THE PEDAGOGICAL AND PSYCHOLOGICAL ESSENCE OF COACHING-BASED TRAINING IN UPBRINGING AND ITS SIGNIFICANCE IN THE MODERN EDUCATION SYSTEM

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Abstract: This thesis examines the pedagogical and psychological essence of coaching-based training in the educational and upbringing process, its historical development, goals and objectives, fundamental principles, methods and techniques, as well as its significance in the modern education and upbringing system. The paper substantiates that the main essence of coaching-based training is not to determine ready-made decisions and solutions for an individual, but rather to facilitate the individual's awareness of personal resources, clarification of goals, analysis of the causes of existing problems, and independent development of a practical action plan. The thesis also explores the relationship between coaching-based training and Timothy Gallwey's concept of the "Inner Game," Carl Rogers' person-centered approach, and Marshall Goldsmith's future-oriented feedback concept. In addition, the educational potential of methods and techniques such as powerful questioning, active listening, reflection, goal setting, generating alternatives, identifying resources, action planning, scaling, the "miracle question," identifying exceptions, reframing, and "looking back from the future" is analyzed. The practical significance of coaching-based approaches is also demonstrated through examples from the Japanese education system, particularly Tokkatsu and reflective educational activities.

Keywords: coaching-based training, upbringing, coaching, educational process, psychological approach, reflection, motivation, independent thinking, responsibility, self-management, active listening, goal setting.

Introduction. In the modern education system, providing an individual with knowledge alone is no longer sufficient. Today, students and learners are expected to develop such competencies as independent thinking, conscious decision-making, analysis of their own activities, personal responsibility, problem-solving in challenging situations, and the ability to manage their own development. Consequently, the role of the teacher in the pedagogical process is gradually changing from that of a provider of information and controller to that of a facilitator, guide, and supporter of the learner's development.

One of the approaches responding to these requirements is coaching-based training. In the upbringing process, coaching-based training functions as a developmental approach aimed at unlocking an individual's internal potential, increasing awareness of one's own behavior and decisions, clarifying goals, and independently planning practical actions. Its principal distinction is that the educator or teacher does not make all decisions on behalf of the individual. Instead, through questioning, active listening, reflection, and consideration of alternative options, favorable conditions are created for the individual to arrive at their own decisions.

For example, telling a student who comes to class unprepared, "You are irresponsible; be prepared next time," represents an approach based primarily on external control. By contrast, questions such as "What prevented you from preparing?" and "What can you do to change the situation before the next class?" encourage the student to understand the causes of the problem, identify personal resources, and

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develop an independent action plan. This illustrates the educational and developmental essence of coaching-based training.

The Concept of Coaching-Based Training and Its Historical Development.

Coaching initially developed not in the field of education but within sports practice. The concept of a "coach" was first used to describe a professional who helps athletes unlock their potential, improve performance, and achieve higher levels of effectiveness. Later, this approach expanded into business, management, personal development, and education. Particularly during the 1970s and 1980s, increasing attention was paid not merely to compliance with external instructions but also to self-awareness, independent decision-making, and the effective use of internal potential.

Timothy Gallwey played a particularly important role in the development of coaching. As a tennis coach, rather than continuously providing athletes with ready-made instructions, he created opportunities for them to observe their own actions and independently recognize their mistakes. Gallwey's experience demonstrated that when players were not overloaded with instructions, they were able to observe their performance more independently, recognize their mistakes, and engage more effectively in self-improvement. This experience contributed to the development of the idea of the "Inner Game."

Gallwey distinguished between two forms of struggle in human performance: external and internal struggle. External struggle is associated with tasks, examinations, competition, and achievement of results, whereas internal struggle is associated with fear, self-doubt, anxiety about failure, and internal barriers such as "I cannot do this." These ideas strengthened one of the central assumptions of coaching: human behavior cannot always be changed effectively through external control alone; understanding the individual's internal psychological state is also essential.

At this point, it is important to distinguish between the concepts of coaching and coaching-based training. Coaching refers to a general approach and process based on helping an individual clarify goals, understand problems, and identify personal solutions through questioning and collaboration. Coaching-based training, in turn, refers to the practical implementation of this approach in a training format through practical exercises, question-and-answer activities, group work, situational tasks, and reflection. Thus, coaching may be considered an approach and process, whereas coaching-based training represents its practical training-oriented application.

The Pedagogical and Psychological Essence of Coaching-Based Training

The pedagogical essence of coaching-based training lies in viewing the learner, student, or individual being educated not merely as a performer of assigned tasks, but as an active subject of their own development. Under such conditions, the role of the teacher also changes. The teacher is no longer simply a person who assigns tasks and exercises control, but becomes a partner who helps the learner recognize the relationship between goals, available resources, and actual behavior.

The psychological essence of coaching-based training is associated with transforming an individual's internal position. For example, when a student says, "I cannot speak in front of an audience," simply telling the student to "practice more" does not fully reflect the coaching approach. Instead, it is necessary to explore the underlying cause of the difficulty: Is the student afraid of making mistakes? Is the student anxious about being judged by others? Has the student had a previous negative experience? Or does the student underestimate their own communicative abilities? Questions of this kind help the individual understand their psychological state more deeply.

Therefore, the essence of coaching-based training cannot be reduced simply to "asking questions" or "not providing ready-made answers." Its deeper purpose is to transform the individual's relationship with

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their own activity. The person learns to understand what they are doing, why they are choosing a particular course of action, what resources they possess, and what practical step they can take next.

This approach is particularly significant in upbringing. For instance, if a parent repeatedly tells a child, "Clean your room," the child may perform the task only when external supervision is present. In a coaching-oriented approach, the parent may instead ask, "What kind of system can you create yourself to keep your room organized?" The pedagogical objective here is to develop orderliness, while the psychological objective is to foster independent decision-making and a sense of internal responsibility.

Thus, coaching-based training seeks to achieve more sustainable behavioral changes through internal awareness and conscious choice rather than through temporary behavioral modification based primarily on commands and external control.

Goals of Coaching-Based Training in Upbringing. The first goal of coaching-based training in upbringing is to move the individual from external control toward internal self-management. A person should learn to act not simply because others instruct them to do so, but because they understand the meaning and consequences of their actions.

The second goal is to develop the ability to make choices. In the upbringing process, adults often attempt to show children or adolescents a predetermined "correct path." Coaching-based training, in contrast, helps individuals identify alternative options, analyze their potential consequences, and make conscious decisions.

The third goal is the development of personal responsibility. A task may be completed as a result of an externally imposed requirement, but this does not necessarily indicate the development of internal responsibility. Coaching-based training encourages the individual to answer the question, "Why am I responsible for this?" In this way, the person can move from the position of "I did it because I was told" toward "I made this decision myself."

The fourth goal is to develop the ability to observe and understand one's own behavior. In this process, the individual learns to assess their habits, decisions, strengths, and weaknesses more realistically. The fifth goal is to identify and manage internal barriers. Not every problem in upbringing can be explained by indiscipline. In some cases, fear, self-doubt, or previous negative experiences may lie behind the observed behavior.

The sixth goal is to help individuals move beyond the problem toward identifying the next possible action. Coaching-based training does not stop at the question, "Why did this happen?" but continues toward the question, "What will I do next?" The seventh goal is to transform positive changes into sustainable habits. Individuals need to set goals, take action, monitor outcomes, and modify their strategies when necessary.

Main Objectives of Coaching-Based Training

The objectives of coaching-based training follow directly from its broader goals. First, it helps individuals clarify what they want to change or what they want to achieve. A second objective is to identify not only the external appearance of a problem but also the motives, habits, fears, or internal barriers behind it.

Other important objectives include recognizing strengths and resources, developing independent decision-making, strengthening personal responsibility, and activating intrinsic motivation. Linking goals to specific practical actions, analyzing outcomes, determining what worked and what did not, and identifying subsequent steps are also important components of coaching-based training.

Consequently, the overall objective of coaching-based training can be summarized not as "controlling the individual," but as "developing the individual's capacity for self-management."

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Principles of Coaching-Based Training in Upbringing

Effective coaching-based training requires adherence to a number of fundamental principles. The first is the principle of respect for the individual. A person is not defined by their problems or shortcomings but is viewed as an individual with developmental potential. The second principle is voluntariness, according to which change should be based on the individual's readiness rather than coercion.

The principle of active participation is central to coaching-based training. Instead of providing ready-made solutions, the coach involves the individual in the processes of thinking, analysis, and decision-making. The principle of responsibility implies that a person who makes a decision also assumes responsibility for its consequences.

The principle of goal orientation ensures that the conversation does not remain at the level of general discussion but leads to a clearly defined outcome and a subsequent action. The principle of reliance on resources focuses not on listing deficiencies but on identifying an individual's existing experience, strengths, and available opportunities. Reflection involves more than simply recounting what happened; it means understanding the causes, lessons learned, and possible future actions.

In addition, non-judgmental listening, confidentiality and trust, and the principle of action ensure that coaching-based training remains psychologically safe and practically oriented. As a result, individuals are provided with an environment in which they can express their views openly, analyze their problems more deeply, and move toward concrete action.

Main Methods of Coaching-Based Training. In upbringing, coaching-based methods are designed to stimulate thinking, self-awareness, goal setting, and active engagement.

One of these is the powerful questioning method. Questions are formulated in such a way that they encourage an individual to think more deeply about their goals and possibilities. For example, rather than telling an adolescent, "Put your phone away," it may be more productive to ask, "What would you need to accomplish by the end of the day to feel satisfied with yourself?"

The active listening method helps the educator understand the individual's thoughts and emotions more accurately. The reflection method focuses on learning from situations that have already occurred. Questions such as "At what point did the situation become more tense?" and "What could you have done differently?" are aimed not at assigning blame, but at extracting meaningful lessons from experience.

The goal-setting method helps transform broad intentions into specific and observable objectives. The alternative-generation method encourages individuals to consider several possible courses of action rather than becoming dependent on a single solution. Resource identification makes it possible to identify previous achievements, strengths, and experiences that can be applied to the current challenge. Action planning connects the desired goal with concrete and realistic steps.

The feedback method focuses on behavior rather than labeling the person. For example, instead of saying, "You are badly behaved," a more constructive approach is to identify what behavior occurred in the specific situation and discuss how it could be changed. Role-playing and situational exercises provide an opportunity to rehearse difficult real-life situations in advance. Visualization helps an individual imagine a desired future state and derive concrete actions from that vision.

Coaching-Based Training Techniques. While a method refers to a general way of working, a technique is a specific practical tool applied at a particular stage of the coaching process. For example, questioning may be considered a method, while asking an individual to "rate the situation from 1 to 10" represents a specific technique.

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The scaling technique from 1 to 10 enables individuals to assess their current situation numerically. For instance, if a parent rates their relationship with their child as 5, the next question may be, "Why is it a 5 rather than a 3?" This helps identify existing positive aspects. The question, "What would need to change for you to move from 5 to 6?" then helps identify a concrete action step.

The "miracle question" technique shifts attention from the problem to a desired future state. Questions such as, "Suppose that all conflicts had disappeared by tomorrow morning. What would be the first thing that would tell you that the situation had changed?" make it possible to identify observable indicators of desired change.

The exception-finding technique is used to examine generalized negative statements such as "never," "always," or "not at all." By identifying moments when the problem was absent or less intense, it becomes possible to explore what was different in those situations.

The "other people's perspective" technique encourages individuals to examine their behavior from the perspective of another person. This approach can help increase awareness of how one's behavior affects others and strengthen interpersonal responsibility. The technique of "finding what worked before" allows an individual to recall previous successful experiences and apply relevant aspects of those experiences to a current challenge.

Reframing, or changing the meaning assigned to a situation, involves examining a behavior from another perspective. For example, the statement "My child is very stubborn" may be reframed as "The child is capable of standing by their own opinion; where could this determination be directed constructively?" Reframing does not deny the problem; rather, it encourages a more constructive interpretation of it.

The technique "If you change nothing…" helps individuals consider the long-term consequences of maintaining current patterns of behavior. The "looking back from the future" technique asks individuals to imagine that they have already reached their goal and then look backward to identify which decisions and actions contributed to the change. In this way, a goal can be transformed from an abstract desire into a sequence of practical steps.

The Role of Carl Rogers' Ideas in Coaching-Based Training. The development of coaching-based training demonstrates significant conceptual similarities with Carl Rogers' person-centered approach. Although Rogers was not the direct founder of coaching, his ideas concerning the development of a person's internal potential, the creation of a psychologically safe environment, and attentive listening are closely related to principles that later became important in coaching.

Rogers emphasized that individuals begin to understand their problems more deeply when they feel safe, are not judged, and are genuinely listened to. From an educational perspective, he viewed the teacher not merely as an authority figure giving instructions, but as a facilitator who creates conditions for development. Learner autonomy, responsibility, self-awareness, and learning how to learn occupy an important place in his approach.

From this perspective, the effectiveness of coaching-based training in upbringing is strongly influenced by the relationship between the educator and the individual being educated. Respect, attentive listening, non-judgmental interaction, and trust create the psychological conditions necessary for individuals to analyze their thoughts and experiences more freely.

Marshall Goldsmith and the Future-Oriented Approach. Marshall Goldsmith's contribution also occupies an important place in the development of modern coaching. He is particularly associated with the Feedforward technique, through which attention is shifted away from repeatedly discussing past mistakes and toward identifying what can be done differently in the future.

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This approach can be effectively applied in upbringing. For example, rather than repeatedly telling a child, "You have failed to keep your promise before," a parent could ask, "What two things could you do differently next time to keep your promise?" In this case, attention shifts away from blame and defensiveness toward practical solutions for future behavior.

According to this approach, change does not end with a single decision. Regular monitoring, feedback, repeated questioning, and measurement of outcomes are important for consolidating behavioral change. This is particularly relevant to upbringing, where the formation of stable behavioral patterns requires continuous observation and reflection.

The Japanese Experience: A Practical Reflection of Coaching-Based Ideas

In the Japanese education system, coaching-based training may not be implemented as a separate method under that specific term in every school. Nevertheless, many of its fundamental principles — independent thinking, self-management, collective responsibility, reflection, and analysis of one's behavior — are reflected in different elements of the educational process.

In particular, Tokkatsu views the classroom as a small social community. Students discuss classroom-related problems, distribute responsibilities, plan activities, and analyze outcomes. Instead of resolving every problem for students, the teacher organizes and supports their independent participation.

This approach is closely related to one of the central ideas of coaching-based training: instead of externally determining all decisions for an individual, the individual should be provided with opportunities to understand problems, generate alternatives, and make decisions. Group-based activities can also contribute to the development of social responsibility in addition to personal responsibility.

Reflection is also an important component of Lesson Study practices in Japan. Teachers jointly plan lessons, observe classroom processes, and subsequently analyze them through questions such as "What worked?", "Where did students experience difficulties?", and "What should be changed in the next lesson?" In this respect, coaching-based approaches can be applied not only to students but also to the professional development of teachers.

Effectiveness of Coaching-Based Training in the Education and Upbringing System. The effectiveness of coaching-based training should preferably be examined not only through participants' subjective impressions after a training session, but also through observable behavioral changes. Relevant indicators may include students' ability to make independent decisions, demonstrate responsibility toward assignments, analyze their own behavior, consider multiple solutions to problems, and identify subsequent practical steps.

Another advantage of coaching-based training is that it works not only with weaknesses but also with existing resources. Rather than approaching a learner from the position of "You do not have this ability," the coach asks, "What resources and opportunities do you already have?" This helps create a more constructive attitude toward oneself.

The effectiveness of coaching-based training is also related to continuity. A single conversation or training session does not automatically transform a behavioral pattern into a stable habit. Individuals need to review their goals, monitor actions, evaluate results, receive feedback, and revise their plans when necessary. This aspect corresponds to the importance of regular follow-up emphasized in Goldsmith's approach.

Practical Applications of Coaching-Based Training in Upbringing

Coaching-based training can be adapted to different stages and forms of the upbringing process. For example, when discussing problematic situations with students, a class teacher may use questions to explore the problem instead of immediately imposing rules or issuing judgments. In higher education,

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coaching elements can be incorporated into mentoring by helping students clarify career goals, analyze barriers to learning, and develop individual development plans.

Coaching-oriented elements can also be useful when working with parents. Instead of relying exclusively on reprimands and external control, parents may encourage internal motivation by asking questions, actively listening, and creating opportunities for children to make independent decisions.

Within psychological support services, coaching-based training may assist students and learners in developing self-awareness, analyzing personal difficulties, identifying available resources, and establishing action plans. However, it is important not to equate pedagogical coaching with psychological counseling or psychotherapy. The primary focus of coaching-based training is personal development, goal setting, reflection, and support for practical action.

Contemporary Development Directions of Coaching-Based Training

In the modern education system, coaching-based training is developing in several directions. First, it is increasingly being regarded not only as a means of developing students but also as a tool for improving teachers' own professional practice. Teachers can analyze their lessons, identify challenges, recognize strengths, and consciously determine subsequent pedagogical actions.

The second direction is the development of students as autonomous subjects. The learner is no longer viewed merely as a performer of assignments, but as a person capable of setting goals, monitoring results, and evaluating their own activities. The third direction is integration with mentoring. An experienced teacher does not merely provide advice to a novice colleague, but helps them develop their own solutions.

The fourth direction is increased attention to emotions and communication. The ability to regulate emotions, control oneself in stressful situations, understand others, and communicate constructively has become an important component of educational and developmental outcomes. The fifth direction is the improvement of feedback systems. Rather than the teacher remaining the only evaluator, students are increasingly encouraged to express their views about their learning experiences and lessons.

The sixth direction is group coaching, in which goals can be established, problems analyzed, alternatives generated, and action plans developed collectively. The seventh direction is the assessment of outcomes through practical indicators. Therefore, the success of coaching-based training should not be determined only by whether participants "liked the training," but by observable changes in behavior and performance.

Discussion. The analysis above demonstrates that the distinctive feature of coaching-based training in upbringing lies in transforming the way the individual is approached. In a conventional approach, the educator often tells the learner what needs to be done, whereas coaching-based training activates the process through which the individual determines how they can arrive at their own decision. In this sense, coaching-based training does not completely reject discipline and control; rather, it seeks to complement them with internal responsibility and conscious choice.

Although questioning, listening, and reflection occupy a central place in coaching-based training, its ultimate goal is not merely conversation. An effective coaching process should lead from a clearly defined goal and awareness of the current situation to the exploration of alternatives and practical action. Therefore, coaching-based training can facilitate a developmental sequence in upbringing: awareness — choice — action — reflection — renewed action.

The educational value of such an approach can be particularly significant during adolescence and university years, when the individual's desire for independence, the need to defend personal opinions, and the need to make decisions about one's own life become increasingly pronounced. Coaching-based

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training can support this growing independence by integrating it with goal setting, responsibility, and reflection rather than treating independence simply as unrestricted freedom.

Conclusion

In conclusion, coaching-based training represents an important pedagogical and psychological approach aimed at developing an individual's internal potential within the modern upbringing system. Its central purpose is not to make decisions for the individual, but to create conditions in which the person can recognize personal resources, define goals, identify the causes of problems, consider alternative options, and develop practical action plans independently.

The pedagogical essence of coaching-based training is manifested in transforming the learner into an active subject of their own development, while its psychological essence is reflected in the development of internal attitudes, motivation, reflection, and self-management abilities. Its effectiveness depends on the integration of principles such as respect for the individual, voluntariness, active participation, responsibility, goal orientation, reliance on resources, reflection, non-judgmental listening, and trust.

While Timothy Gallwey's "Inner Game" concept focuses attention on the awareness of internal barriers, Carl Rogers' person-centered perspective emphasizes the importance of a trusting and respectful psychological environment. Marshall Goldsmith, in turn, highlights the importance of focusing on future behavior, feedback, and continuous monitoring in strengthening change. Together, these perspectives provide important theoretical foundations for understanding the different dimensions of coaching-based training.

The use of coaching-based training in the educational and upbringing process provides an opportunity to develop students and learners not merely as individuals who follow rules or complete assignments, but as active subjects who understand their behavior, take responsibility for their development, and make conscious decisions. The Japanese experience also demonstrates the practical importance of embedding independent activity, collective responsibility, and reflection into the educational environment.

Therefore, an important outcome of applying coaching-based training in contemporary education and upbringing is the development not of a person who simply responds to external control, but of a person who understands their own activities, makes conscious choices, anticipates the consequences of decisions, and is capable of managing their own development. The central idea of this approach is that an individual should not always be given a predetermined path by others; instead, they should be provided with the opportunity to consciously discover and construct their own path.

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