

"Coaching" - Form of Effective Organization of Seminar Lessons

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Abstract: In the article, based on my conclusions from the seminar-training organized by the American professor Willie Rolf Hanish, my recommendations are highlighted. Also, the stages of organizing lectures and practical classes and the effective methods used in the educational process are highlighted.

Key words: Coach, coaching, training, interactive lecture.

Uzbekistan, which is rapidly developing, has taken a place among developed countries in many fields in recent years. At the same time, huge reforms were carried out in the education system as well as in other areas. As a result, cooperation in the field of education was established with many developed countries.

Today, many educational centers of our Republic are visited by mature specialists from developed countries and organize seminars and trainings to put their experiences into practice while sharing our achievements in the field of education.

The organization of training seminars, in turn, requires the use of modern educational approaches while abandoning the old educational approaches. "Coaching" is an activity that is organized differently from training and leads to the acquisition of more practical skills than training. "Coaching" training mainly helps to organize practical lessons based on modern approaches. For this purpose, the content of the "Coaching" training should be explained in advance in the "Interactive Lectures".

"Coach" is a professional specialist who has high skills and qualifications in his field and has been working as a trainer for several years. Коучнинг вазифалари:

- determines the main goal;
- presents problems within the subject;
- assigns roles to participants;
- determines the time for carrying out the process;
- monitors only participants' conversations;
- expresses his opinion after observing the process and evaluates the participants;
- tells the positive aspects of the participants;
- gives his recommendations;
- does not mention the shortcomings of the participants;

Below we would like to share our thoughts about the specific features and importance of organizing seminar classes in the form of coaching in the educational process.

First, let's talk about the meaning of the terms "coaching" and "training". The use of the terms "coaching" and "training" interchangeably often causes misunderstandings in understanding its main content. Let's first define the differences between them.

"Training" essentially means the transfer of information or knowledge in a certain field, while "coaching" means strengthening the existing knowledge gained in a certain field, developing skills and competencies.

In other words, the "trainer" who conducts the training sessions teaches new information and ways of applying knowledge in a certain field to a group of experts in this direction or field through practical exercises and tasks, discussions, and based on the final conclusions, a manual is created. Based on the developed manual, courses or practical training are organized and conducted. It's no secret that step-by-step practical training definitely pays off.

The participant of training organized in the form of coaching can be a person who has a certain or sufficient level of knowledge, skills and competence in his field. The "coach" who conducts the training determines the specific secrets and effective ways of improving the quality and efficiency of this field through questions and analyzes it together with the participant.

The table below summarizes the key differences between coaching and training:

TRAINING	COACHING
<i>Information/knowledge is imparted by a trainer.</i>	<i>Knowledge and skills are strengthened.</i>
<i>It is mainly organized and held in group form.</i>	<i>It is usually conducted face-to-face.</i>
<i>It is mainly conducted separately from work or in a specially allocated building or educational institution.</i>	<i>It is usually organized without separation from work.</i>
<i>It is often organized for newly hired employees or new employees in a certain field, on the basis of new technologies being introduced into the educational process.</i>	<i>It is often organized for employees who are experienced and have knowledge, skills and qualifications in a particular field.</i>
<i>Systematized, organized in an official form.</i>	<i>It is organized in a non-systematized, informal form, in the style of a conversation.</i>
<i>Focused on acquiring knowledge and learning.</i>	<i>It is based on questions aimed at developing knowledge, skills and abilities.</i>

Therefore, coaching is the organization of activities based on the skills and competencies developed on the basis of analytical conclusions, while training is the belief that the participant of the training remembers and can apply the provided information and knowledge.

Coaching is a gradual movement from the bottom up using the ladder.

However, the problem is that people do not always remember the information they receive well. Studies show that on average, 50% of the information delivered by a person in the form of a presentation is absorbed within 1 hour, 70% of it after 24 hours, and 90% of the information received after a week. In order to solve or prevent such a problem, it is advisable to organize regular coaching activities. Training alone is not enough to develop the professional competence of employees. So, although training and coaching activities do not perform the same task, they are complementary activities.

If we analyze this type of activity as an example of the personal competence of a future education manager, the development of individual knowledge, skills and competencies is carried out in the following ways:

- skills are formed through exercises and tasks;
- skills and competencies are developed through coaching;
- skills and competencies are developed with the help of an expert;
- skills and competencies are strengthened by analyzing the acquired knowledge and acquired skills.

In conclusion, if we define the role of "trainer" and "coach" in one word, it is expressed as follows:

Coach	Coach
Works with a group	Works individually
Monitors content and process	Does not control the content
Directs to study	Collaborative activity
	Controls the process through questions

Below is one of the suggested exercises on how to use questions in a step-by-step manner in coaching.

The name of the exercise: "Treasure at the bottom of the ocean"

Address participants as follows:

➤ **Stage 1. Coaching questions.**

➤ **Simple questions. Think of your past as an ocean. A lot of riches lie dormant in its depths. They are your achievements, experiences, memories, joys, sorrows and beautiful moments. If you had the chance to dive to the bottom of that ocean, what would you take out that would help you right now?**

Take a deep look into the ocean of your past and answer the following questions.

- **What other treasures have you brought up from the bottom of the ocean?**

- **Which of your treasured treasures is the oldest?**

- **Which one is the youngest?**

Questions aimed at determining how to solve the problem (Questions related to the practical process):

If you have the opportunity to shoot underwater,

- *what motivational situations would you photograph?*

- *what pictures would you have or would you have?*

Questions aimed at moving in the direction of solving the problem:

If you look at the present from the bottom of the ocean,

- *which of the things you hid at the bottom of the water would help you in your current situation?*

- *and what exactly do you think can be changed with this wealth?*

Stage 2. Transition to coaching.

At this stage, based on the answers to the questions and the information, we will go to the trainer. At this stage, we ask participants to:

we teach how to solve the problem. At this stage, at least 7 questions are asked based on the content of the problem or topic.

Despite the fact that training and coaching are different processes with their own special characteristics, if both are used in the educational process in a reasonable proportion, it serves to increase the quality and efficiency of the educational process.

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