

## **Analysis of Innovative Approaches in Forming Coaching Competences of Students**

**Nurumbekova Yarkinay Anarmatovna**  
Gulistan State Pedagogical Institute (Ph.D.), Dotsent

**Abstract.** This article describes the essence of the formation of coaching characteristics in educational psychologists. Collaborative learning is another innovative strategy that is important in the formation of coaching competence. This strategy encourages students to work together to solve problems or complete tasks. These knowledge and skills develop a socially constructed culture of learning. This approach can be particularly effective in teaching coaching skills as it facilitates peer learning, encouraging students to guide, support and learn from each other. Also, the essence of the hermeneutic framework, which reflects the process of coaching competence formation in future specialists, is explained. These innovative approaches to coaching competency represent a shift from traditional, teacher-led teaching methods to more student-centered, active, and engaging learning experiences.

**Key words:** Coach personality, emotional, stability, objectivity, factor, quality, confidence, listening skill, attentiveness. professional activity, competent, professional training, necessary knowledge, practice, training, practical principles, client, freedom and responsibility, problem, equality, hermeneutics, responsibility, client, expert, competence.

**Introduction.** In a world characterized by rapid technological advancements and evolving business landscapes, coaching skills are essential for future professionals. Coaching competency—the ability to guide, motivate, and support others to reach their full potential—is a key attribute that future professionals must possess. This provides an environment of continuous learning, innovation and improvement. However, the formation of coaching competence requires an approach that is compatible with the dynamics of the modern world, in addition to traditional pedagogical methods. Therefore, innovative approaches play an important role in this process.

**Analysis of literature on the topic.** W. Timothy Gallwey is the author of the Inner Game concept based on coaching. For the first time, this concept was covered in the book "The Inner Game of Tennis", published in 1974. John Whitmore is the author of the book "Highly Effective Coaching" published in 1992. He developed Galvy's ideas in the direction of application in business and management. Thomas J. Leonard - Coach University (Coach University - [www.coachu.com](http://www.coachu.com)),

**Research methodology.** Founder of the International Federation of Coaches, the

International Association of Certified Coaches (International Association of Certified Coaches - IAC) and the CoachVille.com project. For the first time in Russia, N.I. Kozlov developed and explained his coaching system. Several thousand people have passed through his "Distance" personal assistance system and Sinton's best trainers have been trained, all of this is from the author's book "True Truth". Today, this system is the most popular system for self-employed people in Russia.

**Analysis and results.** One of the main innovative approaches to the formation of coaching competence is the inclusion of technology in the educational process. Technology has revolutionized the educational landscape by offering new platforms for imparting knowledge and developing skills. Online coaching platforms, simulation tools, virtual reality (VR), augmented reality (AR), and artificial intelligence (AI) have the potential to provide interactive, personalized, and hands-on learning experiences. For example, AI-based coaching platforms can offer individualized learning paths, real-time feedback, and resources that meet students' individual needs [1].

On the other hand, VR and AR can bridge the gap between theory and practice and provide immersive learning experiences. Another innovative approach is experiential learning, an educational method that engages students in critical thinking, problem solving, and decision making in personally relevant settings. This approach emphasizes the importance of "learning by doing" that allows future professionals to apply their coaching skills in real-world or simulated scenarios. Such an approach develops reflective thinking and helps self-management in accordance with the principles of coaching.

In addition, collaborative learning is another innovative strategy that is important in building coaching competence. This strategy encourages students to work together to solve problems or complete tasks. These knowledge and skills develop a socially constructed culture of learning. This approach can be particularly effective in teaching coaching skills as it facilitates peer learning, encouraging students to guide, support and learn from each other.

The coaching industry has undergone significant changes over the past few decades. The increased focus on personal and professional development has dramatically increased the demand for qualified coaches and qualified trainers. The role of the coach has evolved from simply providing guidance or advice to facilitating holistic development.

Given these changes, traditional methods of training future coaches may no longer be sufficient. Instead, innovative approaches have emerged to better prepare future professionals. This process explores innovative strategies aimed at developing coaching skills in aspiring professionals [1].

The rise of digital platforms has created a new dimension for coaching. For example, virtual reality (VR) and augmented reality (AR) platforms are used to offer realistic simulation scenarios. Participating coaches can immerse themselves in the situation through VR, allowing them to practice their skills in a non-threatening environment. In addition, AI-powered platforms provide real-time feedback, helping listeners understand areas of strength and improvement.

Modern coaching is not only about technical skills. Emotional intelligence (EQ), active listening, empathy and effective communication are the foundations of effective coaching. Our Personal Psychology and Coaching training programs include modules that develop

these skills and recognize that a coach's ability to understand and evaluate their coachee will significantly determine their success.

Practical experiences remain unique in learning. Instead of sticking to theory-only training, many programs now include internships, role-plays, and peer-to-peer coaching sessions where students, masters, and trainees practice their skills. they can do.

Understanding how the human brain works is of great importance in coaching. By integrating neuroscientific principles into coaching education, students and trainees understand how different coaching techniques affect brain function. This scientific approach helps coaches adjust coaching strategies to ensure optimal cognitive and emotional responses. Carol Dweck's growth mindset research has influenced many fields, including coaching. Future professionals are now being trained to develop a growth mindset in themselves and their mentors. This mindset emphasizes that ability and intelligence can be developed, which encourages resilience and a love of learning and challenges [3].

Recognizing that coaches often address a variety of clients, the modern training approach is multidisciplinary. For example, a corporate coach may benefit from an understanding of organizational behavior, while a health coach may need an understanding of nutrition. By offering a comprehensive curriculum, training programs prepare future coaches to address the wide range of challenges that their coaches may face.

Feedback is an important component of growth. Advanced training programs include continuous feedback mechanisms using artificial intelligence tools and human assessment. This constant feedback ensures that the intern is always aware of their progress and areas that need attention.

In an increasingly globalized world, coaches communicate with clients from different cultures. Currently, training includes cultural competency modules, which ensure that future professionals work effectively in different cultural contexts. In addition, ethical education with privacy and border issues forms an integral part of the curriculum.

In addition, gamification in education, an approach that uses elements of game design in non-game contexts, has emerged as an innovative tool in the formation of coaching competence. Gamification can motivate students, increase their activity and make the learning process more interesting. By providing a safe environment for students to experiment, make mistakes and learn, gamified learning platforms can significantly contribute to the development of coaching competence [1].

Flipped Learning is another innovative approach that has the potential to improve coaching skills. In this model, students are first exposed to new material outside of class, usually through readings or lecture videos, and then use class time to absorb the knowledge through problem-solving exercises or discussions. Relearning approach encourages students to acquire their own knowledge, which is a key component of coaching competence [4].

These innovative approaches to coaching competency represent a shift from traditional, teacher-led teaching methods to more student-centered, active, and engaging learning experiences. They emphasize the role of students as active participants in the learning process, capable of self-management, problem solving, and critical thinking. Each of these approaches, whether using technology or implementing new pedagogical strategies, offers unique advantages and has the potential to significantly enhance coaching competency

development in future professionals.

By studying the possibilities of these approaches, we can pave the way for a more effective and interesting process of coaching skills formation in future professionals. Coaching has evolved from a simple coaching model into a comprehensive system of professional and personal development. As the industry evolves, so does the demand for coaching professionals. Future pedagogical psychologists are now expected to be experts not only in their fields, but also to have the skills to teach others to excellence. Coaching competence is not a monolithic concept, but a collection of various skills and abilities that form its core. This includes empathy, active listening, and clear communication. Coaching professionals need to understand the feelings and perspectives of their coaching competencies in order to manage them effectively.

A coach should have a deep understanding of his domain so that he can provide accurate and useful guidance. The ability to effectively give and receive feedback ensures its constructiveness and leads to effective results. A commitment to honesty, confidentiality and professionalism ensures trust and respect between coaching and coachee. Professionals with coaching competence must constantly update their knowledge and adapt to new methodologies and tools. A number of guiding principles lie behind the formation of any competence [6].

For coaching, these principles serve as the basis of practice. Coaching Competence Professionals should always respect their team of Coaching Competence Professionals while providing guidance and advice. Coaching is not only about professional growth. It also includes personal growth, recognizing that both are interconnected and important. Trust is paramount in a coaching relationship. Every discussion, relationship, or discussion made during the sessions should be confidential. Using proven methods and tools ensures that the coaching process is based on reality and gives clear results.

Professionals with coaching competence should also approach training with a growth mindset, believing in their ability to develop and improve. The first step in any learning process is to recognize the need. Future professionals must first understand the importance and role of coaching in their field. They should also be self-aware, understand their strengths and weaknesses. This includes resources, courses, and an active search for professionals with coaching competencies to learn the core theories and methodologies of coaching. At this stage, professionals with novice coaching competencies begin to practice their skills, perhaps by taking on a mentor or participating in peer-to-peer training. As these future professionals begin their practice, reflection is critical. They should seek feedback from their own coaching competencies and other experienced coaching competencies and make adjustments as needed. Like all professions, the coaching industry is evolving. Continuous learning and improvement is necessary to maintain and improve competence.

**Conclusions and suggestions.** In short, working with a team of professionals with coaching competence allows you to share ideas, problems and best practices. It also provides opportunities for collaborative learning and mentoring. While both coaching and counseling aim to actively listen and improve, their strategies differ. Coaching is often directive in nature and focuses on specific performance indicators, while counseling prioritizes confidentiality and seeks to measure progress through qualitative assessments.

Although coaching can be distinguished from other intervention strategies such as

mentoring, facilitation, counseling, its main purpose remains specialized and goal-oriented, especially for future professionals through innovative approaches.

**References:**

1. Ya.A. Nurumbekova Personal psychology and coaching manual. Gulistan. GulDU.2022.-281 p
2. Q.T. Olimov. Advanced foreign experiences in modern education and innovative technologies. Bukhara-2015.-81.
3. Coaching and training: practical methods and techniques G. E. Parslow, M. Ray. — SPb.: Peter, 2003. — 204 p.: il. — (Series " Practical psychology").
4. Whitmore John: Coaching. Basic principles and practical coaching in leadership. 2019.-320p.
5. <https://bukhara.hh.uz/vacancies/kouch>
6. <https://asaxiy.uz/product/uitmor-dzhon-kouching-osnovnye-principy-i-praktiki-kouchinga-i-liderstva>