
THEORETICAL ASPECTS REGARDING SPECIFIC TECHNIQUES OF STIMULATING ACTIVITIES OF TRAINING IN COACHING PEDAGOGIC PRACTICE

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Abstract. *By coaching students acquire a deep understanding of the organization and functioning of schools, experiencing different concrete ways of teaching, learning and assessment. Their involvement in activities is effective, being closely assisted by the coach. When students make mistakes, they are corrected in time, before certain inappropriate behaviors to stabilize. The quality of learning environment has a particular importance to apply coaching strategies. Such an environment should: be pleasant, relaxing, and open; stimulate involvement and investigative spirit; stimulate dialogue, cognitive conflict and cognitive surprise; have the necessary facilities to enable practicing a wide variety of professional behavior. Specific stimulating techniques activities of practical training that can be used in the context of coaching type pedagogical practice include: empty chair technique, inviting absent technique, organizational exercise, systemic observation of lecture, curricular document presentation and analysis, real time teaching, teamwork teaching, case studies, personal journal, relationship with parents. Coaching pedagogical practice approach is a real challenge, but it is to be always active and thinking creative, to know how to challenge a professional exercise.*

Key words: *coaching, stimulating activity, specific techniques, pedagogical practice*

INTRODUCTION

Pedagogical practice is an integral part of the educational process, of psycho pedagogical program, and is conducted after studying didactics specialty, but also Educational psychology and Pedagogy. The pedagogical practice of students is conducted in primary, secondary, post-secondary and university, application schools,

The major objective of pedagogical practice is establishing skills needed to the teaching profession. The concerned specific objectives are [2]:

- Knowledge of application schools specific, school documents and their organization structures and functioning;
- Learning, practicing and training skills and competencies necessary for the profession;
- Critical-constructive and self-analysis of the quality of teaching projects and lessons achieved;
- Building the capacity and skills to apply the new methods and technologies of teaching, learning and assessment;
- Develop the skills of making and using the resources of education and different auxiliary teaching material;
- Application of appropriate methods, techniques and knowledge tools to preschoolers, schoolchildren, groups of students, for differential treatment and counseling;
- Participation in scientific methodological activities conducted in school;
- Collaboration with members of the school community and the children's families.

The specific coaching actions, after the Free Online Dictionary, is to form (to train), to tutor or to act as a trainer or tutor.[15]

BARBARA NEUFELD & DANA ROPER (2003) designates as the coaching, professional development complex strategies which support understanding centered teaching.

Coaching is a practical and a psychological process involving behavioral change, a way that people can correct various areas of professional and personal life, development, career and life within an organization. It can also be viewed as a process that has a great impact on self-knowledge, reevaluation

of personal goals, equally contributing to building effective solutions to achieve them.[10]

Coaching, unlike mentoring is short-term oriented and focuses on specific tasks, taking into account primarily individual needs.[10]

Coaching starts today, using the past to always look to the future.

As identity and as roles, we appreciate that coaches are professionals with wide theoretical and practical experience. The coaches are ready to stand shoulder to shoulder with those who are initiated into a particular profession, observing them closely, issuing criticism when needed and providing models of effective practice. These coaches bring students / juniors in relation to the resources they need to exercise their professional conduct and addressed challenges that put them in a position to reflect on relevant issues of the profession for which they prepare.

Also, Barbara Neufeld & Dana Roper said that the implementation of such strategies, improve instructional capacities of schools and teachers.[12]

By coaching students acquire a deep understanding of the organization and functioning of schools and experience different concrete ways of teaching, learning and assessment. Their involvement in activities is effective, being closely assisted by the coach. When they mistake, are corrected in time, before certain inappropriate behaviors to stabilize.

In those circumstances, the classroom becomes a place where teachers and students are mutually reinforcing, and where students address academic issues participating in problem solving, by appealing to critical and reflective thinking, by engagement highest level thinking structures.

In coaching version, teaching process is not the only important, but also focusing on discipline that the student / newcomer is going to teach.

The fundamental principle underlying this strategy is that the school is a complex organizational environment in which the student / newcomer learn not only a profession but also how to effectively integrate in a community of practice.

In applying coaching type strategies, the quality of learning environment presents a particular importance. Such an environment should: be pleasant, relaxing, open; to stimulate involvement and investigative spirit; to stimulate dialogue, cognitive conflict, cognitive surprise; have the necessary facilities to enable practicing a wide variety of professional behavior.

According to Galvin [9], only a good coach can organize a learning environment favorable to coaching, coach who has some personal qualities like:

- Offers himself as a learning resource;
- Inspires and builds trust;
- Knows how to develop knowledge and skills;
- Causes learning by skillful asks;
- Know how to be a professional comportsment model for student / beginner.

To these are added the quality (specific) of activities to be held in the working version of coaching, such as:

- Demonstration activities, procedural;
- Reflective nature activities;
- Activities that stimulate creativity, lateral thinking, critical thinking.

A coach does not teach the student, he creates a comfortable learning environment. The latter can use this space and can learn to see reality otherwise it moves. Learning Area is achieved by easing the internal dialogue; coach accompanies the student during this dialogue, it stimulates the nuances, challenges him.

RESULTS AND DISCUSSIONS

Role-playing game based learning is an active and interactive participation of students in the teaching process. This consists in simulation of human relationships, occupations, social statuses, functions,

activities, facts, situations, states of things, events, activities, followed by analysis of representations, feelings, attitudes observed during the interpretation of the characters.[1]

Role-playing game based learning is built on the following steps:

- Choosing a real situation that will be simulated in accordance with the pursued operational objective;
- Didactic transposition of the chosen situation and design of teaching scenario;
- Casting the roles of the participants and observers, distribution of roles to protagonists and their preparation;
- The stage of individual learning role by students / juniors at a time;
- Stage of interpretation of roles by students / juniors under the observation of colleagues and teachers;
- Stage of reflection, analysis and collective debate of role play through the active involvement of all those present;
- The stage of conclusions detachment, discuss solutions and consequences.

Role plays used in that type of pedagogical practice coaching are:

- Role play centered on formative training;
- Role play centered on the personal development of future teachers;
- Role play centered on evaluation.

The first category include:

- a) Role playing to develop specific skills - assumes simulation of teacher specific roles and are focused on meeting the training needs of students;
- b) Microteaching game, meaning opportunities for the students to practice the teaching behaviors, teaching evaluation by implementing a microteaching type scenario;
- c) Role playing to develop transversal skills;
- d) Decision consisting game, simulating situations where students must make important decisions;
- e) Arbitration game - facilitates the capacity for mediation, negotiation and conflict resolution.

In the second category, we find the game of "what-if ..." and game for changing attitudes. In the last category, centered evaluation games shall be conducted in the context of the forecast performance in the profession.

In the coaching pedagogic practice, *the specific techniques used in practical training through simulative activities* include:

- Open / empty seat technique, which can be used for understanding each other, increase empathy, interpersonal tolerance and analysis of interactions of students, future teachers, with the people encountered in teaching practice: mentors teachers, students, parents, principals, school counselors.[4]
- Inviting absent technique, involves placing in the class a set of empty chairs and observe the student interactions with the group of declared people.[4]
- Organizational exercise, the coordinator and pedagogical practice mentor should work together to establish which representative aspects of everyday school life should be presented to students.
- Presentation and analysis of curriculum documents - in terms of coaching, the presentation of curricular documents is analytical and procedural and the analyze of these documents encountered also in seminars for teaching specialty, must to provide students with the opportunity of applying them in concrete learning environment and direct experimentation.[11]
- Teaching in real time - trainee is initiated and assisted throughout the lesson, monitored in the three key moments of activity - before starting work, throughout the lesson events and after the end of teaching.[14]
- Team-teaching is to dispense teaching roles to as much as can students so that no student will feel frustrated not to be practice didactic behaviors. The most effective for achieving a team teaching is made up of two people.
- Case study is an active method of training and education, applying this method in pedagogic practice coaching requires: creation of active teaching-learning situations; stimulate students' ability to identify

functional relationships between processes and phenomena, to think quickly and apply knowledge; analyzing some typical situations to stimulate students' critical thinking; testing students' ability to extrapolate solutions for solving problems in new spontaneous situations.[13]

In the pedagogic practice coaching, students acquire a deep understanding of the organization and functioning of schools and experimenting with different and concrete ways of teaching, learning and evaluation. Their involvement in different activities is selective, being closely assisted by coach, and when they mistake are corrected in time.[13]

CONCLUSION

Addressing the classroom learning activities in the pedagogic practice coaching version is a real challenge for any teacher. The fundamental principle underlying the pedagogic practice coaching is that the educational establishment is a complex organizational environment in which the trainee learns not only a profession but also how to effectively integrate into a community of practice. Also implementation in terms of quality of coaching teaching practice type must be supported by the administrative leadership, both from schools and school inspectorates.

In applying pedagogic practice coaching, quality of environment learning is important, this environment being: pleasant, relaxed, open, stimulate involvement, stimulate dialogue and possess the necessary facilities. Also, the most suitable activities taking place in pedagogic practice coaching, must have a demonstration and a reflective character, to stimulate creativity, lateral and critical thinking.

Coaching is task oriented and contributes decisively to the practitioner student's personal and professional development, envisages complex professional development strategies that support teaching focused on understanding. Therefore, coaching entails: knowing how to develop a strategy for leadership; pay attention to the learning group and every individual, at the same time; to know correlated teaching duties with major targets of training; to always be active and thinking creative; know how to challenge an professional exercise using the most appropriate teaching methods to facilitate the transfer of skills, and to select the most relevant learning situations.

The purpose of the coaching process in education is to get results and professional development, including personal lives, according to the objectives that every young teacher defined them at early career.

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