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## **TEACHER AS A COACH IN THE PROCESS OF FORMING STUDENTS' LEADERSHIP COMPETENCIES**

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*Relevance. The time dictates the need to form leaders in educational institutions who have well-developed leadership skills, are able to quickly adapt to changing environmental conditions, are able to find effective solutions in any life and professional situations, etc. The key role in these processes belongs to the teacher, since it is teachers who have a significant impact on the personal and professional development of students, including the formation of their leadership competencies. Purpose. The purpose of this study is to identify the role of the teacher as a coach in the process of forming leadership competencies of students. Objectives. The achievement of the mentioned goal involves solving the following tasks: to analyze the approaches of scientists to coaching and coaching technologies in the formation of leadership competencies of students, to establish the role of the teacher as a coach in the formation of leadership competencies of students, to identify the skills and abilities necessary for teachers as coaches to develop leadership competencies in students. Results and conclusions. The article reveals the influence of teachers on the development of leadership competencies in students, analyzes the approaches of scientists to understanding the concept of "coaching", identifies the qualities, skills and abilities necessary for teachers to develop leadership competencies in students. It has been found that the level of development of the teacher's leadership qualities and competencies has a direct impact on the development of leadership competencies in students. It has been established that coaching and coaching technologies play an important role in the educational process and in the formation of future leaders, and teachers as coaches should provide the necessary conditions for the disclosure of the leadership potential of students.*

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**Keywords:** teacher, student, leadership competencies, coach, coaching, coaching technologies.

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## **ВИКЛАДАЧ ЯК КОУЧ У ПРОЦЕСІ ФОРМУВАННЯ ЛІДЕРСЬКИХ КОМПЕТЕНТНОСТЕЙ У ЗДОБУВАЧІВ ОСВІТИ**

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*У статті розглянуто роль викладача як коуча у процесі формування лідерських компетентностей у здобувачів освіти. Час диктує необхідність формування в освітніх закладах лідерів, які мають добре розвинені лідерські якості, здатні швидко адаптуватися до мінливих умов зовнішнього середовища, вміють знаходити ефективні рішення в будь-яких*

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життєвих та професійних ситуаціях тощо. Ключова роль у цих процесах належить викладачеві, оскільки саме він має значний вплив на особистісний та професійний розвиток здобувачів освіти, у тому числі на формування їхніх лідерських компетентностей. Метою даного дослідження є визначення ролі викладача як коуча у процесі формування лідерських компетентностей здобувачів освіти. Досягнення зазначеної мети передбачає розв'язання таких завдань: проаналізувати підходи науковців до коучингу та коучингових технологій у формуванні лідерських компетентностей здобувачів освіти, встановити роль викладача як коуча у формуванні лідерських компетентностей здобувачів освіти, визначити навички та вміння, необхідні викладачу як коучу для розвитку лідерських компетентностей у здобувачів освіти. У роботі виявлено вплив викладачів на розвиток лідерських компетентностей у здобувачів освіти, проаналізовано підходи науковців до розуміння поняття "коучинг", встановлено якості, вміння та навички, необхідні викладачам для формування лідерських компетентностей у здобувачів освіти. Досліджено, що рівень розвитку лідерських якостей та компетентностей викладача здійснює безпосередній вплив на розвиток лідерських компетентностей у здобувачів освіти. Встановлено, що коучинг та коучингові технології відіграють важливу роль у освітньому процесі та у формуванні майбутніх лідерів, а викладачі як коучі повинні забезпечити необхідні умови для розкриття лідерського потенціалу здобувачів освіти.

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**Ключові слова:** викладач, здобувач освіти, лідерські компетентності, коуч, коучинг, коучингові технології.

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**Introduction of the issue.** Given the dynamism of life processes, the enormous increase in information flows, the rise of professional mobility, and the active implementation of market mechanisms in modern society, there is a need to form a new generation of individuals who will be able to live and work in new conditions [9]. Obviously, at the present stage, it is no longer enough to get an education and become a specialist in the chosen field, but one must continuously replenish one's knowledge, improve skills, and constantly develop. In other words, time dictates that educational institutions need to form leaders who have well-developed leadership qualities, are able to quickly adapt to changing environmental conditions, are able to find effective solutions in any life and professional situations, etc. The key role in these processes belongs to the teacher, since it is teachers who have a significant impact on the personal and professional development of students, including the formation of their leadership competencies.

**Current state of the issue.** The analysis of publications and scientific developments on the research topic has shown that the problem of leadership and the formation of students' leadership competencies is not new in the scientific

literature. Various aspects of this issue are presented in the researches of a large number of domestic researchers, in particular in the works of such modern scholars as T.A. Borova [2], T.R. Gumennikova [4], O.F. Palamarchuk, Y.A. Skyba [11], S.M. Romanova [13], and others.

**Outline of unresolved issues brought up in the article.** Despite the existence of a significant number of scientific works, the problem of the role of the teacher as a coach in the process of forming students' leadership competencies is currently under-researched and needs to be considered, generalized and addressed.

**Aim of research.** The purpose of this study is to identify the role of the teacher as a coach in the process of forming students' leadership competencies. The achievement of this goal involves solving the following tasks: to analyze the approaches of scientists to coaching and coaching technologies in the formation of leadership competencies of students, to establish the role of the teacher as a coach in the formation of students' leadership competencies, to identify the skills and abilities necessary for teachers as coaches to develop leadership competencies of students.

**Results and discussion.** In the field of education, coaching is one of the

innovative technologies, as this is a new direction in education. Coaching is characterized by the fastest possible achievement of the goal by activating the necessary abilities and improving new skills of students. Both the term and the concept of coaching were borrowed by Ukrainian educators from Western scientific discourse, but even in the primary sources, this topic is poorly understood and insufficiently developed [8: 18].

The term "coaching" refers to a doctrine that emerged at the intersection of management, psychology, logic, philosophy, and life experience. In addition, coaching is a process aimed at achieving goals in various areas of life. Since the second half of the nineteenth century, English students began to use the term to refer to private tutors, and at the end of the nineteenth century this definition entered the sports lexicon and was used as the name of a coach who helps to use all internal resources and rise to the next level. Later, the term "coaching" began to be used to refer to any activity related to instruction, mentoring, and counseling [2].

It should be noted that the concept of coaching has penetrated the educational system of Ukraine from American and European sources. In our country, S.M. Romanova conducted a study of coaching technology in vocational education. The researcher concluded that coaching is a relationship between a teacher and students when the teacher effectively organizes the process of finding the best answers to questions of interest to them, helps students develop, consolidate new skills and achieve high results in their future profession [13].

L.O. Khomenko-Semenova argues that coaching develops leadership qualities in students and thus contributes to the formation of students' success in later life [15: 137].

M.I. Dzikovska, based on the results of numerous theoretical studies and using the accumulated practical experience, argues that coaching technologies develop students' leadership skills, stimulating the formation of

successful teams that provide training of competent specialists in higher education [19: 45].

G.G. Poberezhska believes that coaching as a pedagogical educational technology is based on equal, creative participants in the educational process and is aimed at identifying and realizing the potential of the student to achieve high educational, social and personal development [12: 102].

N.M. Goruk, unlike most Ukrainian scholars, emphasizes that coaching technology should be considered not only as pedagogical support or creation of optimal conditions for unlocking the potential of the individual in the context of formal education, but also for the formation of "self-educational competence of students as the ability to independently search for knowledge, self-control and effective management of their own learning activities", as educational maturity and readiness for self-learning [3: 104].

Y.R. Surmyak, considering coaching as a pedagogical technology, considers it "a model of joint pedagogical activity on designing, organizing and conducting the educational process by creating a comfortable environment for students and teachers" [14: 188].

T.A. Borova [1], defining coaching as a new pedagogical technology, at the same time considers coaching an educational concept that should be used not only in the context of teaching, but also to unlock individual potential in order to maximize personal productivity, effective work and professional development of research and teaching staff of a higher education institution.

As you can see, in education, the foundation of the coaching approach is the teacher's ability to formulate meaningful, powerful questions that help identify the expectations and needs of students, make them unleash their potential, mobilize previous knowledge and experience, stimulate thinking, and so on. These key questions help to carry out a comprehensive analysis of the problem, develop interest in studying a particular topic, encourage justification

of one's own position, and stimulate the need for answers.

The main achievement of coaching is to improve and maximize the use of personal qualities of the student, because by stimulating them to deeply understand their resources, goals and limitations, coaching makes it possible to identify the direction of professional development of each individual. However, the student has the right to make decisions and is responsible for the result. Pedagogical communication in the style of "coaching" also makes it possible to understand why students could not complete the task, helps to plan actions to find the best ways and learn to act differently in the future. The motivation for cooperation in the coaching system is the need for change. Hence, the coaching algorithm is as follows: partnership, potential unlocking, result [8: 19].

At the same time, the coaching format creates a creative atmosphere of mutual trust, a special space for finding alternatives, where students feel that their needs and ideas are being considered, and therefore work with more enthusiasm. In this way, coaching in education is a system of andragogical and acmesynergetic principles and techniques that promote the highest development of the talents of an individual or a group of people working together (team, organization), as well as ensure the maximum disclosure and effective realization of this potential [6].

In addition, coaching in education is aimed at ensuring that teaching teams and teachers work more effectively to achieve their goals. Coaching helps teachers to clearly structure the algorithm of goal setting, planning, decision-making and motivation using technologies and modeling techniques, to unleash the creative potential of students to implement ideas that open up new opportunities, and to model a strategy for entering the "decision space", which is the basis for the formation of leadership competencies [7].

Modern Ukrainian scholars express different opinions about the role of the teacher in the coaching process. For

example, S.M. Romanova is convinced that the teacher acts more as a partner who helps to identify challenges and obstacles, as well as analyzes opportunities and chooses actions [13]. O.O. Nezhynska argues that the teacher is a leading element that has professional competence and a responsible attitude towards the student [10]. As we can see, both researchers emphasize the importance of partnerships, responsibility for results during coaching, and a conscious attitude to the process. In their opinion, these elements are essential for effective coaching in education.

The position of a teacher-coach in the educational process is close to that of a facilitator and consists in organizing a productive dialogue that should contribute to the generation of new ideas and experiences. And this, in turn, according to O.M. Yefimova and S.A. Zhytska [5], will encourage all participants to realize their decisions and set educational, professional, and life goals. Thus, the coach manages the process of gaining subjectively and objectively new experience of all participants in the educational process.

According to O.M. Yefimova and S.A. Zhytska, the main task of a coach-teacher is to organize effective pedagogical interaction, stimulate self-awareness and rethink personal experience, generate new ideas and implement decisions in life and professional activities. The coach helps the student to independently identify and formulate their life and professional goals, focus on developmental tasks, look for both internal and external resources, find alternatives to the usual algorithms of thinking and action, create plans, check them for realism, take responsibility for their implementation, which is thus an element of a personality-oriented approach [5: 110].

We are deeply convinced that a teacher of the twenty-first century is a leader who is able to take responsibility, take into account the situation of social change in time and learn throughout life. Such a teacher is not only focused on the

scientifically-based organization of the educational process with a prognostic orientation, but he or she also shows readiness to perceive new information, has flexible professional thinking, adequate value orientations, a high level of self-actualization, developed professional self-awareness, and the art of reflection, etc.

We believe that in the process of forming students' leadership competencies, the teacher plays an extremely important role and should become a real coach for students, because the coach's figure stimulates creative search for solutions and supports the desire of students to achieve goals and make changes in their lives. Thus, in the process of coaching, students find their own unique way of achieving the goal, and the coach provides a special space for finding alternatives, a creative atmosphere, an atmosphere of trust, respect and understanding, where everyone feels attention to their ideas and works with more enthusiasm.

It is worth emphasizing that in order to play the role of a coach in the process of developing students' leadership competencies, a teacher must be a leader himself or herself, possess highly developed leadership qualities and competencies. For example, a teacher should have well-developed leadership qualities such as organization, communication, creativity, reflexivity, emotional intelligence, self-respect, be able to effectively carry out scientific and pedagogical activities by applying their own scientific results in teaching and be ready to combine the roles of a coach, motivator, mentor, researcher and manager in one person. In addition, he or she must be ready to adhere to high moral and ethical principles.

A. Muzenda emphasized that only a teacher with a high level of leadership competence is capable of a special transformation of knowledge, which leads to better learning of educational material by students [20]. According to A. Akiri and his colleagues, a teacher with a high level of leadership

competence is able to find an individual approach to students [18]. A. Adediwura concluded that it is the teacher's leadership competence that contributes to the formation of students' professional competence [17].

As practice shows, very good results in the development of leadership competencies of students can be achieved only if there is a worthy role model in the person of a teacher. A modern teacher must not only know his or her subject perfectly, but also be able to unite the audience and provide a vector of development along which students will move. He or she must be a role model so that students want to imitate his or her actions. Such a teacher should be able to contribute to the work of others by identifying key problems and finding creative solutions to these problems [4: 528].

As a coach, the teacher should perceive and respect the manifestations of the uniqueness of future professionals and, if necessary, help in its development, as it is known that leaders must have it. He or she must also have a thorough knowledge of fundamental knowledge of leadership, psychology, and pedagogy and the ability to apply it effectively and transfer it to students. Students under the guidance of a teacher-coach are confident in their abilities and work independently in the classroom with interest and high commitment. At the same time, the teacher-coach creates special conditions aimed at unlocking the personal potential of students in order to achieve meaningful goals at the optimal time in a certain direction.

In general, we can note that in the process of forming students' leadership competencies through coaching, professional, leadership and personal qualities are developed, which leads to the formation of new abilities and skills that increase the effectiveness of learning and improve the quality of life of the individual in general. Coaching allows a teacher to work effectively and efficiently at the subject-subject level, i.e., to be able to manage themselves, their

condition, their resources, helping others to develop their personal and leadership potential, improve communication skills, build constructive relationships with colleagues and students that maximize the effectiveness of solving current life and professional problems, etc.

The main advantages of using coaching in the process of forming leadership competencies of students are as follows:

- increasing students' interest and activation of the educational process;
- identifying the abilities of students that reveal them as creative people and leaders capable of logical thinking, making effective decisions and solving various problems in their professional and personal lives;
- increasing the motivation of students to study and engage in active social activities;
- development of students' leadership skills and social intelligence;
- development of communication skills and teamwork;
- increasing the productivity of the educational process;
- development of spiritual intelligence;
- development of empathy and emotional intelligence.

**Conclusions and research perspectives.** Thus, the study makes it possible to conclude that at the present

stage, the task of teachers is not only the process of professional training of students, but also the formation of leaders, and creative individuals capable of realizing their own potential and ready to act decisively in constantly changing conditions. Coaching and coaching technologies in the process of forming students' leadership competencies can help to solve this problem. Coaching triggers the processes that enable teachers and students to deeply realize their life goals, unleash their leadership potential and develop leadership skills. A teacher as a coach has leadership behavior and carries out relevant activities, has leadership qualities, a system of goals, attitudes and values, and adheres to moral and ethical principles. A teacher as a coach is a leader and helps students become leaders, activates their educational and cognitive activities, enhances their motivation, educates them, encourages self-education and self-development, and increases their level of responsibility. The prospect of further research is to understand and study in more detail the phenomenon of coaching as one that forms personalities-leaders who are able to reflect, apply the acquired intellectual and personal potential independently and effectively carry out their activities for the benefit of society and the state.

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