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**THE APPLICATION OF COACHING METHODS
IN DEVELOPING OF FUTURE OFFICERS'
MANAGERIAL COMPETENCE**

**ЗАСТОСУВАННЯ МЕТОДУ КОУЧИНГУ У ЗАБЕЗПЕЧЕННІ
ФОРМУВАННЯ УПРАВЛІНСЬКОЇ КОМПЕТЕНТНОСТІ
У МАЙБУТНІХ ОФІЦЕРІВ**

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The formation of future officers' managerial competence requires the maximum disclosure of the cadets' personal potential during their professional training. One effective method of unlocking the cadets' managerial abilities within the military education system is the application of coaching methods.

O.V.Boyko notes that although this method emerged in the 70–80s of the 20th century, it has gained popularity, especially in the last 10 years, including in the education of military officers [1]. Furthermore, he generalizes that the coaching method is considered optimal for the development of both knowledge-based and skill-based (practical) as well as behavioral competencies [1, p. 294].

U.V.Tarassenko and U.M.Chichkan-Khlipova indicate that “the subjects of coaching in an organization are: 1) the coach itself; 2) the person being coached; 3) a group of people undergoing training” [2]. The objects of coaching are: “1) knowledge; 2) skills and abilities; 3) existing competencies of the individual (group of people) being trained” [2]. We support this idea and believe that the coaching method allows for the development

and improvement of motivational and personal qualities, knowledge, functional and pedagogical abilities, and skills of cadets – in other words, all the structural components of the managerial competence of future officers.

Coaching is a method aimed at the development of an education seeker, assisting them in achieving personal and educational goals. The purpose of coaching is not only to achieve current objectives but also to foster the development of the cadet as an individual in the long term. The coach, who takes on the role of an instructor in the educational process, helps future officers develop self-reflection skills, enabling them to better understand their strengths and weaknesses and learn from their mistakes.

Coaching contributes to the development of cadets' self-organization and self-discipline skills also. It supports their motivation by assisting them in overcoming challenges and developing strategies to achieve their goals. The effectiveness of coaching lies in its individualized approach: each person is unique, and the coach adapts their methods and techniques to the needs and character of each cadet.

S.M. Reznik emphasizes that “when applying coaching in the educational process, the teacher needs to understand that in this case, they cease to be a person who ‘teaches,’ ‘trains,’ ‘knows how it’s done correctly,’ ‘points out the path and/or way of action,’ etc. In other words, during the coaching conversation, the educator consciously stops performing certain functions that are typical of teaching activities. The essence of the teacher’s activity as a coach is to help the student better understand their desires and goals, encourage reflection on the direction in which they want to develop and what they want to achieve. After the student realizes their personal goals, the coach helps them understand the possibilities of achieving them and inspires concrete actions. The distinctive features of a coaching conversation include a partnership, trust, openness for candid discussions, and psychological positive support from the coach” [3, p. 102].

Based on the literature analysis, we believe that the main functions of coaching, which a higher education institution (HEI) instructor should perform, include:

- Developmental function: Facilitating the personal development of cadets;
- Goal-oriented function: Helping cadets define their personal goals;
- Motivational function: Fostering a strong desire to work persistently towards achieving set goals;
- Partnership function: Creating an environment of interaction, support, and assistance within the HEI;
- Monitoring function: Allowing for the tracking of progress and gradual goal achievement by cadets;

- Creativity function: Promoting independence, initiative, and the generation of new ideas;
- Adaptation function: Developing the ability of cadets to be flexible and act in changing conditions.

Based on the conducted theoretical analysis we would like to emphasize that the application of the coaching method is particularly crucial in the context of military education. Our thesis is supported, among others, by the conclusion drawn by T.T. Swaim. He analyzed the relative prevalence of several teaching methods in the military education system and identified coaching as one of the most widespread methods [4].

Furthermore, he noted the peculiarity of coaching and the favorable conditions for the application of this teaching method specifically in the military environment. Regarding coaching, he stated that “all expressed a willingness or desire for others in their department to observe their training and provide feedback. I concluded that this embrace of routine observation and critique is a unique feature of military culture, where a high level of accountability, regular debriefs, action reviews, and lessons learned reports are accepted aspects of the work environment. Several civilian mentors and facilitators commented that such a level of group support and openness to criticism was in no way present in their previous civilian teaching experiences” [4, p. 2258].

Thus, favorable conditions for the coaching method application in a military organization can be characterized by openness to feedback and even criticism, a readiness for accountability regarding progress toward set goals and debriefing, a willingness to receive evaluations, comments, recommendations, and a desire for self-improvement.

We agree with this point of view and believe that the coaching method is particularly crucial in the process of forming future officers’ managerial competence. It fosters the development of independence, goal orientation, organization, responsibility, communicability, and the ability for self-learning and self-improvement. Additionally, each cadet, together with the coach-teacher, can define a goal that will be essential for their individual development in the managerial field and, thus, work diligently towards deepening specific knowledge, skills, abilities, and qualities.

Thus, we determine that the coaching method application is a crucial condition for the future officers’ managerial competence formation. This method ensures the future officers’ professional and personal development, focusing on the formation and improvement of the motivational, cognitive, functional, pedagogical, and personal components of this competence.

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