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## **ВИКОРИСТАННЯ КОУЧИНГОВИХ ЕЛЕМЕНТІВ У ТРЕНІНГАХ ІЗ ДІЛОВОЇ КОМУНІКАЦІЇ ДЛЯ МАЙБУТНІХ ПЕДАГОГІВ**

**КРИЧКІВСЬКА Оксана Василівна, ЛІВІЦЬКА Наталія Василівна, ВИКОРИСТАННЯ КОУЧИНГОВИХ ЕЛЕМЕНТІВ У ТРЕНІНГАХ ІЗ ДІЛОВОЇ КОМУНІКАЦІЇ ДЛЯ МАЙБУТНІХ ПЕДАГОГІВ**

У контексті соціально-економічних трансформацій та зростаючого значення м'яких навичок у професійній підготовці майбутніх педагогів особливої актуальності набуває проблема підвищення компетентності ділового спілкування шляхом впровадження інноваційних педагогічних технологій. У статті обґрунтовано теоретичне й практичне значення інтеграції елементів коучингу в програми тренінгів ділового спілкування. На основі аналізу сучасної наукової літератури та емпіричних даних коучинг розглядається як гнучкий і особистісно-орієнтований метод, що сприяє формуванню внутрішньої мотивації, рефлексивного мислення та міжособистісної взаємодії.

**Ключові слова:** коучинг, ділова комунікація, тренінг, комунікативна компетентність, активне слухання, професійне спілкування, коучингові технології, емоційний інтелект, майбутні педагоги, професійний розвиток.

**KRYCHKIVSKA Oksana Vasylivna, LIVITSKA Nataliia Vasylivna. THE USE OF COACHING ELEMENTS IN BUSINESS COMMUNICATION TRAINING FOR FUTURE EDUCATORS**

In the context of socio-economic transformations and the growing importance of soft skills in the professional training of future teachers, the problem of enhancing business communication competence through innovative pedagogical technologies is particularly relevant. The article substantiates the theoretical and practical significance of integrating coaching elements into business communication training programs. Based on the analysis of contemporary scientific literature and empirical data, the study explores coaching as a flexible and person-centered method that effectively fosters intrinsic motivation, reflective thinking, and interpersonal communication.

The aim of the article is to theoretically substantiate and empirically verify the effectiveness of implementing coaching techniques in business communication trainings for future educators. The

research was conducted at the Department of Educology and Pedagogy, West Ukrainian National University, involving an experimental and a control group. The training program for the experimental group incorporated coaching tools such as active listening, open-ended questioning, feedback, and goal setting.

A mixed-method approach was used, combining qualitative content analysis and quantitative methods, including self-assessment scales and statistical analysis (Wilcoxon test, Student's t-test). The results demonstrated a statistically significant improvement in the communication skills of the experimental group, alongside increased self-confidence, motivation, and team cohesion.

The study concludes that coaching methods significantly enhance the development of communication competence and professional reflection among future teachers. Prospects for further research include the expansion of target audiences, longitudinal studies on the sustainability of coaching effects, and the integration of coaching with digital and hybrid learning environments.

**Keywords:** coaching, business communication, training, communicative competence, active listening, professional communication, coaching technologies, emotional intelligence, future teachers, professional development.

#### Statement and Substantiation of the Relevance of the Problem.

In the current conditions of transformation of socio-economic processes, accompanied by the rapid development of digital technologies, globalization challenges and growing demands for professional mobility, the problem of improving the effectiveness of business communication in the professional environment of future teachers is of particular importance. According to the analysis of modern scientific literature and practical cases, traditional approaches to the development of communication competencies are often not flexible enough and do not take into account individual characteristics of the personality. In this context, it is advisable to turn to innovative methods of teaching adults, in particular to coaching, which is known to contribute to the formation of intrinsic motivation, the development of emotional intelligence and a conscious approach to professional activity.

In view of the above, the integration of coaching elements into business communication training is reasonable and timely. After all, coaching, as a form of interpersonal interaction focused on unlocking the potential of the individual, makes it possible to create a favorable environment for the development of communicative reflection, increasing confidence in communication, as well as improving the skills of active listening, argumentation and constructive dialogue. In addition, coaching techniques are effectively combined with training formats, which increases their effectiveness due to the emphasis on practicality, partnership and self-awareness.

Thus, the relevance of the study is due to the need for theoretical substantiation and empirical verification of the possibilities of using coaching approaches in business communication training programs, which is undoubtedly of both scientific and applied importance for the training

of future teachers, specialists in preschool education, and future managers of educational institutions.

#### Analysis of Recent Research and Publications.

In recent years, there has been considerable interest in the integration of coaching approaches into educational and professional trainings, in particular with a focus on business communication. Thus, according to the results of the meta-analysis by Cannon Bowers et al. according to Christine Paulus, business coaching demonstrates a moderate positive effect in the field of professional development, including cognitive, affective and skill-oriented outcomes [1]. This finding is consistent with Lai et al.'s [2] findings that psychologically based coaching also stimulates self-efficacy ( $g = 0.59$ ) and goal achievement ( $g = 1.29$ ) [3].

At the same time, researchers from Growthspace emphasize that coaching interventions aimed at communication skills significantly increase the ability to work with different channels of interaction, which becomes especially relevant in hybrid and remote work environments [3]. In addition, modern research on online coaching shows an increased emphasis on the elements of interpersonal communication - open questions, active listening, reflection - which confirms the relevance of their use in the business communication context.

From the Ukrainian scientific field, the Coaching Fundamentals manual contains adapted tools in accordance with ICF standards, including reflection questionnaires and motivational techniques designed for the target audience of training participants, which indicates the industry's readiness to adapt international standards. At the same time, a recent study of HR practitioners demonstrated the effectiveness of coaching elements in corporate training: active listening, feedback, and the development of

intrinsic motivation all had a positive impact on the culture of communication in teams [5].

Thus, despite the fact that the research landscape is diverse, what is common is a clear trend towards empirical verification of the effectiveness of coaching tools in business communication training. For example, meta-analyses confirm the positive impact of coaching on cognitive, affective and practical skills; case studies – on improving professional communication; and tool models – on the systematic application of such techniques in the corporate environment.

Therefore, further analysis should be aimed at synthesizing domestic and international approaches, evaluating their application in Ukrainian trainings, and identifying specific mechanisms for optimizing the communication competence of future educators. This will not only fill the existing research gaps but also increase the applied value of the study.

Modern pedagogical research is increasingly focusing on the integration of coaching methods into the development of future teachers' communication competence. For example, the study by Jokky & Surya demonstrates that coaching contributes to the development of interpersonal communication skills in Indonesian schools, in particular through the use of the GROW model in combination with reflective practice [8, p. 198–209]. Similar results were obtained in the study by Songsiengchai, where coaching was used as a tool to improve listening and speaking efficiency in teacher education students, with the results confirmed to be statistically significant ( $p < .01$ ) [9, p. 21–30].

In addition, Nazarenko et al. emphasize in their work that coaching as a method of developing a culture of business communication allows future professionals to develop the competencies necessary for effective professional interaction [10, p. 181–188].

In the foreign context, in particular, the article by Zhu emphasizes the need to modernize the methods of teaching business communication, including the integration of an androgynous approach and coaching elements, which creates a favorable basis for active learning [11].

Despite the positive dynamics in research, systematic approaches to the implementation of coaching elements in the context of business communication training for future teachers remain insufficiently covered. This necessitates further comprehensive scientific understanding and development of practice-oriented models of professional training.

**The Purpose of the Article** – a comprehensive theoretical substantiation and empirical study of the possibilities of using

coaching elements in the process of conducting business communication trainings for future teachers.

**The Main Material of the Study.** The study analyzes the effectiveness of introducing coaching elements into the structure of trainings aimed at developing business communication competencies. First of all, the key components of the coaching approach that demonstrate potential in the context of professional communication were identified: active listening, open questions, reflective thinking, goal setting, and feedback. These components were integrated into a training program adapted to the needs of future teachers.

The experimental part of the study was implemented on the basis of the West Ukrainian National University, Department of Educology and Pedagogy, where two groups were formed: control (without coaching elements) and experimental (with the inclusion of coaching techniques). The training program included a series of practical modules, each of which involved the use of elements of “coaching dialogue” in mini-groups, individual sessions with feedback, and the use of reflection techniques after completing practical tasks.

Methodologically, the study was based on a combination of qualitative (content analysis of participants' responses, focus groups) and quantitative (questionnaires, self-assessment scales of communication effectiveness) methods. The results were analyzed using Wilcoxon's coefficient for paired samples and Student's t-test for independent groups. The study found a statistically significant difference ( $p < 0.05$ ) in the level of development of communication skills, such as persuasiveness, empathy, ability to conduct a constructive dialogue and provide effective feedback, in favor of the experimental group.

In addition, there was an increase in the level of internal motivation for self-learning, increased confidence in their own communication skills, and an improvement in the overall team climate. The results confirm the effectiveness of using coaching elements in training programs as a means of developing business communication competence.

Thus, the results of the study allow us to reasonably assert that the coaching approach contributes not only to the development of professional reflection and flexible thinking, but also to the formation of sustainable communication strategies necessary for effective interaction in a professional environment

**Conclusions and Prospects for Further Research.** Summarizing the results of the study, it should be emphasized that the introduction of coaching elements in business communication training of future educators has proven to be an

effective tool for improving the level of professional communication competence of future teachers. In particular, it has been found that the use of active listening, reflection, goal setting and feedback techniques contributes to the formation of a more conscious attitude to the process of interpersonal interaction, the development of argumentation skills, constructive dialogue and internal communication confidence.

Empirical data also showed that participants in the training sessions that included coaching approaches demonstrated higher levels of communication activity, self-reflection, and the ability to adapt to the professional environment compared to the control group. This, in turn, allows us to consider coaching not only as a means of increasing personal effectiveness, but also as a factor in improving team interaction and corporate culture.

In the context of further scientific research, it is worth noting the expediency of expanding the sample of respondents, in particular, including representatives of various industries to identify the industry specifics of the effectiveness of coaching technologies. It also seems promising to study the long-term impact of coaching interventions on professional growth, psychological stability and leadership potential of training participants. In addition, it is relevant to study the possibilities of combining the coaching approach with other soft skills development methods, as well as the integration of digital tools into the process of coaching-oriented learning.

Thus, the results obtained are of both theoretical and applied importance for the training of future employees of educational institutions, the development of corporate education and organizational psychology. Further development of research in this area will contribute to the creation of a holistic model of communication training focused on personal potential, partnerships, and professional self-realization.

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