (FUNDAMENTALS). – Have good intentions behind every action (WINDOW). – Changes are inevitable (GARDEN)	Rule 1. Everything is fine. Rule 2. Everyone has the resources they need to get what they want. Rule 3. A person always makes the best choice possible at a certain moment. Rule 4. Every action is based on positive intentions. Rule 5. Changes are inevitable

In addition, its elements, methods, techniques and technologies can be used in simple pedagogical activities. Different methods are used to enter the position of a coach: wear a mantle and a hat on the head, enter the VIP-box, mentally stand in the middle of a five-pointed star, which can be on the ends. M. Erickson's five principles.

One of the most vivid methods of depicting the algorithm, sequence, sequence of the approach - "Coaching Arrow" is given in M. Atkinson's book "Coaching Steps"[4]. In the last step, the image is slightly modified.

Coaching requires teachers to teach specific knowledge, skills, abilities, or what is called coaching competence. In particular, knowledge of the "coaching arrow" and the ability to use it in a coaching session formulates the ability to enter a coaching position, the ability to ask strong questions, the ability to listen (deep listening technique), intelligent goals, scheduling questions, action steps through logical levels, window values, and more.

To make it clear, we give examples of summary tables of effective means of communication and five ways to reconstruct questions - reinforcement (Picture 1-2).

Instructional coaching in EL Education schools is focused on evidence of student achievement and engagement connected to the instructional choices of the teacher. Coaching involves an ongoing cycle of goal-setting, learning, observation, data collection, and reflection. However, the beginning point in this cycle is not the same for every teacher. Some coaching relationships may enter the cycle at the learning stage, while others might enter through data collection or reflection.

One indicator that coaching is effective is when teacher leadership grows. Coaches are not the only teacher leaders at a school site. Coaches who see it as their responsibility to develop teacher leadership send the message that all teachers

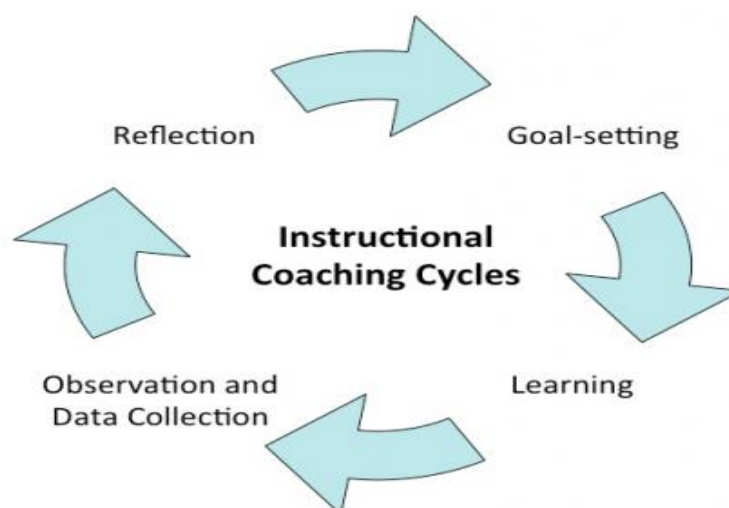
have leadership potential and responsibilities. These coaches see themselves as models of leadership practices and make their practices transparent so that other teachers can learn to coach. Teachers are more engaged when coaches demonstrate respect for teachers' knowledge and practices. Coaches can foster teacher leadership in many ways.

Coaches can:

- Invite other teachers to facilitate a team meeting, and guide and support novice facilitators.
- Seek other teachers' support with complex challenges related to student learning and teaching.
- Invite teachers to add resources, examples, models, or Cover story Teacher-coach relationships.
- Invite teachers to discuss their instructional decisions so that others understand the theoretical, research, or contextual rationale for the decision.
- Use reflection protocols to foster reflection.
- Encourage teachers to present in critical friends' groups.
- Encourage teachers to facilitate professional development for their peers.
- Provide professional development in teacher leadership skills for interested teachers.
- Coach team, grade-level, or department chairs on their leadership skills.
- Share practices or resources with designated teacher leaders or those who want to develop their leadership capacity.



Picture 1. The coaching arrow



Picture 2. Instructional coaching cycles

•Pair teachers as peer observers to provide each other feedback.

•Engage teachers in walk-throughs or instructional rounds to gather data about teaching and learning, and participate in debriefing sessions.

•Invite teachers to serve as hosts for walk-throughs or instructional rounds.

•Encourage teachers to open their classrooms to other teachers to visit[5].

One of the ideologists of coaching in education is N.M. Zyryanova. She considers the concept of coaching in the broad and narrow sense of the word. In a broad sense, coaching is “a form of advisory support that helps a person achieve significant goals for him at the optimal time by mobilizing internal potential, developing the necessary abilities and forming

new skills.” In a narrow sense, coaching is “the process of identifying a person’s goals and developing the best ways to achieve them.”

The primary responsibility of the coach in education is to bring out the best in the student’s personality. The main responsibility of the student is to take responsibility for the solution of the task. The student is responsible for their own results. The motivating impulse that forces subjects to work in the “coaching” system is the need for change.

It is a common belief that a coach does not deal with problems. This is not true. A coach does not work with a person’s past. The coach works with challenges, choices, and opportunities. It will help to understand why the students did not cope with the task, help to take actions to find the best ways and learn to do otherwise in the future.

The coach contributes to the improvement and the most effective use of the personal sides of the students, which most do not even know about, or guess, but do not use as a basis for further movement forward. It stimulates students to a deeper awareness of their goals, resources and limitations, helps to determine the direction of personal development.

Coaching can also be considered as a method of personal development, since it stimulates the development of awareness in relation not only to goals, but also to all means and methods of performing activities, contributes to the disclosure and fullest application of the unique personal qualities of each student [6].

The main competence of the coach is to ask questions, while maintaining a coaching position throughout the session, characterized by neutrality, non-judgmental, sincere interest and belief that the student has all the resources, the coach completely excludes advice, recommendations and training.

To understand the essence of coaching, it is important to distinguish it from other ways of professional interaction and pedagogical support for students, which are not canceled or replaced by coaching, but are significantly enriched by it[7].

Some teachers hesitate to take leadership roles, seeing the challenge as adding responsibilities to their regular work. Others consider leadership responsibilities only as a track to school administration. However, schools today have enough leadership opportunities and forms of leadership to allow just about any interested teacher to lead in some way. Coaches also can help create leadership opportunities for teachers who prefer to remain in the classroom. To build teachers' confidence as they step into leadership roles, coaches apply the same gradual-release principle they use in coaching instruction to build leadership expertise – I do, we do, you do. As teachers gain confidence, they can gradually assume some of the coach's responsibilities so that eventually the coach can shift responsibilities or assume new ones. Other teacher leaders can take over roles including data coach, learning facilitator, instructional specialist, and more. When teacher leaders are active within a school and assume leadership responsibilities, their sense of collegiality is stronger, they feel more engaged and professional, and they have a greater effect

on student achievement.

Coaching is most successful when instruction improves, student learning increases – and more teachers see themselves as leaders and contributors to the professionalism within their schools.

The difference between the positions of a coach and a psychologist, in the example of coach Itza Derizhan teaching skiing (the example of Erickson on skis):

– The psychotherapist asks the client how he felt as a child when he fell from the skis into the snow.

– The coach shows and teaches skiing and breathing.

– The consultant will tell you about the history of skiing and types of skiing.

– The coach stands next to you on the skis and asks where and how you want to go. And he will support you when you move to your destination[8].

Another popular coaching method is SMART goal setting:

S – Clear, the goal must be clear

M – measurable

A – achievable, ambitious,

R – true

T – defined for a specific time, not for someone[9].

The coaching position can be carried out with high psychological and pedagogical support, ie. auxiliary position.

Facilitation in the learning process Facilitation (from the English word – facilitation) – facilitate, facilitate, facilitate, create a favorable environment. K. Rogers introduced the concept. A facilitator is a person who provides relief. It can be a psychotherapist, a teacher and even a parent. The facilitator's approach is based on a person-centered approach, in English literature - a client-oriented, student-oriented approach.

The facilitator has methods of psychological and pedagogical support to open the person to communication, productive work, creativity. R.S. Dilmukhametov discovered the algorithm of the basic model of facilitation[10].

Panfilova discovered the styles of facilitation on D.Chiron – directive, informational, confrontational, cathartic, catalytic, self-expression[11].

As you know, psychological and pedagogical support is the process by which an adult pays attention to the positive aspects and advantages of a student. The teacher must be well versed

in technology and communication techniques [12].

According to S.B. Sigayev, “the difference between coaching and pedagogical support is that coaching is an independent professional activity, and pedagogical support is accompanied only by the educational process. The second difference between coaching and pedagogical support is that in the narrow direction of coaching aimed at solving the specific goals of the client, pedagogical support is more focused on the individual student as a whole “[13]. Let’s copy this concept to facilitation.

In our opinion, the five principles of M. Erickson develop the facilitator position of the teacher. The huge potential of coaching and facilitation can be used to create a creative learning environment.

Discussion. Analysis and comparison of the goals and principles of learning, the requirements for meta-subject results according to the Federal State Educational Standards and the technological possibilities of coaching show that coaching and the coaching approach can be applied in education.

Indeed, recently coaching is gaining popularity as a learning technology, and this popularity is growing. Coaching is part of the daily professional activity of a teacher. This allows you to create an environment in which the potential of students is maximized and their internal motivation for cognitive activity grows [14].

In relation to education, coaching can be understood as a long-term cooperation between the subjects of the educational process, which helps to achieve high results in all spheres of life, including in the field of education.

One of the ideologists of coaching in education is N.M. Zyryanova. She considers the concept of coaching in the broad and narrow sense of the word. In a broad sense, coaching is “a form of advisory support that helps a person achieve significant goals for him at the optimal time by mobilizing internal potential, developing the necessary abilities and forming new skills.” In a narrow sense, coaching is “the process of identifying a person’s goals and developing the best ways to achieve them.”

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motivating impulse that forces subjects to work in the “coaching” system is the need for change [15].

It is a common belief that a coach does not deal with problems. This is not true. A coach does not work with a person’s past. The coach works with challenges, choices, and opportunities. It will help to understand why the students did not cope with the task, help to take actions to find the best ways and learn to do otherwise in the future. The coach contributes to the improvement and the most effective use of the personal sides of the students, which most do not even know about, or guess, but do not use as a basis for further movement forward. It stimulates students to a deeper awareness of their goals, resources and limitations, helps to determine the direction of personal development.

Coaching can also be considered as a method of personal development, since it stimulates the development of awareness in relation not only to goals, but also to all means and methods of performing activities, contributes to the disclosure and fullest application of the unique personal qualities of each student. In the process of interpersonal interaction, the teacher-coach guided by the following principles:

1. The principle of awareness and responsibility. Here it is important to move from the motivation of “avoiding failure” to the motivation of “achieving success”, changing the movement “from” to the movement “towards”.

The coach’s responsibility is to:

– help the student to discover what he is endowed with, what he really can order to solve the tasks, for the most complete self-realization of one’s potential. Through awareness we gain access to our resources. By promoting the self-awareness of the student, the coach helps him to understand himself to a greater extent;

– help the student discover, understand and combine what he really wants to achieve, formulate important goals;

– encourage student self-development;

– to facilitate the solutions created by the student, helping to find the best ways that bring satisfaction already along the way;

– Give the student responsibility.

In other words, the coach is responsible for the process of achieving the result, and the student is responsible for the result and the actions associated with its achievement.

2. The principle of unity and interaction suggests that positive results in one area of activity lead to achievements in others.

Awareness of personal problems in relationships affects other activities.

3. The principle of flexibility. Formation of flexibility of thinking, awareness of stereotypes and algorithms of one's behavior. Almost everyone has great difficulty in trying to do something new, to change themselves. Together with the coach, a phased formation of a new strategy for both personal and communicative development is being developed. Thanks to this, students believe in their limitless possibilities and abilities that they need in their future activities.

4. The principle of partnership involves cooperation, the so-called subject-subject relations. Coaching aims to form partnerships between the coach and the trainees. The main thing in coaching is to increase the awareness of each individual in order to realize their potential, since initially the student is perceived as an equal partner with inner knowledge in the form of potential.

5. The principle of hierarchy of development. Albert Einstein pointed out: "The most important problems we face cannot be solved at the same level of thinking we were at when we created them." Every day we make choices, make important decisions. Unfortunately, we are based on attitudes, stereotypes and experience of previous victories and defeats, which are already partly outdated. The coach helps to overcome these stereotypes and move on.

Through coaching, the student develops new abilities and communication skills that increase the level of his personal development. And it is difficult to disagree with the point of view of O.V. Roytblat, according to which coaching technology can be attributed to modern didactic tools of non-formal education. It can be used to work with different categories of learners due to the existing correlation between non-formal education and traditional learning approaches. Roytblat believes that the technology of coaching can be called the technology of direction and development.

Conclusion. In conclusion, we formulate the strengths of coaching and error. We emphasize once again that they are, on the one hand, a manifestation of modern theory and, on the other hand, a tool of humanism, pedagogy, personality-oriented approach. Approaches

complement each other, it is impossible without the simplification of the coaching position.

Strengths of the coaching method:

- Belief in the person, his abilities;
- integrity and detail of the approach, ie. to be able to apply methods and techniques separately and to have a strong cumulative effect in the complex, in the system; this advantage can be called universal, the ability to use this approach as a designer;

- value orientations, axiological understanding of their development;

- pay attention to work in three visual systems (visual, auditory, kinesthetic);

Understand the current state: the flow of reflection, the flow of questions, the flow of values, the flow of thinking, the flow of simplification. Close to understanding the creation of a comfortable special atmosphere, an atmosphere of creativity and development; beautiful visual solutions (analogue of reference signals or gestalts). For example, "coaching arrow", "windows of values", "rainbow-insight of the flow of individuality", "coaching star", "wheel of mutual understanding", etc.; Methods of asking open and strong questions. We usually intuitively process and ask deep and powerful questions. Systematic methods are presented here.

We emphasize the importance of understanding the scope of perception, the scope of purposeful thinking, human values, without a critical assessment of the individual. "Big Ear" exercises are interesting in terms of listening levels (content - structure and process - global, contextual listening), except for the "inner voice" – "inner radio" in the person in the position of the coach, etc.

Criticism usually arises at the initial stage of acquaintance with the basic principles – the principles of the coaching approach.

The first. Believing that everyone can solve any problem here and now with the help of competent coaching. Due to stereotypical thinking, at first this situation raises questions. However, full mastery of technology inspires such a position.

The second. Teachers are accustomed to "assess" a person, grade, correct answers. When working as a coach, you need to be able to "mute the voice of internal speech assessment"

and this result will not be achieved immediately. This can be helped by a deep respect for the person - the client, the listener or the student, as well as the attitude of the circle, the systematic thinking of the coach.

The third. On the one hand, the coach should refuse to improve the skills, to give regular recommendations to the client, on the other hand, during the consultation he can offer the

person options to solve problems in the form of “Chinese menu”. In this way, it offers the client a choice and creates a field for creation and decision making. There is a fine line between the correction and the careful presentation of the choice to the client.

These critical remarks help to draw attention to these rules, the specifics of the teacher’s development as a coach.

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