

their individual characteristics remains insufficiently studied. In this regard, the definition of minimum strength in schoolchildren represents both scientific and practical interest.

The article is aimed at substantiation and proof of the efficiency of the authors' methodology of development of adolescents on the basis of minimum strength and in the implementation of a differentiated approach.

In the course of the study, methods of theoretical analysis of scientific-methodological literature, pedagogical testing, pedagogical experiment, methods of mathematical statistics were used.

Scientific novelty lies in the fact that the minimum strength is investigated as a starting indicator of further development of adolescent power capabilities taking into account their individual characteristics. The differentiated approach in the development of boys and girls of 10-11 years old has been applied. The authors' methodology for the development of adolescent's power abilities, the essence of which is to use the means of development of power abilities that were distributed to groups: with external resistance, with its own weight, isometric and self-polluter exercises. The method of re-execution of exercises with different resistance and method of circular training were applied. The results of testing indicate that development of strength in adolescents is different and varies due to the growth and development of the organism and is characterized by unevenness. When choosing a power preparation, based on the pedagogical task, functional features and minimum strength, you can achieve a significant increase in power abilities. Prolonged use of one and the same exercises does not contribute to the effective development of adolescent power capabilities, therefore, there is a periodic application of even less effective means, but new ones, promotes effective development of force.

The results of the study have shown that the methodology provides with a possibility for active planning of the strategy and using effective methods of strength development in the lessons of physical cultur.

Key words: *teenagers, minimal strength, power abilities, individual features, differentiated approach, power loads, authors' methodology.*

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Oksana Skorobahatska

Sumy State Pedagogical University named after A.S. Makarenko
ORCID ID 0000-0002-5072-5195

Nataliia Osmuk

Sumy State Pedagogical University named after A.S. Makarenko
ORCID ID 0000-0002-0784-1350

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ON THE ISSUE OF KEY COACHING COMPETENCES OF THE ORGANIZATION MANAGER

The article considers the theoretical provisions of the key coaching competences of the organization manager. It has been found out that a modern manager must have certain psychological qualities: empathy, directness, impartiality, willingness to apply a fundamentally different approach to personnel management. The authoritarian and debatable approaches are considered. It is determined that coaching provides the manager with real control and the subordinate with real responsibility. In coaching, personal effectiveness is linked to the awareness and responsibility of the manager and the subordinate. It is established that the manager as a coach in his work is guided by the values

of subject-subject relations. The integrated approach to the development of personal and interpersonal effectiveness by S. Covey and the levels of principle-oriented leadership, developed by him, are analyzed. The aspects of the "portrait of the ideal coach" developed by A. Savkin and M. Danylova are considered.

Key words: *coaching, technology, efficiency, personnel, competences, competence approach, organization, management.*

Introduction. Human resources have always been the most important value of an organization. In the crisis conditions and increasing rates of transformations, new technologies of personnel management become an important condition for the viability and revival of organizations. Today in the field of personnel management a new system of views is being formed, which is focused on maximizing specialists' potential, their unique specialized knowledge and skills, communicative competences and creative abilities for professional self-realization. Innovative coaching technology is a set of socio-psychological and managerial technologies aimed at assessing competences, identifying strengths and weaknesses, increasing motivation to achieve results, improving the effectiveness of individual employees, senior executives (individual coaching or coaching-consulting); structural units (group or team coaching); organizations in general (organizational coaching).

Analysis of current research. M. Danylova, J. Gibner, T. Gallwey, D. Goleman, T. J. Leonard, E. Parslow, R. Pryor, M. Ray, A. Savkin, J. Smart, N. Smith, F. Stone, N. Tomaszek, J. Whitmore were engaged in research on coaching technology, formation of its theoretical and practical bases. Among domestic scientists, different aspects of coaching in the context of management studied V. Huriievskaya, V. Zhukovskaya, V. Kulyk, N. Lev, Ye. Lohvynovskiy, O. Martsinkovskaya, A. Mazaraky, M. Nahara, V. Pavlov, H. Peredalo, I. Petrovskaya, N. Sychova.

Competence approach, which serves as a resource in the crisis of the traditional education system, is studied by modern scientists: I. Bekh, N. Bibik, I. Yermakov, O. Kononko, V. Kraievskiy, O. Liebiediev, V. Luhoviy, L. Masol, O. Ovcharuk, O. Pometun, O. Savchenko, A. Sbruieva, O. Sukhomlynska, A. Khutorskiy.

The purpose of the article is to conduct a theoretical analysis of the key coaching competences of the organization manager.

Research methods – analysis of scientific research of domestic and foreign scientists on the problem of key coaching competences of the organization manager.

Research results. Traditionally, competence approach is used in the process of learning and preparing for coaching. First of all, the task of this

approach is to expand the concept of a qualified specialist and create a specialist of the “competence”, who does not only have a certain level of knowledge, skills and abilities, but also is able to implement them. For a coaching specialist it is crucial.

Professional training using a competence approach creates the necessary key and secondary competences of the specialist and, as a result, forms the required level of professional competence of the specialist. Competence approach in education lies in defining the goals of education, organization of the educational process and systematic evaluation of learning outcomes, which guarantees the quality of education. The overall main value of the competence-based approach is that it meets the demands of management as efficiently and purposefully as possible.

The competence-based approach involves the growth of competences, obtaining the desired quality, qualifications and professional competence of the coach-manager. The ICM professional learning standard corresponds to four functional trajectories and is based on four main competences: potential competence; corporate competence; communicative competence; subject competence.

1. Potential competence consists of the molding competences of the coach on issues of personal potentiation, strengthening, promotion. It includes such processes as training, professional development, self-development, customer search, sales. Potential competence is based on such competences as personal development, leadership, goal setting, potentiation, environmental friendliness, neutrality (coach’s position), awareness, responsibility, commitment.

2. Corporate competence consists of organizational and administrative coaching, which forms the competence of the entire coaching industry. The coach relies on knowledge about the features of a professional corporation. Corporate competence includes such areas as history, laws, norms, ethics, values, rules, standards, qualifications, contracts, coaching and welfare.

3. Communicative competence consists of the molding competences of a coach on human nature, it is based on knowledge about man. Communicative competence includes the following competences: intelligence, active listening, coaching questions, rhetoric, heuristics, sophistry, metaphor construction, storytelling, coaching templates, sharing, tuning, working with trust.

4. Subject competence consists of the molding competences of the coach regarding the professional content of coaching. The coach relies on knowledge of the functional structure of coaching. Subject competence includes principles, concepts, strategies, models, structures, technologies, techniques, techniques (Смарт, 2004).

The theory of competences in coaching reveals learning as a four-stage process that involves transition from unconscious incompetence to unconscious competence. With unconscious incompetence, a person does not know that he does not know or does not know how to do something. That is, a person is at the level of “I do not know what I do not know”, perhaps he does not feel the need to acquire this skill or knowledge and has not yet realized the lack of his own competence.

With conscious incompetence, a person acquires knowledge of his “ignorance”. This is usually due to a need or desire to take action. This level is “I know what I don’t know”.

With conscious competence, a person needs to undergo training, either formal or informal. Often at this stage a person accurately copies the actions of his teacher (coach). Every moment a person realizes what he is doing because he “knows what he knows”. In unconscious competence, human knowledge and skills are used so often that they become “habits”. By performing the appropriate actions, the individual no longer feels the need to think through each subsequent step, because the algorithm of action is embedded in the unconscious (or subconscious). Now a person can say, “I don’t know what I know”.

Thus, coaching as a process occurs when the subject is consciously or unconsciously competent, but he needs to move to the next level of his activity. Coaching helps people look at one aspect or another of their work through informed, objective “leadership”. This method aims to help people optimize performance, not to learn something new. The central task of coaching is to use existing knowledge and skills (sometimes in combination with a review of views and familiar approaches).

A modern manager must have certain psychological qualities: empathy, directness, impartiality, as well as good will to take a fundamentally different approach to personnel management. He also has to choose his own path, as there are several stereotypical role models he can follow, and he will even have to overcome the initial resistance of some of his staff who do not want to deviate from traditional management. Such employees may fear additional personal responsibility as a result of a new style of management due to coaching. These problems are predictable and are mostly easily remedied through coaching (Уитмор, 2005).

According to J. Whitmore, traditional options for management or communication style can be placed along some axis, where the autocratic approach will be at one end of the spectrum, and the restriction of interference in the work of subordinates – on the other. Most managers choose a position

between the two extremes, but coaching lies in a completely different plane and combines the merits of these extremes, without taking their risks. In response to the manager's questions asked according to the rules of coaching, the subordinate is aware of all aspects of the tasks and necessary actions. This clarity allows him to be confident in success and thus take responsibility for his actions (Уитмор, 2012).

Growing awareness of employees creates a need for them to be more involved in decisions, affects development of their responsibilities. Managers must understand that subordinates' responsibility is not a cause for pressure, but a capital on which the effectiveness of the entire team depends. Therefore, it is necessary to involve in work so as not to stress subordinates with responsibility, but to give them the opportunity to realize their inner motivation, and not relying on it to develop a deep-level responsibility.

In coaching, personal effectiveness is associated with such concepts as awareness and responsibility of the manager and subordinate.

The first key element of coaching is realization that it is the product of focused attention, concentration and clarity. It is the concentration and clarity of perception of relevant evidence and information, and the ability to determine what exactly is relevant to the case. This ability will include an understanding of the system, its dynamics, the relationship between things and people, and an understanding of the management psychology. Awareness also includes self-awareness, in particular understanding when and how emotions or desires affect perception. The degree of awareness is characterized by the feedback, both from other people, from the inner feeling, and from the external environment, which is perceived and understood by man as a result of his own activities. And the feedback is not evaluative, but meaningful.

Another key element of coaching is responsibility. Responsibility is the most important property of a person and its content is analyzed in connection with the study of the personality, his cognitive processes, psychology of management, moral education and development. A sense of true responsibility invariably includes choice. Instructing a subordinate that he is responsible for a case does not mean that he has a sense of responsibility: he can perform tasks only because in case of non-compliance he will be threatened by something unpleasant. But doing something to avoid trouble does not mean optimizing performance. There will be no effective activity until the person feels responsible. And it comes with a choice, which, in turn, requires the right questions.

Thus, the manager as a coach in his work is based on completely different values – the values of the subject-subject relations, in which the position of subordinates changes; subordinates are transformed from a passive

object of influence into an active, proactive, independent, responsible, with a sense of self-worth, subject, partner, equal member of the management team. It is the subject-subject relationships that form the basis of corporate governance and its main component – corporate culture (Коучинг, 2011).

According to the topic of our study, the concept of J. Whitmore, who insists that the manager should be perceived as support, not as a threat, is conceptually important. He believes that the fundamental basis for the organization development is the chief executive, his personality, his professional and personal development.

In coaching, there are different approaches to the professional and personal development of the manager. The most famous is the integrated approach to the development of personal and interpersonal effectiveness by S. Covey. His method helps the leader to move forward on the axis of maturity from dependence to independence, and from independence to interdependence. Dependence is expressed by “you – paradigm”: you care about me; you want something for me; you failed; I blame you for failure. Independence is expressed by the “I – paradigm”: I can do it; I choose responsibility; I rely on myself; I can choose. Interdependence is expressed by the “we – paradigm”: we can do it; we can interact; we can, by combining our abilities and capabilities, create together something more significant (Кови, 2002).

According to S. Covey’s study, such skills as activity, purposefulness, the ability to set priorities, reflect a person’s ability to manage himself, allow him to become independent, creating a basis for effective interdependence. Such aspects as cooperation, co-creation and the ability to understand others lead to success in interaction and communication, in teamwork. Researchers of the psychology of coaching pay special attention to such a skill as the skill of renewal, regular, balanced renewal of the basic components of human life. This determines the motivation for continuous improvement, creates an upward spiral of growth, raises a person to new levels of understanding of life and work (Кови, 2002).

S. Covey emphasizes that the skill of renewal is similar to the method of self-coaching by J. Luciani. Self-coaching is defined as “self-learning” or “personal coaching”. In other words, it is a program of personal growth. J. Luciani reveals the technology of human self-realization, which is based on taking responsibility for one’s thoughts, actions, habits and entirely for one’s personality. Self-realization in this sense is not so much a result as a continuous process that lasts a lifetime (Кови, 2002).

S. Covey introduced the idea of a principle-oriented learning environment. He proposes the paradigm of the organization and distinguishes

four levels of principle-oriented leadership: personal, interpersonal, managerial and organizational (Кови, 2002). Each level has its own key principle:

1. Reliability on a personal level.
2. Trust at the interpersonal level.
3. Expansion of legal capacity at the management level.
4. Establishment at the organizational level (Кови, 2002).

If the level of trust is high, the structure of the organization will be extremely flexible, and the control sector will be extremely broad, as employees creatively organize their own activities. They do their job well and without reminders, because they have a common perspective with the organization, based on certain cornerstones and values. And the systematic work of the coach in this sense is to update the organization's staff mission.

Organizational coaching is an effective social technology for the formation of work motivation, more productive socio-economic behavior of employees of the organization. The organizational coach within the organization must be able to implement the following tasks:

1. Targeted management of the company: the technique of setting goals for enterprise development; hierarchy of goals in the organization; target model of business construction; motivation through goal setting; definition of areas of managers' responsibility, including tasks-functions and tasks-projects; areas of responsibility – a tool for targeted management of the organization.

2. Strategic planning: reasons for non-implementation of plans; definition of own planning strategies; typical bases for planning strategies: on the purposes and on available resources; advantages and limitations of each strategy; integrated planning strategy; definition of strategic goals of the organization; verification of strategic goals (SMART: specific, measurable, achievable, real, relevant over time); development of the company's strategic plan.

3. Tactical planning: definition of areas of responsibility for the implementation of strategic goals (decomposition of goals); setting tasks for performers; development of tactical plans by areas; system for monitoring the implementation of plans; adjustment of goals.

4. Personal time management (time-coaching): identifying the causes of time loss; determining the time available; effective organization of the workspace; prioritization of features of strategic, project and operational planning; creating calendar plans.

5. Management of professional growth of employees: identification of employees' values; development of employees' initiative, willingness to take responsibility for decision-making; determining the reasons and incentives for

motivation and self-motivation of employees to professional growth; formation of labor motivation; career management.

6. Development of corporate culture: search and formation of interrelations between corporate and personal values of employees; development of a coaching style of management aimed at optimizing the achievement of the task and encouraging initiative; formation of corporate behavior of employees (Шрагенхайм, 2016).

The use of coaching technology for the formation of effective socio-economic behavior of employees of the organization allows to structure the process of achieving certain management results. Modern management in the style of coaching is a view of the company's staff as a huge potential, where each employee is a mature creative person able to solve problems, make choices, make decisions, take responsibility.

Conclusions and prospects for further scientific research. Based on the results of the study, we can state that the key coaching competences of the organization manager are: knowledge of the principles of coaching sessions; knowledge of the laws of organizational development; belief in one's own potential and the potential of the employee; respect for the personality and values of the employee; strategic thinking; desire to improve in management. A modern manager must have certain psychological qualities for implementation of the coaching technology: empathy, directness, impartiality, good will. Further study requires foreign experience of forming coaching competences in future organization managers.

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РЕЗЮМЕ

Скоробагатская Оксана, Осъмук Наталья. К вопросу о коучинговых компетентностях менеджера организации.

В статье рассмотрены теоретические положения ключевых коучинговых компетентностей менеджера организации. Выяснено, что современный менеджер должен иметь определенные психологические качества: сопереживание, прямоту, непредвзятость, готовность к применению принципиально иного подхода к персоналу. Рассмотрены авторитарный и дискуссионный подходы. Выяснено, что коучинг обеспечивает менеджера реальным контролем, а подчиненного – реальной ответственностью. В коучинге личностная эффективность связана осознанностью и ответственностью менеджера и подчиненного. Установлено, что менеджер как коуч в своей деятельности опирается на ценности субъект-субъектных отношений. Проанализированы интегрированный подход к развитию персональной и межличностной эффективности С. Кови, разработанные им уровни принципиально-ориентированного руководства. Рассмотрены аспекты «портрета идеального коуча», разработанного А. Савкиным и М. Даниловой.

Ключевые слова: коучинг, технология, эффективность, персонал, компетенции, компетентностный подход, организация, менеджмент.

АНОТАЦІЯ

Скоробагатська Оксана, Осъмук Наталія. До питання про ключові коучингові компетентності менеджера організації.

У статті розглянуто теоретичні положення ключових коучингових компетенцій менеджера організації. Проаналізовано компетентнісний підхід та основні компетентності: потенційна компетентність; корпоративна компетентність; комунікативна компетентність; предметна компетентність. З'ясовано, що сучасний менеджер повинен мати певні психологічні якості: співпереживання, прямоту, неупередженість, добру волю, щоб застосовувати принципово інший підхід до персоналу. Розглянуто авторитарний та дискусійний підходи. З'ясовано, що коучинг забезпечує менеджера реальним, а не ілюзорним контролем, а підлеглого – реальною, а не ілюзорною відповідальністю. Оскільки коучинг – це стиль менеджменту трансформованої культури, то якщо стиль буде змінюватися від директивного до коучингового, то і організаційна культура теж почне змінюватися. Ієрархія поступається місцем підтримці; осуд замінюється чесною оцінкою; зовнішні мотивації замінюються самомотивацією; захисні бар'єри падають з утворенням команди; змін більше не бояться, а приймають їх; метою стає не задоволення очікувань керівника, а надання послуг замовнику; секретність і цензура замінюються на відкритість і чесність; тиск роботи перетворюється у виклик від роботи; стресова реакція в авторитарному стилі поступається довгостроковому стратегічному мисленню. Підкреслено, що зростаюча обізнаність співробітників породжує в них потребу бути більш залученими в рішення, впливає на розвиток їх відповідальності. Виходячи з цього, менеджери повинні розуміти, що відповідальність підлеглих – це не причина для тиску, а капітал, від якого залежить ефективність роботи всього колективу. Тому потрібно залучаючи до роботи, давати можливість персоналу усвідомлювати внутрішню мотивацію, та спираючись не на неї, виробляти відповідальність глибинного рівня. У коучингу особистісна ефективність пов'язана з такими поняттями, як усвідомленість і відповідальність менеджера і підлеглого. З'ясовано, що менеджер як коуч у своїй

діяльності спирається на зовсім інші цінності – цінності суб'єкт-суб'єктних відносин, у яких змінюється позиція підлеглих; підлеглі перетворюються з пасивного об'єкта впливів на активного, ініціативного, самостійного, відповідального, з почуттям власної гідності суб'єкта, партнера, рівноправного члена управлінської команди. Підкреслено, що суб'єкт-суб'єктні відносини складають основу корпоративного управління і його основного компонента – корпоративної культури. Проаналізовано інтегрований підхід до розвитку персональної та міжособистісної ефективності С. Кові, розроблені ним рівні принципово-орієнтованого керівництва: особистісний, міжособистісний, управлінський та організаційний. Розглянуто аспекти «портрету ідеального коуча», розробленого О. Савкіним і М. Даниловою.

Ключові слова: коучинг, технологія, ефективність, персонал, компетенції, компетентнісний підхід, організація, менеджмент.

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Анатолій Шевченко

Університет державної фіскальної служби України

ORCID ID 0000-0003-2663-9892

Світлана Камаралі

Університет державної фіскальної служби України

ORCID ID 0000-0002-1157-8727

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НАВЧАННЯ ІСТОРІЇ ТА ПРОБЛЕМА ГУМАНІЗАЦІЇ ОСВІТИ

Метою дослідження виступає визначення сутності та особливостей проблеми гуманізації в межах історичної освіти. Автори, використовуючи шкільну практику, доводять, що історія не може бути фрагментарною та розмитою з огляду на значення історичного знання для інтелектуального й морального становлення особистості, розвитку її самоусвідомлення й потреб у громадянській самореалізації. Неможливо формувати в учнів цілісну картину світу, розуміння ролі та власного місця в ньому поза історичним контекстом.

У результаті дослідження, автори прийшли до висновку, що широке використання проблем гуманістичного підходу в освітньому процесі виступає потребою сучасності. В основу змісту історичної освіти покладено найсуттєвіші для життя людини знання: комунікація, пошук і опрацювання інформації; розв'язання нагальних життєвих проблем; пізнання себе, інших людей, природи, її значення для життя; власний саморозвиток. Таке розуміння світу закладає фундамент бережного ставлення до людства, держави, нації, довкілля, усвідомлення себе органічною частиною природи, мікрокосмосу.

Ключові слова: гуманізація, гуманітарна культура, гуманізація освіти, викладання історії, навчання історії, освіта.

Постановка проблеми. Сьогодні досвід провідних європейських країн свідчить, що навчання історії розглядається як важливий чинник стабільності, єдності суспільства, утвердження національної самосвідомості. Гуманізація – це процес одухотворення, олюднення всіх умов життя та праці, усього змісту навчально-виховної діяльності, всіх видів і форм відносин, що складаються в освітянських закладах. Процеси гуманізації значно масштабніші, значно