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GERMAN EXPERIENCE IN THE FIELD OF PSYCHOLOGY AND COACHING TECHNOLOGY

Zikirova Nafosat Karshiboyevna

Tashkent Medical Academy zikirova2014@mail.ru

Abstract: The study of psychology and coaching technology with the German experience can be broken down into four parts, including the student, the educator and instructor, the media, and the environment, based on the educational scenario model that is widely accepted by Germany educational psychologists. And in the entire field, the learner's perspective is crucial. The primary components of research methods, including experimental, semi-experimental, and correlational methods, as well as additional approaches, are proposed by modern educational psychologists to be determined by the individual study topic (e. g. the Practice and Behavior research method and the qualitative research method). The following succinctly describes the research features in Germany educational psychology: firstly, it focus on the essential role of the realistic educational situation. Secondly, it pays attention to psychology and coaching of the learner. Thirdly, basically it utilizes quantitative research methods combined with others as auxiliary methods. Fourthly, it emphasizes on educational guidance of research.

Keywords: psychology, coaching, training, flexible and mobile adaptation of the human competence system, the effect of coaching effect of coaching technologies, coaching of communications in network structures, innovations.

Nowadays, the psychology and coaching technology become famous practice, however, still the training supervisors' standards and the special education are in their infancy. In Germany, the concept 'Supervision' is utilized for a broad consultation suggestion, with many similarities to the people's coaching and teams. The use of coaching tools to resolve emerging problems that are of a psychological nature. Dynamic scientific and technological progress has brought into the life of modern man one of the acute and at the same time a habitual problem of development and mobility correction of competencies, forcing to learn throughout life [5]. According to the research on German educational psychology, a large extent is defined by the use of quantitative empirical methods, education research is structured by methodological diversity. This diversity, however, does not only follow the quantitative-qualitative-scheme, but also includes historical, comparative and analytical, theoretical and reflecting perspectives on educational issues. This means, that – especially in the case of the German education research journal – as style of thinking, discussing and reasoning is prevailing, which is close to genres and modes of literate novels, rhetorical essays, learned reflection, metaphorical modelling, ideographical reconstruction and hermeneutical understanding. It forms a unique mode of thinking, to some extent close to the German, but more cultivating the history of arts, literature, philology and philosophy they emerged from, and closely related to practical issues of education. This mode of thinking also could explain the difficulties of education research to meet the rules and standards of discourses dominated [2].

We can talk about flexible and mobile adaptation of the competency system of person for the following reasons. The conducted Pareto diagnostics made it possible to identify the most acute problems faced by higher education (table), the results studies have shown that in order to solve these problems, different psychological tools (diagnostic and corrective) were used, but they can be divided into two groups according to their place in educational process.

The ranks of student educational problems solved with application of coaching technologies

Rank Problems	The essence of the problem (wording)
1	Lack of desire to learn
2	Inability to manage your time, plan things (the problem of self-organization)
3	Disadvantages of the basic system of competencies (low basic knowledge, skills, abilities of the applicant associated with the low quality of school education)
4	Infantilism
5	Lack of clear career guidance

Exogenous psychological methodological tools and technologies act as an external influence in relation to the educational process, regulated by the curriculum of the specialty (directions training) and programs of disciplines. Therefore, exogenous psychological methodological tools and technologies can be implemented only in additional time of work with students and only with those who, firstly, to a certain extent is the aware of the significance of emerging problems related to training, development, future career, etc., secondly, wants to overcome the problems that have arisen problems and is ready to actively participate in working with a psychologist, coach, teacher-mentor [4].

Endogenous psychological methodological tools and technologies can be integrated into the educational process, since they do not require any significant time investment for implementation. The group of endogenous technologies and tools should include coaching technologies and diagnostic methods, as well as some methods of psychological correction. They can be custom made or known, but adapted to new conditions of use. When embedding such methods in the educational process, it should be remembered that the goals of training sessions related to the development of academic disciplines are not should be replaced by the goals of diagnosis and psychological correction [9].

There are several important aspects of the use of endogenous and exogenous technologies and tools.

1. Endogenous methods of coaching and diagnostics, as well as exogenous methodological tools, should be adapted to the conditions specific application based on the results of a specially conducted study. These studies provide useful information for increase the efficiency of the process of formation and development of a set of professional competencies at the stages of student training and improvement qualifications (professional retraining) of specialists; complete the list of problems that arise when teaching basic disciplines of the curriculum of the specialty (directions of training). Therefore, along with a list of common problems as a result of the study lists of particular problems are created, identified with a specialty (or a group of homogeneous specialties) and individual disciplines.

2. The contingent of trainees is heterogeneous in different specialties (directions of training) and differs significantly, firstly, in the initial set and level of competencies, and secondly, the requirements for set and level of competencies at the output of the educational process. This aspect significantly influences the choice and adaptation of psychological tools and technologies [1].

3. If the university carries out a project of continuous training and an integrated education system that includes school, college, the university and subsequent structures of additional education, the arsenal of psychological tools and technologies must be adapted for each of the stages of the integrated educational process, including adapted to the age characteristics of the trainees.

4. Many (if not most) students face problems of socialization in the university. These problems prevent them from mastering disciplines, developing fruitfully and constructively cooperating with other students. It is important to help overcome these problems not only to improve the efficiency of the educational process, but also due to the specifics of the use of competencies in working life, which requires team interaction and the use of interdisciplinary knowledge in the production when solving operational and strategic issues, creating and implementing innovations [3].

5. Particular attention should be paid to foreign students. The practice of their training is connected with the difficulties that arise when mastering research institutes of any academic disciplines. These are additional linguistic and cultural problems. Therefore, it is advisable to form subgroups for diagnostics and psychological correction. Availability of additional and persistent problems is the basis for expanding an arsenal of methodological tools, as well as building target curricula of specialties (training areas), which are obtained by foreign students. For example, it is possible to create additional curricula, implemented in parallel with the main and allow to eliminate problems that arise.

The problem of adaptation is quite complex. In psychology, adaptation of the sense organs to the characteristics of the stimuli acting on mules for the purpose of their best perception and protection of receptors from excessive overload [5]. There are different forms of adaptation, including social, physiological, psychological, biosocial, sociocultural, looking at them in reality, interdependence, interconnection as separate aspects of a single process. Physiological adaptation is understood as a set of physiological reactions, underlying the adaptation of the body to change

environmental conditions and aimed at maintaining the relative constancy of its internal environment [6].

The process of physiological adaptation is a unity three phases - violations of homeostasis, destruction of the old program, formation development of a new program. Incomplete passage of these phases or "stuck" in the second phase means difficult or incomplete adaptation, which manifests itself in an increased response to any load, deterioration of well-being or the resumption of old diseases. In the process of studying at a university, create conditions for psychological adaptation, is determined by the activity of the individual and acts as a unity accommodation and assimilation, difficult enough [8]. The obstacle is the lack of full-time psychologists in universities who could perform the function of psychological support for foreign students, the necessary assessments of the reference indicators of adaptability - absence or low level of anxiety and high level of self-esteem. At the same time, psychological adaptation should be combined with social, physiological, psychological, biosocial and sociocultural forms of adaptation, therefore, this process should be designed on an interdisciplinary basis.

There is another specific problem associated with learning of foreign students. It's a manipulation problem. Ignorance, not sufficient knowledge or simulation of a student seeking, create the appearance of ignorance of the language, is used to put pressure on teachers in order to obtain any privileges, concessions upon surrender control tasks, term papers and other forms of reporting. One situation, students tend to form an opinion with the teacher that they know discipline, but not insufficient knowledge of the language. In another situation, the student seeks to show that he has a desire, but there is no way to understand the lecture or read the textbook, since he did not acquire the skills and abilities of speaking oral and written speech. However, he still needs the teacher to put a test or mark on the exam in the discipline.

6. There is another specific subgroup of students who is in need of psychological support. These are people with disabilities, whose education in our country has recently been given, but not enough attention. This group is characterized by additional problems of socialization and learning difficulties, associated with disabilities (primarily physiological). To work with disabled people and students with physiological and other disabilities, full-time psychologists are needed, which universities do not have.

7. Psychological work aimed at eliminating problems in the process of education, almost always encounters some resistance on the part of trainees associated with the action of the psychological mechanism of self-justification. A person is very often not ready to accept the existence of problems in which he is completely or partially. He justifies himself in order to maintain the psychological and social positions of both his own and those of his relatives, friends, members of a particular social group, etc [4]. He activates a mechanism to delimit himself from the outside world, in which his "I" exists. If the "I" accepts the rules and participates in the process of diagnosis and psychological correction, necessarily fully share what is offered to it, but can accept everything as a game, but stay away from implemented process. As a result, false

results may occur, research and erroneous reasons for choosing psychological techniques. Such selves can take an active position and become actors, generating and changing the current situation, including oppose the measures taken by the psychologist and coach. Thus, the trainee and the psychologist in the process of interaction manifest new problems, and the "I" (here the trainee is not interested) has internal problems associated with his "ideal" and - "surrounding" with aggression toward others. Self-justification is accompanied by self-accusation, which is manifested to a greater or lesser extent. As you know, this is the other side of the self-justifying mechanism that leads to aggression against oneself, own "I", which can also create problems and barriers for successful diagnosis and psychological correction (according to established above targets).

8. The effectiveness of the measures taken and the endogenous and exogenous psychological tools used are always limited due to the probabilistic nature of the ongoing processes and a number of reasons.

- Firstly, the educational process has a single implementation and it is impossible to repeat it over and over again for a particular group students. Consequently, a student can once visit a situation specially created by a teacher when using endogenous technologies and tools, and each of the set of situations he can perceive differently, get a positive result for himself or no get one. Furthermore, the student may not show up for class. The probability of attending a planned lesson by a student, therefore, the use of psychological methods is easy to assess. It is only necessary to analyze the journal with notes about attending classes by students.

- Secondly, the student may or may not become a source of information, research, do not answer questions, provide false information. He can remain passive to correct psychological techniques, the actions of a psychologist, to participate or not to participate in joint work with a coach. Consequently, one cannot expect 100% participation of students in working with a teacher (psychologist). According to the results of the study, it is likely the effectiveness of the student's fruitful participation in the processes of diagnostics, coaching, psychological correction ranges [5].

Thus, the effectiveness, the success of the application of psychological logical tools in the process of teaching students is not guaranteed, and the probability of success (estimated by the two considered factors) may be at a rather low level (in the study, there were variations in the estimates of the probability of a successful event). Based on our position of full acceptance of the client's personality, recognition of the inexhaustibility of his potential, the ability to be creative and change, the coach accompanies him, noting all the achievements and the novelty of the experience. This is a completely new kind of social relationship that helps both parties, and coach and client, to develop those aspects of their personalities that were not previously in demand. "Coaching is a combination of communication and support that needs to take root in our cultural layer so that relationships at all levels can be carried out in the coaching paradigm as new and effective bringing out the best in people and finding solutions to complex problems" [8]. The coaching is an effective psychological and educational technology that leads to personal development.

Coaching can be used as a tool that increases self-understanding, as a method that clarifies personal goals, means and ways to achieve them, as well as one's own life concepts and worldview positions. A. Maslow believed that [4] education in a democratic society cannot be anything other than the help of each individual in its complete self-actualization, that is, the realization in oneself of personal qualities, talents, abilities. From the point of view of this approach to education, the methods and techniques of coaching can help the modern education system to harmoniously rebuild and contribute to the formation of a culture of self-development, organizing the educational process as a process of “self-movement” of a person.

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