

## Some Aspects of Coach Training Diagnostics in Education

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**Abstract.** *This article describes in detail some aspects of coaching training diagnostics in education, in which the training stages are: introduction (introduction, goal setting), theoretical part (fundamentals of coaching), practical exercises (role playing, cases), analysis and reflection, types of diagnostics (assessment and analysis). The result is highlighted separately. A program (scenario) for training is prepared and the stages are explained. "Applying the coaching approach in education" on the subject The full training program (scenario) is detailed.*

**Key words:** *coaching, diagnostics, motivation, self-assessment, communication skills, interviews and questionnaires, reflective analysis, result, individual, program, scenario, coaching approach.*

Coaching is a tool for personal and professional growth that began to develop in the 1970s. The origins of coaching are rooted in sports coaching, positive, cognitive and organizational psychology, conscious living, and the continuous and purposeful development of a person. Coaching is a direction developed for working with healthy clients, in contrast to psychotherapy, which does not require premeditation.

many different types of coaching concepts:

Coaching is the creation of an environment (through conversation and collaboration) in which a person can enjoy achieving their desired goals. (W. Timothy Gallwey, in Russian transliteration also Gallouey or Gellvi), "Work as an Inner Game").

Coaching is the art of helping another person to become more effective in their learning and development. (Myles Downey, "Effective Coaching")

Professional coaching is a professional relationship that helps clients achieve effective personal and professional development. The coaching process enables clients to deepen their knowledge, increase their effectiveness, and improve their quality of life. (Definition from the ICF - International Coaching Federation)

According to the format, coaching is divided into individual and group, personal coaching (life) and business coaching, individual first-person coaching (executive coaching), and coaching with different approaches, such as professional coaching.

By coaching direction, it is divided into: behavioral coaching (based on the GROW model), result-oriented coaching, cognitive behavioral coaching, NLP coaching, transpersonal coaching, integrative coaching, intercultural coaching, anti-stress coaching (according to the classification of the materials of The Industry Guide "Yexcellence in Coaching"). Recently, there has also been a separate direction in systemic coaching.

Coaching is also used in the synton approach. Coaching in the synton approach is effective, based on a scientific worldview, reliable, and focused on verified results. The questions of a specialist coach

and the tools he uses can also be effectively used in consultations. Coaching allows clients who are not familiar with the synton approach and are not yet fully prepared to establish a "distance" and introduce it to its advantages in the process. Coaching is useful for young professionals in conducting individual and group work. Since their skills are not yet at a sufficient level, coaching allows them to conduct coaching sessions effectively. Coaching is one of the most effective tools within the synton approach.

Coaching Founders: W. Timothy Gallwey - the author of the Inner Game concept, which underlies coaching. This concept was first described in the book "The Inner Game of Tennis", published in 1974.

John Whitmore is the author of the book "Coaching for Effectiveness", published in 1992. He developed Galveston's ideas in the direction of applying them to business and management.

Thomas J. Leonard is the founder of Coach University ([www.coachu.com](http://www.coachu.com)), the International Federation of Coaches, the International Association of Certified Coaches (IAC), and CoachVille.com.

For the first time in Russia, NIKozlov developed and explained his coaching system. Several thousand people have passed through his system of "remote personal assistance" and the best Sinton trainers have been trained, all of which are included in the author's book "Istinnaya Pravda" (True Truth). Today, this system is the most popular system for those working on themselves in Russia.

**Coaching** is a method by which a teacher or educator helps a person to discover their inner potential, understand their goals, and achieve them independently. Coaching in education includes the following:

1. the child's **personal development**;
2. Relying on **motivation and communication** rather than "command and control";
3. the student or learner as **an active subject**;
4. **Encouraging thinking through questions** (coaching questions).

2. Coaching training

is a practical training designed for teachers, psychologists or educators, which develops the following skills: Active listening; The art of asking questions; Strategies for setting goals and achieving results; Reflection (analyzing the thought process); Empathy and creating a trusting environment.

include : introduction (introduction, goal setting) , theoretical part (coaching basics) , practical exercises (role playing, cases) , analysis and reflection .

### 3. Diagnostics (assessment and analysis)

In educational coaching, diagnostics is the process of determining a child's current level of development, motivation, values, and communication skills.

**Types of diagnostics:** **Psychological tests** (motivation, self-assessment, communication skills); **Observation** (analysis of the behavior of the student by the teacher); **Interviews and questionnaires** (getting to know the child's inner world); **Reflective analysis** (the student expresses his/her opinion about himself/herself).

**4. As a result: With the help of coaching diagnostics in education: An individual development path is determined** for each child; The educator plays **an empathetic and guiding role**; The student becomes a **responsible and active subject** turns.

### Training program (script) for

Below is a sample of a **complete training program (scenario)** on the topic "**Applying the Coaching Approach in Education**". It is designed for a **3-hour practical training** format and is suitable for teachers, educators or psychologists.

Training program (scenario): “Coaching approach in education”

Total duration: **3 hours**

Participants: **10–25 educators or educators**

Training goal: To form a coaching approach in the educational process, to develop active listening, questioning, reflection, and motivation skills in participants.

Training structure:

<b>Stage</b>	<b>Time</b>	<b>Type of activity</b>	<b>Purpose</b>
1. Introduction (Introduction)	20 min	Icebreaker, training rules	Introducing participants, creating a trusting environment
2. Theoretical part	30 min	Small lecture + presentation	Explaining the difference between coaching and mentoring
3. Practical training 1	40 min	“Active listening” exercise	Developing empathy and attention
4. Practical training 2	40 min	“Coach Questions” game	Learning questioning techniques
5. Reflection and diagnosis	30 min	Questionnaire, discussion	Evaluating and sharing changes
6. Final stage	20 min	“Result Circle” exercise	Generalization of changes and plans

Stage 1. Introduction (20 minutes)

**Trainer's word:**

“In today's training, we will learn how to unlock the inner potential of a trainee through a coaching approach and guide him or her towards independent growth.”

**Exercise: “Who am I?”**

Each participant describes themselves in 3 words (for example: “creative, patient, studious”). Then the group briefly introduces each other.

**Rules:** Listen respectfully: Don't judge when giving feedback: Actively participate

Stage 2. Theoretical part (30 minutes). Short **lecture topics:**

**Slide or table:**

<b>Traditional upbringing</b>	<b>Coaching approach</b>
Giving orders	Guidance
Control	Participation
“I know”	“Together we will find”
Reprimand for a mistake	Learning from mistakes

Stage 3. Practical exercise 1 – “Active listening” (40 minutes)

**Exercise:** Participants are divided into pairs .

A — tells about the last educational situation in his life (3 minutes).

B — just listens, doesn't interfere, but supports through body language.

Then the roles are reversed.

**Analysis questions:** How easy or difficult was it to be a listener ? How did the feeling of being heard affect you?

Stage 4. Practical exercise 2 – “Coaching questions” (40 minutes)

**Exercise:** “The Power of Questions”

Participants are divided into groups and each group formulates 5 “coaching questions” based on an educational problem.

**Examples:** “What is most important to you in this situation?”, “What outcome do you want?”, “What will help you achieve this outcome?”

Then each group reads and analyzes their questions.

Stage . Diagnostics and reflection (30 minutes)

Distribute the following questionnaire to participants (or oral discussion):

Question	Rating (1–5)
1. Is the coaching approach close to you?	
2. Can you practice active listening?	
3. questioning skills ?	
4. What has changed in your educational approach?	

**Discussion:** Each participant states 1 most important change.

Stage 6. Final exercise – “Result Circle” (20 minutes)

large circle is drawn on the board. Participants write on it with stickers: “What did I learn today?”, “What change will I make?”, “What inspired me?”, ending with a trainer’s conclusion.

Required materials: flipchart or whiteboard, markers, stickers, A4 paper, questionnaires, slides (optional)

Outcome: participants will understand the basics of coaching; develop active listening and questioning skills in educational communication; be able to apply the coaching approach in their practice.

The coaching approach is manifested in the achievement of goals that a person has set for himself in advance. Each person is responsible for his own goals, the ways to achieve them and the results. The task of coaching is to help a person improve himself and achieve a better life . The main focus in coaching is not on providing ready-made solutions, but on independently searching for answers, developing thinking skills, and analyzing the processes taking place.

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