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Mentoring and Coaching in the Training of Teachers for the New Ukrainian School

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Abstract: The relevance of the chosen topic of the article is determined by the fact that at the time of development of postmodern society there is a growing awareness of the need for innovation in the educational process, the use of mentoring and coaching in training teachers for the New Ukrainian School and in building teacher-student relationships. The purpose of the article is to study and substantiate the importance of mentoring and coaching in the training of teachers for the New Ukrainian School, identification of common features and differences in the concept of coaching and mentoring. The article analyzes connection of three didactic theories with the phases of mentoring and coaching in the training of teachers for the New Ukrainian School, presents collegial models of counseling in the New Ukrainian School, defines common and different features in the concepts of coaching and mentoring. In the field of work with young professionals, with students within the New Ukrainian School, the terms mentoring, coaching and tutoring are used as forms of counseling. In a broad sense, mentors can coach, but it is very difficult for a coach to become a mentor. On the other hand, mentors and coaches can become tutors, but tutors are unlikely to become coaches or mentors. In order to guide and advise young professionals, students in a contemporary educational institution, the criteria of tutoring, coaching will be considered, characteristics of behaviorism, cognitivism and constructivism will be defined and the characteristics of building relationships in the perspective of these didactic theories will be presented.

Keywords: *Modernization of education; classical paradigms of teaching; models of peer counseling; learning systems; behaviorism; cognitivism and constructivism.*

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Introduction

Speaking about the models of collegial counseling in the school context of the New Ukrainian School, first of all, the concepts of mentoring and coaching, we give a summary of didactic theories, as they clearly represent these processes. This article provides an overview of the three classical paradigms of teaching and learning from the perspective of the New Ukrainian School - behaviorism, cognitivism and constructivism, which are ultimately related to the concepts of mentoring, tutoring and coaching: in these didactic concepts all models take the basis for professional support of education in the New Ukrainian School.

Mentors are especially important for beginners. The mentor is seen not only as a role model in pedagogical matters or as a consultant on the organization of classes, but also as a person with clear professional attitudes (Demchenko et al., 2021; Komogorova et al., 2021; Kosholap et al., 2021; Maksymchuk et al., 2020a; 2020b; Ovcharuk et al., 2021).

The concept of the relationships between the mentor and the student is based on the fact that the former advises the latter "according to situations and needs, observes them and, like a collegial mirror, supports in learning. Mentors perform a key function, accompanying the student in educational activities.

Kremen & Ilin (2005) described the following three approaches to mentoring in their study:

1) an educational approach;
2) a humanistic approach;
3) a critical and constructive approach.

Approaches can be practiced at different times or considered as successive phases in the mentoring process in the New Ukrainian School.

The topic of mentoring and coaching is relevant in the research works of domestic and foreign scientists: Boiko (2011) proved that the tutor is in a qualitatively higher pedagogical position and a new space of spiritual and moral interaction between teacher and student in current innovations in education and concluded about necessity for implementation of tutoring. Kremen & Ilin (2005) studied thinkers, ideas, concepts in the perspective of tutoring and coaching in the New Ukrainian School and concluded about the effectiveness of the new paradigm in European education and the need for implementation in the domestic education. Rozvadovska (2019) studied the foreign experience of mentoring children in difficult life circumstances;

Lippmann (2009) explored the issue of coaching in literature and its role for students in the contemporary education system.

The connection of three didactic theories with the phases of mentoring and coaching in the training of teachers for the New Ukrainian School

Behaviorism, cognitivism and constructivism are called the three theoretical systems of learning. Learning theories try to describe and explain how they work. Lippmann (2009) reflected on how people acquire new skills by moving from "amateur to expert". The article presents three theories of learning and their implementation in the educational process. Each of these approaches is justified, and it is only needed to find the right combination of solutions. In the relationship between teachers and students in the New Ukrainian School roles and relations are different. Behavior and conditional emotions are important in behaviorism. The acquired strategies for solving problem situations play an important role in cognitivism. Constructivism is based on flexible models of behavior or one's own knowledge.

In behaviorism, the student is given a passive role. Teachers know what challenges students face and offer specific solutions. These solutions demonstrate the evolving ability to train them.

According to the works of Rozvadovska (2021), the purpose of such training is "Improving the behavior of participants in certain situations". The focus here is learning or lesson, and to a much lesser extent, interpersonal relationships. In behaviorism, the role of the teacher can be equated to the role of a coach. As an expert, he / she surpasses the student (Rozvadovska, 2021).

Kremen & Ilin (2005) believe that in the process of learning the teacher creates precise instructions and tries to explain the content to the student by all possible means.

In the already mentioned educational approach (apprenticeship approach) the emphasis is made on the formation of methodological incentives, techniques and experience in both classroom management and teaching practice. The mentor is seen at this stage as a technical support and is based on behavioral theories of teaching and learning (Kröpke, 2015).

Behaviorism was based on the universality and controllability of learning processes, but ignored a number of individual learning processes. Cognitive models of learning emerged from the critique of these deficits, which provided the individual with a more active role in learning. According

to the theory of cognitivism, during learning the student goes through the following stages: information comes from outside, filtered and processed in short-term memory, then it translates into long-term memory, where it finds its place in the existing knowledge and remains for a long-term storage. Information processing and knowledge gained from it are at the center of cognitivism. Here perception is understood as an active process in information processing. Unlike behaviorism, cognitivism pays special attention to the process within the human brain. Here these processes are studied, differentiated and organized according to their functions. Cognitivism focuses on problem solving (Meir, 2016).

Lippmann (2009) in his research studied formation of cognitive structure. According to him, children deal with their environment and, thus, develop the basics of their knowledge, which relate to both their behavior and cognitive patterns. According to cognitivists, it is about "learning the right methods and procedures for solving problems, the application of which will then lead (to one or more) correct answers.

The mentor is very important in overcoming the difficulties that arise, he / she provides support to the student and allows him to perform an active role in this process. Students should gather, process information, and find ways to solve problems on their own. The teacher is given the role of a mentor. However, the motivation of students should not be ignored. According to scientists who have studied external and internal motivation, there is a link between behaviorism and cognitivism (Yarema, 2017).

In the humanistic approach, the mentor is seen as a counselor and a coach.

Cooperation here is based on the feedback, and the mentor is a role model in matters of successful teaching. This correlates with the theory of cognitivism in learning.

In constructivism, in contrast to behaviorism and cognitivism, it is not the processing of information or the content of education that is more important, but the personal perception and interpretation of students.

The learning process is as open as possible. This is not about conditioned, controlled transfer of information, but about the student being able to cope with a situation, a problem or a complex task, and thus to find appropriate solutions. In constructivism, the teacher acts as a coach who supports the learning and design process. Specific management is hardly possible here (Semigina, 2020).

Unlike cognitivism, constructivism focuses on "self-generating problems". Its representatives believe that learning is stimulated or even determined by the individual, not the environment. Among other things, constructivism is based on the assertion that learning requires the processes of perception, awareness and mental process. Learning in this theory is perceived as an active development.

The focus of this critical and constructive approach is the formation of a responsible and professional attitude to classes, as well as strengthening and developing the competence of reflection. The mentor acts as a motivator and partner for possible changes and personality development of the novice teacher.

Collegiate models of counseling in the New Ukrainian School

Contemporary educational institutions use various concepts of counseling, designed to optimally and purposefully accompany teachers at a sensitive stage in the beginning of their careers. These concepts range from tutoring and coaching to the most comprehensive form of mentoring, where mentors rely mostly on tutoring and coaching, Krächter (2018).

Krautschick & Maatsch (2016) identified three different approaches (or stages) to mentoring when entering a profession:

- an educational approach as the first stage,
- a humanistic - as the second stage,
- a critical-constructive approach - as the third stage.

These stages may be related to forms of counseling such as tutoring, coaching and mentoring.

Mentoring. The term "mentoring" originates in Greek mythology. Odysseus entrusted the upbringing of his son Telemachus to his friend Mentor while he himself had gone to the Greeks to fight against Troy. Mentor became a friend of Telemachus, a counselor who cared for him.

Mentoring is about personal transfer of knowledge. An experienced person (mentor) passes on his / her special knowledge and / or experience to an inexperienced one (student). The mentor performs advisory and support functions.

Mentoring acts as a tool of personal and personnel development, through which the student becomes equal among equals as a result of education.

In the context of the school, the student and the mentor discuss the pedagogical process before, during and after classes. Due to active interaction, both the student and the mentor learn.

Lippmann (2009) provides a well-established and clear definition of mentoring: "This is a relatively stable dyadic relationship between an experienced mentor and his less experienced student. It is characterized by mutual trust and friendliness, its purpose is to promote learning and development, as well as promotion of the student.

This understanding of support for young professionals can be attributed to the third stage, a critical and constructive approach. Notably, the main attention is paid to the development of independent, professional attitude to teaching. This involves development of a reflective and experimental learning environment. The role of the mentor is to act as a motivator and partner on the path to change, monitoring the overall professional development of the student. The attitude to learning as an active process coincides with the constructivist intellectual tradition, which assumes that human experience and learning are prone to constructive processes driven by neurophysiological, neuronal, cognitive and social influences (Stepanenko, 2018).

A detailed study of this term should be based on the fact that mentoring goes beyond this framework, as it is characterized by even more in-depth and sustainable learning.

Based on understanding of mentoring as the most comprehensive form of learning support and a tool for personal development, this term can be considered as a hyperonym (common concept). Thus, tutoring and coaching are sections or methods of mentoring.

The term "coaching" has its roots in the field of university sports. Coach performed the task of preparing students for sports competitions or exams in physical education. Later, the term became more widespread and is now considered the main form of medium-term and long-term professional counseling for the purpose of reflection and performance of professional tasks. Within the school system, this support measure can be defined as follows: coaching means structured cooperation with one subject over several meetings. The coach works to ensure that the student takes responsibility for his / her success, knows about his / her educational situation and improves existing skills. Coaching provides an opportunity to use the potential of cooperating actors (Rozvadovska, 2018).

Makarchuk (2018) describes coaching in pedagogy as an effective, specific, focused and practice-oriented format of counseling designed to increase students' reflective abilities and self-control.

Since 2000, coaching has been important in connection with the education and retraining of teachers for the New Ukrainian School system and, according to Lippmann (2009), may be related to the second stage of the mentoring concept.

In the humanistic approach, the role of a mentor is reduced to the role of a consultant and coach who personally supports his ward. In respectful and trusting relationships where there is a collegial solidarity, the mentor acts as a role model for good teaching, provides feedback and promotes professional development.

Thus, the coach helps them to plan, analyze and optimize the pedagogical process and stimulates the development of problem thinking.

On the one hand, the coaching model is related to the central aspects of the didactic theory of cognitivism. Notably the focus is on the problem analysis, systems approach, dialogic learning, assistance, observation, feedback, professional support, counseling and critical thinking. On the other hand, coaching processes also show clear signs of constructivism, such as reflection, joint search for solutions, and the student's enormous responsibility for the success of counseling (Topping, 1996).

Coaching is a format of counseling within the framework of the constructivist concept of learning, as it assumes that all individuals construct their own reality and that appropriate solutions can be found and developed only from this reality.

Tutoring is commonly used in universities and colleges, denoting counseling in which a person (usually a final year student) helps freshmen, refreshes basic knowledge and deepens it with the help of exemplary tasks. According to education researcher Kröpke (2015), tutoring is the didactic support of individuals or small groups by professional educators, peers or other relevant professionals. The tutor's task is to select appropriate teaching methods, identify problems and provide individual support to students.

In mentoring, tutoring is associated with the first stage - the so-called educational approach (apprenticeship approach). The role of the mentor is reduced to technical support and guidance of young professionals. We are talking about stimulation, transfer of techniques and experience in methodological issues, in the practice of classroom leadership and teaching. The focus is on the basic, practical skills of young professionals.

Tutoring as a form of learning is a broad linear learning process. It focuses, on the one hand, on the theory of behaviorism, in which the teacher is understood as a leader or an instructor, pointing to problem solving, imparting factual knowledge and developing objective thinking, and on the other hand, on the cognitivist paradigm (Meir, 2016).

This is because the tutor helps solve work problems and supports beginning teachers. However, tutoring support requires, as justified in the theory of cognitivism, the presence of a clearly structured and pre-planned learning process.

Relationships in tutoring are more equivalent. The status or knowledge superiority of a tutor are not much higher than those of his student.

Yarema (2017) describes tutoring as a support opportunity in which an experienced learner helps a beginner to acquire basic skills and overcome deficiencies. Due to the minimal difference in their hierarchy, there is little to prevent the student from seeking help from a tutor.

By abandoning the hierarchy between the tutor and the student, the tutor largely achieves that learning brings the student satisfaction, it is "peer learning", and in the work of the University College, the tutor is clearly called the contact person.

Tutoring is characterized by a limited content area. As needed, tutors can perform various roles, such as dealing with technical, content or organizational issues. They have special knowledge or skills in a particular field. Tutors have very specific goals in working with their students.

Tutoring relations do not last long. The student's relationship with his tutor is based on the desire to solve existing problems and tasks or achieve better results. When these tasks are completed and success levels increase, their interaction usually ends. For this reason, the tutor-student relationship is usually of a short-term nature. Tutoring relationships have little focus on personality development. With the help of repetitive exercises, a behaviorist approach to learning is practiced here. It is about consolidating or training skills. The tutor helps to build relationships between new and acquired knowledge, and the focus of the teacher is not further development of personality, but success in learning. The task of tutors is to promote independent learning of students and scientific independence. They only offer help, advice and support in the learning process.

Dammerer, Wiesner, Windl (2020) even hold the view that the learning unit is at the forefront, not interpersonal relationships.

Coaching is understood as a "professional form of individual counseling in a professional context", which opens space for learning, "within which development can take place" and is characterized by interactivity. The following definition summarizes the main features of this form of counseling: the term "coaching" can be understood as a combination of individual problem solving in the context of support and personal counseling at the process level on various professional and private issues. This is a medium-term, personality-oriented, professional support for further independent development of the student on the basis of stable relationships.

Coaching differs in that the focus is on students' concerns, and individual issues or unique issues are discussed and usually addressed by an external coach. In addition, professional support is based on an individual concept and is provided in certain conditions that determine the scope of counseling. This special support process includes, in addition to counseling, reflection on personal practice, personal feedback, and the development and implementation of coping and execution strategies. It is believed that this is "one of the most effective methods of reconciling one's own Ego with the image of another person or external influences (Makarchuk, 2018).

Coaching initiates, stimulates, studies, creates objective feedback and, if the situation requires, can also recommend. This form of counseling, however, is clearly far from providing concrete solutions or universal measures. In addition, coaching is not only about improving professionalism, but also about the overall development of students.

Rozvadovska (2019) and her colleagues point out in their works the following main ideas of the coaching processes:

− constructive reality: to create a common reality;

− circularity: to build relationships, plan interactions;

− relations: to accept the relations of the participating subjects;

− efficiency: to determine variability of the basic conditions;

− purposefulness / motivation: to specify goals; to be aware of strengths, talents and areas of study;

− resources: to show conscious and unconscious possibilities;

− break and stimulate: to break stereotypes to promote innovations;

− cognizability of problems and solutions: to take into account clarity and accessibility;

− solution orientation: to strive to find and test possible solutions;

− systematicity: to clarify the place and tasks in the system, to highlight connections.

Coaching and mentoring: common features and differences

Coaching and mentoring have a lot in common. At first glance, these two support measures seem almost identical, and the difference between coaching and mentoring is not apparent, as they intersect to a large extent, and coaching can be seen as a part or a method of mentoring. However, on closer examination, we can identify subtle differences, and on their basis to develop criteria for coaching processes. In coaching there are regulations that are not clearly formulated due to the insecurity of the very concept of coaching. The article presents the criteria most often mentioned in the literature:

− Focus on the process. Coaching is an interactive counseling and support in the process of which both private and professional issues are addressed;

− The basis of the relationship: a successful coaching process can be carried out only without estimation, as well as on the basis of strong, mutually respectful and trusting relationships in which both parties are actively involved. Coaching is characterized by equal partnership between the coach and the students;

− Voluntariness. Successful coaching is based on the voluntary participation of the student - he / she decides to work with the coach on his / her problems. One's own belief or hope for the effectiveness of the method is very important for a positive result;

− Causal conditionality, purposefulness and focus on the future. As part of coaching, systematic work is carried out on a clearly defined problem or goal and its achievement. A constructive, purposeful coaching process is based on the current situation of the client, and should also take into account systemic approaches;

− Student involvement and desire to learn. The student must want to work actively and voluntarily and make decisions (Rozvadovska, 2019).

Therefore, this is a unilateral intervention. The student is also ready to gain new knowledge and make changes. Consequently, coaching is based on the fact that change is possible in principle and that the learner is capable of finding a solution (Makarchuk, 2018);

− A coach as a companion: in a trusting, independent relationship, the coach supports the student by explaining problems, and does not offer solutions, but hopes that he/she can find solutions himself/herself.

The coach creates "a transparent framework for thinking, feelings and experiences, in which clear goals are formulated, ideas about the processes of perception that are evolving and new practical opportunities are updated, which allows one to find solutions and initiate learning processes;

− Indirect goals: coaching should always promote self-reflection (ability to recognize the subjective value of one's own perception to expand one's views), self-regulation (ability to distance oneself from stress, excitement and emotional limitations) and self-perception, as well as the consciousness and responsibility of the student, on the basis of which the transition from help to self-help is performed. The side effects of these processes are pleasure and health;

− Methods: in the context of coaching processes, active listening, focused questions and specific feedback lead to process-oriented support of students. This causes optimization of active competencies;

− Transparency: instead of manipulating which impedes the development of mindfulness, transparent methods are used in coaching;

− Concept: coaching is always based on a carefully developed concept, which explains the procedure, strategies and methods of the coach are provided. In addition, it describes how managed processes work and what relationships should be considered (Boiko, 2011);

− Time limit (duration): coaching processes are designed for the medium term, i.e. they occur repeatedly, but over a period of time.

All these criteria for school education can be clarified. However, the following categories, which demonstrate the specifics of coaching, do not claim to be considered exhaustive.

Conclusion

Thus, the article concludes that the topic of mentoring and coaching is relevant in the research works of domestic and foreign scientists. It is observed that Boiko (2011) in his works concluded that the tutor is a qualitatively higher pedagogical position and a new space of spiritual and moral interaction between teacher and student in the conditions of current innovations in the education system. Kremen and Ilin (2005) studied thinkers, ideas, concepts in the perspective of tutoring and coaching in the New Ukrainian School, and Rozvadovska (2019) studied the foreign

experience of mentoring children in difficult life circumstances. Foreign scholar Lippmann (2009) studied the issue of coaching in literature and its role for students in the contemporary education system.

This article provides an overview of the three classical paradigms of teaching and learning from the perspective of the New Ukrainian School - behaviorism, cognitivism and constructivism, which are ultimately related to the concepts of mentoring, tutoring and coaching: in these didactic concepts all models are intended for professional support in learning in the New Ukrainian School.

All three presented counseling models are aimed at optimally supporting beginners in their careers as teachers and professionally support them in solving any work tasks. Even if these forms are based on different concepts and are characterized by different roles of subjects, they have one common goal: to increase the professionalism of teachers.

Coaching and mentoring have a lot in common. At first glance, these two support measures seem almost identical, and to find the difference between coaching and mentoring is a difficult task, as they largely intersect, and coaching can be seen as a part of or a method of mentoring. However, on closer examination, one can identify subtle differences, and on their basis to develop criteria for coaching processes. In coaching there are regulations that are not clearly formulated due to uncertainty of the very concept of coaching.

Thus, coaching is the interactive counseling and support in the process of which both private and professional issues are considered. The basis of the relationship: a successful coaching process can be carried out only without estimation, as well as "on the basis of strong, mutually respectful and trusting relationships in which both parties are actively involved. Coaching is characterized by equal partnership between the coach and the student. A successful coaching is based on the voluntary participation of the student - he / she decides to work with the coach on their problems. One's own belief or hope for the effectiveness of the method is very important for a positive result. As part of coaching, systematic work is carried out on a clearly defined problem or a goal and its achievement. A constructive, purposeful coaching process is based on the current situation of the client, but should also take into account systemic approaches. The student should want to work actively and voluntarily and make decisions.

Mentoring presumes that changes are possible in principle and that the students are capable to find solutions themselves. A coach creates "transparent framework for thinking, feelings and experiences, in which clear goals are formulated, ideas about the processes of perception that are evolving and new practical opportunities are updated, which allows to find solutions and initiate learning processes.

All these criteria for school education can be clarified. However, the categories presented above, which demonstrate the specifics of mentoring and coaching, do not claim to be exhaustive.

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