

возрастными и целевыми группами учащихся, исследование особенностей применения здоровьезберегающих технологий в работе социального педагога с педагогическим коллективом.

Ключевые слова: *здоровьесбережение, здоровьезберегающая технология, социальный педагог, образовательная среда.*

SUMMARY

Pyliuk Nataliia. Social pedagogue's activities in the implementation of health care technologies in the educational environment.

The article considers the social pedagogue's activities in the implementation of health care technologies in the educational environment. Different approaches to the interpretation of the concepts of "health care", "health care technologies" are revealed. It is noted that health care technologies are a system that creates the most favorable conditions for maintaining, strengthening and developing the spiritual, emotional, intellectual, personal and physical health of all subjects of the educational process. The main approaches to the organization of health care activities in the education institution are characterized: ecological and valeological approach, active and systems approaches. The priority tasks of the social pedagogue's health care activity in the educational environment are outlined (protection of life and health of children; formation of a healthy lifestyle; assistance in creating an environment of psychological comfort of school students; development of communication skills; prevention of addictions; organization and formation of social culture of school students and teachers, professionals and parents). It is noted that the main areas of the social pedagogue's health care activity include: informational, educational, health, preventive, socio-psychological. The main directions of work on the formation of school students resilience are characterized, which is a priority task of a social pedagogue in the growing influence of stressors in society through socio-economic transformations, political instability, epidemiological situation. Prospective areas of further research are outlined: in-depth study of the content of specific health care technologies in the work of a social pedagogue, analysis of health care activities of a social pedagogue with different age and target groups of school students, research of health care technologies in the work of a social pedagogue with teaching staff.

Key words: *health, health care technology, social pedagogue, educational environment.*

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COACHING TECHNOLOGY AS A METHOD OF OPTIMIZING SOCIO-ECONOMIC EFFICIENCY OF THE PERSONNEL IN ORGANIZATION

The article discusses the theoretical provisions of coaching technology as a method of optimizing the socio-economic efficiency of the personnel in organization. The types of coaching, principles, and procedures of coaching are analyzed. The main philosophical and psychological postulates of coaching and its main directions are considered. The modern classification of coaching, the conditions for the effectiveness of coach management, the main aspects of process management in the context of coaching technology have been

studied. The general provisions for setting goals in coaching are studied. The system of questions "GROW" developed by J. Whitmore and E. Parslow is analyzed. The instrumental foundations of coaching have been studied. The article considers the approach of R. Dilts to determine the peculiarities of the system of values and beliefs of a person, as well as the model of "spiral dynamics", built on the original ideas of Dr. K. Graves.

Key words: coaching, technology, efficiency, personnel, organization, management.

Introduction. The evolution of human resources management, beginning with routine work with personnel to managing human resources, expands the number of problems of the theoretical and practical plane, which should be taken into consideration in the process of management. One of the topical issues is the need to formulate an effective social and economic behavior of the organization staff. In this regard, coaching is the most promising method. It is a social technology of partnership in the development and improvement of personal, professional and behavioral competences in individual workers and groups aimed at forming and improving their motivation for work and corporate behavior.

Analysis of relevant research. Coaching technology, its theoretical and practical foundations were considered by: M. Danylova, J. Gibner, T. Gallwey, D. Goleman, T. J. Leonard, E. Parslow, R. Pryor, M. Ray, A. Savkin, J. Smart, N. Smit, F. Stone, N. Tomashek, J. Whitmore. Among the domestic scientists, different aspects of coaching in the context of managerial activity were studied by V. Huriievska, V. Zhukovska, V. Kulyk, N. Lev, Ye. Lohvynovskyi, O. Martsinkovska, A. Mazaraky, M. Nahara, V. Pavlov, Kh. Peredalo, I. Petrovska, N. Sychova.

The aim of the article is to reveal the theoretical foundations of coaching technology as a method of optimizing socio-economic efficiency of the personnel in organization.

Research methods – analysis of scientific works of domestic and foreign researchers on the problems of coaching technology as a method of optimizing socio-economic efficiency of the personnel in organization.

Results. Coaching deals with consciousness and serves for expansion of the limits of perceiving reality in the course of the analysis of the set goal. Collection of all the necessary information for solving the task and its analysis is carried out by the client independently with the coach's assistance. For this, special technologies are used, first of all – coaching.

There are many types of coaching: executive coaching, business coaching, coaching of the highest indicators, team coaching, career coaching, coaching of personal efficiency, life coaching, relationship coaching, etc.

Executive coaching is an individual coaching, its peculiarity lies in the fact that top managers of the company can work at coaching sessions over business

goals and strategies to achieve super-results, as well as over the development of a personal efficiency and/or life balance.

Business coaching (corporate) is aimed at conducting coaching at the company for its employees of different levels. The main purpose is to help the employee develop as a personality, achieve high results and improve efficiency.

Team coaching is close to individual coaching. The difference is that the coach, as a facilitator, works with the team in two ways: to achieve common goals in the team and to create a space where each participant can be a coach for the other.

Specialized coaching is also close to individual coaching. However, here the coach is an expert in any field, specialization or in a particular aspect of life. For example, in the banking industry, in marketing, in project management or in dealing with stress, in a career. The work of the coach is focused on the development of specific social or professional groups, such as adolescents, students, doctors, social workers.

Life coaching (personal) is a process of solving jointly with the coach important for the client tasks. This interaction is always focused on the end result, which is determined at the beginning. In life coaching, the client can solve many problems, such as improving the quality of life, development in professional activities, creating a balance of life.

The coaching procedure harmoniously combines two principles: the principle of awareness and the principle of responsibility. When a person acts according to the principles of coaching, he is free. Freedom appears just when a person is fully aware of his desires and aspirations, he has found out where, in what place he is on the way to achieving his goal, when he outlined the ways in which he can achieve this goal, chose from all the variety of ways his only way and began to act in accordance with his plan to achieve a specific result.

The main postulate of coaching is that each person (or team) is able to find the best ways to achieve goals and choose the optimal pace. This postulate can be applied to the organization as a whole.

Suggestions (basic philosophical and psychological postulates) of coaching:

- all people have the ability to develop;
- people are able to change only when they want it and are ready for it;
- beliefs related to a person's own potential, directly related to human success;
- how a person determines success will have a direct impact on his achievements;
- people limit their potential within their beliefs (for example, believing that certain things are impossible due to external or situational barriers);

- people learn only when they are truly involved in the process;
- people can learn with everything they do, but learning only happens when a person thinks and makes plans for the future (Kolb's theory of learning);
- in order to help others, people must continually progress themselves (Томашек, 2008).

Coaching is best suited to the fast pace of modern life. Each coaching consultation is aimed at meeting the personal and professional needs of the client and helping him achieve his goal. All people without exception can be clients of coaching. The only requirement is active involvement of the person himself in the process of researching his situation, the desire to openly, honestly and comprehensively analyze his life. By studying the reality in which the client is situated before choosing a path, coaching covers the following areas:

- material component;
- ideal idea of the client about the studied sphere;
- emotional saturation of the problem;
- ideas and knowledge of the client on the research topic;
- sequence, organization of the client's actions in real life.

This algorithm is universal for any discussed topics, both personal and social. Here, coaching is used as a general technique that covers the approaches, techniques, experiments and methods used to improve the personality, to achieve his goals.

The current classification of coaching is as follows:

1. By number of participants and coaching technologies:

- individual coaching (personal, life);
- organizational coaching (work is carried out with different departments – from the team to the company as a whole);
- coach management (when the coach is the manager of the company, coaching is used and recognized as a form of internal communication).

2. Coaching for organizations, in turn, can be divided depending on the hierarchical level and goals:

- individual coaching of the first persons;
- individual or group coaching of line managers and key employees;
- coaching consulting of the organization;
- training of managers of different levels of coaching as a management style.

3. According to the mode, coaching can be divided into:

- personal-distance (full-time and part-time) coaching (here it is fundamentally important to identify those tasks (situations) that require

personal participation of the coach, as this is a prerequisite for obtaining the planned result);

- “external” coaching (involving external resources, consultants to work with employees of the company; this method is especially effective when it is necessary to follow an objective approach to solving problems, where external trainers and consultants act as independent experts);

- “internal” coaching (organized process of communication between coach and subordinates; employees begin to be fully aware of the real situation, both in the external dimension and in the inner-personal world; in such conditions, employees choose the most effective ways to solve problems and thus carry responsibility for their quality implementation).

4. The form of coaching is divided into:

- personal meetings;
- telephone consultations;
- e-mail correspondence (Томашек, 2008; Уитмор, 2005; Харрис, 2003).

Coach management is a special social technology in the leader’s repertoire. Coaching as a management style involves interaction of managers and subordinates, which leads to a significant increase in efficiency and effectiveness, employee motivation, strengthening of personal responsibility. For coach management to be effective, it must meet certain conditions:

The first condition – the degree of fulfillment by the employee of a certain task and the degree of motivation for quality of its fulfillment.

The degree of maturity of the employee is determined by the following levels of maturity:

Level I – amateur;

Level II – performer;

Level III – specialist;

Level IV – partner.

Coach management is recommended to be conducted with employees of the third – fourth levels with a high level of motivation.

The second condition – the ability of the leader to apply coach management. The main management requirements to managers in the style of coaching is possession of methods for assessing the professional and behavioral competences of subordinates, knowledge of the basics of coaching, the laws of organizational development, personal motivation for professionalism in management.

The third condition – the nature of work and management culture of the organization (for successful management in the style of coaching it is necessary

that employees have the opportunity to determine their own tasks and ways to achieve them) (Томашек, 2008; Уитмор, 2005; Харрис, 2003).

If the essence of the work is strictly defined and regulated by job description, the need for coaching as a method of management decreases sharply. This applies to ordinary personnel engaged in production and construction, operators, employees of trade halls working where any deviations from the standard scheme are strictly prohibited.

Coaching as a management style defines the main aspects of process management:

- 1) goal setting;
- 2) determining the necessary resources to achieve the goal;
- 3) creating relationships that help maintain a commitment to the goal (commitment to one's values and beliefs, according to which the goal was formulated);
- 4) analysis of the result.

The main property of existence of the system (person, company, city, state) is presence of the goal. Therefore, setting goals, their awareness is the basic principle of a systems approach and one of the most important features of strategical thinking.

The goal is what the person (or manager) aspires to, it is the image of the expected result of activity. Therefore, setting goals is the first and the most important stage of any reasonable activity. Maximum attention to goals is the most important quality of people who achieve outstanding results in any business. The main reason for success in life is the ability to set goals and achieve them. In coaching, general provisions for goal setting have been developed, namely:

1. The purpose of the system is primary; the system is secondary. If the task is to develop or improve the system, then the main thing will not be the system, but the purpose, for which the system was created. The purpose directs the activity and, therefore, is primary, and the activity is secondary.

2. The supersystem determines the purpose of the system. Purpose is a category external to the system. It is defined by a higher level system where this system is included as part.

3. To achieve a global goal, as a rule, you need to achieve many local goals. The global goal is divided into a number of sub-goals that are performed by subsystems. This process – decomposition of goals – is an element of creativity, and it must take into account all the properties of the system.

4. One goal can be achieved in different ways, using different means. Each means of achieving goals can be positive in some conditions, and negative in some.

5. Goals, like systems, are hierarchical. This allows you to identify important and secondary connections. The analysis should be performed from top to bottom inside the system and from bottom to top outside the system.

6. Large systems are multi-purpose systems (city, factory, large firm). Systems are usually multi-purpose, and therefore evaluations of their performance are multi-criteria.

7. Systems, obeying the supersystem, must have some independence at their level in choosing ways to achieve their goals. This is a necessary condition for the effective functioning of systems, interaction with the supersystem and development of the whole system.

8. In the process of functioning, the goals of the system may change. Accordingly, the structure and mode of operation of the system must change. Sub-goals are more mobile than global goals. External conditions change, and therefore sub-goals (tasks) must change.

9. The goal is the basis for quality control of the system. It must be clearly worded, quantified, so that its implementation can be verified.

10. The goal must meet the interests and values. To achieve the goals, many conditions must be met, and one of the most important – the performers must understand that implementation of goals is personally beneficial to them (intrinsic motivation). To do this, the goals of teams, enterprises and states must coincide with the interests of the people (Прайор и Лейблінг, 2005).

The way the goal is formulated is also important. There are different approaches to formulating goals, but they all come down to the following principles.

1. Short-term goals are the most important, they must be more than realistic.

2. Goals are set for oneself, not for others (goals that can be achieved independently, not with the help or participation of someone).

3. You need to clearly distinguish between your goals and the goals of others.

4. It is important to be aware of the feelings that arise during goal setting. Psychological science claims that certain doubts, feelings of disharmony signal the wrongly chosen or formulated goal.

5. Goals need to be adjusted from time to time, according to realities.

One of the functions of the goal is to motivate a person to act, so it is important that the formulation of the goal contains a motivational resource. In coaching, a number of methods have been developed that allow to competently formulate goals so that the desire to achieve it was strong (Парслоу и Рэй, 2003).

The most common techniques are the GROW question system, developed by J. Whitmore and E. Parslow. The GROW model is based on a four-stage structure of the coaching session:

1. The first stage of the session – Goal – is choice by the coach and his client of a specific problem to discuss and determine the ultimate goal of the discussion.

2. The second stage – Reality, in which the coach and the client assess the situation and give specific examples to confirm their arguments.

3. The third stage – Options, which offers ways to solve the problem and select the most constructive of them.

4. The fourth stage – Wrap-up (Will), at which the coach and the client develop an action plan, determine the time frame for achieving the desired results and discuss ways to overcome possible obstacles (Парслоу и Рэй, 2003; Уитмор, 2005).

There is a list of issues within GROW technology. Let us consider the main ones.

Goal. In the context of goal setting, the following questions may be helpful: What problem would you like to work on today? What would you like to achieve by the end of this coaching session? How deeply and in detail would you like to work today? Is your long-term goal related to this problem? Does your goal meet the SMART criteria? Will we be able to achieve what you want in the time we have? Are you sure you have set a goal for this lesson? (Парслоу и Рэй, 2003; Уитмор, 2005).

Reality. To help the client better understand the real situation and his position in it, the following questions are considered useful: What is happening at the moment? How sure are you that this is an accurate reflection of the situation? What worries you in this matter and to what extent? Who but you is affected by this problem? Who knows about your desire to do something about it? To what extent is the outcome of the situation subject to your personal control? Who else and to what extent controls the situation? What steps have you taken in this direction so far? What made you stop there and not take such steps? What obstacles need to be overcome in the course of further work on this problem? If so, what internal obstacles or personal resistance do you feel to the actions taken? What resources (skills, time, enthusiasm, money, support)

do you have now? What other resources will you need? Where do you get them? If I could fulfill any of your wishes related to this problem, what would it be? (Парслоу и Рэй, 2003; Уитмор, 2005).

Options. To help the client understand the range of possible options available to him, the following questions will be relevant: What ways do you think you have to deal with this problem? What big and small alternatives are available to you? What else could you do? What would you do if you had more time, more material resources, or if you had power? What would you do if you started from the clean sheet of paper, with a new team? Do you want to analyze my suggestions? What are the advantages and limitations of each? Which of these solutions is best for you? Which of them would bring you the most pleasure? Do you need to redefine your immediate or long-term goal? (Парслоу и Рэй, 2003; Уитмор, 2005).

Will. To help the client develop a program of action, determine which situation is best for him, and encourage him to take responsibility for these actions, the following questions may be helpful: Which option do you prefer? What are your criteria for success? When exactly are you going to start and end each step? What can stop you from taking these steps or achieving your goal? What personal resistance (if any) do you feel against taking these steps? What will you do to overcome this resistance? Who needs to know about your plans? What support do you need and from whom should it come? What will you do to get such support, and when? How can you assess your willingness to take these concerted actions on a scale from 1 to 10? What prevents you from setting yourself 10 points? What can you do or change to bring your determination closer to 10 points? When would you like to have another meeting? (Парслоу и Рэй, 2003; Томашек, 2008; Уитмор, 2005).

It is important to emphasize that these questions are not a specific guide to the coaching session, their number, type and sequence may vary. Thus, the instrumental basis of coaching is a system of effective questions that allow you to get the information you need to achieve results:

1. Formulation of the goal. What exactly do you want?
2. Attitude to reality. Where are you now in the context of the problem, how do you understand what is happening in reality?
3. Description of the result. What will you see, hear, feel when you reach the goal?
4. Evidence. How do you know you have achieved it?
5. Does the goal meet your values and needs? What will be the result of achieving this goal or what will it allow you to do?

6. Is the goal achievable by yourself? Does the goal depend on your own actions? Is it in your area of control?

7. The appropriateness of obtaining a result in this situation. Where, when and with whom do you want to achieve this goal? Can you imagine the details?

8. Resources. What resources do you have now and what do you need to accomplish your goal?

9. Environmental friendliness. Why do you need to achieve this goal? What will you gain or lose if you do not achieve it? (Парслоу и Рэй, 2003; Уитмор, 2005).

An important aspect of coach management is goal orientation. Loyalty to the goal reflects the degree of psychological readiness to follow the chosen path, to affirm important values, to create productive relationships with other people that contribute to the achievement of goals. Because values are related to preferences, desires, they are the main source of internal motivation of the client. When something corresponds to the values of people, they feel deep satisfaction, harmony. If people show inconsistencies in their values, they feel dissatisfied or forced to give up.

Values such as success, praise, recognition, responsibility, satisfaction, love, achievement, creativity, strongly influence the goals that people set for themselves and the choice of possible actions. In practice, the goal correlates with values. Human beliefs about values determine the "mental map" of human values and the form of their manifestation.

In order for a certain value to become active, it is necessary to define a system of beliefs. For example, in order to show in behavior such a value as "professionalism", a person needs to form a belief in what professionalism is, to develop a definition of professionalism, to define its criteria, preconditions and consequences. Beliefs are just as important for determining people's future actions as values.

R. Dilts proposed the exercise "Values, criteria and priorities", which allows to determine the features of the system of values and beliefs of a person:

1. Please write what is important for you in your life (ten most important values).

2. Compare these values and answer the question "why is this important to you?".

3. Identify your most important values.

4. Does your life correspond to your core values? How can you move towards your core values?
5. What could you change to make your life better in your core values?
6. What specific steps can help you strike a balance between your core values and your current life situation?
7. What indicates that you are aware of your values in this situation?
8. How your values relate to the values of people close to you? (Дилтс, 2004).

To determine the features of the system of values and beliefs of the leader, you can also use the method of determining the priority values of leaders and the theory of spiral dynamics of K. Graves (Кови, 2002).

The model of "spiral dynamics" is based on the original ideas of Dr. K. Graves that human nature is progressively evolving from one balanced state to another. These states can be called stages of development, although each subsequent stage adds new elements to the previous one. Each previous one, in turn, is the basis for the next, which may or may not happen. Each such level of existence determines the appropriate way of perceiving the world, as it creates certain filters in human consciousness that affect the process of perception. Hence – peculiarities in the decision-making process, the principles of organization and management of business and political structures, ideas and ways of adapting to reality. Researcher K. Graves created "a growing, cyclical two-spiral model of development of the bio-psycho-social systems of people".

Conclusions and prospects for further research. Analysis of coaching technology as a method of optimizing the socio-economic efficiency of the personnel in organization suggests that coaching deals with consciousness and serves to expand the boundaries of awareness of reality in the analysis of the task. Gathering all the necessary information to solve the problem and its analysis are made by the client independently with the assistance of the coach. For this purpose, special techniques are used, the main of which is interrogative coaching technologies.

Coaching aims to achieve important goals, increase the effectiveness of planning, mobilize internal capacity, develop the necessary skills and abilities, develop improved strategies for obtaining results. This technique is designed to empower people who are aware of the need for change and who set themselves the task of professional and personal growth. Thus, coaching technologies have a significant resource to increase socio-economic efficiency. In our opinion, the methodological bases of training managers in the coaching approach in the process of personnel management deserve research attention.

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РЕЗЮМЕ

Скоробагатская Оксана. Технология коучинга как средство оптимизации социально-экономической эффективности персонала организации.

В статье рассмотрены теоретические положения технологии коучинга как метода оптимизации социально-экономической эффективности персонала организации. Проанализированы типы коучинга, принципы, процедуры коучинга. Рассмотрены основные философско-психологические постулаты коучинга и основные направления коучинга. Изучена современная классификация коучинга, условия эффективности коуч-управления, основные аспекты управления процессами в контексте коуч-технологии. Изучены общие положения по постановке целей в коучинге. Проанализирована система вопросов «GROW», разработанная Дж. Уйтмором и Э. Парслоу. Изучены инструментальные основы коучинга. Рассмотрен подход Р. Дилтс по определению особенностей системы ценностей и убеждений человека, а также модель «спиральной динамики», построенная на оригинальных идеях доктора К. Грейвза.

Ключевые слова: коучинг, технология, эффективность, персонал, организация, менеджмент.

АНОТАЦІЯ

Скоробагатська Оксана. Технологія коучингу як метод оптимізації соціально-економічної ефективності персоналу організації.

У статті розглянуто теоретичні положення технології коучингу як методу оптимізації соціально-економічної ефективності персоналу організації. Проаналізовано типи коучингу: коучинг вищого керівництва, бізнес-коучинг, коучинг високих показників, коучинг команд, коучинг кар'єри, коучинг особистої ефективності, лайф-коучинг, коучинг стосунків. З'ясовано принципи процедури коучингу: принцип усвідомленості і принцип відповідальності. Розглянуто: основні філософсько-психологічні постулати

коучингу та основні напрямки коучингу. Вивчено сучасну класифікацію коучингу: за кількістю учасників та коучинговими технологіями, за ієрархічним рівнем та цілями, за режимом, за формою. Розглянуто умови ефективності коуч-управління, що призводять до значного підвищення ефективності та результативності, мотивації співробітників, посилення особистої відповідальності. З'ясовано основні аспекти управління процесами в контексті коуч-технології: постановка цілей; визначення необхідних ресурсів для досягнення мети; створення стосунків, які допомагають підтримувати прихильність до мети та до цінностей, згідно з якими було сформульовано мету; аналіз результату. Вивчено розроблені загальні положення щодо постановки цілей у коучингу, а також підходи до формулювання цілей. Проаналізовано систему питань «GROW», розроблену Джоном Уітмором та Еріком Парслоу. Розглянуто інструментальну основу коучингу – систему основних ефективних питань, що дозволяють отримати інформацію, необхідну для досягнення результатів. Розглянуто гіпотезу про позитивну кореляцію між урахуванням «ментальної карти» цінностей людини та мотивацією до продуктивної професійної роботи. Визначено необхідність усвідомлення сутності професіоналізму, його критеріїв та передумов у контексті постановки коучингових цілей. Розглянуто підхід Р. Дилтса щодо визначення особливостей системи цінностей і переконань людини (система питань, що актуалізують усвідомлення ціннісних пріоритетів людини), а також модель «спіральної динаміки», побудована на оригінальних ідеях доктора К. Грейвз («зростаюча, циклічна двохспіральна модель розвитку біо-психо-соціальних систем людей»).

Ключові слова: коучинг, технологія, ефективність, персонал, організація, менеджмент.

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СУЧАСНІ УМОВИ УПРАВЛІННЯ ЯКІСТЮ ОСВІТИ: ТЕОРЕТИЧНИЙ АСПЕКТ

У статті розглянуто теоретичний аспект управління якістю освіти в сучасних умовах. Виокремлено аналіз практичної діяльності вітчизняних закладів вищої освіти, який дозволяє виділити найбільш часто виникаючі проблеми. Охарактеризовано вишівську систему управління якістю освіти. Звернення до ідеї підвищення якості освіти під час аналізу сучасних підходів дозволило сформулювати