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**Belkin Igor Vladimirovich***candidate of pedagogical sciences, doctor of philosophy  
senior teacher, Vinnytsia National Agrarian University  
Vinnytsia, Ukraine***MODERN METHODOLOGY OF INNOVATIVE TEACHING METHODS****Abstract.**

*In the real article certainly and it is described one anchorman in modern science method of hands on training – coaching. Basic maintenance of influence of methods of coaching is described not only in the professional sphere of managers of marketing communications but also in other situations of sphere of activity of higher educational establishments. It is shown that technology of coaching is a mechanism that allows to personality to develop and arrive at certain results in life. Coaching emphasizes «hands» on training and «educating with the use of feed-back».*

**Keywords:** *feed-back, methods of hands on training, coaching, coach, manager of marketing communications.*

Formulation of the problem. In modern conditions of science development, methods of active learning (MAS) are of great importance. Because they are the ones who use the life and professional experience of students wisely. They are based on experimentally established facts that a person's memory reflects (other things being equal) up to 90% of what he does, up to 50% of what he sees, and only 10% of what he hears. Thus, the most effective ways of learning should be based on the active involvement of most or all of the "analyzers" of students in appropriate actions.

Among the modern tools and methods of training marketing communications managers (MMK), scientists distinguish intellectual, business, psychological and economic training, coaching training, business games to acquire skills and qualities, brainstorming, games for modeling non-standard, critical and conflict situations, team cohesion, etc. All these IAS are applied both to students in training, and to the personnel already working.

Analysis of recent research and publications. Coaching is a category that is actively studied by foreign scholars. The work of the following scientists is devoted to the use of coaching in production: E. Stack, R. Dilts, M. Downey, M.R. Jay, L. Whitworth, G. Kimsey-house, F. Sandal, J. Whitmore, O. Ognev, S. Chumakova, and others. Among the researches of coaching by domestic scientists, we can pay attention to the works of V. Berezhna, N. Denisenko, Y. Kravchenko, L. Kruglov, M. Nagar, I. Petrovska, M. Taran.

At the beginning of the XXI century, another specialty was recognized in the world, the activity of which is to help individuals in their development, education and success - coaching [7]. Coaching emerged in the late twentieth century, thanks to T. Galvy, a tennis specialist, a Harvard teacher, as one of the methods of teaching tennis. Later, T. Galvey extended the methodology of playing tennis to the game of golf. Former Ford racer J. Whitmore has extended the coaching method to business consulting. And financial consultant T. Leonard, noticing that some of his clients need personal help, became the founder of life coaching. So coaching began to penetrate various areas of life man.

The purpose of the article - is to characterize

coaching as one of the main IAS, to determine its characteristic content and features.

Presenting main material. Coaching (from the English. Coaching - coaching) - a tool of personal and professional development, the formation of which began in the 70s of XX century. The basics of coaching lie in sports coaching, positive, cognitive and organizational psychology, in the idea of conscious life and opportunities for continuous and purposeful human development [3].

Coaching is not teaching and advice, not training and counseling, it is based primarily on the questions that the coach asks his client. In trying to answer the coach's questions, the client can look at things in a new way, find solutions, sometimes completely unexpected, reveal hidden opportunities that he did not suspect before. Coaching helps to increase productivity through a phased plan of tasks. The plan is developed jointly with the coach, but the coach is not responsible for the decisions made. An additional effect of coaching is to reveal the potential and motivation of the employee.

Coaching is a way to speed up the resolution of problems that arise before the client, it is a method of changing human behavior. Influence on behavior can be carried out in any field: it is possible to train someone in sports, to help solving problems in personal life, in relationships, in the performance of duties in the workplace, there is also the help of a coach in solving problems in the field of art, etc. A coach can help children learn to walk, teenagers can solve their problems or drive a car on their own, and retirees can look at their lives in a completely different way in recent years. Coaching is a means of changing a person's thinking, an impetus for solving your own problems, understanding what you want and the ability, with the help of a coach, to understand the essence of your work or the tasks set before you. According to the scope, there are many types of coaching: top management coaching, high-performance coaching, business coaching, team coaching, personal effectiveness coaching, life coaching, career coaching, relationship coaching and more. However, there are usually five main types: coaching for managers, business coaching, group coaching, life coaching, and specialized coaching. More about each of the species is described in table. 1 [7, p. 4-6].



**Typology and characteristics of coaching in foreign practice**

Coaching for managers / Executive Coaching	This type of coaching is individual, but its feature is that the top managers of organizations are able to work in coaching sessions on both business goals and achievement strategies, and on developing individual efficiency and / or improving life balance.
Life coaching/ Personal / Life Coaching	It is a process of collegial with the coach solving important tasks for the client. This interaction is always focused on the final result, which is outlined at the beginning of coaching. In life coaching, the client can solve many tasks such as improving the quality of life, promotion in professional activities, achieving life balance.
Group coaching/ Group Coaching	Group coaching is similar in methodology to individual coaching. The difference is that the coach, as a facilitator, works with a group of people in two ways: both to achieve common goals within the group and to create a space where each participant can appear as a coach for another.
Specialized coaching / Speciality / Niche Coaching	This type is close to individual coaching. However, here the coach is an expert in a certain field, specialization or a certain aspect of life For example, in the banking industry, in marketing, in project management, or in working with stress, career. The work of the coach is focused on the development of real social or professional groups, for example adolescents, students, doctors, social workers, formal and informal groups of the enterprise.
Business coaching/ Corporate / Business Coaching	This type of coaching is aimed at conducting coaching in the organization for employees of different levels. The main goal is to promote the development of the employee as an independent individual, as well as a member of a group / organization, to achieve high business results and increase personal efficiency.

Currently, various tools and approaches are used in the field of management. One of the newest, which combines a variety of techniques and techniques, as well as gives new perspectives, is coaching as a significant tool for influencing the performance of disparate people and the organization as a whole [1, p. 26]. Our research shows that the current management in the manner of coaching - is the evaluation of employees as a great additional resource of production. In the process, each employee is seen as a special, creative person, able to solve many tasks on their own, show initiative, make choices, take responsibility and make their own decisions.

It should be noted that there is no unambiguous interpretation of coaching by either theorists or practitioners, which creates a need for research in this category. Coaching is quite common abroad, so, first of all, we will substantiate the essence of coaching. In particular, J. Whitmore explains coaching as "a new style of human resource management, whose technologies contribute to the mobilization of internal capabilities and potential of employees, continuous improvement of professionalism and skills of employees, increasing the level of their competitiveness, ensure the development of competence, encourage an innovative approach in the production process "[6, p. thirteen].

It is difficult to suggest solutions to a problem from life or work, especially when you are the same person who is trying to help, to suggest to others the right solution to the problem, because in this case you have a lot of responsibility. The mentor, coach, teacher must be good enough psychologists and be able to maintain a moral balance when the person who imitates them, the person they help or lead, begins to reveal himself negatively, nervous, demonstrates, some claims, can not hold himself in his hands or moves away from the selected road. On the other hand, the mentor must at another time give his student a chance to make a mistake so that he can gain experience and therefore make

decisions on his own.

Mentoring is similar to coaching. Mentoring is a form of professional training in which the mentor, as a more experienced person, helps the ward as a less experienced employee to acquire the necessary professional competence, as well as to introduce into the sphere of socio-psychological relations, through which the realization of professional role [2].

"Mentor - ward" is a relationship that has long existed in human history, and were glorified by the pop media. There are many different "mentor-ward" relationships in today's world. For example, when an employee first enters a company or business, he or she will be hired by someone who has been in the company or business for a long time. A new employee may face many challenges, both corporate culture and problems and issues that will arise in the workplace. In such a situation, the new employee needs the help he actually receives from the mentor. The mentor acts as a kind of buffer and leader in how the company or business works, what and how to do in the new workplace, introduces the elements of corporate culture, thus making it easier to adapt to new conditions for the ward. In the process of integrating the employee, the mentor can show his potential in that he can be a person who can guide others, move on and at the same time be good at everything [5].

A coach can also provide moral support and help a person believe in themselves again. The employee does not obey the coach, as in the "mentor - ward" model, the ward obeys the mentor, but can listen to him and find a solution to the problem. Trust and the desire to find solutions to problems in the workplace, in the team, in personal life play a very important role in cooperation with the coach [4].

The mentor teaches the ward how best to live and work. Coaching should be considered as a more specific method of mentoring, the coach leads the team to achieve the ultimate goal. For sports coaches, this will

mean winning the game, for coaches in the company the achievement of the ultimate goal will be awareness of the leader, subordinates of their own goals, as well as their common goals and objectives, and finding ways to achieve them [5].

Coaching and mentoring are processes that will allow both individual and corporate clients to fully realize their potential, however, coaching is the process that helps a person to feel more comfortable and free, because the mentor is a leader and before any leader a person has a fear, and the coach is a mentor who does not put himself above the client, but on the contrary tries to create conditions of maximum trust, a sense of security for the client.

Coaching is a process aimed at educating the individual on how to accurately form their own requests, goals and how they can be obtained. With coaching, many people realize their chances, unleash their potential and succeed in their personal lives and careers.

Coaching means motivation and training of the individual to acquire new skills and qualities. In practice, coaching is a synthesis of methods of individual psychological counseling, socio-psychological training and traditional mentoring of experienced professionals over young people. The use of this method reveals the potential for achieving important goals, increasing internal mobilization, developing the necessary abilities and skills, mastering the main strategies for obtaining results. Note that this method of learning is aimed at expanding the psychological capabilities of man [2].

Coaching emphasizes "active learning" and "learning through feedback." Therefore, learning models are used in coaching. Coaching is action-oriented and is based on learning through action. Tasks based on constructive experience that determine adequate changes through feedback. One of the effective models of coaching is the training cycle of D. Kolb (Fig. 1), which was the basis of the model of experimental training proposed in 1984. Training in this cycle consists of four stages. The first stage focuses on direct learning, which is essential for the second stage - observation and reflection on what has happened and the generalization of experience. This reflection is assimilated into short concepts - general principles that emerge to manage (regulate) what has happened and that can be used to predict what may happen in the future. The fourth and final stage is the planning of new actions, testing of hypotheses and entering a new cycle again (cyclicality occurs with the addition of knowledge and experience).

Scientist D. Kolb noted that, ideally, the learner should be involved at all stages of the cycle. Thus, the scientist took into account that people have different learning styles and advantages at certain stages of the model (and disadvantages, therefore, at others).

The coaching process coincides with D. Kolb's model, provided that the client performs the action. Without action, there is no feedback and no experience for reflection testing. The cycle ceases to operate if at least one of the stages of the cycle is not performed. The technology of coaching procedures is based on three

whales of coaching - beliefs, values and goals.

Coaching focuses on a person's goal and the means to achieve it. Coaching encourages a person to understand their own values and adhere to them in order to achieve goals. Coaching contradicts a person's limited beliefs and reinforces the positive by defining feedback tasks. Coaching answers the basic question: "How can a person become better?" First, man already has all the necessary resources, or he is able to create them. The coach helps a person to understand the situation, works with him on his goals and values, indicates when to make a choice, fights habits, inhibiting the personality, supports the changes that a person makes, directs it to development. Second, a person always makes the best choice. The more she understands and has options to choose from, the closer these forces lead her to the goal. The coach helps to show options, and the person has to make a choice independently. Third, all actions have a purpose. A person is always led to the goal and value, what he aspires to and why. This leads to change. The coach pushes the person to action. Fourth, if a person is trying to understand, it is better for him to act. The latter is, to some extent, the most important, because without it everything else is just good ideas: most people understand why they are in place, but without action they cannot understand how to change. Any coaching is useless if it does not push a person to choose a new course of action.

As J. O'Connor points out, learning is in the plane of horizontal change, adding to the knowledge that you have already accumulated or become more perfect than the previous ones. Learning is linear, evolving at a steady pace.

Development is a vertical change, which means that you are able to learn more in different areas. Development does not occur at a uniform speed, it moves in leaps and bounds, at intervals, similar to steps. In coaching, it is difficult to measure development because it can take place at different intervals (during or after coaching sessions). Development is revealed and gives you the right to move higher than you have enriched your mental worldview and penetrates your heart and sensory centers.

Conclusions. Coaching technology is a mechanism that allows individuals to develop and achieve certain results in life. Coaching is also defined as a social mechanism in the process of transition from one stage of development to another. Coaching is a movement towards self-actualization and self-organization.

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### КОМБИНАТОРНЫЕ ЗАДАЧИ В РАМКАХ ОБУЧЕНИЯ МЛАДШИХ ШКОЛЬНИКОВ МАТЕМАТИКЕ

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### COMBINATORY PROBLEMS IN THE FRAMEWORK OF TEACHING YOUNGER SCHOOLS IN MATHEMATICS

#### **Аннотация.**

*Данная статья описывает необходимость изучения комбинаторных задач в курсе математики начальной школы, а также их полезность и значимость в наши дни. Также описаны методы решения комбинаторных задач, применяемые в начальных классах. Рассмотрен конкретный пример комбинаторной задачи и его значение.*

#### **Abstract.**

*This article describes the necessity of studying combinatorial problems in the course of mathematics in elementary school, as well as their usefulness and importance today. Methods for solving combinatorial problems used in primary grades are also described. A specific example of a combinatorial problem and its significance are considered.*

**Ключевые слова:** комбинаторные задачи, младшие школьники, математика, методы решения.

**Keywords:** combinatorial problems, junior schoolchildren, mathematics, solution methods.

Иногда нам в жизни попадаются такие задачи (не только математического характера), которые имеют несколько возможных решений, из которых нужно выбрать одно – наиболее подходящее. Для того, чтобы найти верное решение, очень важно не упустить из виду ни один вариант, ведь именно он может оказаться тем самым, идеальным вариантов. Конечно, чтобы его не упустить, прежде, чем приступить к решению задачи, необходимо перебрать все варианты ее решения. Это и есть комбинаторные задачи. Называются они так от слова «комбинация», поскольку предполагают, перебор всех возможных комбинаций решения.

Овладеть решением таких задач в математике необходимо для того, чтобы, столкнувшись с ними в жизни, быть полностью готовым и найти верное решение своих затруднений. Такие задачи способствуют развитию критического мышления, что позволит человеку видеть и изучать ситуацию под разным углом. Также они развивают память, мышление и внимание.

Начинать обучать решению таких задач, конечно, нужно в младшем школьном возрасте, поскольку он наиболее благоприятен для усвоения всей новой информации, которая в дальнейшем будет расширяться и совершенствоваться на практике. Однако, в начальных классах в программу вводятся далеко не все элементы комбинаторики, лишь самая минимальная база, которую дети в данном возрасте могут запомнить, осознать и применить в нестандартных ситуациях [3, с. 72].

Комбинаторные задачи на данный момент считаются в начальной школе задачами повышенной трудности. Их часто можно встретить в олимпиадных заданиях и в специальных разделах учебников, если это предусматривает тот или иной учебно-методический комплекс (УМК). Касательно этого, стоит отметить, что не во всех УМК введены базовые элементы комбинаторики, и в некоторых программах с ними ученики сталкиваются только в среднем звене. Например, в программе Н.Б. Исто-