

USE OF THE "COACHING" METHODOLOGY IN THE PROCESS OF TEACHER TRAINING

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ABSTRACT

The article reflects the importance of using the "coaching" methodology in the process of teacher training in higher educational institutions, the purpose of the coaching method, its advantages, the basic principles of coaching and their content, the use of the "coaching" methodology in the organization of pedagogical training of a graduate of a higher educational institution. a modern higher education institution, the advantage of which is to follow these principles in professional training.

Introduction

The essence of the updated requirements for the training of future pedagogues: creation of conditions for preparation for innovative professional activity, the rapidly changing content of work and the need for constantly updated knowledge. emphasizes. It is this three-component innovative process that is considered the object of pedagogical innovation study, and the educational process is taken into account as an object of scientific research, different from didactics [4]. Innovation process researchers (A.S. Axiezer, A.G. Kruti-kov, N.I. Lapin, A.I. Prigojij, B.V. Sazonov, N.P. Stepanov, B.C. Tolstoy, etc.) study the structure of innovation processes at the macro level of individual innovation, subject-phenomenological or subject-technological, as well as at the micro level - distinguish two approaches such as the interaction of individual news □2,3□. Sh.A.Abdullaeva, E.E.Khurrarov today in the field of pedagogy, as a result of the emergence of a new scientific direction - pedagogical innovation and the idea of renewing the educational process, a new direction in the pedagogical activity of the teacher - "innovative activity of the teacher" » emphasizes that the concept has appeared. The innovative activity of the teacher is considered as a process that is formed and improved over a certain period of time, which consists of organizing the educational process based on innovations [1]. Before introducing ideas on training future teachers for innovative activities, we found that the use of modeling by experts in preparing future history teachers for

innovative activities has three aspects.

First of all, modeling serves as the content to be mastered by future specialists as a result of training in pedagogical higher education institutions, the method of knowledge they should acquire.

Secondly, modeling is an educational activity and tool necessary for the full preparation of a future specialist.

Thirdly, models built on the basis of symbolic tools clearly describe to us the entire pedagogical system of training specialists formed as a result of and on the basis of mental (abstract) images. On the other hand, building a model of the process of training specialists gives us the following opportunities:

a) systematization of all concepts included in the system of training future teachers in a specific specialty at the level of categories;

b) summarizing observed pedagogical phenomena, clearly seeing their structure and structural interactions and interactions;

c) prevention of mistakes and shortcomings in conducting a thought experiment at the level of abstraction and thereby emphasizing the pedagogical experiment-test;

g) comparing the new model with other models in order to determine whether it is general or unique, outdated, mature or in the development stage;

d) establishment of continuity, traditionality, etc. in the training of specialists.

In order to implement the content of the model of the system of training future history teachers for innovative activities, for which research goals and tasks have been developed, we introduced a special course "Preparation of future teachers for innovative activities" in the pedagogical process. It is appropriate to use the "Coaching" methodology in organizing the pedagogical training of a graduate of a modern higher education institution in connection with the change of educational paradigms in which the principal change of the content of pedagogue training in higher education institutions has been determined. "Coaching" methodology to determine the goal and optimal ways to achieve it; increasing the independence and responsibility of the learner; getting satisfaction from one's work; finding new ways of effective cooperation; quickly find an important solution in difficult situations; alignment of individual goals with the goals of the educational institution; enrich your lifestyle; open new opportunities; enrich life with new productive personal relationships and help others [1]. Coaching is giving individual advice to a learner to achieve an important educational goal, unlocking his inner potential, forming and developing the necessary abilities and skills, and mastering advanced strategies for achieving results.

Coaching means "to train" in English. In education, it implies a continuous process that creates an opportunity for the effective activity of the teacher and the learner □3□.

The purpose of the coaching method is not to teach something, but to create conditions for self-education so that the learner acquires the necessary knowledge and experience. This methodology is designed to understand the tasks and needs of students for their professional and personal growth, to expand their opportunities. It is aimed at implementing plans in various areas of life, such as education, business, interpersonal relationships, family, and physical fitness [2]. Another major goal of coaching is to teach learners how to think and think in new ways.

First, it is necessary to establish a relationship of trust. He asks his teacher questions, hears his ideas, sees his achievements and talks about them.

Secondly, if he has to help, the teacher always asks: "What do you expect from our conversation?" and tries to help the learner realize his plans. If the learner's thinking makes him suspicious, he

almost never asks without criticism: What could happen if ...? Have you thought about the consequences of his way for ...?.

In the professional formation of a future teacher in the educational environment of pedagogical HEIs in Uzbekistan:

the content of the subjects being studied should be not only interesting, but also oriented towards practice and reality; activity forms and methods are clear, logical and easy to use in school practice; the relationship between the teacher and the student is based on democracy and the developing type of education; availability of material opportunities for organization of modern educational activities and development of students; the existence of interactions with various subjects of the educational process; it is necessary to create the main training grounds, conduct scientific seminars and conferences, organize scientific laboratories, hold joint seminars and discussions in the environment of students, professors and teachers of the university, and teachers.

At the same time, in training a modern school teacher:

- building the educational process only within the framework of harmonious relations of all participants of the educational process of future teachers;
- pay great attention to the formation of value directions in future teachers, as well as to the formation of a responsible attitude to the created value positions;
- abandoning the administrative style in the educational process, giving maximum freedom to students - future teachers to realize their creative potential, personal initiative;
- it is important to form a responsible attitude to their development in future teachers.

In the process of creating conditions for professional pedagogical competence and self-development of future pedagogues in higher education institutions, the wide use of coaching methodology gives its effectiveness.

By using the coaching method, learners achieve their goals very quickly, in the most efficient way and with satisfaction. The advantages of coaching are that it improves the effectiveness of educational activities, develops learners in all aspects and trains them in the best ways and methods.

Thus, the coaching method is a creative partnership of two people based on the desire to develop the learner's individuality (knowledge, understanding, responsibility, etc.), a special form of education, and the desire to create the learner's personal and professional life. This is certainly important in the formation of educational competences of students. That is why it is important for teachers to study it thoroughly and introduce it into the educational process as a new method entering the educational system.

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