

UDC 378.14:373.2(23.0)
doi: 10.15330/jpnu.1.2,3.193-196

TEACHERS' TRAINING FOR SOCIAL AND EDUCATIONAL ACTIVITY IN CONDITIONS OF MOUNTAIN AREA PRIMARY SCHOOL

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Abstract. The article reveals the question of using of the method of coaching in preparation of the students to the managerial activity in the sphere of preschool education in mountain areas. The necessity of preparation under the modern conditions of social-economic development of mountain areas has been proved. The content of the article generalizes basic contradictions between the necessity and reality. The definition of the main points of the research has been given. The attention is accentuated on the basic principles of management and on the notion "coaching" in the process of management of preschool education in mountain area. Coaching includes partnership, potential revealing, effectiveness. Methodology of coaching is based on the principle that the person naturally is sufficiently talented and owns great potential, which isn't realized fully. An important condition of this approach is valuable, respectful attitude of the participants of polylogue to one another. Basic theoretical regulations of the coaching approach have been determined. In the context of selection of teaching technologies on the basis of coaching approach, the method "reflexive team" has been briefly revealed. It is determined that coaching is a style of management, transformed culture: if the authoritarian style is substituted into coaching, then the hierarchy changes from the support of blaming and ridiculing to the objective evaluation, all-hands activity changes to strategic planning.

Coaching approach will allow optimizing the structure of economic activity of a separate preschool educational establishment. The attention is accentuated at the fact, that using coaching with the students at the lessons as a style of management of preschool education, will let future managers of preschool educational establishments to form the skills of behavior in critical situations of mountain area, to enrich their activity with the new means of performing, to develop professional flexibility and mobility, to learn clearly to determine the goals and priorities of activity of preschool educational establishment.

Keywords: coaching, mountain areas, reflexive team, preschool educational establishment.

Modern stage of development of Ukrainian, democratic transformations, globalization of the process of young people's socialization, general European tendencies of approaching of educational guidelines on the national basis placed to pedagogical science the tasks of reconsideration of methodological approach and theoretical regulations, which could transform into practice modern technologies of managerial activity for achieving valid effectiveness. With the aim of improving people's life in mountain area, guaranteeing children with preschool education, future managers should realize that these processes depend on the management, which could take into account new

social-economic realities in the settlements of mountain area and those contradictions, which already exist and must be eradicated. We generalized these contradictions in the following way:

- preschool education is recognized by the state as a primary level of continuous education, but regional managerial structures in mountain area cannot provide with this education all children of preschool age due to different reasons;
- the level of differentiation of preschool educational services is high, but possibilities of their realization (due to the regional subjective and objective reasons of mountain area) are insufficient;
- introduction of innovative approaches in management of the system of education is defined by the state as a necessity, but the theory of management taking into account new social-economic and democratic realities of the mountain area is worked out insufficiently³.

That's why the necessity to improve preparation of managerial workers for preschool education in mountain area appears. Ukraine's entry into the European educational space demands complex solving of large-scale tasks in the context of higher education in general and preparation of specific specialists in particular. Objective development of the society, radical transformation of the educational institutions demand cardinal changes in preparation of new generation of managers of educational institutions with high level of professionalism and general culture, innovative creative thinking, ability to introduce into practical activity innovative approaches, take into consideration peculiarities of life of people living in mountain area. Solving of the whole spectrum of the problems of mountain area will help active introduction of state insurance arrangements and benefits of people, which were put forward in the Law of Ukraine "About the Status of Mountain Area Settlements in Ukraine".

Preparation of the future managers of preschool education of all hierarchical levels according to the record of the modern social orders should be based on the methodological principles, which is quite fully revealed in the National Doctrine of Ukrainian Education Development and in the researches of such prominent scientists as V. Bereka, V. Bondar, N. Gavrysh, B. Gershunskyi, L. Danilenko, N. Darmansky, G. Yelnikova, V. Kremen, K. Krutii, N. Lysenko, V. Lugovoi, V. Lutai, V. Oleinik, A. Sitsinskii and others.

The Law of Ukraine "About the Preschool Education" states that the manager of preschool educational establishment can be the pedagogue, who has higher education, education-qualification level "Specialist" and record of service in the institution not less than three years. Here comes the conclusion about the necessity of theoretic-practical and professional preparation to managerial activity of managers under the conditions of higher pedagogical educational establishment.

We are going to explain the essence of the basic key notions of our research. Mountain area is the area located more than 2000 meters above the sea level and where real natural environment remained undamaged. Management means the process of purposeful influence of governing subsystem or organization to the governed subsystem or the object of management with the aim to guarantee its effective functioning and development². Management in education is defined as scientifically grounded influence onto the pedagogues, parents and community, made through planning, organization, control and coordination of their activity. Management of preschool education is considered as purposeful activity of all hierarchical links of management, which guarantee formation, preservation, stabilization of functioning and development of preschool education in different forms of its provision for children of preschool age, including the children in mountain area³.

Based on this, we find it necessary to follow the principles that are fundamental initial regulations in the process of preparation of managers of preschool education. To these belong systemacy, scientific character, accessibility, variability, connection with life, independence, humanization, feedback, succession and availability, informative sufficiency.

Management of preparation of the future managers of preschool education is examined in three directions: 1) management of students; 2) management of their scientific-cognitive activity. The second direction demands search of innovative approaches, because this direction guarantees qualitative preparation to the managerial activity under the modern educational and social-economic conditions.

We used effective approach to realization of educational management – "coaching", that means, when translated from English – to teach on the bases of partnership, to admonish, to train, to inspire. In

the educational process this approach is based on the determination of coaching: it is "individual training of a person for achievement important for him or her goals, rise of the effectiveness of planning, mobilization of the inner potential, development of necessary qualities and skills, mastering of the foremost strategies of results receiving"⁴.

Coaching means partner cooperation, which helps to reveal, realize potential and achieve necessary results. Coaching includes the following components: partnership, potential revealing, results. Coaching methodology is based on the principle that a person naturally is quite talented and has great potential, which isn't fully realized. ² We consider that usage the method of "coaching" at the lessons helps to single out and to formulate the problem of management in preschool education, to determine the goal, the ways and the means of their achieving, at that without transforming but revealing person's natural potential, so to say paying special attention at personality's development.

This approach at the lessons cannot give ready recommendations, but it helps to find own specific topical solutions, allows to deepen cognition, to realize self-development and self-motivation, to stimulate own responsibility and creativity, to make the balance between different spheres of life and the team, to learn to orientate to the team and ability to "lead" it to achievement of the stated goal, especially under the conditions of mountain area.

We are going to determine in brief the basic theoretical regulations of this approach. Practice of the modern education in the world proves that traditional authoritarian method of teaching has been gradually, but confidently substituting into the method of coaching to the organization of managerial process, which demands from those who study conscious and responsible attitude to the studies.

The coacher at the lessons is, as a rule, the teacher, sometimes it can be the manager of preschool educational establishment, who owns such style of management and who is invited to the lesson. To the instruments of such lessons belong interactive communication, discussion, which somehow resemble the method of "brainstorming". But it differs by the behavior organization, where the role of the teacher "coacher" revises and changes. The teacher, asking correct questions, helps the future manager of preschool educational establishment to identify independently his or her own goals, the result desired and to determine the best way of their achieving, because in the basis of coaching is usage of special technologies, which help to organize the process of free communication, exchange of thoughts and ideas⁵.

In the context of selection of technologies of teaching on the basis of approach of coaching, we should stop with the method of "reflexive team", which belongs to the Norwegian Tom Anderson. The essence of this method is that "reflexive team" creates the system of observation of the actions of two personalities (a teacher and a student, an educator and a manager etc.), who discuss the problem of the key figure, which is the coacher. Observing the dialogue with great interest, other members of the team don't interfere in the conversation, but have inner conversation with themselves, so to say everybody asks himself or herself.

In the end of the discussion "the observers" are asked to make a pause for reasoning. Turning away from those, who were observed, the team members openly interact with one another, they express their reasons, ideas, thoughts in free discussion. The team conducts its own independent polylogue on the topic, which was offered by the key person, who isn't taking part in the conversation. We understand polylogue as a problem dialogue, which expects multi variative solving of the problems stated usage of different approaches to their discussion, different positions of the participants. The aim of "reflexive team" is to offer ideas, to take into account topical alternatives, present possible positive tendencies of preschool education management. Important term here is valuable, respectful attitude of the participants of the polylogue to one another, it is recommended not to assume the position of others, but to persist on their own, to preserve individuality, own style¹.

On the basis of the students' activity, their inner resources and potential are mobilized in coaching, true reasons of any complication are determined and unique ways out are found independently. We convince our students that coaching is a style of management, transformed culture: if authoritarian style is substituted with coaching, then hierarchy is changed from the support of blaming or ridiculing

to objective evaluation, all-hands activity – into strategic planning etc. Coaching means ability to teach the other more, then you yourself know and can².

So, we consider that the main principles of our research can be adapted for preparation of the future managers of preschool educational establishments of mountain areas. Usage of coaching at the lessons, as a style of management of preschool education, will allow future managers of preschool educational establishments to form the skills of behavior in critical situations, to enrich their activity with new methods of performing, to develop professional flexibility and mobility, to learn clearly to determine the goals and priorities of activity of preschool educational establishments, collective body and to manage the situation, because its main task is help to the person in the search of his or her own solution, but not the solving of the problem, which can lead to realization of the “Frame Convention about Protection and Stable Development of Carpathian Mountains”, resolution of the Congress of local and regional authorities of Europe “Stable Development of Mountain Areas and Experience of Carpathian Mountains”.

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Received: 04.06.2014; **revised:** 28.08.2014.