Coaching Skills Improvement System for Future Educator Psychologists

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Abstract:

This article describes the system of improving coaching skills of future educational psychologists. In it, the knowledge component of coaching competence is given special emphasis on issues of solid understanding of theories, models and practices related to coaching. Also, the procedure for using innovative instruments in the training of future specialists was studied separately. Based on the analysis of the main competencies for coaching, an integrated model of the formation of coaching competencies in future professionals was developed based on an innovative approach. The strategic coaching competency model has been improved. This model incorporates several important steps, each of which is aimed at improving the coaching skills of future professionals: Focused agreement formation: holistic assessment: brainstorming and strategic planning: immersive learning: assessment of achievements and support. studied separately.

Keywords: Expert, innovation, coaching, competence, mechanism, psychology, theory and practice, efficiency, customer, analysis, problem, internal motivation, behavior, stage, strategic planning: immersive education: achievements assessment and support.

Enter. As the landscape of globalization is undergoing rapid changes due to the exponential development of technology, it is imperative to provide mechanisms for improving coaching skills in future educational psychologists. Among the many skills that are considered important for professionals, coaching competence occupies an important place. This skill includes the ability to facilitate learning, inspire excellence in others, and manage their development processes, developing their ability to overcome challenges and complexities in their professional field.

Analyzes of research. The importance of the coaching competency is its core principles, which are aligned with the evolving dynamics of the workforce. This includes not only guidance, but also a culture of team and self-management. However, traditional paradigms of education and skills development are often insufficient to effectively build such competencies. It requires an innovative approach to the formation of coaching skills in future specialists, an approach that combines technological progress, modern pedagogical theories and practice with the principles of coaching.

Innovations in pedagogy also offer integration of technology in the process of building coaching competencies. The emergence of various online platforms, simulation tools, and digital resources has paved the way for blended learning methodologies. These digital tools facilitate interactive learning experiences, real-time feedback, and an individualized learning path that matches the student's learning speed and style [1,154].

A deep understanding of these theories and methodologies creates a solid foundation for the formation of coaching competence in future professionals. By integrating these innovative approaches into pedagogical practice, educational psychologists can create an environment conducive to the development of coaching competence. Such an environment not only supports the acquisition of knowledge and skills, but also fosters critical thinking, problem-solving, creativity, and lifelong learning – traits needed for future professionals in an ever-evolving global landscape.

Thus, improvement of the mechanism of formation of coaching competence in future specialists based on an innovative approach appears as a pedagogical necessity.

Before delving into the mechanisms of improvement, it is necessary to understand what coaching competence entails. A coaching competency is the combination of knowledge, skills, and attitudes necessary for a professional to facilitate learning, encourage growth, and support the overall development of their mentees. It is not only about acquiring knowledge, but also about effectively transferring it to individual needs moslashish va o'sish va kashfiyotlar uchun qulay muhitni yaratishdir. Kouching kompetensiyasini shakllantirishga innovatsion yondashuv quyidagilarni ko'rib chiqadi: texnologik integratsiya, turli xil ta'lim uslublari, globallashuv, aralashtirilgan ta'lim platformalari, fikr-mulohaza vositalari, hamkorlikda o'rganish, hissiy intellekt bo'yicha trening: hissiy signallarni tan olish va ularga javob berish samarali kouching uchun juda muhimdir. Biz tomondan ishlab chiqilgan innovatsion dasturimiz ushbu mahoratni oshirishga bag'ishlangan modullarni o'z ichiga oladi.

So'nggi o'n yil ichida keng ko'lamli tadqiqotlar va nashrlar Kouching va boshqaruvchi Kouchingning nuanslarini o'rganib chiqdi. Garchi bu matnlar qimmatli fikrlarni taklif qilsa-da, ular ko'pincha integratsiyalashgan istiqbolni ta'minlashda yetishmaydi. Unda murabbiyning o'ziga xos xususiyati atrofida aniq noaniqlik va mentorlik, yordam berish va maslahat kabi tegishli sohalar bilan o'xshashlik mavjud [2,128].

Strategik murabbiylik kompetensiyal modeli kengroq tuzilmani taqdim etsa-da, GROW modeli individual murabbiylik sessiyasining nozik jihatlari haqida tushuncha beradi va shu tariqa kompetensiyani oshirishga intilishda bir-birini to'ldiradi. Innovatsion yondashuvlar orqali bo'lajak mutaxassislarning murabbiylik malakasini oshirishda kengaytirilgan GROW modeli: Bo'lajak mutaxassislar uchun innovatsion murabbiylik ko'nikmalarini nafaqat tushunish, balki ularning repertuariga kiritish juda muhimdir. Ushbu kontekst uchun qayta ishlangan GROW modeli innovatsion yondashuvlarga asoslangan murabbiylik malakasini rivojlantirish uchun asos bo'lib xizmat qiladi. GROW modeli, maqsad, haqiqat, variantlar va xulosa so'zlarining qisqartmasi bo'lib, tarixan murabbiylik mashg'ulotlarini tuzishda qo'llanma sifatida foydalanilgan[4,107].

Murabbiylik kompetensiyasi - bu faoliyatning turli sohalarida murabbiylik ko'nikmalari va usullarini qo'llash qobiliyati. Ta'limda murabbiylikdan foydalanish o'quvchilarning o'z imkoniyatlariga qarab kamol topishiga, yaxshi natijalarga erishishiga yordam beradi.

Bo'lajak mutaxassislarda kouching kompetensiyasini shakllantirish murakkab jarayon bo'lib, bir nechta tarkibiy qismlar va bosqichlarni o'z ichiga oladi. U turli xil tamoyillarga asoslanadi, ularning ko'plari keng ko'lamli ilmiy adabiyotlarda ifodalangan va asoslab berilgan. Kouching kompetensiyasining birinchi komponenti bu bilim bo'lib, u nazariy tushunish va kouchingga tegishli faktik ma'lumotlarni o'z ichiga oladi. Bu kouching modellarini, psixologik nazariyalarni, o'rganish uslublarini va samarali kouchingni ta'minlaydigan bilimning boshqa jihatlarini tushunishni o'z ichiga oladi. Ikkinchi komponent - bu ko'nikmalar. Bu bilimlarni amaliyotda qo'llash qobiliyatini anglatadi va muloqot qilish, savol berish, faol tinglashdan fikr bildirish va kouching munosabatlarini boshqarishgacha bo'lgan bir qator qobiliyatlarni o'z ichiga oladi. Ko'nikmalar juda muhim, chunki ular kouching kompetensiyasini namoyon qilish vositasidir. Uchinchi komponent - bu munosabat yoki moyillik. Bular chuqur singib ketgan xulq-atvor

namunalari bo'lib, shaxsning kouchingga yondashuvini belgilaydi. Ular o'rganishga ochiqlik, moslashuvchanlik, hamdardlik, sabr-toqat va xilma-xillikni hurmat qilishni o'z ichiga oladi.

Bu komponentlar yakka holda mavjud emas, balki uzlyuksiz ta'lim va rivojlanish jarayonida o'zaro bog'langan, bir-biriga ta'sir ko'rsatadi va shakllantirish ushbu komponentlarni kompleks tarzda hal qiluvchi kompleks requires an approach. The formation of coaching competence is based on several principles. Student-centered, experiential learning is the principle of continuous education. In terms of stages, the formation of coaching competence usually includes three main stages.

The first step is awareness, where students understand what coaching is and why it is important. The second stage is mastery, in which students acquire knowledge, develop skills and develop an appropriate attitude towards coaching. The final stage is a program in which students apply their coaching skills in real-world contexts, reflect on their experiences, and engage in continuous learning. Therefore, it is important to refocus on the components, principles and stages of coaching skills, especially for the training of future professionals. Components of Coaching Competency: Core Knowledge: Interpersonal Skills: Learning Capacity: Self-Awareness and Reflective Practice: Ethical Reasoning Adherence to Professional and Ethical Standards Promotes Coach Safety, Respect, and Growth is the basis of any coaching practice that provides [5,47].

In today's world, Vedic coaching is becoming an important method of counseling, especially in the context of management. In this process, the coach, who plays the role of a teacher, helps students to achieve their life and professional goals.

The competence component of coaching competence includes the skills necessary for coaches to effectively apply their knowledge in real-life situations. These include communication skills, questioning skills, active listening skills, relationship management skills, and the ability to create comfortable learning. the environment. In addition, practical skills such as problem solving and decision making are also important because they help coaches respond effectively to dynamic and complex situations. includes This includes an attitude of empathy, respect and patience.

The main challenge of coaching competence formation is to ensure a balanced and integrative approach that covers all three components - knowledge, skills and attitudes. may not be sufficient to develop a range of relationships. In this regard, an innovative approach that includes experiential learning, student-centered teaching strategies, and continuous learning becomes relevant (Thompson & Roberts, 2016; Peterson & Thompson, 2018; Brown and Davis, 2020) [8,37].

Experiential learning, as the name suggests, involves learning from experience. It goes beyond mere knowledge acquisition and allows students to apply their knowledge to real-life situations, thereby helping to develop practical skills (Miller Thompson, 2019). For example, as a coach to students in simulated scenarios role-play exercises that allow for action can be an effective strategy for experiential learning. Such exercises provide students with immediate feedback on their coaching strategies and allow them to reflect on and improve their practice.

Learner-centered instructional strategies emphasize the needs, interests, and learning styles of individual students. They increase active participation and engagement in learning, thereby enhancing knowledge internalization and skill development (Peterson & Thompson, 2018). Examples of learner-centered strategies include problem-based learning, in which students are tasked with solving real-life problems, and project-based learning, in which students work on complex projects that require the application of a variety of skills [7,92].

Finally, promoting a culture of continuous learning is important in the formation of coaching competence. The field of coaching is dynamic and constantly evolving, requiring coaches to constantly update their knowledge and skills (Brown and Davis, 2020). A culture of continuous

learning encourages self-directed learning and fosters the curiosity and open-mindedness essential to effective coaching.

Attention should also be paid to the rejection of pseudo-psychological ideas and theories in favor of established psychological concepts. In the past, coaching theorists have tried to create new theories of development and life change, not always based on psychological foundations. However, this approach often led to the creation of superficial and insufficiently grounded models.

In order to successfully improve the mechanism of formation of coaching competence of future specialists based on an innovative approach, it is necessary to actively integrate modern psychological theory and research into coaching practice. This will help create a more stable and solid foundation for the development of this industry.

At the moment, the Republic of Uzbekistan is showing its determination to update the higher education system. An example of the commitment in this regard can be seen in the decision of the head of our state on April 16, 2012 "On the establishment of the national network of electronic education in the Republic of Uzbekistan" (PQ-1740). With this decree, the Republic of Uzbekistan became an advanced country in Central Asia in terms of introducing a national electronic education network. This innovative network has fast data transfer capabilities at more than 160 sites. According to this network, more than 15 IT systems have been integrated into higher educational institutions [6].

Coaching competencies include: genuine interest in the person. emotional competence, acceptance of a person regardless of his situation, empathy as the ability to share the feelings of another person.

In our lives, each of us often has to give advice to others - in fact, act as a coach. Therefore, it is important to understand the essence of coaching and its basic principles. Because any advice can be useless. If a person listens to advice, he either agrees, but qo'llamaydi yoki uni to'g'ridan-to'g'ri rad etadi. Bu yyerda murabbiy to'g'ri savollarni berish va unga o'z-o'zidan javob topishga yordam berish orqali odamga chuqurroq qarashga yordam berishi kerak, bu esa introspektsiyani rag'batlantiradi.

Nega odam o'zi to'g'ri savol bera olmaydi va javobini topa olmaydi? Chunki tashqi omillar xalaqit berishi mumkin: hissiy taranglik, g'azab, hayajon va hokazo. Bu omillar haqiqatni g'arq qiladi va uni bevosita ko'rishga to'sqinlik qiladi. Bu yerda murabbiyning yordami muhim bo'ladi - bu tashqi omillarning aralashuvini yengishga yordam beradi. Ushbu aralashuvdan xalos bo'lish, ong tiniq va introspektsiyaga qodir bo'lganda, xotirjamlik holatiga olib keladi. Introspektsiya - bu o'zingizga tashqi tomondan qarash va savollarga javob topish imkoniyatidir.

Shuni ta'kidlash kerakki, Vedik kouching maqsadlarga va umumiy rivojlanishga individual yondashuvni birlashtiradigan noyob vositadir, shuningdek, o'quvchilarga o'zlarida aniqlik topishga va savollarga javob topishga yordam beradi.

So'rovlarning mohiyati savol-javoblarga to'la dunyoda, hatto hayvonlar - qushlar, hayvonlar, odamlar - tinmay so'raydilar va javob oladilar. Savollar inson uchun doimiy fon, agar u uxlamasa, so'raydi va javob beradi. Biznesda, sudlarda, advokatlarda, ta'lim muassasalarida, o'quvchilar va talabalar – barchasi savol-javob berishadi. Siyosatda, siyosatchilar va jurnalistlar orasida javob topiladigan savollar bor.

Hayotda inqirozlarga duch kelganimizda, ko'pincha biz keng qamrovli yechimlarni izlamaymiz, lekin vaziyatdan chiqish yo'lini qidiramiz, yaxshisi tezda. Hamma narsani bir zumda hal qilish istagida biz muhim masalalarni o'tkazib yuboramiz. Ko'pincha, zamonaviy hayotning shiddatli sur'ati ta'siri ostida biz eng muhim narsalarni keyinga qoldirib, chuqur muammolarni unutamiz. Bizga tatbiq etilayotgan shafqatsiz "tamahsot ritmi" bizni shoshilishga, sotib olishga, harakat qilishga majbur qiladi. Va bu tajovuzkor muhitda biz asosiy masalalarni e'tiborsiz qoldira boshlaymiz va buning o'rniga doimiy ravishda kichik kundalik muammolarni hal qilamiz.

Bunday xatti-harakatlar, bu "ochko'zlik" ritmiga tushib, bizni aralashish holatiga kiritadi. Bu bizni tashvishga soladi va hayotning muhim masalalaridan chalg'itadi, bizni doimiy arzimas narsalar bilan shug'ullanishga majbur qiladi. Biz duch keladigan aralashuvga bo'lgan mexanik reaksiyalarimiz bizga tashqaridan yuklangan bu g'azablangan ritmga tushib qolishimiz bilan bog'liq. Odamlar ko'pincha bu ritmsiz qanday yashashni va hayotning chuqur savollarini qanday berishni tushunishmaydi. Buning o'rniga, ular mavjud bo'ladigan ritmga bo'ysunadilar. Ammo "mukammal savollar" bo'lgan chuqur savollar bizga qoniqish va tushunishni berishi mumkin. Bizning ichimizdagi ichki dissonansga ko'zimizni yumishga urinishlarimiz ko'pincha bizni qoniqish va baxtdan mahrum qiladi. G'azab, chalg'itish va norozilik biz noto'g'ri ish qilayotganimizni ko'rsatadi.

Kouching kompetensiyasi: texnik malaka: moslashuvchanlik: strategik monitoring mazmuni: bilimlarni baholash: ko'nikmalarni qo'llash: teskari aloqa integratsiyasi: texnologik tanishlik: uzlyuksiz o'rganish: haqiqiy vaqtda monitoring: ma'lumotlarga asoslangan tushunchalar: hamkorlikdagi fikr-mulohazalar kiradi.

Kasbiy kompetensiyal, pedagogik faoliyatda kelajakdagi vaziyatlar uchun zarur bo'lgan metodik usullar, zamonaviy ta'lim texnologiyalari, pedagogik includes solutions aimed at diagnosis, cooperation with the student, application of innovative technologies and improvement.

Development of professional competence is the ability to adapt to a creative person and pedagogical innovations, to integrate in changing conditions. The changes taking place in the current education system require continuous improvement of the teacher's qualification and professional level. The main goal of modern education is to prepare a person who is able to integrate in the society, organize his work and improve himself, who meets the current and future demands of the society.

The working model of a coaching session consists of several stages, which differ depending on the specific authors: changing focus, positive evaluation, increasing well-being, developing hope, and achieving peak performance.

In our opinion, the development of professional competence goes through three stages according to their professional formation in the educational process:

The first stage is to evaluate and improve the activity: strives for further activation.

The second stage is the development of professional competence.

The third stage is pedagogical strategies and approaches.

The process of formation of coaching competence in specialists with the help of innovative reforms.

Along with these strategies, it is important to incorporate modern technologies that facilitate a more effective learning experience. Digital technologies can offer tools for interactive learning, collaboration, feedback and assessment. In order to assess the current state of methods for developing coaching competence of future specialists, we analyzed the content of more than 90 methodological materials, courses and training programs presented on various educational platforms for 2020-2023. All innovative (original) approaches to the development of this competence can be divided into four groups.

The first group of methods and technologies is based on theoretical training, including studying the basics of coaching, psychology and communication. Such trainings are based on the analysis of historical and modern concepts of coaching, highlighting the main competencies and skills.

The second group of methods and technologies is aimed at practical application of the acquired knowledge. Here, students are given the opportunity to go through role-plays, case studies, and real coaching situations with a coach or group [9,56].

The third group of methods reflects the use of innovative technologies such as online platforms, virtual simulations and games to teach coaching skills. This allows course participants to immerse themselves in a real coaching environment, assess their reactions and receive feedback.

The technologies of the fourth group are aimed at self-reflection and analysis of one's own experience. Coaches are provided with tools to assess their competencies, understand their strengths and weaknesses, and plan for further professional growth.

An important element in this field is the support of professional teams and coaches who can provide valuable advice and recommendations to further develop coaching skills.

The analyzed results show that digital monitoring of various aspects of coaching activity - from interaction to individual characteristics of clients - allows deepening and individualization of training of future specialists. This approach also serves to solve a number of problems in the field of training and professional development of coaches.

In conclusion, it contributes to the field of coaching education by proposing and validating an innovative approach to coaching competency development. It combines theoretical knowledge with practical application, expands our understanding of effective strategies for the formation of coaching skills in future professionals. The presented recommendations lay the groundwork for further research and wider implementation of the innovative approach to better prepare young professionals for coaching tasks.

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