

Actual problems of psychology

Some peculiarities of using coaching technologies in the process of forming the positive I – conception of the future practical psychologist

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The higher school modern practice witnesses the positivity of changes on the way of the transition from the administrative-bureaucratic, dogmatic and social-conformable school to the democratic, humanistic, developing and personalistic school. Just the humanistic and democratic orientation of higher education, basing on the idea of cooperation and coexistence of a teacher and a student, is able to assist in revealing the personality creative potential, his psychological training for the creative solution of professional tasks, especially in intricate activities, to which the practical psychologist activity belongs.

In the works of home authors the notion of the «I - conception» is defined as a stable, more or less perceived one, such one that is experienced as a unique system of the individual's ideas about himself, on whose basis he constructs his interaction with other people and treats them. In psychology there are various approaches to understanding the I – conception structure and its components (R. Berns, O. S. Humeniuk, A. V. Zakharova, I. S. Kon, A. V. Petrovskyi, S. P. Tyshchenko, ect.). Most psychologists, considering the I – conception as a complex, many-levelled formation, stick to the three – component approach to its structure, namely: (1) the cognitive component (or the I image); (2) the emotional and valuative component (self-appraisal, self – attitude, self-respect); (3) the behavioural component (self – regulation and self- control in the behavioural activity).

According to the content, the positive and the negative I – conceptions are distinguished (R. Berns, I. Yu. Kulahina, K. Rogers, L. M. Fridman, ect.). The comparison of the images of the real I with the ideal I, the assessment of the professional qualities of the personality by an important expert, particularly in the student days, as well as the process of the formation of the professional identity play a great part in the formation of the professional self-appraisal.

The formation of the professional I – conception is a complicated and prolonged process. On the level of the ideal I, the formation of the ideal image of «I am a professional» takes place. The important process here is an integration of the knowledge of the models of a professional psychologist into a single model

(moreover, either existing theoretical models can be used or it can be an integration of personality, or this model can correspond to the personality of a significant expert, ect.), the emotional perception of this image and the rise of a motivation, an ascertainment of the achievement of this image, i.e. the direction at the professional self-realization.

On the level of the real I, the reflexion of professional skills and qualities takes place, and on this basis the real image of «I am a professional» takes shape; as well as the assessment of this image from the point of view of its correspondence to the ideal image of «I am a professional» and professional self-perfection take place.

On the level of the mirror I, the reflexion of the attitude to the personality of other professionals takes place, besides that in some cases the professional self-appraisal of the personality depends very much on the assessment of other professionals; hence, on aspiration for corresponding to expectations of important professionals can emerge.

In this connection T. P. Ivanova distinguishes the following stages of the formation of the professional I – conception:

1. The formation of the ideal model of «I am a professional» among future psychologists.

2. The actualization of the personalistic reflexion on the comparison of the real and ideal images of «I am a professional».

3. The stimulation of the personalistic development of future psychologists for achieving for ideal image of «I am a professional» [3, p.37].

One of the modern conditions in the process of the professional and personalistic training of the future specialist comes out as the methodos of coaching technologies as a structural system, which enables to investigate his own personalistic development.

«Coaching» is a transliteration of the English word «coaching» that means «setting up», «instructing», «training». In the widest sense, coaching is a system of principles and ways, helping in the development of people with the purpose of raising the efficiency of their activities, the maximum exposure and effective realization of their potential. Now the technology of coaching is constantly improved and actively used in business, psychology and management. It includes projected, situational and transitive coachings.

The projected coaching embraces the strategic management of the personality or a team with a view to get an effective final result. – Рамочка

The situational coaching is focused on a concrete (tactical) improvement

or optimization of work in an exactly given context,

The transitive coaching helps people to change one activity (or role) for another.

Scheme 1. The levels of using coaching technologies in the process of the professional and personalistic training of the future psychologist (compiled by the authors).

According to western scholars' evidences (E. Parslow), the general purpose of coaching is «to help people to study and keep their intention to learn themselves, so that they could maximize their potential, develop their skills, improve executing their direct labour functions and achieve a desirable ideal both in the personalistic and professional aspects» [5, p. 28].

Considering the possibilities of coaching in education, N. M. Zyrianova pays attention to its consultative form, which «...helps man to achieve significant aims for him at an optimal time through mobilizing his inner potential, developing his necessary abilities and forming his new skills» [2, p. 46]. The words of the leading business coach of Great Britain M. Downie confirm this: «Coaching is an art of favouring the rise of successfulness, teaching and developing another person, ... where we rely not only on the knowledge, experience, wisdom or foresight of a coach, but largely on man's ability to learn himself and act creatively» [1, p. 177]. I. V. Rybkin [6] points out, that the main trend of coaching as an immediate process of the human being's development and improvement is a change of his world-view in the direction of achieving both a personalistic and professional success. The author reveals a general basis of coaching with a few words: partnership – revealing a potential – a result. In order to make the process of coaching efficient, the teacher should possess certain abilities (empathy, facilitations, congruence, active and deep listening, absolute perception of man), knowledge of life and psychology: to be able to take his stand, free from condemnations, preferences, pieces of advice; he should possess profound professional knowledge, effective procedures and modes (strategic planning, brainstorming, dislocation of priorities, visualization, scaling, ect.). The interactive communication as a base of the coaching set of instruments «starts» the future psychologists into an independent discovery of knowledge, assists in the formation of their professional position on the basis of reflexive actions. The teacher only creates a tentative foundation for solving a problem with the support on the sensible use of knowledge. The analysis of the coaching technology shows, that, on the one hand, it is based on the well-known methods: observation, conversation, modeling; on the other hand, it has its own standardized and approbated procedures.

The stage of motivation and making an aim. Which result do you want

to achieve? Why is this aim important for you? How does it depend on you to achieve your aim?

The stage of searching for resources, planning necessary actions for achieving the aim. Which concrete steps must you take for achieving the aim? What are possible obstacles? Do you have all the necessary resources for achieving the aim? If not, which resources should you enlist? What support do you need?

The stage of realizing a plan. Taking stage steps for achieving the aim.

The stage of reflexion. Have you achieving the aim? How did you overcome the obstacles? What was the most difficult for you? What would you advise another person if he were in your place?

Scheme 2. The stages of realizing the coaching technologies in the process of training the future specialists (compiled by the authors).

As we can see, the essence of coaching as an innovational educational technology does not lie in passing knowledge and giving ready-made pieces of advice and recommendations, it lies in the fact that by means of a specific structurized talk the teacher should motivate the student for a self-reliant creative search of solving a problem, stimulate his interest and taking aim at a result. Ye. O. Tsybina formulated the main creed of teaching through coaching: the student realizes that his studies and development are, first of all, his personal tasks; he admits that on this way he needs cooperation with his teacher, who will give him an effectual aid and support, share experience; a successful achievement of purposes leads of all the group and the teacher [7].

Thus, the use of coaching in the process of forming the positive I – conception of the future practical psychologists creates conditions for improving and at most effective using their inner potential, developing personalistic qualities through delegating the responsibility for their own solutions and actions, achieving a high level of mastery in solving professional psychological tasks. Coaching provides self-realization, self-development and self-upbringing of the personality, it gives a change to master professional ethics on the principles of human being centrism, which is particularly important, since the psychologist's sphere of activities is directly connected with communication, interaction, cooperation. Owing to its possibilities, the coaching technology can become one of the important components of the efficient and qualitative psychological education.

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