

Ministry of Education and Science of Ukraine
Sumy State University (Ukraine)
The College of New Jersey (USA)
Camarines Sur Polytechnic Colleges (Philippines)
European Danube Academy (Germany)
University of Kragujevac (Serbia)



Proceedings

STRATEGIC INNOVATIONS OF SOCIAL COMMUNICATIONS AND FOREIGN PHILOLOGY IN CRISIS TIMES

I International Scientific and Practical Conference

1 June 2024

Sumy State University, Ukraine



Sumy 2024

**Ministry of Education and Science of Ukraine
Sumy State University (Ukraine)
The College of New Jersey (USA)
Camarines Sur Polytechnic Colleges (Philippines)
European Danube Academy (Germany)
University of Kragujevac (Serbia)**

Proceedings

**STRATEGIC INNOVATIONS OF SOCIAL COMMUNICATIONS AND
FOREIGN PHILOLOGY IN CRISIS TIMES**

I International Scientific and Practical Conference

1 June 2024
Sumy State University, Ukraine

Sumy 2024

UDC: 81'25'42:316.7(063)(0.034)

S88 Strategic Innovations of Social Communications and Foreign Philology in Crisis Times: collection of scientific paper of the I International Scientific and Practical Conference (1 June 2024) / responsible editor Nabok M., responsible designer Sadivnycha M. Sumy: Sumy State University, 2024. 351 p.

The collection includes scientific materials devoted to current problems in the field of distance teaching and learning in the era of digital technologies, in particular in language pedagogy, media innovations, modern translation, ethnolinguistics, stylistics, methods and methodologies of modern linguistic and literary disciplines. The composition of the collection is scientific research on the preservation of national identity and cultural heritage, intercultural communications, psychological theory and practice, sociological research.

For teachers of higher education institutions, graduate students, students, teachers of secondary schools, gymnasiums, lyceums and colleges, all those interested in socio-humanitarian issues.

The materials are printed in the author's editorial

Sumy State University, 2024

збірник (2022). Взято 10 травня 2024 року з

<https://mon.gov.ua/storage/app/media/zagalna%20serednya/serpneva-konferencia/2022/>

Наказ Міністерства освіти і науки України № 466 «Про затвердження Положення про дистанційне навчання» (2013). Взято 10 травня 2024 року з <https://zakon.rada.gov.ua/laws/show/z0703-13#Text>

Berezinska O.

ORCID: <https://orcid.org/0000-0001-8542-4600>

senior lecturer of the Department of Foreign Languages for professional communication of the International Humanitarian University
Odesa, Ukraine

Maletska I.

ORCID: <https://orcid.org/0000-0003-1912-7397>

Candidate of Pedagogical Sciences,
Associate professor of the Department of Social Sciences and Humanities
Odesa State Agrarian University
Odesa, Ukraine

COACHING TO DEVELOP INNER PROCESSES THROUGH TEACHING

There has been remarkable growth in the use of coaching in educational settings over the last decade. Coaching is a conversational activity that aims to support people to learn and develop, thereby enhancing their ability to achieve more of their untapped potential. Coaching in education has been defined as «a one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, and appropriate challenge in a supportive and encouraging climate» (van Nieuwerburgh, 2012).

Coaching in education means partnering with students in a thought-provoking and creative process that inspires them to maximize their personal and academic potential. This way of understanding coaching highlights how it is perfectly aligned with the purpose of educational organizations. It is about creating the best possible environments for student to learn for themselves.

Coaching is now being used in schools, colleges and universities all over the world to support learners, educators and leaders to flourish. Research emerging primarily from the UK, the US, Australia and New Zealand is providing valuable academic support for this new field and it is continuing to develop rapidly.

If you can activate students' cognition through questions, motivation for the student will also increase as a bonus. This is because confidence in their own ability is strengthened (self-efficacy), which is important when studying, as awareness that effort in the studied area will lead to results.

Martin Seligman researched a phenomenon called learned helplessness, which means that individuals develop dysfunctional cognitive schemas, where the inner processes are negative thoughts, negative feelings, and inner images of failure in advance, leading to avoidance behavior (Seligman, 1978). Learned helplessness can also be reinforced by people in the environment. For example, if a student claims to be worthless at English grammar, which is reinforced and confirmed by parents through their personal episodes about how bad they are at grammar, a programming of the inner processes occurs. There is no reason to try to try to get better at grammar when there is so much evidence that it is not possible. But if the student could receive tasks and questions about situations when the student has demonstrated knowledge and skill in English grammar before, then it is possible that the power of learned helplessness diminishes, as the student realizes that it is actually possible to learn if the right methods are used and perhaps most importantly, the right mindset.

Carol Dweck describes the difference between a fixed or growth mindset, which is extremely important in the process of avoiding learned helplessness (Carol Dweck, 2006). If you have a fixed mindset, you have a fixed belief about what your strengths and weaknesses are and that this cannot be changed or is very difficult to change. For

example, you might be good at playing the piano, but bad at grammar. If you instead have a growth mindset, you are aware that with focused effort, you can develop in all areas, if you use the right method and a reasonable amount of time. When you give students feedback, it is also important to consider praising students' effort, so you do not reinforce a fixed mindset but rather cultivate a growth mindset. While it may feel good to hear, «You are so good at grammar», think about how «You are so bad at grammar» would feel to receive. If you instead can confirm the student's effort, «You have worked so diligently and with great focus and concentration, which has led to a great performance», you can ask yourself what this can lead to in terms of the student's mindset. Now imagine how you could formulate the student's need to practice more in a different way without saying, «You are bad at grammar».

Coaching can become extremely powerful when tools from psychology, mental training, and mindfulness are included. If you can give students tools to strengthen their self-image and confidence in their performances and self-esteem the student has about themselves, as well as the belief that most things can be solved with effort and GRIT, then you have given students tools to take responsibility for their own development. But you also need to be able to offer students tools to process their thoughts, feelings, and inner images. The work towards success should be done by the student themselves. If educators have a coaching approach in teaching, it means that students are provided with tools to work with self-coaching after their studies, which in turn means that lifelong learning is secured.

In summary, the coaching approach integrates psychological principles into teaching, focusing on students' inner processes and promoting a growth mindset, active learning, and mindfulness. This method aims to empower students not only academically but also in their personal growth and well-being, fostering a lifelong learning mindset.

If you also provide feedback that cultivates a growth mindset, the understanding and value of effort will become more apparent. Sure, it may be tempting to take a shortcut by letting AI write an assignment, and it may feel good to avoid a difficult challenge from a short-term perspective.

Probably, it is easier to achieve this state when students do something they truly love passionately, perhaps when they play an instrument or when they play video games. But with a growth mindset and GRIT, this state of consciousness can be reached more often when:

1. **There is a Holistic Approach to Education:** to adopt a holistic approach to education, viewing teaching as more than just imparting subject knowledge but also as a means of fostering emotional, social, and personal growth in students.
2. **There is an Integration of Coaching Skills:** to incorporate positive affirmations, mindset shifts, and coaching techniques into their teaching practice to address students' mindset, confidence, and resilience, particularly in challenging subjects like mathematics.
3. **There is a Focus on Student Empowerment:** the coaching approach aims to empower students by instilling confidence, promoting a growth mindset, and equipping them with life skills essential for academic success and personal development.
4. **There is an Engagement of Parents:** Acknowledging the crucial role of parents in a child's education, to involve parents in the learning process through an online course, fostering a collaborative and supportive environment that enhances the overall learning journey for students.

Learning about coaching wasn't an academic pursuit; it was a personal transformation. It wasn't about adding a tool; it was about building a new learning ecosystem, where trust, autonomy, and self-discovery thrive. A path of coaching was not paved with rigid formulas, but with endless possibilities, leading towards a future where every student, every teacher, every parent discovers the joy of learning.

References:

Dweck, Carol S. (2006). *Mindset: The New Psychology of Success*. New York, NY: Random House.

Favilukis, J., Kohn, D., Sydney, C. Ludvigson and Stijn Van Nieuwerburghvan

Nieuwerburgh, C. (Ed.). (2012). *Coaching in education: Getting better results for students, educators, and parents*. Karnac Books.

Seligman, M. (1978). Comment and integration. *Journal of Abnormal Psychology*, 87(1), 165–179. <https://doi.org/10.1037/0021-843X.87.1.165>

Ozminska I.

ORCID: <http://orcid.org/0000-0002-6391-3822>

PhD in Philosophy, Associate Professor

Associate Professor of the Public Management and
Administration Department

Ivano-Frankivsk National Technical University of Oil and Gas

Ivano-Frankivsk, Ukraine

**DIGITAL INNOVATIONS FOR OVERCOMING LANGUAGE
LEARNING CHALLENGES IN EMERGENCY SITUATIONS**

Innovative information technologies are becoming increasingly prevalent in our lives, replacing traditional approaches to performing both daily duties and current educational and work tasks. Innovative technologies have become an integral part of education in the 21st century, which was particularly evident at the end of 2019, when the global pandemic began to spread around the world. For Ukraine, digital innovations have become a lifeline that helped keep thousands of students afloat and complete the academic year as the full-scale invasion began. Today we are at the brink of another challenge related to massive missile attacks of energy infrastructure and consequently, possible power outages during next academic year. Therefore, it is crucial to turn to the possible ways of overcoming challenges of education access.

The use of digital innovative technologies is indispensable in the field of foreign language acquisition, particularly with regard to English, which is likely to become a widely used language in a variety of public and social contexts in Ukraine in the near future.

As defined by Innovation4U (2024), innovative technologies are novel tools,