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COACHING APPROACH IN ADVANCED TRAINING OF FOREIGN LANGUAGE TEACHERS

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Abstract. Systemic changes taking place at the present stage of the development of teacher training in the Russian Federation within the framework of the federal project “Teacher of the Future” of the national project “Education” affect the process of professional development of teachers, which is becoming more and more personalized and interdisciplinary oriented. The main ideas of the system of national teacher development are fixed in the regulatory legal documents that include the design and implementation of innovative training technologies for teachers in advanced training programs aimed at teachers’ continuing professional development. The purpose of the article is to substantiate the possibilities of the coaching approach and linguo-coaching in the system of continuing professional development of foreign language teachers. The authors analyzed and selected coaching techniques, developed a portfolio of coaching sessions to test them within the framework of the implementation of advanced training of foreign language teachers. The novelty of the study is that the portfolio of coaching sessions for teachers was designed and its effectiveness was proved. The practical result of the study is a set of selected coaching techniques, on the basis of which the portfolio of coaching sessions for foreign language teachers is formed. The results of the study can be used in the institutions of advanced teacher training.

Keywords: coaching, coaching approach, linguo-coaching, self-coaching, coaching session, portfolio of coaching sessions, coaching techniques

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КОУЧИНГОВЫЙ ПОДХОД В СИСТЕМЕ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. Системные изменения, происходящие на современном этапе развития подготовки педагогических кадров в Российской Федерации в рамках федерального проекта «Учитель будущего» национального проекта «Образование» затрагивают, в том числе, и процесс повышения квалификации учителей, который становится все более лично- и междисциплинарно ориентированным.

В нормативном правовом поле закреплены основные позиции системы национального учительского роста, включающие разработку и внедрение инновационных технологий в реализацию дополнительных профессиональных программ повышения квалификации учителей. Целью статьи является обоснование возможностей коучингового подхода и лингвокоучинга в системе повышения квалификации учителей иностранного языка. Задачами исследования являются: анализ и отбор коучинговых техник, разработка портфеля коучинг-сессий для апробации в рамках реализации дополнительных профессиональных программ повышения квалификации учителей иностранного языка. Новизна исследования заключается в том, что в нем проектируется портфель коучинг-сессий для учителей и обосновывается его эффективность. Практическим результатом исследования являются коучинговые техники, на основе которых скомплектован портфель коучинг-сессий для учителей иностранного языка; его результаты могут быть использованы в учреждениях повышения квалификации учителей.

Ключевые слова: коучинг, коучинговый подход, лингвокоучинг, самокоучинг, коучинг-сессия, портфель коучинг-сессий, коучинговые техники

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Problem

The current educational situation in the system of teacher training in universities is determined by the trends towards continuous improvement of the professional competence of teachers and their professional skills based on the functionality and practical orientation of the corresponding educational process. Perfecting the professional competence of teachers is carried out, among others, with improving their qualifications, aimed at developing a set of subcompetences and readiness of teachers, allowing them to execute professional activities at a high level [3, p. 112].

Professional development and improving the professional skills of teachers are determined both by general trends in professional teacher education, including the principles of the national system of teacher growth, and by changes in the field of teachers' professional activities [11–14]. In order to follow all the requirements and changes in the educational environment and paradigm as well as to comply with all educational novelties and professional innovations; constant, systematic and regular professional development is necessary. The system of professional development for teachers of a foreign language and the programs of additional professional education being elaborated are increasingly guided by the results of monitoring the professional deficits of teachers (methodological and subject) and involve the inclusion of modules related to coaching techniques and the coaching approach, which fully help the teacher to reveal their professional skill reserves [17, 22].

The fundamental points outlined above allow stating the relevance of the problem of developing and implementing the coaching approach in the system of professional development for foreign language teachers. The professional development is an integrative and multifunctional process, an important segment of which is the teacher's creative self-development in conjunction with professional reflection [7, p. 214]. Therefore, a special priority in the implementation of this process is given to coaching as a set of appropriate techniques that contribute to the disclosure of the teacher's potential in order to maximize the effectiveness of his professional activity.

The modern foreign researches describe ways that coaching programs might utilize reflection and analysis activities to foster more equity-oriented coaching identities, regardless of coaching model [16, 20, 21].

The relevance of the elaboration and implementation of the coaching approach in the system of professional development for foreign language teachers can be described at the following levels:

– *socially significant level*: continuous professional education and continuous self-improvement are necessary qualification requirements for specialists engaged in this or other professional activities;

– *scientific and theoretical level*: the scientific discourse of research on the development of the coaching approach and coaching techniques includes complete and comprehensive studies of the implementation of the coaching method and language coaching in teaching foreign languages,

however, the conceptual foundations of the coaching approach in the system of professional development for foreign language teachers, as well as the theoretical foundations for the elaboration of coaching techniques and coaching sessions in this area have not been sufficiently studied to date;

– *practice-oriented level*: the insufficiency of the theoretical study of the problem results in a small number of developed coaching techniques and coaching sessions. There is also no consideration of the potential research opportunities of the coaching approach to the design of these techniques and sessions.

In this article the authors attempt to substantiate the possibilities of the coaching approach and lingual-coaching in the system of the professional development for foreign language teachers. The authors try analyzing and selecting the coaching techniques, as well as the developing the portfolio of coaching sessions for teachers. The authors put forward and solve the following tasks:

1) to substantiate the possibilities of the coaching approach and lingual-coaching in the system of the professional development for foreign language teachers;

2) to analyze and select coaching techniques developed for teaching foreign languages;

3) to develop a portfolio of coaching sessions for testing as part of the implementation of additional professional programs for the professional development for foreign language teachers.

Research methodology

To solve the research problems, we used the following methods:

- *cognitive-generalizing methods*: the study of domestic and foreign philosophical, psychological, pedagogical and methodological literature on the research problem (to solve the first task);

- *theoretical methods*: analysis and synthesis of scientific literature; methods of modeling and designing in the development of coaching techniques (for solving the second task);

- *empirical methods*: questionnaire-diagnostic (questionnaire and interviewing, conversation with teachers in order to identify professional deficits); included observation; generalization of pedagogical experience; designing a portfolio of coaching sessions (to solve the third task).

Step-by-step solution of research problems and the results obtained

The substantiation of the possibilities of the coaching approach and lingual-coaching in

the system of advanced training of teachers of a foreign language, the analysis and selection of coaching techniques, the development of a portfolio of coaching sessions were carried out in stages in accordance with the research tasks put forward.

The first task of the study is to substantiate the possibilities of the coaching approach and lingual-coaching in the system of the professional development for foreign language teachers.

The perspective of scientific research related to the problem of interest to us can be described within the following main areas: 1) research, which focuses on the use of the coaching approach in teaching a foreign language (M. Downey, E. Parslow, J. Passmore); 2) studies on language coaching (O.I. Lytkina, A.Yu. Ponomareva); 3) research which object is the coaching method used at different levels of education at school (N.M. Zyryanova, L.V. Pukhalskaya, L.I. Shramko).

A generalized analysis of these studies allowed us to define **the coaching approach** as the theoretical and methodological strategy aimed at designing the system of educational practices that contribute to the disclosure of the internal resources of the personality and accompany his/her individual development in the long term.

The coaching approach involves the implementation of such a learning scenario in which the boundaries of the familiar are pushed apart, students learn to look at many things from a radically new angle, getting the opportunity to push back the standard and familiar approaches to considering certain problems [1, 4].

The coaching approach as a theoretical and methodological strategy, considered in extrapolation to the system of the professional development for teachers of a foreign language, has obvious potential for revealing the methodological and subject resources of teachers, in particular in the following segments [2, p. 22; 10, p. 3–9]:

- designing an innovative foreign language lesson and creating its new projects (for example, a “boomerang” lesson, a “flipped classroom”, a “mosaic lesson model”, etc.);

- modeling of complexes of innovative language and speech exercises for the development of habitual skills in all types of speech activity;

- creation of a comfortable educational language para-environment for students, including the use of reflection techniques and reflective maps;

- designing the stage of active goal-setting (verbalization of the personal significance and value of the topic studied in the lesson and joint long-term planning of work on it);

- improving the level of a teacher's foreign language proficiency and strengthening the functionality of his proficiency.

The last segment requires a special approach, which can be implemented on the basis of **linguistic coaching**. As the results of the monitoring of the subject deficits of foreign language teachers in St. Petersburg (2021–2022) show, the main problem areas in the field of language competence are lexical and grammatical competences.

Linguistic coaching is considered by us as a complex of special techniques for mastering a foreign language (or improving the level of proficiency in it) with a priority on conscious and concentrated self-learning within the framework of clearly defined tasks based on partnerships between the student and the teacher-coach.

Since in the process of coaching there is a search for an internal resource to achieve the set task, a person-oriented method is used, which involves the use of open questions (what? how? why?). The teacher-coach does not tell the student what to do, but by asking heuristic questions, allows him to come to the need to complete the learning tasks. In addition, such an individual approach is aimed at identifying the student's already existing working strategies to achieve the set goal.

The second task of the study was to analyze and select coaching techniques developed for teaching foreign languages.

Coaching techniques are specific methods of working with students that help to reveal their inner resources and accompany their individual development in the long term [6, p. 107]. When analyzing and selecting coaching techniques, we were primarily guided by the following criteria:

- coaching techniques should contribute to the disclosure of the methodological and linguistic potential of foreign language teachers;

- thanks to coaching techniques, teachers should be able to master the techniques of self-coaching;

- the applied coaching techniques should contribute to the elimination of teachers' methodological and subject deficits.

As a result of the analysis, we have selected the following coaching techniques for implementation:

segment “*Theory and Methods of Teaching a Foreign Language*” (methodological competence): “SMART” and “GROW” techniques, “Walk into the Future” visualization technique, self-coaching technique;

segment “*English language*” (subject competence): “Language balance wheel” technique, meditative techniques, “Panorama map” technique.

The third task of the study involved the development of a portfolio of coaching sessions for testing as the part of the implementation of additional professional programs for the professional development of foreign language teachers.

The coaching techniques we selected were implemented within the framework of the corresponding coaching sessions - group structured meetings - classes with students of professional development courses for teachers of foreign languages, which were combined into the portfolio of coaching sessions.

For approbation of coaching sessions, we have chosen the following programs of additional professional education and their modules (Table 1):

Next, we briefly describe the coaching techniques that are used during coaching sessions with foreign language teachers [5].

Coaching sessions 1–6.

We combined coaching sessions into a single portfolio and applied selected coaching techniques in the universal modules of the programs described above.

SMART and GROW techniques

The SMART technique is a goal setting tool. The goal set by the trainees before the start of the coaching session should be:

Specific, concise and as clear as possible, with a viewable result, and not a process.

Measurable in order to be able to track progress towards its achievement, break this process into stages, subgoals and maintain motivation.

Achievable or Attainable, with a clear vision of how to achieve it, realistic.

Relevant, that is significant, important for achieving other life and professional goals.

Time bound, that is limited in time which increases the motivation to achieve it.

The GROW technique is a model of personal growth.

The teacher-coach helps teachers first to specify their vision of learning goals, to realize the importance of achieving these goals (**Goal**), then to analyze the situation, all the factors that

Table 1

Distribution of coaching sessions among the modules of professional development programs for foreign language teachers

Nomenclature of additional professional education programs	Name of program modules	Name of coaching techniques within coaching sessions
Development of the professional foreign language competence of a teacher (English, German) (personalized learning model) (authors: S.L. Suvorova, V.A. Khanin)	Innovative technologies for teaching foreign languages Interculturally oriented language workshop	SMART and GROW techniques, visualization technique “Walk into the Future”, self-coaching technique, technique “Wheel of language balance”, “Panoramic Map” technique
Improving the methodological and subject competence of a foreign language teacher (author: S.L. Suvorova)	Innovative methods and models of teaching productive and receptive types of foreign language speech activity Interculturally oriented language workshop	SMART and GROW techniques, self-coaching technique, technique “Wheel of language balance”, meditative techniques
Theory and methods of teaching a foreign language in the context of the implementation of the Federal State Educational Standard: the formation of the communicative competence of students (included in the Federal Register of the additional professional programs of teacher education) (author: V.A. Khanin)	Designing a modern foreign language lesson Modern educational technologies Improving the subject competence of a foreign language teacher	SMART and GROW techniques, visualization technique “Walk into the Future”, self-coaching technique, technique “Wheel of language balance”, meditative techniques, “Panoramic Map” technique

contribute to or hinder the achievement of these goals (**Reality**), using the tactics of correctly asking questions, help them make a list of possible options for the implementation of their goals (**Options**), jointly outline a specific step-by-step action plan to achieve their goals with the establishment of time frames and methods for monitoring achievements (**Will**).

SMART and GROW techniques were tested in the implementation of the personalized learning model program “Development of professional foreign language competence of teachers of a foreign language (English, German)” (March – April 2021, April – May 2022). Currently, the results are being processed and methodological recommendations for teachers are being prepared.

Visualization technique “Walk into the future”

Teachers are invited to mentally design a foreign language lesson and answer the following questions:

1. “Imagine that you have already achieved your goal”.
2. “What value does it give you?”
3. “What steps did you take to achieve this goal?”

Self-coaching technique

Self-coaching is considered as a set of techniques that contribute to the disclosure of one's own potential and internal resources to achieve the set goals and objectives [15, 16].

The main self-coaching techniques that teachers need to master and that we offer them during coaching sessions are:

- calibration of the internal potential (decomposing it into components and understanding how it manifested itself before and can be used in the future);
- formation of a culture of self-observation (observation of how and in what situations the potential is manifested);
- “create new” (new unfamiliar situations are modeled in order to realize their own potentialities and the following questions are asked: What do I do as usual? What do I do (feel, see, hear ...) in a new way? What influences the changes?);
- “one question” (it is proposed to formulate a goal or task, and answer one question for yourself: why have I not yet reached ...?).

Visualization technique “Walk into the future” and Self-coaching technique are currently being tested in the retraining group “Theory and

methods of teaching (foreign language)” from September 26, 2022 to June 28, 2023.

Technique “Language Balance Wheel”

The Balance Wheel technique is a visual tool that helps you balance the major areas of your life, as well as identify weak areas. The basic visualization of the technique looks like this (Fig. 1) [4, 8].

The algorithm for working with this coaching technique involves:

- assessment of each sector according to a ten-point school, where 1 is not satisfied, 10 is completely satisfied;
- shading of sectors in accordance with the set points (at this stage, areas of imbalance appear, ideally the wheel should have a rounded shape, without kinks);
- identification of “falling” areas and formulation of short-term goals for their development or improvement;
- evaluation of each sector in terms of importance from 1 to 3 points;
- determining how many points are missing up to 10 for each segment;
- multiplying two indicators: the degree of importance of the sector by the number of missing points;
- determination of the priority area of development;
- creation of a checklist of goals and objectives for each sector;
- building a balance wheel in a month, three months, a year and monitoring changes.

We suggest that foreign language teachers work with this technique according to the algorithm described above, but create a “language

balance wheel” according to the following model (Fig. 2) [6].

In this case, teachers assess their own level of foreign language proficiency in these segments, identify problem areas and outline ways to improve their subject competence [19, p. 544].

Meditation techniques are the next stage of work after the creation of the “language balance wheel” by teachers. As an example, the meditative technique “Linguistic image of the ideal self” can serve as an example when teachers are asked to imagine themselves as if they were fluent in a foreign language at the highest level and then to describe this image.

Technique “Language Balance Wheel” and Meditation techniques have been prepared for testing in advanced training groups, which will be trained in February – June 2023. Task trackers and achievement monitoring sheets have been developed.

Panoramic map technique

This visualization technique of linguistic (grammatical and lexical) material helps students see a new perspective of the information offered for repetition and opportunities for expanding its use in foreign language classes. An example of a panoramic map is the author's development of the logical-semantic model “Grammar of the English verb” (author V.A. Khanin) (Fig. 3) [9, p. 33].

Panoramic map technique was tested by the authors in 2021–2022. According to the results of the online survey, 85.4% of English language teachers use this coaching technique in their teaching practice, 10.6% use the Panoramic map technique occasionally since they work at primary and lower levels of education, 4% of

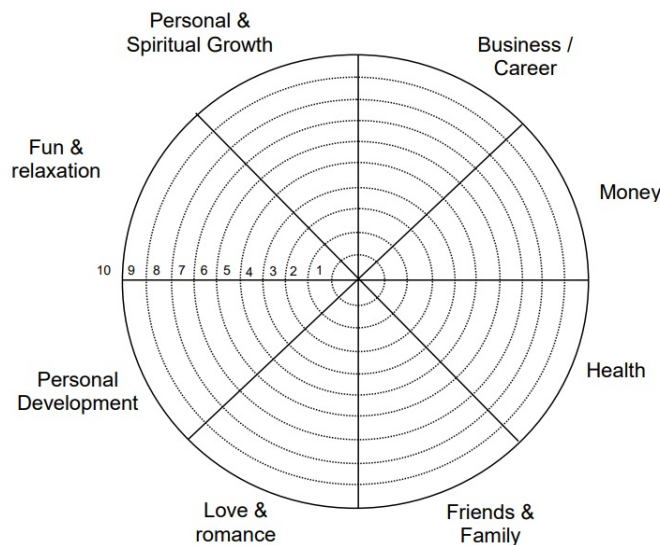


Fig. 1. Basic visualization of the Balance Wheel technique

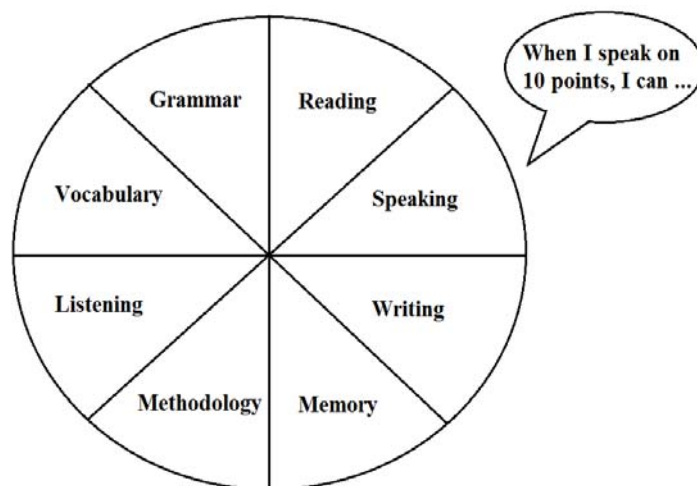


Fig. 2. Model “Wheel of language balance”

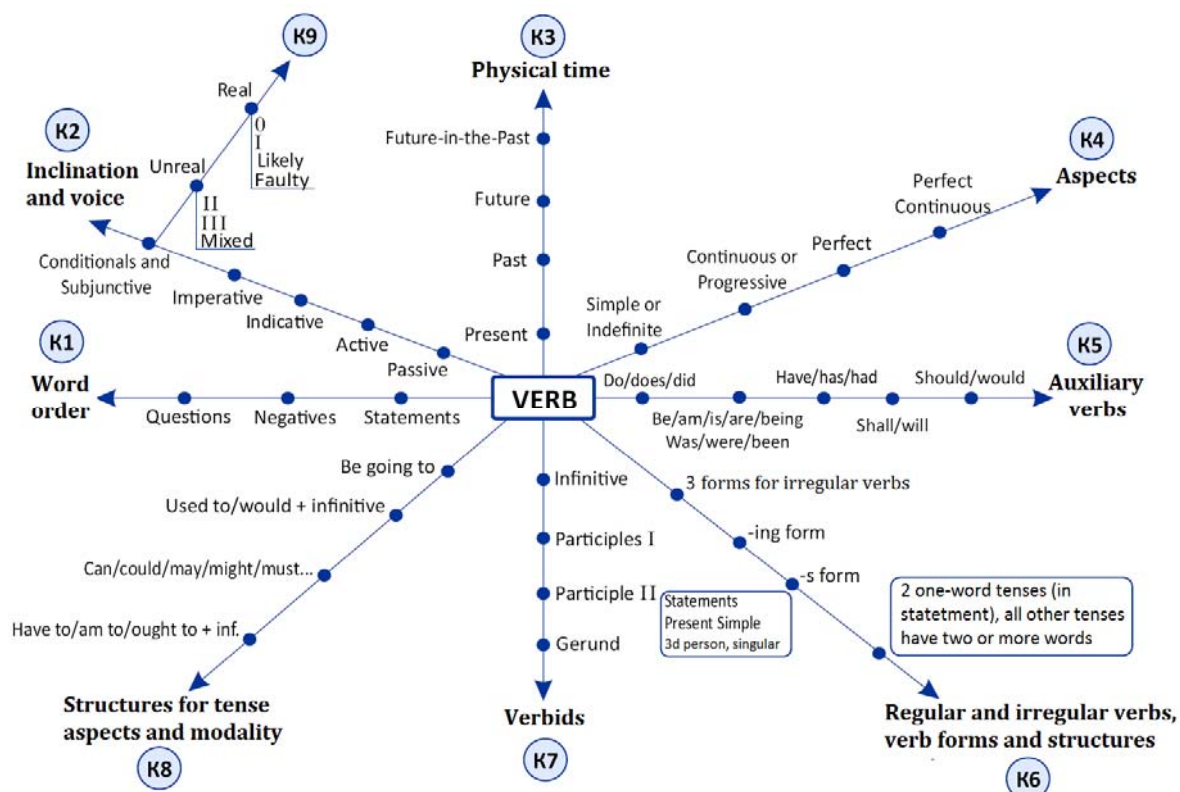


Fig. 3. Panoramic map of the logical-semantic model “Grammar of the English verb”

teachers do not use this technique because they work in schools from the list of schools with low educational results.

Conclusion

The coaching approach in the system of professional development for teachers of foreign languages has a great theoretical, methodological and methodological and technological potential, primarily because coaching is a non-directive consultation and gives a coach teacher a unique chance to establish and maintain partnerships with teachers who are students of professional

development courses based on the parity and participative principles. In addition, the coaching approach has a wide range of tools for creating the system of educational practices that contribute through a certain coaching position, the format of a group conversation, the atmosphere of dialogue to the disclosure of professional and personal resources of teachers.

The coaching approach is considered as a theoretical and methodological strategy aimed at designing a system of educational practices that contribute to the disclosure of the internal

resources of the personality and accompany his/her individual development in the long term.

In the system of professional development for teachers of foreign languages this approach has obvious potential for revealing their methodological and subject resources. In order to prove the effectiveness of the implementation of the coaching approach, coaching techniques were analyzed and selected for two segments of additional professional education programs for foreign language teachers: the segment “Theory and Me-

thods of Teaching a Foreign Language” (methodological competence): “SMART” and “ROW” techniques, visualization technique “A walk into the future”, technique of self-coaching and segment “English language” (subject competence): technique “Wheel of language balance”, meditative techniques, technique “Panoramic map”.

These coaching techniques were included in coaching sessions, which were formed into a single portfolio of coaching sessions and used in universal modules of advanced training programs.

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