

Section: Psychology, pedagogy, education, philosophy and philology

Sadovenko Kateryna

*Graduate Student of the
National Transport University
Kyiv, Ukraine*

Sadovenko Volodymyr

*PhD, Associate Professor
National Transport University
Kyiv, Ukraine*

**SCIENTIFIC AND METHODOLOGICAL FUNDAMENTALS OF
APPLICATION OF SYSTEM ANALYTICS IN THE STUDY OF THE
INTRODUCTION OF COACHING IN THE REFORM OF HIGHER
EDUCATION**

Statement of the problem. **The current state of a specialist's training requires the reforming of the high school. It is the demand of society.** The essence of which is the development of a free, creative, active personality, conscious in his choice and who is responsible for the ability to make that choice. Modernization of modern higher education largely depends on the specifics of innovation processes and innovations. The innovative potential of the educational environment and the qualifications of teachers also influence the modernization of education. These processes require a systematic analytical study. It will help to define more clearly the responsibilities of the student and the teacher. The teaching activity of a modern high school teacher should be nothing less than coaching. He should be more of a coach than a traditional teacher. Higher education is a complex-organized, open, nonlinear, synergetic system. The prerequisite for the modernization of education is systematic

analysis of the implementation of scientific and methodological support - coaching. It allows to bridge the gap between the course and interdisciplinary periods, ensure continuity of professional growth of the student for an individual educational trajectory, create an acmeological environment for the professional development of the subject under study. This program will provide successfully implement the management of educational reform projects.

Research findings. In the context of our study, coaching is the methodological principles that form the interaction between coach and students, and the trainer's (coach's) task is to effectively organize the process of finding the best answers to the questions in which there is immediate interest. The coach helps students to develop and consolidate new skills. He must also ensure the high quality of the learning process, high performance in the future profession. Of course, the process of adapting higher education to the new requirements of social, economic, and political life can only take place based on a positive attitude to the student's personality and the development of his or her potential. Speaking about the goal of coaching in education, we should note that it is multidimensional. It includes the evolution of the inner potential of the student's personality, the development of individuality through achieving a high level of responsibility, achieving a high level of obligation and awareness among all participants of coaching. To achieve the goal is necessary to solve the following tasks:

- to carry out diagnostics and monitoring of the educational process, which will allow taking into account and forecasting changes resulting from the use of innovative programs and technologies;
- to create conditions for effective organization of the process of finding ways to achieve important goals for students and choosing the optimal pace of implementation;
- to master innovative methods and technologies.

The fundamental principles [1, p. 61–63] on which coaching functions are based are based on the following statements:

1) 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) consistency and reciprocity, which means that positive results in one area of activity lead to achievements in other areas;

3) formation of mental flexibility, awareness of stereotypes and algorithms of one's behavior. Thus, the general basis of coaching can call in several words: 1) partnership; 2) disclosure of potential; 3) result. The coach stimulates the creative search for solutions and supports the students' desire to achieve their goals and make changes in their lives. Thus, in the process of students' studying find their unique way to achieve their goals. And the coach creates a creative atmosphere, an exclusive area for finding alternatives, an atmosphere of trust in which the student feels respect for his/her ideas and works with great enthusiasm. On the other hand, coaching is possible when a person formulates and implements their projects. That is, the student has the power to make decisions (or influence them) and is responsible for the result. One of the main tasks of any training is to learn how to learn - to acquire, find, and search for the necessary knowledge. Coaching itself triggers mechanisms through students' personal motivation to acquire knowledge independently. The main criterion for the effectiveness of coaching is the results that are important to the student's learning process. The coach focuses on the student's individuality, who wants to be particular, rather than on what he wants himself [2, p. 83–87].

The application of coaching ideas in practice means a gradual transition from traditional classroom sessions to a tutorial, individual, project, correspondence, and distance forms of work. It is worthy of note that coaching in education bases on general methods used in adult education, such as supervision, debriefing, interviews, testing, modeling, etc., meta-technologies

focused on highly interactive information meta-technologies (technology of scientific and technical creativity [4, p. 20–31]), and such methods as interactive, practice-oriented, learning, adaptive, acceleration, competence-oriented and game-oriented technologies). Coaching also has its own standardized and proven procedures, models. and technologies of self-actualization (SMATR, GROW, self-learning) [3]. Applying the ideas of pedagogical coaching in practice means a gradual transition from traditional classroom instruction to academic, individual, project, and distance forms of work. Student portfolios are now widely used in some educational institutions. Portfolios are not only an effective form of assessment but also help solve important pedagogical problems, which also require coaching. The pedagogical philosophy of the portfolio requires focusing on what the student knows and can do rather than what he or she does not know, integrating quantitative and qualitative assessments, and strengthening the role of self-assessment. The essence of a portfolio is to "show what you can do." The use of portfolios increases the students' learning activity, their awareness of their goals and abilities, which makes it possible for them to make correct and responsible choices about their future direction and form of education.

Conclusions and perspectives. The introduction of coaching into the educational process based on motivational interaction, in which the teacher (coach) creates conditions conducive to the discovery of the student's capabilities to achieve meaningful goals in a particular subject area of knowledge. The only problem of coaching in formal education can only be the lack of time needed to find a consultant-mentor to communicate with each student. As for further developments in the application of systems analytics, the authors plan to study coaching from the perspective of systems analysis and develop a project for reforming the educational process in higher education based on three main components - coaching technologies, highly interactive

information metatechnologies and the informational support of the primary process.

References

1. Sadovenko V.S., Sadovenko K.V. Scientific and methodical bases of introduction of coaching in reforming of educational process in higher school / V.S. Sadovenko, K.V. Sadovenko // Bulletin of the Kyiv Institute of Business and Technology. Kyiv, 2018. Issue № 4 (38). PP. 59-64.
2. Romanova S.M. Coaching as a new technology in vocational education / S.M. Romanova // Bulletin of the National Aviation University. Series: Pedagogy, Psychology. Kyiv, 2014. № 3. PP. 83-87.
3. Bettley Susan Head Coach: How to Achieve Extraordinary Results Through Coach Management / Trans. from English. Dnepropetrovsk: Balance Business Books, 2007. 320 p.
4. Odrin V.M. Technology of scientific and technical creativity: new science and highly intellectual information metatechnology / V.M. Odrin // Bulletin of the NAS of Ukraine. Kyiv, 2005. №5. PP. 20–31.