THE USING OF COACHING FOR SCIENTIFIC GUIDANCE OF ENGLISH LEARNER'S GRADUATE QUALIFYING WORKS

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ABSTRACT

The article discusses the problems in preparation graduation qualification works (GQP), is determined by the low level of subjectivity of students and their orientation on the dominant role of the supervisor. To solve these problems, the usage of coaching in the process of scientific leadership is proposed. The similarity of coaching and acmeology in goals and principles is shown. The coaching opportunities are significant for education (including for the preparation of GQP), - increasing the awareness of activities, developing self-management skills, learning to English self-study, new knowledge, its creative transformation and practical application, involving students in the reflection of their education. The usage of coaching issues at various stages of GQP preparation is described – wording research design, understanding its structure and quality criteria, developing a strategy and text writing tactics, resource allocation, goal achievement monitoring

Keywords: Graduation qualification work, coaching, English learners, scientific guidance, scientific supervisor, students, subjectivity.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The preparation of graduation qualification works (GQP) of English learners is a mandatory element of student learning and is aimed at integrating their knowledge and skills, their "binding" to the future professional activity. Moreover, the English learners have various problems in the process of writing such works and two of these problems are the most significant.

Firstly, it is blurriness of the "Image of GQP" - its design, ideas about the possible content and logic of presentation. The English learners' lack of clear targets reduces not only desire to start quickly for creating a text, but also opportunities for mobilizing forces (while creating increased anxiety due to the uncertainty of "what exactly needs to be done"). We find close idea in the research of M.A. Fedorova, who states "the learner's lack of readiness to make independent decisions on the choice of topic and research problems", which contradicts the expanding possibilities of this choice [6, p. 28].

Secondly, English learners use often "don't fit" in the necessary time frame - (what could be associated with an unrealistic perception of the volume of work or its complexity, inattention to possible obstacles or inability to organize their time and work in general). The result is rush and reducing quality of work. These problems are largely due to the student's orientation to "external management" in preparation process of GQP, when the supervisor is forced to take the initiative. Moreover, organizations of scientific work is familiar to the teacher which may not be entirely suitable for a particular student, and as a result, English learners can not work more productive because of his unpreparedness or agreement with his "subordinate" position.

The solution of the problems is not only significant. The solution of the problems is significant not only for the successful preparation of the GQP, but also, wider context for the personal and professional development of graduates, since "The need for modern society in proactive, self-thinking and acting professionals who not only adapt to emerging situations, but also change in accordance with social and professional tasks, they actively transform their activities and themselves in it" [2,p. 8].

As shown by A.A.Derkach, on the one hand, the formation and increasing of subjectivity is one of the key areas of student development in the framework of university education, and on the other hand, determinant of success is important the future English specialist [3,p.21]. We believe that one of the elements of such work (as well as a means of overcoming noted problems in the preparation of GQP) is capable of become the interaction of the student and the supervisor by using coaching techniques.

A synthesis of the provisions set out in a number of scientific articles, as well as our own practical experience allows us to conclude that the use of "ideology" and coaching techniques allows English learners to more effectively solve extremely significant for modern education tasks:
- ● ensuring real dialogue and part-ineptitude in the interaction of the teacher and student;
- ● increasing student engagement in scientific research and the degree of their activity;
- • individualization of education on the basis of using of life experience and personal significant goals of students, as well as their level of preparing;
- • the formation of students' knowledge of full and responsible self-government of their activities that can be applied and after completion of training.

Coaching remains a controversial issue on the feasibility of discussing obstacles in achieving the goal. We share the opinion of J. Wheat pestilence that "it is important to foresee and prevent to do whatever is possible interfere with the execution of the action" [5, p. 163], and one of the tasks of the coach is helping to form conscious preparedness for difficult situations. Teacher can have a student first make a list of potential "interference" in the preparation of the WRC (possibly taking into account volume of their "weight" and specifics of influence) and highlight them possible sources (internal or external). So, one of the topics for conversation may be identifying "Secondary benefit" of procrastination or highly "excuses" explaining not enough intensive work on GQP. Then teacher organizes the search and selection by the student of ways to overcome obstacles.

English learners can completely agree with the thesis that "coaching promotes culture professional self-development, organizing education. In this case, the leading reading of the coaching component of the teacher's work advocates the involvement of students in educational reflection. The latter involves "introspection educational achievements and prospects of personal and professional growth, awareness of their abilities and educational prospects" with the final access to the development of its own software that we are preparing. Coaching can be integrated into various forms of classes (classroom and extracurricular), and so it is used in the framework of psychological and pedagogical training support and professional formation. Moreover, he can play a special role play when the student exercises independent creative activity. The article refers to the preparation of term papers and graduate theses works. It is for the successful implementation of such an act - It's important to "teach students independently set and formulate goals, determine their paths achievements, motivate yourself to fulfill-following ". Nevertheless, despite of the importance of coaching in

publications, supporting independent work of students and for the preparation of the actual GQP, they do not describe specific methods.

An important motivating tool is to focus the student on any signs of moving towards the goal. In this case, the teacher's task is to expand the "zone of proximal development" through questions about what could be done to make the advancement greater. Another appropriate coaching technique in some cases could be a "challenge" ("What if ...?"), Prompting the student to put a higher "bar" for achievements, i.e. superior. However, it should be remembered that an important function of a coach is psychological support.

In modern literature, various interpretations of coaching are given: as a set of techniques, a system of worldviews, art, etc. We proceed from the understanding of coaching as a non-directive type of "helping" activity, which it is based on the use of dialogue techniques and is aimed at assisting a person in a more effective solving his life and professional tasks. It should be emphasized that coaching is "consonant" acmeological approach in its goals and fundamentals. Firstly, it is the intention to achieve maximum success in an activity and life in general. By definition of one of the leading foreign experts in this field, "... coaching is a series of conversations that help a person to approach their potential capabilities in the process of work ..." [1,p. 141-142]. Secondly, it relies on humanistic principles:
        ● the conviction that any person has the abilities and resources to achieve success;
        ● striving to maximize uniqueness man and the uniqueness of his development situation;
        ● reliance on the consideration of man in the integral unity of all his life spheres and manifestations of activity.

In the context of this article, it is particularly important that coaching is based on the essentially acmeological idea of a person as a subject of self-improvement, as well as the desire to do everything possible to develop and maintain such subjectivity. This position is implemented through two basic principles for coaching: "awareness" and "responsibility".

It is believed that coaching as a special type of activity arose in the mid-1970s in sports and in 1990s it is widely used in management and education. However, in essence, coaching is inextricably linked with the problems of training and development. So, the 19th century, the term "coach" was used in England to mean a teacher (tutor), which prepared the student for exams [4,p.128], and then he designated a sports coach (formerly total in the field of sports of the highest achievements).

The specificity of coaching is the intensive use of open-ended questions, the answers which help the student to better understand the situation, goals, possible actions and their consequences. The basis of work can be widely used in coaching the model "GROW". So, when discussing the general concept of GQP in the field of psychology, there may be used questions: "What would you like to write to the GQP as English learner?", "What exactly is this problem significant for English learner?", "Information about psychological phenomena and relationships are most interesting?", etc. On the one hand, it is important for the teacher to help for widening of English learners' range of options. If a learner finds it difficult for answering, then two techniques can become very productive: "A look from the future" (the student is invited to imagine what he has already prepared work, and describe its contents) and "Storytelling to a friend about future work". On the other hand, the learner should focus on the analysis of each from the options ("What are its advantages?", "What are the potential risks of this topic wording?"). At the same time the effectiveness can become a reflection of the criteria

that it is important to consider the student's view when evaluating options for wording of the topic.

The grounded theory approach is undertaken to formulate a higher-order theory on coaching in designing GQP showed us important prerequisites for coaching. Those include: (1) goal-directed coaching (main category one, and its categories designing, design process and thinking, self-regulation and professional identity); (2) the importance of the environment (main category two), and (3) the importance of dialogue between teachers and students (main category three). The model provides an answer to the question "what does good coaching entail".

The environment, dialogue, and goal-directed coaching mutually influence each other in both a positive and negative way. If a coach, for example, makes use of goal-directed coaching interventions he/she will be better able to direct the attention of the students to the right aspects thereby providing a starting point for a dialogue. The goal-directedness of the interventions will also make the intervention more specific and the intention behind the coaching intervention better understandable for the student which will further facilitate the dialogue. The increased understanding of the student will likely lead to better learning outcomes and more positive perceptions of the environment offered to the coaching. The opposite also holds true. If a coach makes less use of goal-directed coaching interventions, the students' attention is less likely to be directed to the right aspects. Also, the English learners will perceive the coaching interventions as less specific and experience more difficulties in understanding the intentions or message behind the coaching intervention. Consequently, the English learners will have a limited understanding of the coaching intervention which may hamper the quality of the dialogue and influence students' perceptions of the environment. Coaching in GQP is, therefore, best seen as a system wherein all factors influence each other. If one element is negatively influenced the flow of the whole coaching system is interrupted and all elements are affected.

Students learning in GQP can be characterized by openness, uncertainty, learning by doing, and learning by mistakes. The nature of GQP makes it very personal for the English learners, can be confronting, and can give rise to all kinds of affective responses by English learner. This may hinder learning to design and also stand in the way of effective coaching. Coaching requires students to open up and feel free to express themselves and to dare to learn from mistakes. It is the challenge for coaches to provide their students with a safe and yet stimulating environment. In this context, a dialogue is of utmost importance because it helps to establish a safe and stimulating environment and make coaching effective. An effective dialogue asks for coaches to help students develop the skills to learn from coaching, to start a dialogue amongst the project-team. Moreover, it requires all stakeholders to approach it as a dialogue and a continuous process of questioning where students are in their learning process, where they want to go and how they can get there. Coaching is about determining the desired situation, establishing the current situation, observing the gap between the desired and the current situation, determining what is needed to close the gap and actually closing the gap. Dialogue is the modus operandi of good coaching and influences communication between coach and English learners. During a dialogue, a coach can deliberately use different coaching interventions, should deliberately pay attention to the communicational aspects of coaching and should adequately apply conversation skills to enable such a dialogue and make coaching goal-directed.

As practice is shown, when preparing the GQP, most students don't think about standards which can come across in their text. Therefore it seems significant parts in the early stages that affect the quality criteria of GQP with using questions: "What grade it is possible to claim for English learner?", "What does need should be an appropriate job for her?", "Why does English learner form ideas about such criteria?", "Where can English learner clarify the requirements?". In the development, it is advisable to discuss more detailed signs by which will be English learner able to track text quality.

Finally, a significant aspect of the work of the coaching teacher is assisting English learner in clearing-understanding of structural components, work with the "decomposition" of the general concept to compact "modules". In addition to a clearer vision of the volume and logic of the stimulated Raman scattering, it provides a solution to an important problem: removal of psychological barriers related to the perception of upcoming work as too "global" and, therefore, "unbearable" (which often causes fear and a decrease in motivation due to self-doubt). Moreover, the vision of the "component parts" of the work allow English learner to more clearly see the dynamics of movement toward the goal (which is very important for maintaining optimal motivation).

Working in a coaching format, the teacher assists not only in creating a student's awareness of the actions taken, but also in taking responsibility for achieving their goals. One aspect of this is the student's subjectivity noted above in planning the progress of work on the text. Another aspect (and topic for the coach conversation) may be the development of a student's system of self-monitoring of GQP training. In this case, what matters is English learner formulate tasks for a certain period, at the same time he/she must consciously determine pour and agree with acceptable of teacher and it can be adequate to the current conditions of preparation for GQP and allowing to clearly track progress to desire ending of result. One of the possible aspects of such reporting may be a choice for ourselves student of any "sanctions" for failure to comply outlining.

At the same time, we emphasize that the form of view of the coaching approach is significant any result of the student fulfilling his obligations. According to the purpose of the dialogue, if there are errors, there will be a discussion of their causes and remedies. If the task is partially or fully not completed, it becomes the starting point. To clarify the student's attitude to this situation and his ideas about its impact on GQP preparing. Moreover, the orientation toward student independence in the framework of coaching interaction is inherently the opposite of the teacher's self-removal from student support. We consider it is not only an opportunity, but also a student's responsibility, in case of difficulty, to contact the supervisor (in this context, we note that during the course of classes we increasingly face a paradoxical situation when students ask the teacher for permission to ask him a question). Moreover, the situation of difficulties can also be used by the supervisor for coaching the problem. This can be helped by questions that work both to increase the awareness of the problem ("What happened?", "What exactly doesn't works"?), and to increase responsibility in overcoming it ("What have you already done to overcome problem?","What else can be done?").

Considering the using of coaching in the preparation of GQP for English learners, it should be considered, in mind that in order to obtain a positive effect, three important conditions must be met.

1.   Early start of work on GQP issues and the availability of sufficient time for full communication between the teacher and the student (giving the opportunity to "not crumple" the process coaching).

2.   The psychological readiness of the student to work in the format of coaching (rather than directive) management. Providing such readiness can carried out in several directions. On the one hand, this is the use of coaching techniques in the framework of the traditional educational process, allowing students to get acquainted with the specifics, capabilities and limitations of this type of assistance.

Our practice of working with psychology students allows us to talk about the productivity of an approach that integrates the above areas. It consists in the fact that as part of a special course on coaching technologies, for requesting "it is necessary to prepare a course paper/graduation work". This technique makes it may create a motivational-semantic field for mastering coaching in fact, following its capabilities in decision-significant real problems and "work through" a number for problematic aspects related to GQP writing. In this case, such feature of coaching, as a combination of actually resolving specific problems while mastering. We have the appropriate techniques for later self-worthwhile application.

Also, we believe that the presence of a basic motivation for self development and work on GQP, as well as at least a satisfactory level of subject competence, significant factors are in the productivity of a student's work in a coaching format. With a low level of student training is often more effective mentoring or directing good leadership (in this case, the coaching process will require much more time).

3.   The application of a coaching approach for scientific leadership requires teachers to be prepared for this type of work. As part of the operational component of preparedness, we are talking about the development of coaching techniques by teachers, as well as their acquisition of the skills of flexible combination of the traditional roles of an expert.

In conclusion, the value-semantic aspect of readiness is extremely significant. It suggests a genuine interest in student and interest in his success, the adoption of its increasing subjectivity (including a vision of problems that differs from the opinion of the teacher). Lack of such attitudes leads to the perception of only formal aspects of coaching (e.g. pros), the loss of its humanistic to inefficiency.

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