Coaching as an Innovative Method of Developing Business Communication Culture

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Abstract

The article deals with the problem of developing business communication culture in future specialists. The problem of business communication in modern society is urgent because it is one of the ways of effective professional activity. The nature and content of the coaching method in the modern educational system are revealed. The purpose of determining the impact of coaching on developing a high level of business communication culture is stated. The following research methods were used: literature review, questionnaires, testing, interviews, methods of mathematical data processing and software package for statistical analysis - Statistica. The results of study, which involved academic staff and graduate students, allowed determining that the use of the coaching method in training of students had a positive impact on the level of business communication culture. This is evidenced by the resulting high level of business communication culture at the end of the work in comparison with the initial results. An incoming (initial) diagnostic was conducted on the basis of pre-developed tests, questionnaires and assignments. The final diagnostic was conducted at the end of the research. The advantages and disadvantages of the research (lack of the required time, budget, the need for psychological training of research and teaching staff, as well as post-graduate students) are presented. The comparison of the offered research with similar experiments in Ukraine (Border Guard Academy, Economic University) was carried out for the purpose of the deeper analysis. The limitations that arose during the research are formulated. Promising areas of further research may include studying the impact of coaching on developing business communication culture in combination with other innovative or traditional methods or technologies (mind maps, simulation, etc.).

Keywords: coaching technology, business communication, future specialists, graduate students, communication culture

1. Introduction

The modern era, which is characterized by intensive globalization processes, poses a wide range of requirements for a specialist in any field on the employer's part, and the need for a specialist to be in demand. The representatives of the American Association of Colleges & Universities are unanimous that the concept of "diploma prestige" has lost its relevance. The theory of a successful person has been developed by many scholars, including Donahue (2018), who notes that the concept of success is now a priority, and identifies those competencies that allow success in the professional sphere. Researchers claim that the professional sphere has taken the family's place in the minds of modern people, because most of the time employees spend at work. The American scholar advises to pay attention to the following professional qualities of a specialist: the level of his/her professional mobility, ability to work with information of various kinds, ability to self-development and adaptation to new requirements, level of strategic and critical thinking, ability to interact, etc.

The ability to interact as a multifaceted and multifunctional phenomenon, which provides a set of knowledge, skills and abilities for coherence, coordination, awareness of own importance, as well as a certain level of communication culture is of particular note (Robinson, Morrow & Miller, 2018). The communication culture, and in particular business communication, is the subject of numerous scientific studies. The main sources of information for the Ukrainian educational system are Western ones: the basics of business communication (Guffey & Loewy, 2017), business communication skills (Thill & Bovee, 2016), business and administrative communications (Locker & Kienzler, 2014), the importance of business communication in the modern world (Sullivan, 2016).

It is worth mentioning scholars who studied problems of interpreting the meaning of business communication culture (Chernyshenko, 2017; Kazemirova, 2014; Kostyk & Kostyk, 2016) and diagnosing the level of business communication culture in Ukrainian students (Gevko, 2017; Savenkova, 2015).

The content of the main message of scientific schools about the status and content of business communication is the statement that this communication now belongs not only to business and economics, business communication is part of everyone's life (Wotruba, 2016). It reflects the system of goals and objectives of an individual, his/her values and needs. Business communication is multifaceted, as it is realized at different levels: between individuals, between a person and a certain community, between social groups. The purpose of business communication is to exchange information, develop a strategy of interaction, perception and acceptance of the parties to the communication process (Lightfoot, 2019). According to the above, business communication should be civilized, tolerant, flexible and humane. Individuals and social groups may adhere to certain religious, political, and economic ideas. There are situations in which life views do not coincide, being the foundation for the emergence of conflicts. Such conflicts should be avoided in business communication, as required by the provisions of modern theory of multiculturalism (Arneil & McDonald, 2016; Tom, 2018). According to this theory, it is natural that there can be several cultures in one social community (Bachvarova, 2014).

Given the urgency of the problem of business communication culture development, it was decided to study it in Ukrainian society, in particular in the field of training future specialists for business communication. The Ukrainian education system is developing in the context of the Western system, in particular the European one. We decided to determine the degree of influence of pedagogical technologies to form an appropriate level of business communication culture. The pedagogical arsenal of methods, techniques and technologies is quite powerful. Scholars have the opportunity to select an adequate method and test it in practice depending on the purpose of the study. The development of business communication culture takes into account current trends in the training of future specialists in the US, Europe and the Pacific, more and more attention is paid to practical methods: training, coaching, case studies, mentoring, etc. (Eniola, 2017). Coaching is very popular among the many methods of practical training (Love & Van Nieuwerburgh, 2019). The advantages of coaching are that it can be used for both training and educational purposes (Campbell

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& Van Nieuwerburgh, 2017).

Coaching is an effective technology for the development of interaction, a special kind of counselling and cooperation (Honigsfeld & Dove, 2019). Modern pedagogy of cooperation recognizes the coaching technology of developing the potential of an individual for the future, as a tool that allows individuals to realize and reveal their intellectual, creative and other resources (Dove & Honigsfeld, 2017).

Coaching is suitable for the proposed study, because we need to investigate the level of business communication culture in future specialists of a number of Ukrainian higher educational institutions (HEIs). Thus, the aim of our research is to study the level of business communication culture based on the use of coaching technology in the educational process.

The main objectives of the study are as follows:
1. Determining the degree of relevance of business style of communication.
2. Analysis of the essence of coaching technology at the present stage of development of science.
3. Experimentally determining the level of business communication culture through the introduction of coaching in the educational activities of higher educational institutions (HEIs) of Ukraine.

The scientific assumption in the problem of business communication culture development is the assumption that the use of a practical method of coaching in the training of future and mature specialists has a positive impact on the level of this culture (Dassen, 2015).

We analysed the main criteria of this type of culture in order to obtain reliable results in determining the level of business communication culture. According to the scientific literature review, common criteria for the development of business communication are: observance of speech and ethical norms, a particular result of communication, the success of establishing contact.

2. Materials and Methods

The coaching-based research of the level of business communication culture was carried out on the basis of the following higher educational institutions of Ukraine:
1. Municipal educational institution Cherkasy Regional Institute of Postgraduate Education of Teachers of Cherkasy Regional Council.
2. Academician Stepan Demianchuk International University of Economics and Humanities, Department of Ukrainian Language and Literature.
3. Taras Shevchenko National University, Institute of Philology, Department of General Linguistics, Classical Philology and Neo-Hellenistics.
4. Municipal Higher Educational Institution "Lutsk Pedagogical College" of the Volyn Regional Council.

The above higher educational institutions were chosen because they present a wide range of majors, and their curricula include those subjects that ensure the development of business communication culture.

The coaching-based research of the level of business communication culture was carried out in the following stages:

Stage I — preparation of a package of mandatory documents (permission to conduct an experiment in each higher educational institution, development of a research program (methodological component: theme, purpose, tasks and organizers of the experiment, thesaurus; and methodical component: definition and calculation of the sample, justification of the research method, drawing conclusions) (September-November 2019).

Stage II — incoming diagnostics of the future specialists' level of business communication culture. Development of educational and methodical support by representatives of the academic staff for delivering classes on Ethics of Business Communication. This stage involved a direct implementation of the coaching method in the educational process by the above-mentioned HEIs of

Ukraine by academic staff. At this stage, graduate students admitted to the training sessions were involved, who mainly carried out consultative work with students (December 2019 - February 2020).

Stage III — final diagnostics. Processing of the results obtained, drawing conclusions of the research.

The sampling was carried out in compliance with the requirements of the methodology of pedagogical research, namely: sample representativeness (compliance of the sample with the characteristics of the general population); taking into account the specifics of the study (accounting for the peculiarities of the studied method of coaching. We used random sampling, which provides equal opportunities for all participants in the research and experimental work. The involved students had different levels of education: bachelors, masters, post-graduate students, as well as PhD candidates (hereinafter referred to as "the participants (in the experiment)"). The following subjects were taught at each of the educational levels: Ethics of Professional Communication, Ethics of Professional Activity, Business Etiquette. From each educational level, 30 students were selected by mechanical sampling. Mechanical sampling involves the use of a selection step, so every third from the list became a participant in the experiment according to the available lists of bachelor study groups, while it was every second for masters, post-graduate students and PhD candidates (with prior consent to participate in the experimental work).

The following methods were used in the article: questionnaires during classes (two types of questionnaires: open (with a total of 10 questions) and closed (with limited answer options with a total of 14 questions); students' conversation with class teachers; testing (on the main topics related to the problem of business communication) in order to test the level of knowledge of the basics of business communication; observation (observation, self-observation, self-assessment) — to clarify the state of business communication culture, identify shortcomings in the educational process for its development; pedagogical experiment as a specially organized study to determine the effectiveness of the use of certain methods (input and final diagnostics) — in order to determine the effectiveness of the use of coaching to develop a business communication culture.

A correlation analysis of Student's t-test was performed to verify the relationship between the results.

A two-factor analysis of variance ANOVA (Analysis of Variation) was also performed to verify the reliability of the results and to ensure that the selected test questions do not affect the determination of the participants' level of business communication.

All statistical calculations were performed with the use of the Statistica software package.

3. Results of Research

The value of any scientific research is to obtain reliable information about an object, process or phenomenon (Nind, Curtin & Hall, 2016). It was decided to conduct input diagnostics, that is to determine the initial level of business communication culture, for the completeness of the study of the level of the mentioned culture. The determination of the initial indicators was based on the selected criteria of the level of business communication culture (compliance with speech and ethical norms, a particular result of communication, the success of establishing contact). The representatives of the academic staff developed the following assignment according to the content of each of these criteria:

1. Determine the level of participants' mastery of speech and ethical norms, a set of problem situations was created for knowledge of ethics of behaviour, as well as written and oral assignments for checking spelling and pronunciation in the Ukrainian business language.
2. It was proposed to solve practical business situations to determine the success of establishing contact in a business meeting.
3. A creative assignment was prepared to determine the level of the obtained result in business communication.

We have identified three levels of business communication culture using the scoring system in

higher education in Ukraine, in particular "excellent", "good" and "satisfactory": high, medium and low. Table 1 shows the results of the initial diagnostics for each HEI that participated in the experiment.

Table 1: Percentage of groups according to assessment criteria after testing

Stage of testing respondents		Municipal educational institution Cherkasy Regional Institute of Postgraduate Education of Teachers of Cherkasy Regional Council		Academician Stepan Demianchuk International University of Economics and Humanities, Department of Ukrainian Language and Literature	Taras Shevchenko National University, Institute of Philology, Department of General Linguistics, Classical Philology and Neo-Hellenistics	Municipal Higher Educational Institution "Lutsk Pedagogical College" of the Volyn Regional Council	Average percentage
Observance of speech and ethical norms	Low	58%		45%	50%	47%	50%
	Medium	28%		33%	36%	38%	34%
	High	15%		23%	14%	15%	17%
Particular result of communication	Low	43%		45%	44%	50%	45%
	Medium	43%		38%	38%	41%	40%
	High	15%		18%	18%	9%	15%
Success of establishing contact	Low	45%		48%	40%	47%	45%
	Medium	38%		30%	42%	38%	37%
	High	18%		23%	18%	15%	18%

The analysis of the results of the incoming diagnostics showed the following: the vast majority of participants of the experiment need thorough training to develop a high level of business communication culture. Taking into account the results of the initial measurement of the level of business communication culture, the academic staff began to actively implement the method of coaching in the training of future specialists of each of the above higher educational institutions. Representatives of the academic staff used this method as follows: they acted not as consultants who provide advice, but as facilitators. In the proposed study, coaching acts as an interaction between participants and teachers at the semantic level. Coaching has been positioned in the above higher educational institutions as a new strategy of behaviour and thinking.

The coaching process was built by academic staff at four levels:

- the first level provided for interaction between the parties in educational activities based on the search for answers to the question "What should be done?" — this is a necessary start of activity, as the goals and objectives are specified;
- the second level of interaction involved interaction based on the creation of a new "information space" — formation of new facts, data, information — at this level participants of the experiment realize their own knowledge and turn the information into an effective tool;
- the third level of interaction required simulating situations and building a "new business communication" — at this level participants turn knowledge into skills and realize their capabilities, successes, potential;
- the fourth level of interaction involved participants identifying the essence of business communication, identifying themselves as one of the key participants in this process.

Classes with the introduction of coaching for the development of a business communication culture in the relevant subjects were extracurricular, as they were not provided for in the budget of academic hours. Academic staff gradually implemented equal levels of interaction in coaching with the participants (group coaching) on the basis of a specially designed learning package. The main types of activities implemented at the levels of interaction of group educational coaching between teachers and participants:

- Level 1 of interaction — the use of conversations to find answers to the question "What to do?", the variety of opinions expressed by the participants of the experiment gave the

opportunity to find answers and assess the teacher's ability to formulate opinions and express them;
–   Level 2 of interaction — the transfer of valuable information to the participants on effective business communication — theoretical training, as well as self-testing by participants to identify problematic issues of this type of communication;
–   Level 3 of interaction — active work of the participants aimed at reinforcement of acquired knowledge. Such techniques as role-playing games in which participants actively change their roles are expediently used; construction of various forms of disputes (debates, polemics, discussions); brainstorming (search for the correct answers to questions);
–   Level 4 — the use of methods of storytelling about themselves, their professional activities as a way of self-reflection (each participant carries out self-analysis, and then self-improvement).

Upon completion of the above work, the academic staff conducted final diagnostics using the pre-developed assignments to determine the level of business communication culture according to certain criteria. Table 2 presents the results.

Table 2: Percentage of groups according to assessment criteria after the control work

Stage of testing respondents		Municipal educational institution Cherkasy Regional Institute of Postgraduate Education of Teachers of Cherkasy Regional Council	Academician Stepan Demianchuk International University of Economics and Humanities, Department of Ukrainian Language and Literature	Taras Shevchenko National University, Institute of Philology, Department of General Linguistics, Classical Philology and Neo-Hellenistics	Municipal Higher Educational Institution "Lutsk Pedagogical College" of the Volyn Regional Council
Observance of speech and ethical norms	Low	25%	16%	8%	12%
	Medium	23%	32%	38%	53%
	High	53%	51%	54%	35%
Particular result of communication	Low	15%	22%	16%	9%
	Medium	40%	38%	44%	50%
	High	45%	41%	40%	41%
Success of establishing contact	Low	20%	22%	24%	21%
	Medium	38%	49%	48%	59%
	High	43%	30%	28%	21%

The results indicate that the control work is designed to take longer to complete than the test, and contains fewer assignments. A participant in the research with high academic performance has the opportunity to focus on them and complete them at any pace, demonstrating the acquired knowledge, skills and competencies, despite the fact that the assignments of the control work are more difficult than the test ones. While completing the test, the participant may be in a state of stress, because the number of questions is large and it distracts, the time to answer is limited, especially if the test is computer-based.

Teachers of the Kyiv National University of Culture and Arts, the Faculty of Information Policy and Cybersecurity, the Department of Information Technology decided to conduct additional research: they involved PhD candidates majoring in 051: Economics in the survey. The PhD candidates were instructed to hold regular interviews on the importance of business communication in the future professional activities of specialists of this educational institution during the month. Applicants for the degree (2 people) conducted interviews with students of one study group (25 people). Interviews were conducted with microgroups and lasted up to 30 minutes. Upon completion of this type of work, PhD candidates conducted an anonymous survey with the participants of the experiment, offering 5 closed-ended questions (Did you learn new information about business communication? Were conversations on business communication useful for you? Do you plan to study business communication information on your own in the future? Are you ready to provide

suggestions for improving the educational process on business communication issues? Are you ready to comment on the content of the conversations about business communication?). The results of the survey are presented in Figure 1.
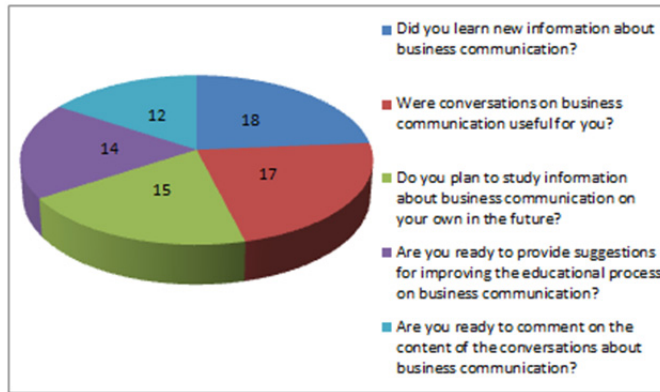

Figure 1: The results of a survey of students after a series of conversations about business communication conducted by graduate students of Kyiv National University of Culture and Arts, Faculty of Information Policy and Cybersecurity, Department of Information Technology

There were 2 groups of respondents selected to check the relationship between the results. The first group involved participants with a medium level of business communication after the incoming diagnostics. The second group consisted of participants with a high level of business communication (Table 3).

Table 3: Analysis of the correlation between groups of respondents after the tests and the same groups after the control work

Rates of correlation between groups of respondents before coaching against groups of respondents after coaching			
Correlations (5); Marked correlations are significant at p<.05000; N=6 (Casewise deletion of missing data)			
Municipal educational institution Cherkasy Regional Institute of Postgraduate Education of Teachers of Cherkasy Regional Council	Academician Stepan Demianchuk International University of Economics and Humanities, Department of Ukrainian Language and Literature	Taras Shevchenko National University, Institute of Philology, Department of General Linguistics, Classical Philology and Neo-Hellenistics	Municipal Higher Educational Institution "Lutsk Pedagogical College" of the Volyn Regional Council
-0.648514	-0.852717	-0.799435	-0.548611

Detection of differences belonging to this population with a probability of 0.95, beyond these limits can be rejected with a significance level of $\alpha=0.05$. The level of reliability is half the confidence interval for the general arithmetic mean. It follows from the obtained result that with a probability of 0.95 the arithmetic mean for the general population is in the range of 8.571 ± 3.77. A sample mean value of the range of values of the four statistical arrays of the two groups is 13.41.

As the probability of random occurrence of the analysed samples (0.6295) is less than the level of significance ($\alpha=0.05$), the null hypothesis is rejected. The differences between the samples are not random and the average samples are considered to be significantly different from each other. Therefore, based on the application of the Student's t-test, it can be concluded that the general trend is sufficiently reliable (p<0.05).

Mean value of the evaluation criteria (13.41) is quite different from the main group. However,

the null hypothesis that there is no difference between the groups (that is, the means of the samples are equal to each other) cannot be rejected. This follows from the fact that the probability of realization of the null hypothesis is quite high (P=0.1389, which is more than the significance level of 0.05, that is p>0.05), and the probability of random occurrence of the analysed samples (P (T <=t) bilateral) more than the level of significance (α=0.05). This suggests that the differences between the samples may be random, that is the differences are insignificant. Open test questions were used to verify the reliability of the obtained results (Table 4).

Table 4: The results of two-way analysis of variance (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
I like to show my affection to someone	Between groups	4.268	2	2.134	2.661	.073
	Within Groups	127.54	159	.802		
	Total	131.809	161			
I can supress my desires if they contradict the desires of my comrades	Between groups	1.133	2	.567	.652	.522
	Within groups	138.157	159	.869		
	Total	139.29	161			
It is a pleasure to be present during any celebration	Between groups	.241	2	.121	.158	.854
	Within groups	121.536	159	.764		
	Total	121.778	161			
I care more about my influence on people than I do about friendship	Between groups	.562	2	.281	.228	.796
	Within groups	195.839	159	1.232		
	Total	196.401	161			
I feel more rights than responsibilities towards my friends	Between groups	.815	2	.408	.714	.491
	Within groups	90.771	159	.571		
	Total	91.586	161			
When I learn about my friend's success, my mood worsens for some reason	Between groups	.132	2	.066	.077	.926
	Within groups	135.899	159	.855		
	Total	136.031	161			
I am happy to be able to help someone with something	Between groups	.807	2	.404	.806	.449
	Within groups	79.637	159	.501		
	Total	80.444	161			
My friends bothered me terribly	Between groups	2.366	2	1.183	1.201	.304
	Within groups	156.578	159	.985		
	Total	158.944	161			
My worries disappear when I find myself among my peer	Between groups	49.062	2	24.531	23.074	<.001
	Within groups	169.043	159	1.063		
	Total	218.105	161			
When I do important work, the presence of people irritates me	Between groups	43.276	2	21.638	21.402	<.001
	Within groups	160.755	159	1.011		
	Total	204.031	161			

According to the group dependence of responses, the largest standard deviation, as regards the level of business communication, was found in the answers to the question "I care more about my influence on people than I do about friendship" (standard deviation is about 196).

The least accurate dependence on the answers to the questions "When I do important work, the presence of people irritates me" (quite clearly explained by the lack of answers: 52 out of 120 respondents could not answer) and "My friends are terribly tired of me."

The results obtained in the course of research and experimental work indicate that coaching as an innovative educational tool is a "bridge" in the development of an individual or social group. The use of the method indicates the possibility of change, the development of new qualities of life and professional activity and the revelation of their potential.

4. Discussion

The positive dynamics of the results of our experimental research indicate that the research procedure was designed correctly, the methods and techniques of coaching were successfully selected. We were interested in the question of whether there is a factor of chance in the study of this problem, so we turned to scientific papers that covered a similar problem. There were few studies of this issue in the Ukrainian scientific community, but we were interested in the work of Gevko (2017), who developed diagnostic tools in the study of the level of professional culture of future border officers. Business communication for law enforcement officers of Ukraine is not a common topic, but the domestic border agency is a special purpose body, and the specifics of its officers provide the ability to interact, as the state border of Ukraine is a place of cooperation with people of different statuses and cultures. The researcher faced the same problem as the participants of our experiment — the lack of a budget for curricular time for her research work, and therefore she carried out it in extracurricular time.

Coaching is a fairly common method of modern education, as evidenced by the numerous results of experiments aimed at developing competencies, culture or a certain professional quality. The study of Dassen (2015), which dealt with the role-playing games in coaching technology, is worth mentioning. By the way, group coaching was also used in the scholar's research. The results of her research showed a positive trend. Another interesting study is the work of Eniola (2017), which deals with the activities of academic staff, in particular, finding the boundary between training and counselling in coaching. The researcher concluded that the duration of coaches' practice affects the level of their professional competence. Lightfoot (2019) focused on insight events in training sessions. The results of his research confirm the reasoning formulated in this article on the use of various methods and techniques in coaching to enhance its effectiveness. Wotruba (2016) studied the problem of trust in coaching between the leader and the rest of the participants. The study of the problems of individual and group coaching and focus on group coaching, which is presented in this article, is valuable. Researchers provided advice on preventing and overcoming conflict situations in group coaching, but noted that their set of tools cannot be taken as a single set, and tried to use a wide arsenal of pedagogical tools.

It should be noted that the scientific novelty of the presented study is that, for example, in contrast to Wotruba (2016), who used separate topics of business communication (complexity of business relationships, genesis of business relationships, trust and confidentiality of business conversations) in their research, we analysed the entire training course Ethics of Professional Communication in the Ukrainian system of higher education. This allowed identifying the issues that need to be adjusted and to see the overall place of this subject in the system of interdisciplinary relations.

The works of Borova (2011) are worth mentioning, who studied the concept of educational coaching. The researcher did not analyse the practical implementation of the provisions of the presented concept, but we are impressed by her approach in interpreting coaching as a method, which we took into account in the proposed publication.

In general, it should be noted that the value of our research is that we have the opportunity to identify its advantages and disadvantages, as well as to develop those proposals that should be considered in the organization of the educational process of higher educational institutions.

The disadvantages of this study are that we had to turn to group coaching rather than individual coaching with the participants in the experiment. Group coaching was applied for lack of time, taking into account the fact that all classes had to be planned in extracurricular time. The main advantages of this work are the introduction of a diverse arsenal of tools and techniques during training sessions, as well as the ability to select all these tools for a particular type and topic of training in Ethics of Professional Communication, Ethics of Professional Activity, Business Etiquette.

It should also be mentioned that coaching is a psychological and pedagogical method (Hardy, 2019), which means that the teacher receives additional socio-psychological information about the student (Adkins, 2010).

Positive results indicate the need to continue and improve the work on the development of business communication culture in future specialists, as well as available pedagogical reserves for this work.

5. Limitations

Any object or process has its limitations in the context of a system approach. The work we have done is no exception. The main limitation is the specifics of the coaching method: an experienced teacher only can use it (this fact was taken into account in the selection of representatives of the academic staff). A coach is not just a mentor or trainer, he is a person with a system of special skills to push the categories participating in this experiment to independence or criticism, creating encouragement or punishment, revelation of initiative and responsibility.

6. Suggestions

The main suggestions that can follow from the results of this work: if possible, use individual coaching, rather than group coaching, as it allows you to apply an individual approach and a developmental learning approach. Another suggestion is to design the content of an individual coaching program that will be used by bachelors, masters, post-graduate students and PhD candidates, as well as teachers. Such a program will be as a "road map" - a guide on how to act and in what direction.

7. Conclusions

Coaching is a fairly common method of modern education, as evidenced by the numerous results of experiments aimed at developing competencies, culture or a certain professional quality. The conclusion of the research carried out on the basis of four higher educational institutions is that the introduction of coaching by teachers in the educational process creates the conditions for a high degree of satisfaction with future professional activities, improving quality of life, introducing creative innovations in future professional activities (Stanier, 2016), promoting development of effective communication skills, as well as the introduction of innovations in the educational process of higher educational institutions in Ukraine.

The scientific novelty of the research is that an experimental study to determine the effectiveness of coaching in order to form a culture of business communication in students of non-economic majors was conducted for the first time in Ukrainian higher education.

The analysis of the research results gives grounds for the development of a methodological framework for the active implementation of coaching in the educational environment.

The value of the study is that it is possible to identify areas for further research. In our opinion, promising areas include the use of coaching in combination with various methods and technologies. For example, coaching can be applied simultaneously with the method of mind maps, simulation, problem methods, etc.

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