

11.2 Identification of aptitudes for pedagogical activity and coaching support

The current challenges of modern education include preparing teachers for professional activities under wartime conditions. The quality of teacher training significantly depends on a deliberate choice of profession and competent coaching support during their professional development at educational institutions. When a person finds their "right" workplace, it benefits both the individual, who fully realizes their potential, and society, which gains maximum return from the specialist. Conversely, a wrong career choice results in unjustified effort, resources, and time spent obtaining an "unsuitable" qualification, challenges in employment, and difficulties in professional activities.

A conscious career choice is based on matching an individual's psychological qualities with the demands of a specific profession. This match is determined through a procedure of preliminary professional selection, which should be conducted during a prospective student's admission to an educational institution. Information about the requirements of a profession is also crucial. Such information is essential for educators and psychologists who help young people with career orientation, professional self-determination, or career changes [250, p. 4].

Conducting preliminary professional selection during admissions will increase the number of students with teaching aptitudes who are motivated to work in education. Educators, career counselors, and psychologists can offer better support for career selection, considering the psychological traits of applicants and specific professional requirements. At the same time, familiarizing students with career-related information allows them to understand their abilities, inclinations, and talents, aligning these with the demands of a chosen profession. This enhances their self-awareness, develops adequate self-assessment, and promotes self-development. In other words, career-related information encourages individuals to "analyze" themselves, "try on" a profession, and independently consult on career choices, training profiles, or workplaces [250, p. 5].

Coaching support significantly influences the professional development of future teachers. It helps them better understand the goals and tasks of professional training, recognize internal and external obstacles, achieve meaningful personal and professional changes, increase self-confidence, and develop a creative approach to work.

Given the importance of preliminary professional selection and competent coaching support, we have developed two methodologies outlined in this article: determining applicants' aptitudes, abilities, and personal readiness for teaching and providing coaching support during professional development.

To assess aptitudes, specify abilities, determine personal readiness for teaching, and implement coaching support, the competency-based approach was used. This approach improves the quality of selecting and training highly qualified, competitive professionals capable of effective self-realization in their careers.

The competency-based approach is a key direction for improving the education systems in European countries. According to this approach, every type of professional activity requires competencies that ensure the effective realization of this activity. It's important to note that the competency-based approach does not diminish the importance of knowledge but rather emphasizes the specialist's ability to mobilize necessary knowledge, skills, values, and attitudes in specific situations.

The concept of "competence" is broader than "qualification." It includes not only professional knowledge, skills, and experience necessary for fulfilling duties but also attitudes toward work, motivation, aspirations, and the ability to apply knowledge and skills sustainably and responsibly. Competence reflects a person's ability to act effectively in professional and personal spheres. Competencies serve as indicators of professionalism and readiness for productive activity.

Key competencies, often referred to as "the key to success" in both professional and non-professional spheres, are considered universal.** They form the foundation of any activity and relate to the environment, societal life, and personal social activities. These are manifested through moral regulation, collaboration, adaptability in various social conditions, and civic values and skills [251, p. 26]. Developing key

competencies in future teachers enhances their professionalism, ensures continuous professional growth, and enables them to perform effectively under wartime conditions. Teaching during wartime requires maintaining inner balance in stressful situations, quick decision-making, appropriate actions in emergencies, understanding students' emotional states, and providing them with necessary emotional support.

The interpretation of key competencies remains a subject of academic debate. The European Union defines them as essential for personal potential development, employability, social integration, and active citizenship. These competencies are developed through lifelong learning, starting in early childhood. The EU's Framework for Key Competences, approved by the European Parliament and Council (January 17, 2018), identifies the following competencies: literacy; multilingualism; mathematical, scientific, technological, and engineering skills; digital competence; personal, social, and learning competence; civic and entrepreneurial competence; and cultural awareness and expression (Council Recommendation on key competences for lifelong learning, 2018).

National education in its current stage emphasizes the development and implementation of professional standards based on the competency-based approach.** According to the 2024 professional standard, the purpose of teaching is to organize learning and education to cultivate key competencies and a worldview based on universal and national values, as well as to develop intellectual, creative, and physical abilities necessary for successful self-realization and further education.

The qualification requirements for teachers' professional competencies, particularly key competencies, are established in the Professional Standard "Teacher of General Secondary Education Institution" (Order of the Ministry of Education and Science dated August 29, 2024, No. 1225). Among the key competencies listed in the professional standard are: psychological competence, emotional-ethical competence, competence in pedagogical partnership, participation in creating a safe and healthy educational environment, and health-preservation competence. These criteria can be utilized for comprehensive evaluation of a teacher's professional development level.

It is noteworthy that in the aforementioned documents, competencies such as personal, social, psychological, emotional-ethical, and health-preservation competencies gain particular relevance due to their importance in both professional and personal spheres of life.

A critical stage in developing methodologies for identifying students' aptitudes for teaching and providing coaching support is the justification of professional requirements for specialists, defined by the unique features of pedagogical activity. A teacher's professional competence can be determined based on the professional standard and professionograms, which reflect the scientifically grounded set of professionally important knowledge, skills, and abilities.

We believe these requirements do not fully account for the current needs and require refinement, considering:

- The professional training of teachers takes place under wartime conditions and must align with the socio-economic realities of both wartime and the post-war period.
- The modern world is characterized by a shift from mono-professionalism to poly-professionalism, with rapidly changing information and technologies. This requires individuals to master not just one profession but several related ones, engage in lifelong learning, and continuously improve.

Future teachers need not only readiness for successful activity but also preparedness to operate effectively under the dynamic changes of wartime and technological and societal advancements.

Professional competence formation is based on natural abilities, age-related psychological maturity, life experience, and professional development of necessary socio-psychological traits through personal awareness of their significance for success in life. From birth, individuals are endowed with potential abilities and aptitudes that, under favorable conditions, can transform into tangible achievements in productive activities [252, p. 77]. These include:

- The mobility and dynamism of the nervous system, enabling flexible adaptability;
- High levels of perceptual sensitivity;

- Verbal-logical thinking and the ability to develop imaginative and abstract thinking;

- Extroversion and activity.

These foundational psychological traits serve as the primary prerequisites for forming a teacher's professional competence. From these base properties, the ontogeny of an individual fosters the social and professional qualities of future teachers as secondary traits.

The development of communicative and emotional skills in educators significantly improves the quality of their professional actions, enhances pedagogical interaction, and prevents "professional burnout." Pedagogical activity primarily involves creating relationships that foster mutual understanding and achieving educational goals. Students' perception and assimilation of educational material are mediated by the relationships established between the teacher and the learning group, as well as their communication and interaction.

Teaching is considered a particularly stress-inducing, emotionally demanding, and psychologically draining profession due to its intense communicative nature. Unpredictable situations may arise, challenging even experienced educators to maintain emotional control, let alone beginners. Moreover, interaction with diverse learners possessing different psychological traits and nervous system types necessitates essential personal qualities in teachers, such as emotional balance, high empathy levels, and stress resilience.

In the training of future teachers, it is crucial to develop, in addition to general professional, specialized, and methodological skills, social-psychological competence. This competency is a more reliable and enduring factor than subject-specific knowledge, which becomes obsolete over time. As I. Zyazyun emphasizes, "Professional education prepares graduates for diverse creative activities—professional, socio-cultural—and lays the foundation for social initiative and the ability to work with and for people"[254, p. 12].

The methodology proposed for identifying pedagogical abilities and assessing personal readiness for teaching involves a combination of interrelated and complementary methods:

- Focused interviews
- Essays on the topic "Me and My Profession"
- Psychological tests to explore pedagogical abilities and individual psychological traits
- Solving pedagogical problems
- Professional trials (expert evaluation)

The criteria and indicators assessed during professional selection are summarized in Table 1.

Table 1

Program for Studying the Aptitudes and Personal Readiness of Applicants for
Pedagogical Activities

Stage	Methodology	Indicators of Methodologies
I. Introductory	Primary Focused Semi-Structured Interview Purpose: To obtain responses from the applicant that clarify their motives for choosing the profession, understanding of the future profession, and potential for realizing their abilities in it.	Socio-demographic information (name, age, family status, etc.), interests, abilities, achievements, readiness for mastering the teaching profession, professional future planning.
II. Diagnostic	Essay on the topic "Me and My Profession" [8, pp. 89-90]. Method for Determining the Level of Subjective Control (LSC): Assesses responsibility potential in various life areas. V. Rusalov's Temperament Structure Study: Identifies	I – Clarity and reasoning behind the choice of profession; II – Adequacy of understanding of the teacher's role; III – Self-assessment concerning the choice of the teaching profession. General, achievement-related, failure-related, workplace, and interpersonal internality indicators.

Continuation of table 1

	interaction traits with the material and social environment. Method for Identifying Intellectual Development Level (TIP Test): Evaluates logical thinking and the ability to analyze non-verbal information. K. Thomas's Test: Reveals dominant interaction styles in emotionally tense situations. "Pedagogical Situations" Methodology: Evaluates the ability to solve complex pedagogical scenarios ecologically. Professional Trials: Uses expert evaluation to identify general aptitude for teaching.	Energy levels (Er), Social energy (SEr), Plasticity (P), Social plasticity (SP), Tempo (T), Social tempo (ST), Emotionality (Em), Social emotionality (SEm), Control questions (C). Non-verbal IQ and learning ability. Behavior styles: competition, avoidance, collaboration, compromise, adaptation. Ability to resolve complex pedagogical situations sustainably. Professionally significant character traits: emotional resilience, independence, speech development level, reflective skills.
III. Final	Summarizing the results of the focused interview, essay, psychological tests, pedagogical problem-solving, and professional trials (expert evaluation).	Overall level of aptitudes and personal readiness of applicants for pedagogical activities.

During the study of aptitudes, abilities, and personal readiness for pedagogical activity, professional trials hold a special place. A professional trial is the acquisition of practical experience in a specific type of professional activity. It provides an opportunity to align one's intentions with the chosen profession, evaluate the competencies required for successful self-realization in the chosen professional field, and test candidates' readiness to pursue a particular profession according to its criteria [258]. This model of trials was substantiated by the Japanese professor S. Fukuyama. He based it on the conceptual premise that the primary goal of career guidance is to develop the ability of candidates to make a conscious choice of their future profession.

The author highlights three main factors for a conscious career choice: self-analysis, profession analysis, and professional trials [259, p. 261].

The analysis of professions involves providing objective knowledge about the features of the chosen profession and its requirements for the worker. Through professional trials, candidates can test their abilities and determine whether pedagogical activity suits their skills and abilities. Professional trials are used not only for diagnostics but also for gaining experience in the chosen profession. A professional trial simulates real professional activity, thereby stimulating the formation of an adequate self-assessment of readiness for the chosen profession.

Stages and Methods of the Study

The research program involves three stages:

Stage I. Introductory

Conducting an initial focused semi-structured interview during which the respondent answers the proposed questions. The interview is characterized by the presence of a special program with a list of necessary and potential questions.

Purpose of the interview: To collect general information about the candidate. It allows clarification of the motives for choosing a profession, identifying interests, abilities, achievements, the level of readiness for mastering the teaching profession, future plans, understanding the future profession, and the potential to realize one's abilities in it.

Functions of the interviewer: To ask pre-developed questions and additional ones based on the respondent's answers, organize and direct the conversation, and accurately record the responses.

Sample questions for conducting a focused interview:

- What attracts you to teaching? What specifically do you like about a teacher's work?
- What do you find interesting in this profession?
- What, in your opinion, is the most important aspect of teaching?
- How do you imagine a typical working day of a teacher?

- What qualities (character traits, skills, beliefs) are most important for this profession?
- What qualities (character traits, skills, beliefs) do you already possess to become a professional teacher?
- What qualities do you need to improve in the process of professional development?
- What opportunities will open for you when you become a professional in your field?
- On a scale of 1 to 10, how ready are you to make the effort and invest time to become a professional teacher?

The focused interview is semi-structured, allowing the interviewer flexibility to add open and closed questions based on observations of the respondent's psychological reactions (gestures, facial expressions, intonation, etc.). The interviewer does not actively participate in the dialogue, express opinions, or evaluate the candidate's answers.

Stage II. Diagnostic

This stage includes psychological methods and tests to study the pedagogical abilities and individual-psychological qualities of candidates. Below is an analysis of the features and possibilities of each selected psychodiagnostic method.

Essay on the topic "Me and My Profession" [8, pp. 89–90]. This method identifies the motives for choosing the profession, evaluates the candidate's qualities and abilities, and explores their understanding of teaching. The candidate is asked to write an essay titled "Me and My Profession," providing detailed answers to proposed questions. The essay should be at least three pages long.

Sample questions:

1. What inspired you to choose teaching? What specific events influenced your decision?
2. What would you say to someone trying to dissuade you from the teaching profession?

3. Describe an instance in your interaction with children where you felt you had teaching abilities.
4. Describe a situation of inappropriate behavior by a teacher, in your opinion. What was wrong?
5. Describe a case of inappropriate behavior by adults toward their children.
6. In your opinion, are there challenging situations in teaching? If so, what causes them, and how would you address them?
7. What qualities do you need to improve during your professional development?

To evaluate the essay, a five-point system is used. The evaluation is based on three main criteria:

1. Motives for choosing the teaching profession (clarity, justification of motives; awareness of choice, influence of external and internal factors in the profession selection).
2. Adequacy of understanding the teaching profession (completeness, accuracy, objectivity).
3. Assessment of one's capabilities in relation to the teaching profession (objectivity, adequate self-assessment).

The average score is calculated based on these three parameters.

Methodology for Assessing the Level of Subjective Control (RSC) (E. F. Bazhina et al.)

This methodology allows for relatively quick and effective evaluation of a candidate's level of subjective control over various life situations and their potential responsibility across different life domains. Locus of control is one of the critical characteristics of self-awareness. This concept was introduced into scientific discourse by American psychologist J. Rotter, who suggested distinguishing people based on how they localize control over significant events in their lives.

Individuals with an internal strategy ("internals") believe that success in activities depends on their personal qualities, determination, and intellectual abilities. They begin analyzing their work by determining whether their actions were rational. If

a professional believes they can realistically influence the process and outcome of their work, they will strive to improve themselves, enhance their competence, and develop professional skills.

Individuals with an external strategy ("externals") believe that the results of their activities are primarily determined by external factors. While professionals with an internal strategy tend to take responsibility, those with an external strategy often attribute their mistakes not to their incompetence but to external influences. This inhibits the process of improving the professional activity of such individuals [260].

The RSC methodology includes scales that allow for measuring: overall internality, as well as internality in the domains of achievements, failures, work relationships, and interpersonal relationships.

Locus of control in relation to any events and life situations is a relatively stable characteristic of personality [12, pp. 128–135]. According to the cultural-historical theory of the development of higher mental functions (L. Vygotsky), a personality emerges when an individual becomes "the master of their own behavior" and can change it at will, reflecting active self-determination and the formation of an internal locus of control. Thus, a key element of professional development is the need to feel freedom on one hand, and responsibility for everything that happens on the other.

Methodology by V. Rusalov

This methodology allows for the study of the temperament structure and identification of the candidate's interaction with the physical and social environment, as well as their aptitudes for pedagogical activity.

Specialists in applied psychology pay significant attention to studying temperament traits, which are fundamental characteristics of individuals and significantly affect their behavioral responses and mental states, thus influencing the effectiveness and reliability of their activities. The questionnaire includes eight scales characterizing four fundamental temperament traits. Each temperament trait is measured in two aspects: concerning the physical and social environment.

Scales of V. Rusalov's questionnaire:

1. **Ergonicity and Social Ergonicity.** This set of questions aims to identify the individual's need to master the physical world (aspiration for activity, desire for mental and physical labor) and the social environment (social contacts, interest, and mastery of social forms of activity).

2. **Plasticity and Social Plasticity.** These scales measure the ease or difficulty of switching from one type of activity to another, the speed of transitioning between different ways of thinking while interacting with the physical environment. Social plasticity reflects the ease (or difficulty) of switching during communication from one person to another, and tendencies toward diverse communication programs.

3. **Tempo.** The speed of performing individual operations and motor actions in physical activity and social tempo (speech-movement characteristics during communication).

4. **Emotionality.** Sensitivity to discrepancies between planned and actual outcomes in physical activity, sensitivity to failures at work, and social emotionality (sensitivity to failures in communication and to evaluations by others).

The ninth scale, **Control (K)**, contains questions aimed at determining the sincerity of responses.

The teaching profession, according to J. Holland, belongs to the social professional environment. V. Rusalov's methodology allows for a high probability of studying the candidate's temperament structure and their interaction with the physical and social environment.

Methodology for Assessing Intellectual Development Level (TIP Test)

This test belongs to the group of non-verbal tests and allows the evaluation of the level of non-verbal intelligence: the ability to identify significant relationships between objects and phenomena, derive patterns based on analysis and synthesis of non-verbal information, and think logically.

Advantages of the methodology: simplicity of stimuli materials, task variety, low time consumption, and ease of result processing.

The test includes four training tasks and 29 main tasks arranged in increasing order of complexity.

Main types of tasks:

- a) Sequential changes;
- b) Paired geometric analogies;
- c) Rearranging details;
- d) Various combinations of tasks.

The analysis of the results allows for conclusions about the candidate's logical thinking and their ability to solve intellectual problems involving operations of analysis, synthesis, comparison, and generalization.

It should be noted that the TIP test result provides a single measure of intellectual level, which cannot serve as the basis for definitive conclusions. Therefore, the test results can only indicate a minimum level of intellectual abilities necessary for performing pedagogical activities.

Thomas' Test [13, pp. 199–203] allows identifying the dominant behavior style in emotionally tense and conflict situations. K. Thomas distinguished five main behavior styles in emotionally tense situations: competition, accommodation, avoidance, compromise, and collaboration. For a teacher, it is essential to possess flexible behavior and use different types of behavior depending on the situation. Flexibility is the ability to adapt to changing realities; to change attitudes toward a situation based on facts, new information; openness to fresh ideas; and a wide range of emotional responses. At the same time, during the educational process, collaboration and compromise are preferred behavior styles.

Below is a brief description of behavior styles in emotionally tense situations.

Competition (rivalry, contention, dominance) involves striving to satisfy one's own needs regardless of others' interests. For a person with a dominant competition strategy, the internal stance is: "I actively defend my position," "All means are acceptable to achieve goals," "My needs are the most important." Such individuals believe that only one participant can emerge victorious from a conflict, which implies the defeat of the other. While they satisfy their needs and achieve their goals, they simultaneously lose the trust and respect of acquaintances, friends, and loved ones; over time, feelings of insecurity, threat, and fear arise. **Typical behavior:** proving the

other person wrong; sulking until the other person changes their opinion; demanding unconditional obedience; achieving goals through cunning; rallying allies for support; insisting that the opponent agrees to preserve the relationship. The competition style rarely yields long-term results – the losing side may not support a decision made against their will or may even attempt to sabotage it. The loser today might refuse to cooperate tomorrow.

Accommodation involves the willingness to forgo personal interests to avoid confrontation and maintain good relationships. This is a style of concessions, agreement, and sacrificing one's interests. **Internal stance:** "I try to yield to my partner and meet them halfway," "I agree to any options; let's just keep the peace." Such peace can be dangerous. Suppressing a serious conflict means unresolved issues persist. If the problem is ignored, the opponent may not understand what is happening. Even if they suspect something is wrong, it is difficult for them to know what it entails. For people with a dominant accommodation strategy, a passive-aggressive behavior type is typical. They tend to hide feelings, thoughts, and desires (pretending everything is fine, continuing to communicate as if nothing happened); suppress anger, accumulate grievances and hostility toward those they sacrifice for, harbor plans for delayed revenge, or suddenly explode inappropriately due to pent-up bitterness ("last straw" effect). In some cases, accommodation may be a reasonable tactic. Conflicts sometimes resolve themselves simply because we maintain friendly relations.

Avoidance (ignoring) is characterized by a lack of desire to achieve personal goals or cooperate. **Internal stance:** "I try to avoid participating in the conflict." In this case, the individual neither defends their interests nor considers others' interests, ignores the problem, avoids discussing conflict issues, shifts responsibility for making a complex decision to someone else, or postpones it "for later." For those with a dominant avoidance style, passive behavior is typical, such as hiding and suppressing true emotions, silence, ignoring the opponent, cynical remarks, or transitioning to purely formal relationships. Avoiding conflict can be a reasonable step if the conflict does not affect personal interests.

Compromise is a method of mutual concessions, partially satisfying the interests of both parties in a conflict. **Internal stance:** "I am looking for a solution based on mutual concessions," "I will compromise if you are willing to as well." **Typical behavior:** maintaining friendly relationships, seeking fair solutions, dividing the object of desire equally, or slightly conceding to maintain good relations.

Collaboration (cooperation, integration) involves making decisions that fully satisfy both parties' interests. **Internal stance:** "I am looking for ways to resolve the problem that will satisfy everyone," "Let's leave mutual grievances aside; my preference is... And yours?" When choosing this strategy, the participant strives to resolve the conflict so that everyone benefits. They not only consider the partner's position but also aim for their satisfaction. In complex communicative situations, it is impossible to determine who is right or wrong since "everyone has their own truth." It is essential to find a mutually acceptable way to resolve the situation. The advantages of a "win-win" approach are that by reaching a mutually acceptable decision, conflicting parties strengthen and improve their relationships.

It is difficult to say which style is the best or worst. Each behavior style can be appropriate depending on the circumstances. There are situations in life where one must adapt, endure, or wait because changing them is impossible. Competition is the best behavior style, for example, during a contest for a vacant position. Avoidance is justified when there is no desire to communicate with someone. In other words, the best behavior style is one a person can flexibly choose depending on the circumstances. At the same time, a teacher's orientation toward collaboration and partnership in communication with students fosters the development of a coaching environment and opportunities to learn to collaborate and get along with others during the learning process. The ability to collaborate is one of a teacher's key competencies.

"Pedagogical Situations" Methodology (modified and supplemented by the authors of the article) [14, pp. 131–133]. This methodology evaluates the candidate's ability to ecologically resolve complex pedagogical situations. It includes descriptions of 20 complex situations and response options. The candidate must choose the most

appropriate response from the given options, justify their choice, or propose an alternative solution.

Below are examples of pedagogical situations:

Situation 1. A student remains silent, avoids participation in exercises, discussions, or debates ("The Silent One"). Choose the most optimal course of action in this situation from the options below or provide your own:

1. Ask the student during the discussion or debate, "What do you think? Please share your thoughts," or "Please provide a brief comment."
2. Suggest, "Perhaps you are afraid to express your opinion."
3. Assign the role of "observer" during exercises, requiring them to later present their observations.
4. Ask, "Why are you avoiding participation in exercises, discussions, or debates?"
5. Emphasize that activity and responsibility affect results, not only in class but in any life situation.
6. Your response: _____

Situation 2. "I feel like I made a mistake in choosing my profession. I'm not interested in studying at all," says a student to the teacher, adding, "I want to quit studying." Choose a constructive verbal response from the options below or suggest your own:

1. "Don't be ridiculous! This is a promising profession."
2. "How long did it take you to decide that?"
3. "Tell me what caused your desire to quit studying."
4. "Let's discuss this after class. Together, we'll find the best solution."
5. "Perhaps this situation can be resolved differently?"
6. Your response: _____

Situation 3. An overly confident student, despite having poor academic performance, tells the teacher, "I could do everything if I wanted to. There's nothing difficult about the subject you teach." Choose a constructive verbal response from the options below or suggest your own:

1. "That's an incorrect assumption. You overestimate your abilities."
2. "What would motivate you to succeed in your studies?"
3. "What, then, prevents you from studying well?"
4. "I also believe you could achieve everything if you truly wanted to."
5. "I'm convinced you would need to put in significant effort to understand this subject."

6. Your response: _____

Situation 4. A student shows disrespect towards a classmate. When the teacher suggests pairing up for an activity, the student refuses, saying, "I don't want to work with them." Choose a constructive verbal response from the options below or suggest your own:

1. "It doesn't matter whether you want to or not."
2. "How you treat others is how they will treat you."
3. "I want to understand why you're refusing."
4. "What alternative approach to completing the task would you suggest?"
5. "Find someone else in the group who agrees to work with you."
6. Your response: _____

Situation 5. A student tells the teacher, "I didn't have time to do my homework." Choose an appropriate verbal response from the options below or suggest your own:

1. "This indicates your irresponsibility."
2. "I understand; you had other important matters."
3. "It's disappointing that you take your studies so lightly."
4. "What do you think is the purpose of homework?"
5. "Let's think about how you can manage your time better to include homework, as it's important."

6. Your response: _____

"Professional Trials" Methodology [8, pp. 91–93].

Professional trials allow candidates to test themselves in pedagogical activities according to its criteria and confirm their career choice and readiness for this

profession. Professional trials also provide practical experience in a specific type of professional activity.

General procedure for professional trials (PT):

1. Formulating the goal of PT.
2. Selecting a group of experts.
3. Designing and conducting the PT procedure.
4. Filling out the expert form (assigning scores).
5. Processing and analyzing the collected data.
6. Summarizing and drawing conclusions.

Three experts (experienced teachers or vocational training masters) are selected to observe the candidates' activities and evaluate their actions according to specified criteria.

Task for the candidate: Conduct a trial lesson in front of an imaginary audience of elementary or middle school students. The topic is taken from a school textbook, and the candidate can choose the lesson format (discussion, lecture, storytelling, debate, etc.). Preparation time (30 minutes to 1 hour) allows using educational literature. The duration of the PT procedure is up to 10 minutes.

During the observation, experts record and evaluate professionally significant character traits (emotional stability, independence), speech development (vocabulary, verbal expression), reflexive skills (analyzing actions, making justified conclusions about appropriate actions and areas for improvement), and overall potential suitability for the teaching profession.

To ensure consistency among experts, a detailed description of the rating scale for evaluating pedagogical abilities was developed.

Stage III: Final Evaluation.

Based on the results of the applied methodologies (focused interviews, essays on "Me and My Profession," psychological tests to study pedagogical abilities and individual-psychological traits, resolution of pedagogical tasks, and professional trials evaluated by experts), the level of aptitude and personal readiness for pedagogical activities is determined.

- Low Level: The candidate demonstrates insufficient responsibility towards professional development, lacks initiative in acquiring knowledge and skills, works inconsistently and only under supervision, and is motivated by avoiding failure. They show inadequate self-assessment, underdeveloped behavior norms, lack of duty and responsibility, low psychological culture in communication, and absence of perseverance. They have a low learning ability and lack reflexive skills.

- Medium Level: Indicators include interest in professional training, adequate self-assessment, and an average learning ability. Responsibility for professional development is insufficiently understood, and motivation for achievement is not strongly expressed, leading to limited activity and perseverance in cognitive and practical work.

- High Level: This level reflects a strong orientation towards professional development and achievements, combined with a sense of responsibility. The candidate exhibits adequate self-assessment, high behavioral norms, well-developed communication skills, persistence, and a strong focus on personal and professional growth.

The Results of Diagnostics Using the Proposed Methodology

The results of diagnostics based on our proposed methodology enable candidates to conduct a thorough self-analysis of their aptitudes and personal readiness for pedagogical activity. This is achieved through objective information about their individual psychological traits, determining the alignment between individual psychological qualities and pedagogical abilities with professional requirements, and creating a professional self-improvement plan.

The results of assessing pedagogical abilities using this methodology can be further applied to:

- Purposefully develop the professional qualities of future teachers during their studies;
- Conduct repeated quantitative measurements of readiness for pedagogical activity at different stages of training;
- Provide coaching support for professional development.

Coaching Support

We view coaching support as a process of assisting, developing, and reinforcing the skills of the learner through another person—a coach—via observation, goal-setting, regular feedback, and training in new behavioral models [264].

Coaching is primarily a relationship between the teacher and students, where the teacher effectively organizes the process of students searching for the best answers to their questions, helping them develop, solidify new skills, and achieve high results in their future profession [265, p. 83].

The philosophy of coaching posits that a learner already possesses all the necessary resources to solve the tasks they set for themselves. The coach merely creates the necessary conditions to help structure information, organize thoughts, define goals and means to achieve them, and understand obstacles and ways to overcome them. Through coaching support, the learner independently finds unique solutions to their tasks or specific situations.

Main Tasks of a Teacher-Coach

The primary responsibilities of the teacher-coach during coaching support are to help learners:

- Better understand themselves, their values, professional goals, abilities, and strengths;
- Analyze and address limitations and obstacles on the path to achieving desired results;
- Foster the development of personal and professional competencies;
- Motivate and guide toward planned results through deep and meaningful questions;
- Provide constructive feedback on achievements and setbacks;
- Share valuable information and recommendations using their expertise.

A critical factor for successful coaching support is the teacher's beliefs and values aligning with the philosophy of coaching. According to our hypothesis, coaching support entails adhering to the following principles:

Responsibility. Taking responsibility for one's life and acknowledging their role as the "author" of their experiences. Each individual shapes their life and is accountable for their thoughts, emotional reactions, and behavior. Complaining about life or blaming others or circumstances for difficulties reflects inaction and victimhood. A self-coaching axiom is to be responsible for what happens in one's own life.

Focus on Values. People often seek answers to profound questions like: "What is valuable to me?", "Why is this so important?", "What is the purpose of my actions?", and "What am I striving for?" The ability to distinguish between primary and secondary priorities, focus on the important, and let go of the unnecessary helps achieve goals.

Know Yourself. Everyone has a unique gift. Limiting beliefs about oneself can obscure this gift. Self-knowledge involves answering questions like: "What do I truly want?", "What is valuable to me?", "What is my unique talent?", "How do I use it?", "How could I use it better?", "What kind of life do I want to lead?", "What can I change?", and "What steps am I ready to take?"

"All Answers Are Within Us." No one knows more about a client than they know about themselves. Asking the right questions prompts the brain to find the right answers. A single good question can spark a shift in thinking, ignite belief in oneself, and mobilize efforts to achieve goals. By answering such questions, clients find the best solutions to their challenges. Changes occur through awareness and understanding of one's inner world.

Everyone Has a Motivational Reserve. In most cases, clients already know what needs to be done but lack the courage to take the first step. They need confidence and encouragement, such as hearing, "Your ideas are great. Believe in yourself. You can do it."

There Is Always a Solution! Coaching helps find new ways to approach familiar situations and cultivates the readiness to view challenges from different perspectives. Questions like, "What else could this mean?" or "What if we look at this differently?" open up new possibilities. Solutions proposed by the client yield better results than the coach's suggestions.

Openness to Change. “Change is not only possible but inevitable. People change” (M. Erickson). Both the inner and outer worlds are constantly evolving. New beginnings, achieving goals, or solving life’s challenges involve making changes, even taking risks. Trusting the process of life, living without expecting difficulties, and learning from experiences strengthens inner resilience, providing security and confidence.

Focus on Strategies. “If you keep doing what you’ve always done, you’ll get the same results you’ve always gotten” (Tony Robbins). Change begins when we start thinking, reacting, and acting differently. Observing successful people can provide insights: “How do they think, react, and behave?”, “What habits contribute to their success?”, and “What is their philosophy and lifestyle?” Borrowing effective strategies can enhance one’s life.

Completing Tasks Opens New Opportunities. Failing to complete tasks fosters helplessness. Finishing what is started, overcoming obstacles, builds self-confidence and a sense of accomplishment.

Surroundings Matter. According to Thomas Leonard’s formula, success depends on knowledge (10%), mindset strategies (40%), and environment (50%). Our surroundings greatly influence our thoughts, goals, priorities, habits, and behavior.

Competence in Time. “Good times are the result of past effort and dedication. To reap rewards tomorrow, plant seeds today” (Donald Trump). Focusing on the present moment enhances the ability to enjoy life’s experiences without dwelling on past failures or future worries.

A Component of Coaching: Time Competence

Time competence is an emotionally intelligent attitude toward the past, present, and future, along with the ability to rationally plan and invest time. Coaching focuses on future opportunities rather than past mistakes. The past is an experience from which successful strategies for present changes can be extracted. The future encompasses dreams, goals, and plans, serving as the driving force that propels one forward.

The past consists of memories, impressions, and achievements. While it's impossible to change the past, one can reframe and reassess their perspective on it, which can ultimately influence both the present and the future.

The future is about dreams, desires, and aspirations. These are the motivators of life—they awaken a person in the morning, prompt action, and inspire the resolution of life's challenges and achievements. Individuals with clearly defined goals tend to maintain better emotional balance, even during crises.

The present moment is the only true reality. Emotions and feelings arise from past experiences, imagined futures, and the current moment. What we decide to do in the present shapes tomorrow and influences how we perceive yesterday.

The Role of the Consultant

The consultant's task is to help the client answer questions like: "What are my strengths?", "Which qualities should I improve to achieve a high level of professional competence?" The consultant also aids in formulating professional goals, motivates the client toward achieving environmentally sound results, and provides emotional support during professional development.

Main Objectives of a Coaching Session

- Create a "coaching environment" of trust, safety, and support.
- Specify the goal and determine the trajectory to the desired result in the most effective and ecological way.
- Facilitate the client's self-discovery, including understanding their true needs, desires, emotions, and inner world.
- Identify internal and external obstacles to achieving the desired outcome and explore ways to create that outcome.
- Highlight priorities, focus on the essentials, and ensure rational time allocation during the coaching session.
- Analyze and resolve internal conflicts.
- Develop thinking and behavior strategies that contribute to achieving the desired goals.
- Awaken the client's resources and direct them toward achieving results.

- Strengthen the client's self-confidence, foster a winning mindset, and activate the emotional state necessary for success.

- Plan concrete steps and actions.
- Encourage the client to take responsibility.
- Provide psycho-educational knowledge and support.

Coaching Support Methodology

A specialized toolkit, "Achiever," has been developed for individual and group coaching consultations with learners and educators, as well as for professional development coaching [267]. This toolkit integrates psychological research with modern coaching technologies, such as John Whitmore's GROW model.

The toolkit includes:

- A consultation board (A4 format).
- A deck of 122 coaching question cards titled "Magic of Questions."

The consultation board features a canvas where various stages of the coaching process are visualized, from the beginning ("Start") to the end ("Finish..."). Colored rectangles symbolize stages such as "Situation or Self-Image," "Obstacles and Opportunities," "Options and Choices," "Action Plan and First Steps," and "Result and Perspective."

The consultation board is placed on the table in front of the client. Cards with questions related to each stage are laid around the board, along with a resource deck containing advice titled "Gift from the Wise." The consultation board visualizes the client's progress toward their goal. After working through each stage, the client moves a token on the board, which helps them see their position relative to the goal and what steps remain. By moving from "Start" to "Finish" with the coach, the client gains clarity on how to resolve the situation or achieve their desired outcome.

Advantages of the "Achiever" Toolkit

- Turns the consultation process into a psychological game—a journey from "Start" to "Finish...".
- Enables the visualization of the entire coaching process, showing the current position and the remaining steps to achieve the goal.

- Enhances confidence and motivation through a structured process and vivid visualization of the desired result.
- The question cards simplify understanding personal needs and desires, setting goals, making decisions, and planning specific actions to achieve the desired outcomes.
- Resource cards allow access to inner strengths, awakening and activating them to achieve planned results.
- Encourages the development of a "coaching-style" life philosophy by mastering strategies for achieving goals in various life domains.

The developed toolkit equips clients with effective thinking and behavioral strategies while activating inner resources to achieve desired outcomes that are environmentally sustainable for themselves, others, and society.

The Importance of Questions in Coaching

The effectiveness of coaching (whether resolving a situation, achieving a goal, or implementing change) depends on the quality of the questions posed. "All answers are within us!"—questions help clients delve into their inner selves. No one knows more about a client than they know about themselves.

Profound questions possess transformative power, opening the mind and heart while prompting the brain to seek better solutions. High-quality questions guide clients toward concrete actions, bringing them step-by-step closer to their desired outcomes. A coach's role is to work with the client using the potential of these questions.

Key Coaching Questions include:

- "What do I want to achieve or change?"
- "How will I do it?"
- "How will I support myself on the path to change?"
- "What will be my first step?"
- "When will I start?"

The Achiever toolkit also includes ready-to-use question cards ("Magic of Questions"). At each stage of the consultation process, the coach can offer the client to draw a question from the deck (either openly or blindly) and work on answering it.

Responses and key ideas are recorded in a roadmap. By answering these questions, clients themselves find the best solutions to their challenges.

Algorithm for Consultation Using the "Achiever" Toolkit

1. Introduction. Establishing contact and creating a "coaching environment" characterized by trust, safety, and support.

2. Client Request and Goal. The client articulates their request or specific goals. The coach explores the client's current needs: "What has brought the client here?" and identifies the questions they want answered or the goals they wish to achieve but find unclear how to proceed.

3. Visualization of the Desired Outcome. The client imagines and describes their desired outcome. The coach refines the request, helping to clearly formulate the client's goal.

4. Reality Check. The coach examines the client's situation, gathers information about their state, thinking and behavior strategies, motivation level, qualities, skills, and abilities, and identifies the scope of the problems. The session topic is selected.

5. Obstacles and Opportunities. The coach investigates external and internal obstacles hindering the client from achieving their goals (fears, doubts, inner criticism, painful experiences, emotional charges, limiting beliefs, secondary benefits, etc.) and searches for opportunities to achieve the desired outcome.

6. Options and Choice. The session explores potential solutions, examines the risks, and evaluates options for alignment with goals, realism ("common sense"), and ecological soundness ("does not harm others"). The client selects the best option.

7. Action Plan and First Steps. The coach helps the client translate decisions into action: "How can you achieve your desired result?" and "What will you start with? When?" A practical strategy for resolving the situation or achieving the goal is developed, first steps are outlined, and deadlines are set.

8. Summary and Accountability. The interaction is summarized, and responsibilities for both the client and coach are clarified: "When will we discuss the initial results and plan the next steps forward?"

Sample Scenario for a Coaching Consultation

1. Organizing the Consultation Space.

- The coach creates an environment of trust, safety, and support.
- The "Achiever" consultation board, "Magic of Questions" cards, and

resource cards are arranged on the table in front of the client.

2. Information About the Consultation Board.

- The coach explains the journey from the "Start" position to the "Finish..."

position, which visualizes the coaching process and facilitates a purposeful progression toward the desired result.

- The client selects a colored token and places it at "Start."

- The coach provides a brief explanation of the consultation board, such as:

"To achieve your desired outcome (or resolve the situation, implement changes), you will journey from 'Start' to 'Finish...'. Along the way, we'll uncover barriers, fears, and blocks hindering your progress. During this session, we'll identify what you truly want, understand the internal and external obstacles, and explore how to overcome them. Together, we'll propose and choose the best solutions, create an action plan, and define the first steps to take. By completing this journey, you'll gain clarity, acquire new insights, and move toward achieving results."

3. "Readiness State."

- The coach assesses the client's readiness to work toward the desired result.
- The client rates their readiness on a 10-point scale. If the score is below

7, the coach may ask:

- "What needs to happen for you to feel an 8–10 level of readiness?"

▪ "Under what conditions would you commit your best efforts now and after this consultation?"

- "How can you motivate yourself to achieve your desired outcome?"

4. "Request and Goal."

- The coach identifies whether the client has arrived with a complaint, a

query, or a goal. Responsibility for their life, actions, and outcomes is emphasized.

- The coach invites the client to articulate their questions or desired changes and specify their goals for the session.

- The client writes their initial request or goal on a roadmap. As the coaching session progresses, the request may be refined into a clearly formulated goal.

5. "Visualization of the Desired Outcome."

- The coach facilitates conditions for the client to visualize a vivid image of their desired outcome.

- The goal is to transform the client's flow of emotions into a well-formulated request or goal that is specific, measurable, achievable, relevant, and time-bound (SMART).

- Visualization techniques are used to help the client imagine themselves as the person who has already achieved the desired result.

- This vivid visualization serves as a strong motivation for internal change, creating a cluster of neural connections that directs the subconscious to find ways to achieve the planned outcome.

Sample Questions for Clarifying Requests and Formulating Goals:

- What specific result are you planning to achieve? Describe it.
- Why do you really want to achieve this goal? For what other reasons?

What will you gain for yourself? And then what? Describe yourself as a person who has already achieved the goal.

- Once you achieve this goal, what will your next goal be?
- What experience will you gain, and what will you learn while traveling toward the goal? What will you be able to do that you couldn't do before?

- Imagine yourself in the future, long after this task has been resolved. How did you accomplish it? What key steps or actions helped you achieve the result? Now, return to the "here and now."

- Imagine that you've already found the answers to your questions and implemented your plans. Look further into the future... What opportunities does this achievement open for you?

- What do you most want to do, change, improve, or get rid of right now?

What results do you plan to achieve?

- How can you enhance your planned result? How can you make your goal even more ambitious?

- What positive changes will occur in your life once you achieve your goal?

What will bring you joy (e.g., health, business, finances, career, leisure, relationships, friends, hobbies, education, work)? What other important benefits will you gain from achieving your goal (e.g., financial independence, job satisfaction, confidence)?

It's essential to periodically revisit your goals and make them more ambitious. Having goals brings energy, resources, and inspiration (Tony Robbins).

6. "Client's Reality: The Situation or Self-Image"

Coach's Task: Investigate the client's situation and gather information about their state, thinking and behavior strategies, qualities, skills, abilities, motivation levels, etc. Identify the scope of problems, gradually uncover strengths, areas of success, and opportunities for development, and help strengthen their self-belief. Select a topic for discussion during the session.

At this stage, the client may better understand their desires, goals, and requests. In such cases, the clarified request or goal should be recorded in the roadmap.

Sample Questions for Exploring the Situation:

- "My life is...". What associations come to mind when you think of your current life (e.g., "running in circles at high speed," "a hamster on a wheel," "a walk in the fog," "ups and downs")? What association or motivating phrase would you choose for your future?

- What is the situation now? What is happening around and within you?

- In one sentence, what is the essence of your situation and request? What is most important? And what is less important?

- What in this situation is valuable, meaningful, or significant to you? What else?

- What about the current situation do you dislike? What are you dissatisfied with? What do you want instead?

- Why is it important for you to achieve your goal? When you achieve your goal, how satisfied will you be (on a scale of 1 to 10)? What happens next?

- What do you think about yourself in connection with this situation? Describe your behavior.

- Who are you now, and who do you want to be?

- What have you already done to resolve the situation or achieve your goal?

What were the results? What worked, and what didn't?

- To what extent does achieving your goal depend on you (on a scale of 1 to 10)? To what extent does it depend on others? What phrase would encourage you to achieve your goal?

- Are you driven more by "I want" or "I fear"? What do you truly want: to achieve your goal or avoid discomfort?

- How is your goal connected to your past? How will you use past experiences to achieve your desired outcome?

- What traits of your character might exacerbate the situation, and which could smooth things over? What changes in your behavior would make the situation simpler, not more complicated?

- What traits do you want to keep as they are? What qualities do you plan to improve or refine? What habits do you want to break to be more effective in achieving your goals?

- What else do you need to learn or understand to be more effective?

6. "Obstacles and Opportunities"

Coach's Task: Explore the internal and external obstacles preventing the client from achieving their goal and practice creating opportunities to achieve desired results.

Sample Questions for Exploring Obstacles and Opportunities:

- What is stopping you from achieving your goal or changing the situation?

Are these real obstacles or self-justifications?

- How do you hinder yourself from getting what you want? How can you help yourself achieve your goal?

- What do you think about yourself? What beliefs do you hold about yourself? Do these thoughts and beliefs help you move toward your goal or make it harder? How can you think about yourself in a way that builds confidence and brings you closer to your goal?
- How do you relate to others? How do others relate to you? How do you relate to yourself? What can you focus on to harmonize relationships with yourself and others?
- What beliefs or motivational phrases will help you take small and large steps toward your goal?
- What external barriers exist on the path to your goal? How can they be overcome?
- What do you need to understand and learn to achieve your goal? What qualities, skills, and knowledge are required?
- What changes in your behavior would lead to better results?
- Do you have a habit of postponing important tasks? Why? How will you feel when you "plan – act – achieve results"? Describe your state.
- What does your inner critic whisper when you think about your goal? (e.g., "You're not worthy!", "You can't do it!", "Others can, but not you!") Write down 10 achievements over the past year in different areas of your life.
- Who will you become once you overcome your obstacles and achieve your goal? What will others thank you for?
- What disrupts your balance? How can you strengthen your inner foundation, support yourself, and care for yourself? Create words of encouragement for yourself.
- What internal obstacles (doubts, beliefs, fears, past failures) are preventing you from starting changes?
- In what emotional state do you find it easiest to achieve your goals? Describe this state. How will you take care of yourself to stay "in the zone"?
- Imagine you could receive one trait or skill from the universe that would significantly improve your life. In return, you must share a positive quality you already

have in abundance (e.g., humor, curiosity, kindness, listening skills). What would you choose to receive, and what would you give in return?

- What do you enjoy doing that brings you closer to your goal? What do you "need" to do to achieve your dream faster? Which is stronger: your "want" or your "need"?

All obstacles and concise answers to the question “What will help me overcome internal and external obstacles?” are recorded in the roadmap. This stage of the consultation continues until most obstacles have been addressed. This crucial work may span several coaching sessions. It is important to consider, “What do I need to learn to change the situation or achieve my goal?” Overcoming internal obstacles is often more challenging than external ones. Special attention should be given to addressing internal obstacles. According to the "80:20" principle, 80% of obstacles lie within you, and only 20% are external.

Key internal obstacles: fears and doubts, inner criticism, painful experiences, emotional charges, limiting beliefs, outdated norms, and secondary benefits, among others.

8. "Options and Choices"

Coach’s Task: Further explore the topic, search for solutions to the situation or goal, identify potential risks, and evaluate options against specific criteria: alignment with goals, realism (“common sense”), and ecological soundness (“does no harm to self or others”). The client selects the best solution for themselves.

This stage usually begins after addressing internal and external obstacles.

Sample Questions for Exploring Options:

- When you think about this challenge, what solutions come to mind? What could be done differently? How can you achieve the desired outcome in a simpler way?
- In your opinion, what needs to be done to achieve your goal? What else? What single decision would bring you closest to your goal?
- What ideas and solutions come to mind right now? Which one resonates with you the most? How close does this option bring you to your goal (rate on a scale of 1–10)?

- What three pieces of advice would you give yourself (or seek from others) to make your journey to the goal exciting and achievable?
- Are you focusing more on finding solutions and taking action, or are you stuck on the "problem," treading water? How can you create your desired outcome instead of fighting obstacles?
- What temporary solution might work in this situation? What else will you consider or evaluate?
- What advice would you give yourself on achieving your goal if you were 99 years old? What should you do or avoid doing in this situation? How can you safeguard against mistakes?
- Name three ways to achieve your goal. Rate your interest in each option on a scale of 1–10.
- What else should you consider to achieve your goal simply, easily, and sustainably? What additional factors should you take into account?
- What would you say to a close friend if they were in a similar situation?

Coaching questions at this stage generate as many options for achieving the goal as possible. All ideas, even seemingly unrealistic ones, are recorded in the roadmap. At this point, the coach can also suggest their own ideas. Help the client analyze each option using criteria such as goal alignment, realism, and ecological soundness to choose the best solution.

Additional Techniques for Group Coaching Consultations

Brainstorming – a method of discussing problems, generating solutions, and encouraging creative ideas among participants. Developed by A. Osborn (USA) in the 1940s.

Objective: Generate ideas, thoughts, and alternative solutions to a defined topic or problem within a limited time.

Steps of Brainstorming:

1. **Define the task:** The coach writes down the topic for brainstorming: “What options are there for resolving the situation or achieving the goal?”

2. **Explain the rules:** Emphasize that “all ideas matter,” “criticism is strictly prohibited,” “every opinion is valuable,” “the more ideas, the better,” and “even wild or incorrect ideas can inspire others.” Encourage all kinds of ideas, even seemingly outlandish ones.

3. **Idea generation:** Participants contribute as many ideas as possible without any judgment or discussion. The coach quickly writes down the suggestions. Often, one idea stimulates another, creating a flow of thoughts. The coach may also suggest their own ideas.

4. **Analysis and selection:** After the idea flow stops, participants analyze, group, evaluate, and select ideas. Criticism is now allowed. The “essence” of the brainstorming session becomes the most valuable ideas and promising suggestions.

9. "Action Plan: First Steps"

Coach’s Task: Assist in creating a realistic strategy for resolving the situation or achieving the goal. Guide the client toward clarifying the first steps and setting deadlines: “What’s your plan of action? What’s the first step you’ll take? When will you start?” Also, assess readiness for change: “Rate your readiness to act on a scale of 1–10.” Ensure the client is aware of their next steps and has a clear intention to implement them.

Sample Questions for Creating an Action Plan:

- What is your action plan? What do you plan to do to move closer to your goal?
- Which step toward your goal seems the most challenging? What support do you need and from whom?
- Answer three questions: What do I need to start doing, stop doing, and continue doing to achieve my goal? Just begin implementing them.
- How many steps are you willing to take toward your goal? Name the steps that come to mind right now. What’s the first step you can take from “now” to move closer to your goal?
- What will be the simplest first step? When will you do it? How will you celebrate the successful completion of the first step?

- What have you already done, and what haven't you tried yet, to achieve your goal? What result will you get by trying alternative actions?
- What needs urgent attention, and what can be postponed?
- How will you support yourself if things don't go as planned? What's your backup "Plan B"?
- What will be your final step? By what criteria will you know it was successful? How will you celebrate achieving the final result?
- What actions can you improve? Name at least three.
- How much time are you willing to invest daily to achieve your goal? What everyday actions can steadily bring you closer to success?
- What in your routine brings no joy and only wastes time? How can you address this and free up time for more important activities?
- What regular habits or actions could significantly contribute to your success? (e.g., waking up earlier, investing time in learning).
- What are you responsible for in this situation? And what are others responsible for? How will you act now that you clearly understand these responsibilities?
- How ready are you to act to achieve your goal on a scale of 1–10? (Where 1 means "I won't do anything" and 10 means "I'll do everything possible.") What needs to happen for you to feel ready to give it your all?

To achieve any goal, the first step is crucial. While every step toward the goal is important, the first step requires particular attention and responsibility.

Finally, write down an action that will initiate your journey toward the desired outcome—something you will do today or right now. Choose something easy and enjoyable! It's important that this action brings you closer to your desired result. A reward after every step is a must! This inspires, motivates, and provides strength and confidence for further steps.

The 72-Hour Rule: If you decide to do something and don't start within 72 hours, there's an 85% chance you'll never do it (Bodo Schäfer). The outcome of this

stage is that the client clearly understands their next steps and has a firm intention to take action.

10. Interaction Summary

Coach's Task: Summarize the session, announce the next session, and outline the details of the upcoming meeting. Create a "bridge to the future" by formulating the next goal: "What happens next?" "What will change in your life?" "Who will you become?" "What is your next goal?" If necessary, agree on the timing of the next session.

Sample Questions for Summarizing:

- What has changed during this session?
- How ready are you to take responsibility for your actions toward achieving your goal (on a scale of 1–10)?
- When can we discuss your initial results and next steps?

Criteria for a Professionally Conducted Coaching Session

We consider a coaching session successful when it leads to:

- A clear understanding of the client's true needs and desires.
- Confidence in themselves and belief in achieving their planned outcomes.
- Responsibility and clarity of thought.
- Conscious decision-making, inspiration, focus, and readiness to act.

Awareness and responsibility are critical qualities for achieving effectiveness in any endeavor.

Conclusions

Coaching support based on the diagnosis of abilities and personal readiness for teaching plays an important role in the high-quality professional preparation of future specialists. A conscious choice of the teaching profession enables candidates to fully realize their potential while providing society with the maximum contribution from a dedicated professional.

Implementing a preliminary professional selection process for prospective students during admission to educational institutions will increase the number of

students who possess teaching abilities and are motivated to work in the educational field.

Coaching support throughout the learning process promotes more conscious professional self-determination and development. It fosters the formation of internal motivation among students to master teaching practices, thus enhancing their professional growth and readiness.