
СРАВНИТЕЛЬНЫЙ АНАЛИЗ НАСТАВНИЧЕСТВА И КОУЧИНГА КАК СОВРЕМЕННЫХ ТЕХНОЛОГИЙ ОБУЧЕНИЯ БУДУЩИХ СПЕЦИАЛИСТОВ

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Аннотация

В статье описываются такие современные направления развития обучения как наставничество и коучинг. Анализируются особенности наставничества и коучинга как вида профессиональной деятельности, направленной на развитие человеческого потенциала в сфере получения образования при подготовке будущих специалистов. В статье представлены отличительные черты указанных методов. Наставничество делает акцент на отношениях и личной трансформации, которые не могут быть сведены только к знаниям и навыкам. Коучинг имеет четко ориентированный на задачи характер, речь идет о приобретении знаний и навыков, ведущих к конкретной цели.

Ключевые слова: наставничество, коучинг, наставник, коуч, образование, обучение, воспитание, профессиональное становление.

COMPARATIVE ANALYSIS OF MENTORING AND COACHING AS MODERN TECHNOLOGIES FOR TRAINING FUTURE SPECIALISTS

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ABSTRACT

The article describes such modern directions of development of training as mentoring and coaching. The features of mentoring and coaching as a type of professional activity aimed at developing human potential in the field of obtaining education in the preparation of future specialists are analyzed. The article presents the distinctive features of these methods. Mentoring emphasizes relationships and personal transformation, which cannot be reduced to knowledge and skills alone. Coaching has a clearly task-oriented nature, it is about acquiring knowledge and skills leading to a specific goal.

Keywords: mentoring, coaching, education, mentor, coach, training, upbringing, professional development.

The transition of the modern higher education system to the Federal State Educational Standard of Higher Professional Education is characterized by the integration of not only science and education, but also the integration of theoretical achievements in pedagogy and extensive practical experience accumulated by domestic and foreign teachers. It is no secret that the work experience, level of knowledge, skills and abilities of teachers working at a university may differ significantly. However, within the framework of increased requirements for professional training, both young teachers who are just starting their professional careers and experienced teachers are united by one common task – to improve the quality of teaching a subject and ensure continuous personal and professional development of both their own and students [1]. In this regard, various new methods are being mastered and applied that contribute to the successful acquisition of the necessary knowledge and skills of future specialists.

The most important modern directions of development of education and training are mentoring, coaching, additional training and development, taking advanced training courses. Let us dwell in more detail on the systems of mentoring and coaching.

The mentoring system originates from ancient Greek mythology and received its name from the mythological character Mentor. Mentoring is defined as a targeted transfer of experience from more experienced employees to interns with the main message – "do as I do". The word "mentor" is often used by modern young professionals to describe a person who has become an image, or is chosen as a model of professional behavior, or has had a significant impact on his fate, career, development.

Mentoring is a process of transferring experience and knowledge from older to younger members of society; a form of relationship between a teacher and a student. For a long time, mentoring was understood in the form of vocational training or apprenticeship (master – student). In Russian practice, mentoring began to develop in the late 1950s; it was understood as the guardianship of young workers by more experienced workers. At the same time, the mentor had to not only teach the young employee the skills of their profession, but also form moral views.

Mentoring is an important element of the professional education system, the key means of which is the pedagogical support of the student by the mentor. The essence of pedagogical support is to assist the future specialist in overcoming professional difficulties and personal barriers in mastering the profession.

Mentoring is also the most important direction in the development of additional education in modern conditions [2].

Coaching is a targeted process of developing the potential of future specialists, contributing to both maximizing their productivity and successful activity in general, in which a person called a coach helps the interlocutor to achieve a certain life or professional goal in a collaborative relationship. The word "coaching" itself comes from the sports vocabulary of the English language, where it was associated with training. At the end of the 19th century, English students meant tutoring by coaching. And only in the early 90s of the twentieth century, coaching began to be used in the field of business achievements and management.

Pedagogical coaching requires long-term study and practical mastery, high qualification, self-reflection and is improved only through experience. The introduction of pedagogical coaching, where the goal is to achieve professional and personal success of the student, requires the teacher to create adequate organizational and pedagogical conditions, develop a technology of pedagogical support, diagnostics and monitoring. The result of such support in integration will be: developed communication and organizational skills, the ability to predict and design one's

own activities and the activities of other people; acquired skills: setting goals and achieving success (results); effectively managing time, analyzing and structuring information, working in a team, quickly making decisions in a problematic situation, overcoming conflicts, focusing on one's own successes and the strengths of others [3].

From these definitions, the difference between mentoring and coaching is not so clear, because, as methods of professional training, they are quite close. Therefore, these concepts are often confused, however, a mentor is a more experienced specialist than the trainee, and a coach (coaching trainer) may not be a specialist in the field of solving the assigned task, but he helps the client understand what skills and abilities he lacks to achieve the goal. A number of differences between mentoring and coaching can be identified (Table 1) [4].

Table 1

Type of training / comparison criteria	Mentoring	Coaching
Situation of application	It is used during the adaptation period at the beginning of studies at a university	It is used in senior years of study at the university
Information content	Covers a wide range of issues and is a more general process	Refers to a specific skill or field of activity
Objective-subjective relations	A mentor is a professional in his field who gives advice and recommendations to students	The coach works with students without delving into the general structure of the specialization being studied. He is an independent specialist
The path to achieving the goal	The mentor knows in advance how to solve the task and achieve the goal, and tells the student about it: "There are the following solutions"	The coach guides the student to achieve the goal, shows him his potential and opportunities: "What will be the solution for you in this situation?"
Relationship with the student	The mentor must maintain a trusting and friendly relationship with the student	Working relationships are maintained. The coach may express dissatisfaction, sometimes even in a harsh manner

Having compared mentoring and coaching, we can conclude that they differ significantly from each other. The mentor leads, he must be immersed in the environment, in the activity into which he introduces the protégé. The teacher in some cases may be a theorist, the coach does not have to be educated in the areas to which he pushes the client to achieve, his task is to mobilize the latter's internal reserves and create in him an attitude for active work to achieve his goals. The mentor in most cases should be a role model, an example for the protégé both in the main activity under the guidance of the mentor, and in areas indirectly related to the main one [5].

Coaching and mentoring are often used together, which is also often confused with each other. However, they are two different development support strategies, so they should be used with a full understanding of their assumptions and differences. Some of these differences are fundamental – they define the boundaries between the methods, another option – they define the scope of modification and creative search of the coach or mentor. The need to maintain boundaries stems from both the basic assumptions of the methods, the conditions of competence (increasingly supported by an official professional certificate or even a degree of specialization), and ethical issues (for example, the problem of responsibility for the consequences of change). Similarly, a distinction is made between coaching and (psychotherapy), just as coaching and consulting, mentoring and training, etc. The main difference relates to the nature of the involvement of the person providing support: both coaching and mentoring lead to changes, but in the case of coaching, with its clearly task-oriented nature, it is more about the acquisition of knowledge and skills leading to a specific goal. Mentoring emphasizes relationships and personal transformation that cannot be reduced to knowledge and skills alone [6].

In conclusion, it should be noted that, depending on the result that the teacher wants to achieve in the learning process, both of these methods are effective, and their use can increase the overall efficiency of the work.

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