

## ORGANIZATION OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT (ACCOMPANIMENT) OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE

<sup>a</sup>OLEKSANDRA KHALLO, <sup>b</sup>OLENA BULGAKOVA,  
<sup>c</sup>VALENTYNA VERTUHINA, <sup>d</sup>NADIYA KICHUK,  
<sup>e</sup>SVITLANA VERBESHCHUK

<sup>a</sup>*Ivano Frankivsk National Medical University, 2, Galytska Str. 76018, Ivano-Frankivsk, Ukraine*

<sup>b</sup>*South Ukrainian National Pedagogical University named after K. D. Ushynsky, 26, Staroportofrankivs'ka Str., 65020, Odesa, Ukraine*

<sup>c</sup>*Borys Grinchenko University, 18/2, Boulevard-Kudryavskaya Str., 04053, Kyiv, Ukraine*

<sup>d</sup>*Izmail State University of Humanities, 12, Repina Str., 68600, Izmail, Ukraine*

<sup>e</sup>*Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., 76018, Ivano-Frankivsk, Ukraine*

*email: <sup>a</sup>Luskaif@gmail.com, <sup>b</sup>Hal30@ukr.net, <sup>c</sup>vvertuhina@kubg.edu.ua, <sup>d</sup>tonya.82kichuk@gmail.com, <sup>e</sup>svitlanka13V@ukr.net*

**Abstract:** The article emphasizes that psychological and pedagogical accompaniment should be considered as a type of activity during which psychological and pedagogical conditions are created not only for successful learning, but also for the development of each student in the educational environment of the university. This is a complex, multi-dimensional process of interaction between the maintainer and the accompanied, which results in decisions and actions that contribute to the progress in the development of the accompanied. It is shown that the existing system of higher education in Ukraine does not allow to fully solve the problem posed by society due to its focus on the knowledge paradigm that has not yet given up its positions, which reduces personal development only to the formation of cognitive-operational experience. In this regard, the problem of pedagogical and psychological support for student personal growth in the educational process remains relevant. The experience of psychological and pedagogical support for students in various countries is considered and conceptual directions for its application in Ukrainian higher educational institutions are outlined.

**Keywords:** psychological and pedagogical accompaniment; support; motivation of students; higher education; personality development; coaching; mentoring.

### 1 Introduction

In modern conditions of high dynamics of social processes in Ukraine and in the world as a whole, an objective need has arisen for the training of qualified, competitive specialists with a high degree of mobility, the ability to quickly master innovations and quickly adapt to changing conditions of reality, independently choose the form of activity, make responsible decisions and ensure self-regulation of behavior. The individual today is faced with the task of permanent adaptation to society. The strategic line of interaction, mechanisms of adaptation of future specialists to the social environment are laid down, as a rule, during their studies at the university.

The specifics of the adaptation process in universities are determined by the difference in teaching methods and in its organization in secondary and higher schools, which gives rise to a kind of negative effect, called in pedagogy the "didactic barrier" between teacher and student. Adaptation difficulties are nothing more than the difficulties of combining the efforts of the teacher and the student in the learning process. The interaction between a teacher and a student in the learning process has long been considered as a system in which control functions belong to the teacher, and this delayed the formation of an active position of the student in the educational process and further professional activities.

Today, the problem of adaptation and self-adaptation of the individual, the formation of his social and professional identity, is becoming increasingly urgent. To date, many theoretical and practical prerequisites have been created for the study of this phenomenon.

Meanwhile, a number of contradictions continue to persist in the problem under consideration:

- Between the need to reveal the inherent social nature (existential challenge) of a student and the impossibility of realizing it with insufficient social and psychological-pedagogical support;
- Between the real vulnerability of students to authoritarianism on the part of a certain category of teachers and the underestimation of the role of special training of teachers for interaction and cooperation with students, the growing need for university teachers to acquire modern scientific knowledge about supporting student adaptation;
- Between the attitude of beginning students to the transition from a secondary school to a higher vocational school as a milestone in their life, a clear evidence of their maturation, and the attitude of teachers towards this event.
- Between the trends of paradigm shift in leading universities of the world and the inertia of higher education and competency-based approach in Ukraine.

Educational activities in higher education at the present stage are increasingly acquiring a proactive character, focusing on the rapid development of all areas of knowledge. In this situation, the following contradictions can be traced:

- Between the recognition of the fact that the personal growth of a student in the educational process is one of the priority goals of education, and the preservation of the predominantly knowledge-oriented educational process of the university.
- Between the need for pedagogical support for a student's personal growth in the educational process of a university and the lack of theoretically based, practice-oriented technologies to support and assist a student in personal self-determination and self-improvement, in overcoming obstacles (problems) that prevent the independent achievement of desired results.

An attempt of outlining ways to resolve the identified contradictions is the goal of the study.

### 2 Materials and Method

The methodological basis of the study consists of the following: the fundamental principles of an anthropocentric nature concerning the problems of social adaptation of the individual and human existence in general; position on the spiritual and material essence of man; the idea of the uniqueness of youth with its search for its Self and the desire for self-determination; ideas of socially oriented pedagogy. Philosophical and psychological ideas of humanism acted as a system-forming principle.

A set of mutually complementary research methods was used: methods of theoretical analysis (including comparative method, generalization, synthesis), modern approaches to psychological and pedagogical support, a systems approach, the theory of competence formation, a person-centered approach to learning.

### 3 Results and Discussion

The process of adaptation of students at a university is a complex psychological and pedagogical phenomenon, determined, on the one hand, by the peculiarities of the psychophysiological manifestations of adolescence, on the other hand, it is associated with changes in social and pedagogical conditions, which have a significant impact on the self-knowledge of the individual, the identification and comparison of one's "Self" with others, the favorable or unfavorable inclusion of the student in public life and the manifestation of oneself as an individual in certain guises of the sociocultural space.

Creating conditions for successful adaptation contributes to the development of new formations, especially among junior students: the ability to holistically perceive one's own "Self", the need for awareness of one's own life meanings on the path to the formation of an individual as a future professional, family man, and citizen. Also, one should mention the ability to self-determine one's own behavior, ability for creative self-development, ability for self-regulation of activity and behavior, tendency to improvise, non-adaptive activity, desire for independence, rapid acceptance of everything new and advanced, the need for interactive communication, the need for emotional attachment to a teacher, parents, or a person of the opposite sex. Here, the need to search for true life meanings represents a leading factor in the adaptation of the personality of junior students and determines the accompaniment of the educational process [5; 15].

Activation of the process of adaptation of a student's personality in the educational process involves a combination of a set of preventive socio-pedagogical, psychological and pedagogical actions of the teacher, updating the student's personal self-development and preventing the emergence of elements of maladaptation in the individual's behavior. This process is a necessary condition for the psychological and socio-cultural improvement of the student's personality.

Adaptation to new conditions, as a strategic line of interaction between an individual and the environment, always has its expression in certain cognitive, emotional, and conative processes. Adaptation to the social environment depends on how the subject defines the situation; his emotional states associated with adaptation (satisfaction, positive relationships with others and their acceptance, a sense of social security and a sense of security, etc.) play a huge role in the internal life of a person, in the regulation of his behavior and the system of interpersonal relationships. The quality of the adaptation process is interdependent with a number of subjective characteristics of students (reflection, empathy, involvement), as well as with the objective conditions of support by the teaching community of the university.

Obviously, the process of adaptation of students at a university will be more successful if [22; 24]:

- Psychological and pedagogical conditions will be created (development of the student's creative potential, improvement of communication techniques, maintaining maximum freedom and responsibility of the subject of learning and development for choosing options regarding solving current problems, cohesion of the students team, development of the ability for self-knowledge, self-regulation, introspection, self-esteem), taking into account the nature of the adaptation process and meeting the personal needs of students in choosing their own strategy of adaptive behavior;
- In the process of psychological and pedagogical support, a reflexive assessment of the results of monitoring the current state of their adaptability and its compliance with the 'guidelines' of society is carried out.

The main trends in creating psychological and pedagogical conditions are the following principles: the principle of humanization, according to which the student is considered as a subject of life, as a free and spiritual person with the ability for self-determination and self-development, the principle of feedback, which helps improve the process of adaptation of junior year students to university; the principle of individual activity in learning to increase the level of personal activity not only of students, but also of teachers, the principle of an individual-personal approach, which determines the student's position in education, means recognizing him as an active subject of the educational process. In accordance with this, each student has his own personal meaning, there is a personal significance of learning, which must be based on in the pedagogical process. And if there is no such personal meaning, then it is needed to help find it [11].

Higher educational institutions are a system designed to create conditions for the formation and development of the individual as a subject of work, knowledge, and communication. In this regard, the role of psychological and pedagogical services of higher education institutions has increased, providing conditions for the development of the subjective potential of the individual, a more adequate awareness by the young person concerning the paths of his personal and professional development during the period of study at the university, to increase his own psychological stability in overcoming various difficulties.

Meanwhile, in Ukraine, psychological services created in a number of higher educational institutions have not yet become a mandatory structural unit of the institution, and due to economic instability in the country, a reverse trend has begun to be observed. In these conditions, specialists have to again prove the need for such a service at the university and maintain a focus on improving the quality of education. Unfortunately, the problem of psychological support for the activities of a university as a whole, psychological and pedagogical support as a system and process that covers all structural elements of higher education, has not currently been sufficiently developed. As T. Korostianets rightly points out [12], the analysis of the works of psychologists and teachers shows that to date, psychological and pedagogical literature covers in detail the issues of organizing psychological and pedagogical support for the development of students in secondary schools, in boarding schools, for orphans and children with disabilities. But, despite the urgent need, the issue of the organization and specific features of the support system in the conditions of professional training has not been sufficiently developed.

All the works of Ukrainian scientists and practitioners regarding the psychological and pedagogical support of students in higher educational institutions are actually devoted exclusively to the support of students with special needs [7; 23]. Oliynyk and Yanchenko focus attention on the problem of psychological and pedagogical support for students from among internally displaced persons, arguing that in the conditions of the worsening of the socio-economic and socio-political crisis in Ukraine, military and informational aggression, internal migration increased, many internally displaced persons appeared, and a significant part of them are students of higher educational institutions. An internally displaced person needs to adapt to the new requirements set by a higher educational institution and, at the same time, to the new social circumstances of communication with peers and teachers, forms and methods of learning and living. These authors emphasize that the psychological-pedagogical support of students with special needs (both physiological and social-psychological in nature) has the following special characteristics: combining the goal of psychological and pedagogical assistance; focusing on the student's personality (implementation of potential opportunities, disclosure of individual personality traits); maintenance of optimally significant personality qualities; improvement of social adaptation and integration of students. Among the main tasks of psychological and pedagogical support, Ukrainian researchers name overcoming difficulties arising in the process of joint education and upbringing, actualizing the personal potential of students, ensuring positive interpersonal relations between participants in the educational process [18].

This conceptual vision of psychological and pedagogical support fully resonates with Western models of psychological and pedagogical support for all categories of students, so it can be assumed that the existing experience of Ukrainian universities in the field of supporting students with special educational needs can be successfully applied to all other categories of students - of course, with some modifications.

The phenomenon of pedagogical support and pedagogical accompaniment entered domestic Ukrainian practice relatively recently, but we can say with confidence that updating the regulatory framework and changing the role of the modern teacher in Ukrainian society contribute to the effective development of this phenomenon. Pedagogical support in

Ukrainian and foreign practice implies an individual approach to teaching and learning; also, as a point of contact, one can highlight its intention in the direction of developing the student's aspirations. Approaches to the implementation of pedagogical support may vary depending on the situation, the skills of the accompanying person, and the needs of the person being accompanied, but their goal will always be aimed at providing the necessary assistance and support to the student in his educational and personal development.

If adaptation is successful, it is possible to develop the volitional activity of students, which will prevent the emergence of various kinds of difficulties in the learning process [21]. If it is about psychological adaptation to studying at a university, then one can consider: 1) the inclusion of the student in a group of fellow students and his assimilation of the rules and traditions of this institution; 2) mastering professional knowledge, skills, and abilities; 3) adaptation to new forms of teaching, control, and assimilation of knowledge, to a different regime of work and rest, independent lifestyle, etc. [19].

While the duration of adaptation to a future profession covers senior years and is completed for a long time upon entering a job, adaptation to the group of fellow students and educational activities should develop at the initial stage of training to prevent difficulties in the development of professional and personal qualities and mastery of the profession.

Traditionally, there are two aspects of student adaptation [4]:

- Professional (educational) adaptation, which means adaptation to the nature, content, conditions, and organization of the educational process, development of skills of independence in educational and scientific work;
- Socio-psychological adaptation - the individual's adaptation to the group, relationships in it, development of his own style of behavior.

These types of adaptation can be correlated, respectively, with the formation of hard (purely professional) and soft (socio-psychological) skills. Just as the lack of soft skills significantly reduces the level of competence of a modern graduate, the lack of necessary socio-psychological adaptation makes professional adaptation incomplete.

In this context, it is interesting to turn to the experience of developed Western countries. In the works of Western and Asian scholars, "pedagogical support" is perceived as assistance in the individual development of a student, for example, in a difficult life situation, and the phenomenon often has a psychological context (K. Wahlstrom, K. McLaughlin, P. Zwaal, D. Romane, etc.) [15], as well as the ideas of the humanistic approach are presented, which retain pronounced psychological foundations. In the US, pedagogical support is comparable to counseling; in England, the essence of support varies depending on the situation (tutoring, assistance in a situation of choice); in Australia, the emphasis is made on coaching, which is aimed at facilitating positive personal changes; in Holland, the system of psychological and pedagogical assistance to students is focused on solving problems in matters of choosing a professional path. Despite the apparent variety of activities, it can be seen that the emphasis is reduced to the essence of the work of psychologists, in particular on support in difficult life situations.

In the United States, "the TRIO program provides discretionary and competitive grants to institutions of higher education to help students achieve academic success, assist them in meeting core college requirements, and support students' motivation and mental health to successfully complete their studies. TRIO program projects include: academic mentoring, educational and counseling services to improve financial and economic literacy, and individual counseling for enrolled youth who are homeless or living in foster care during the holidays" [22] Although these programs are well designed and effective, they nevertheless only reach students from disadvantaged social backgrounds.

Meanwhile, the challenge is evident. In 2018, researchers questioned nearly 14,000 first-year college students (from eight nations) and discovered that 35% had a mental condition, notably despair or anxiety. Anxiety is the number one issue among college students seeking mental health treatment in the United States, and it is on the rise [1]. As a result, colleges and universities are using new and innovative techniques to address student well-being.

Drexel University's Recreation Center, for example, includes a mental-health kiosk where students may "get a checkup from the neck up". Students can stop by for a few minutes to answer a few questions on a private screen. Students are given information on extra mental health resources and assistance at the end of the screening. This Way Up, developed by Professor Gavin Andrews and his team at St. Vincent's Hospital in Sydney (affiliated with the University of New South Wales), assists students in better understanding the emotions they are experiencing (e.g., fear, anxiety, stress, sadness), connecting with a clinician who can supervise their progress, and taking free self-help courses online (such as "Coping with Stress", "Intro to Mindfulness", or "Managing Insomnia") [9]. In response to a reduction in student resilience – the ability to recover from unpleasant events – Florida State University has introduced an online trauma resilience training program developed by the Institute of Family Violence Studies and the College of Social Work. The authors of the Student Resilience Project realized that many students coming to their university had suffered "significant family and community stress", and that stress can hinder their learning. All incoming freshman and transfer students are now required to engage in the program, which includes movies, animations, and TED-style instructional sessions to build student strengths and coping methods [9].

Reflecting on pedagogical support from the point of view of the psychological and pedagogical component, it can be noted that there are similar features in foreign and domestic Ukrainian practice, but it is important that in Ukrainian practice the psychological component is not fundamental and is given somewhat less importance than in foreign practice. This is due to the rise in the 50s of the 20th century in a number of countries (Germany, Canada, Norway, USA, Japan, etc.) of comprehensive psychological support for students and their families with various medical diagnoses (K. Gilberg, E. Ritvo, etc.), in which developmental and therapeutic technologies are actualized. Social and pedagogical support for adolescents with special educational needs was carried out based on the principle of integration, thanks to which a student with disabilities was given the opportunity to choose in building a development trajectory [14].

If we look at the outstanding successes in the issue of effective organization of pedagogical support in the last two decades abroad, we can highlight the experience of Finland. There, students in school education demonstrate a high level of knowledge and are among the first in subjects such as mathematics, science, and reading. A distinctive feature of the Finnish education system is the absence of a system of standardization and the identification of "important/unimportant" educational subjects. They have a very broad view of education and the subjects that students study, and it is also important to note that they have abandoned standardized performance monitoring. Another distinctive feature of pedagogical support in Finland is that students do not have acute problems, due to the fact that, identifying the student's difficulties, the teaching staff, together with the administration, tries to quickly help and support students in the difficulties that arise [1].

In the light of the ideas of constructivist and competency-based approaches, one can highlight a barrier inherent in domestic Ukrainian practice, which is not found in foreign practice of pedagogical support - the barrier of communicative isolation, which currently impedes the development of effective forms of pedagogical support. Also interesting is the analysis of the features of the constructivist approach within the framework of

vocational education in Germany. Its essence lies in the fact that by creating unique learning fields, the student has the opportunity to create, construct his own understanding of the environment, his own learning environment. In it, the teacher is not a lecturer, but a consultant who effectively organizes the educational environment and makes extensive use of multimedia technologies [21]. In the “teacher-student” system, within the framework of the constructivist approach, the nature of the relationship is formal, where pedagogical support acquires the tendencies of “technological service”. A number of authors, in their works, noted the manifestation of similar characteristics in pedagogical support within the Ukrainian system of vocational education [13].

Pedagogical support is of enormous importance in the academic and professional development of students. As the experience of a number of European countries demonstrates, pedagogical accompaniment and timely support for students help to increase motivation for learning, interest in development within the framework of the future professional field, and reduces the level of failure and “abandonment” of studies [22]. In most foreign sources, the practice of pedagogical support is interpreted from the point of view of the psychological aspect, as assistance in the individual development of the student, it can act as counseling and psychological and pedagogical support from the advisory service of the organization, it can take the form of tutoring, assistance in a situation of choice, sometimes the emphasis can shift to coaching or psychological and pedagogical assistance and support for the student, for example, in choosing a professional path.

In the USA, the principle of pedagogical support for students is based on a socio-psychological approach to the organization of training; it is based on the recognition of the special role of the teacher as an assistant, consultant, and partner in the process of the orientation program. The objectives of pedagogical accompaniment are the implementation of psychological, personal, intellectual support, the prevention of problems and difficulties in the learning process, assistance in resolving current problems of personal development, in the socialization of a student, regardless of his age, nationality and position, in the development of sociocultural, psychological, and communicative competencies in students [10]. In addition, the principle of socio-pedagogical interaction implies active interaction between teachers and students, aimed at developing social competencies in the process of mastering the curriculum.

The principle of interdisciplinarity is manifested on the one hand, due to the need to integrate into the activities of the organizer of the orientation program knowledge and competencies from various subject areas - psychology, pedagogy, educational management, history, law, and on the other hand, the integration of subject knowledge with practical experience in conducting the orientation program.

The implementation of the principle of interdisciplinarity is associated with the implementation of the principles of practice-orientedness and problem-orientedness, which make it possible to combine the application of theoretical knowledge in solving practical issues and problems that students face during their studies at a university.

The process of a student’s personal growth in the educational process of a university as an object of application of pedagogical efforts is an ascending, progressive vector of personality development, a process of self-improvement that occurs through conscious self-change and self-development, purposeful self-movement from the representation of the image of the real Self to the image of the ideal Self. In this process, the genesis and growth of characteristics of personal functions occur, actualizing the phenomenon of “being a person,” which results in a transition to a higher level of personal maturity. This level, in turn, becomes a new starting point for further self-improvement. The process is based on the mechanism of personal self-development. The prerequisites that determine the possibility of personal growth are the ontologically inherent aspirations of a

person, namely: the desire for self-development, the desire for self-actualization, the desire for self-improvement.

Pedagogical support for a student’s personal growth in the educational process of a university is a system and strategy of pedagogical activity, a special way of interaction between a teacher and students, promoting the actualization of individual’s personal potential, including helping subjects of the educational process in overcoming social, educational, and personal difficulties and aimed at their personal growth. This is a “field” for solving student problems, where the individual’s own interests are affirmed with the help of the teacher, confidence is gained in conditions of friendly communication in the student group and situations of success, where the positive orientation of others prevents mistakes in choosing a position and actions, stimulates motivation for success, where situations that require the manifestation and enhancement of personal functions that actualize the phenomenon of “being a person” are created [19].

The basis for determining the sequence of stages in the formation of a system of pedagogical support for the personal growth of students in the educational process of a university is the principle of continuity and movement from pedagogical support to accompaniment and complete independence of actions, positions, and choices. The leading ideas are the following: the idea of mastering the method of choosing an action, defining and building own position in the conditions of “living” value orientations, the “high bar” of the teacher’s claims, “advancement” as a belief in successful personal growth from the very first steps of student life (the first stage); the idea of personal choice as self-determination, correlation of the external world with oneself, one’s individual capabilities, which denies the strict managerial function of the teacher and leads to an understanding of personal growth as finding oneself, working with oneself (second stage); the idea of building a life project, value, existential design in a self-managing process of personal growth and movement along an individual trajectory (third stage) [21].

The main goal of the system of pedagogical accompaniment for student personal growth in the educational process of a university is to support the student’s desire for personal growth through pedagogical means by creating conditions for the implementation of ontologically inherent aspirations for self-development, self-actualization, and self-improvement. Modeling is carried out based on target settings: successful promotion in the “alternative space” of the organization of training and education; personal choice as a correlation of the demands of the external world with oneself and individual capabilities; effectiveness of business and interpersonal communication; existential, moral, and professional self-determination. The principles of modeling are the principles of personal orientation, dialogue and cooperation, and subjectivity [21]. The effectiveness of the system of pedagogical support for student personal growth in the educational process at each stage of its formation is ensured by the creation of pedagogical conditions: the introduction of multi-level education, which provides the student with the opportunity to choose, create situations of success, thereby increasing the motivation and psychological comfort of the educational process; organizing the interaction of students in a multi-level microgroup as a joint activity based on the principles of learning in cooperation; support by the teacher of the student’s position as a subject of reflexive management of his own personal growth and co-creator of the process of his own education.

The above is very similar to the concept of mentoring and talent management used in corporate environments. The success of practices developed by business and management theorists in the field of talent management makes it expedient to consider the possibility of their adaptation and application in the university environment.

Training and advanced training, which ensures the continuity of development of the organization’s personnel, are important components of the talent management process, which determines the active development of corporate training systems. Of

particular importance for business is the search for effective mechanisms for long-term career planning, which involves early identification of talents, correction of their development, and focus on promising projects. It is interesting to focus on the fact that the authors note that work in the field of talent management represents an active interaction aimed at increasing the potential of talented personnel [8].

In talent management, adaptation tools are thought through - their form and content. Mentoring, the "New Employee Book", conversations, videos, cartoons, and, if necessary, distance courses are actively used, the main thing is that the tools achieve their goal - provide additional training and reduce uncertainty and anxiety. At the stabilization stage, when all the procedures are already familiar and worked out, it is worth conducting some kind of audit of the programs - do the documents and procedures really correspond to today's reality? Is the information in the documents up to date? If some of the documents are posted on the Intranet, one should make sure that newcomers access the site. "Do the values declared in documents correspond to the real situation?" is also an important question to ask [8].

The use of this approach, differentiation, individualization and customization of psychological and pedagogical work with students in universities seems very appropriate. In particular, within the framework of talent management, coaching is used in cases where an employee faces certain difficulties and personal limitations when performing work, and mentoring is used on an ongoing basis, and the same principle can be successfully applied in Ukrainian universities, especially private ones, which are distinguished by greater flexibility and innovation.

One of the innovative areas in the field of higher education is namely coaching - a new discipline that has its own subject, objectives, philosophy, principles, directions, and basic procedure. Many of the fundamental principles of coaching can be successfully incorporated into pedagogy. They allow creating a new approach to the learning process, introducing interactive elements, new meaning for both teachers and students, creating involvement in the process, increasing motivation and responsibility for the result. Coaching involves interaction based on equal partnership, which helps to unlock the potential of teachers and students, increase their responsibility, motivation and effectiveness in general [2; 6].

In higher education pedagogy, coaching can constructively solve numerous psychological and pedagogical problems. It allows solving one of the most pressing problems of the educational process - managing the student's motivation, offering the teacher a technology that provides a guaranteed result and the ability to direct a future highly qualified, world-class specialist to work in a creative environment. As a rule, modern teaching in universities is based on the transfer by teachers of their rich professional experience according to the principle "do as I do." However, when using coaching methodology in the learning process, the role of the teacher is significantly enriched. A teacher who is proficient in coaching technologies can help a student decide on the direction of scientific research and at the same time effectively use his inner potential.

Thus, taking its origins in the sports environment, passing through the business area, today coaching has penetrated into the educational sphere. Based on the introduction of coaching technologies, the educational process is being innovated, making it possible to train highly qualified specialists adapted to changing environmental conditions; at the same time, it will ensure an increase in the qualifications and professionalism of university staff, as well as an increase in the creative and vital activity of both teaching staff and students studying at the university.

Of course, many teachers at leading Ukrainian universities have long been using the coaching approach when teaching their students, which is very effective both for the students and for the teachers themselves. For students, the effectiveness of this method is expressed in the fact that each student understands that the teacher is working namely with him, and is working to

achieve his result, and not only the group as a whole. On the part of the teacher, the effectiveness of working with the coaching approach lies in the fact that he receives feedback by analyzing specific results, and when working with the next group, his teaching becomes more effective. However, this is not a systematic approach enshrined in the procedures of the university or departments, but represents innovative initiatives of the teachers themselves.

Meanwhile, the practice of foreign researchers shows that the effectiveness of coaching is superior to traditional teaching methods. Teaching becomes not only a function of transferring knowledge to students and teaching them skills, but also implements the function of stimulating interest in learning, moving towards awareness, developing strengths, unlocking human potential and making the teaching process more interesting and effective [17]. In this regard, when presenting educational material, the "coaching" approach becomes one of the most important components of effective and high-quality education.

First of all, the coaching approach is about clarifying the goals and objectives. The focus of the upcoming material, its objectives and ways for students to apply this material in practice are determined, for example, what will be discussed in the upcoming lesson, and how the student will be able to apply the proposed material in a particular case. The coach's task is to help each listener, with the help of leading questions, formulate a definition by himself and receive feedback. In this regard, one can say that coaching is the ability to ask powerful questions not to gather information, but to invite a person to listen to himself, help him create ideas and get his solutions. Powerful questions invite self-reflection, provide additional solutions, and lead to creativity and insight. Powerful questions invite a person to look within himself or into the future. Powerful questions remove restrictions and open up space for ideas. The technique of strong open-ended coaching questions used in the educational process will allow one to expand the boundaries of consciousness, stimulate the search for answers and solutions, build logical and cause-and-effect relationships, and promote deep analysis [3].

The second stage is to determine how to achieve the goal, what steps need to be taken to achieve it. Next, it is necessary to determine the reason why the listener still needs to engage with the proposed topic. Naturally, the first two stages are very important, but awareness of the importance and appropriateness of these steps is also important. It is important for the listener to understand the necessity of a particular step. If understanding appears, interest is shown or not. And here it is worth moving on to the next stage - finding out the individual listener's own values, not generally accepted ones, but their own. Based on this, the student understands what exactly he needs to get from studying at a university, and how this fits with his personal and professional goals. Moreover, in this case students have additional motivation to learn.

And the very last stage is the realization that the goal has been achieved, what was planned has worked out and expectations are fully consistent with the result.

In addition to the fact that coaching can enable teachers to individually support a student, which leads to his professional, personal growth and increased personal effectiveness, it also ensures greater productivity of the activity and the study group as a whole. The undoubted results of coaching, as shown by practical research, are improved relationships in the group, the ability to quickly and effectively respond in educational and practical situations, flexibility and adaptability to changes in the educational process and the environment.

When considering the possibilities of using coaching technologies in the educational process, one cannot fail to mention such related concepts as training, consulting and the aforementioned mentoring, which are very actively used in the format of coaching teaching. For example, coaching, as a process of transferring a new skill into real life, can be

considered a real continuation of training, which is focused on developing skills.

Coaching and mentoring can also be part of the same project or process. However, unlike coaching, mentoring comes in the form of general guidance or advice on some vital issue or career. Mentors rely on advancing existing knowledge or professional skills. Mentoring, which covers a wide range of issues, is a much more general process than coaching, which is specific to a specific skill or area of activity. Mentoring typically promotes progress within a specific field or organization and helps individuals appreciate corporate policy (in its network, profile, and organizational aspects). Most often, the mentor occupies a higher position than the person he leads. A mentor is both a role model who can become a guide for the follower on a personal level, and, undoubtedly, an authority in a certain area. The listener does not need to think much about how to transfer knowledge from theory to practice. In this regard, mentoring is a broader method in relation to coaching. Coaching is often focused on a specific skill, a specific area of activity.

Coaching in the educational process of higher education is a new direction of activity that enriches the educational process and increases its effectiveness. This is a powerful additional tool for developing new skills that stimulates the motivation and responsibility of students for results. The end result of educational activities should be the readiness of graduates for successful advancement in the personal, professional, and social environment. In this regard, the introduction of coaching training, for example, during the preparation of a diploma work will enable students to approach their thesis defense more consciously and responsibly, will allow them to determine the direction in future work and take effective steps in achieving their goals, and most importantly, successfully find a job. Coaching technology can be successfully used in the process of teaching various disciplines, and also opens up many prospects for improving the learning process.

Of course, the new direction of activity should be special additional training for the teacher, changing and adapting training programs to coaching technologies, which will increase the involvement of students in the process of identifying their real needs. The introduction of coaching into a series of advanced training programs for university teachers will help improve the efficiency of educational activities of universities. Today this is one of the most important areas, along with the use of new information and communication technologies in education. Of course, each university must independently determine for itself those coaching methods that will be the most fruitful for educational activities, the forms of conveying this knowledge to its employees and the criteria for assessing the effectiveness of introducing coaching technologies into the educational process.

Ukrainian researcher O. Lashko [13] considers the concept of "ecological educational space", which is characterized by the understanding that: 1) the student's personality is an open dynamic system that is constantly developing and interacting with the resources of other systems; involvement of the teacher is part of the student's own self-development program for obtaining a higher professional education; 2) in pedagogical interaction, the student acts as a subject: the teacher's professional activity is carried out in direct interaction with the student; 3) the student has all the necessary opportunities for effective learning and growth (awareness of the student's 'surplus of opportunities'); the student has a subjective idea about his own trajectory of educational activity, which is determined by individual strategies of self-development; these ideas are taken into account by other participants in the educational process; 4) "teacher-student" is a single open dynamic system; they are united by a common goal, which is to develop each other's professional competencies; in joint pedagogical activities, the teacher and the student have a mutual influence, which determines the conditions for mutual growth; 5) the teacher actively strives for mutual understanding with the student: each of them is free to adjust and agree with each other's

position; in pedagogical interaction, there is a place for mutual constructive remarks; pedagogical interaction is based on mutual respect, tolerance, trust; 6) trust in oneself and others as parts of the system is an integral condition of ecological interaction; the teacher trusts himself as a professional and the student as the subject of his own learning strategy, and vice versa: the student trusts himself as the subject of his own learning strategy and the teacher as a professional. The specified provisions are based on the content of the principle of psychological ecology in non-deficit logic, described by the author of the ecofacilitation method, Professor P.V. Lushin [16].

From a substantive point of view, psychological and pedagogical support for a student's professional training in the context of a multi-level organization of educational activities can be presented as a process of facilitating the formation of a number of personal qualities in a future specialist, such as:

- Ability and readiness to make independent, informed, free, and responsible choice;
- Desire for professional training after graduation, independent professional development and self-improvement;
- Psychological readiness for professional activities in accordance with the acquired professional qualifications.

The main goal of psychological and pedagogical support is to enable the teacher to help each student be successful. The teacher must control the situation himself, determine the prospects for his own development and tactics of interaction with each student.

Objectives of psychological and pedagogical support are the following: providing psychological and pedagogical assistance in the successful professional training of university students in new social conditions, creating an atmosphere of safety and trust in the teacher-student system.

The essence of professional psychological support in the learning process can be defined as a set of activities carried out by specialists in the field of psychophysiology and vocational selection for psychological diagnostics and psychological and pedagogical training of senior schoolchildren and students, identification and in-depth study of the individual psychological characteristics of persons experiencing difficulties in learning and adaptation, as well as correction of their functional state and performance.

Psychological and pedagogical accompaniment is aimed at increasing adaptive potential and the effectiveness of educational activities, the formation and development of personal professionally important qualities, and improving the quality of training of specialists in general [20].

Overall, the main interrelated tasks of psychological and pedagogical support and accompaniment for students are:

1. Systematic monitoring of the psychological state, reflecting the characteristics of mental development in the process of university education.
2. Formation of psychological and pedagogical conditions for effective learning and self-development.
3. Creation of special psychological and pedagogical conditions, which are the basis for providing assistance to a student who has difficulties associated with personal development, educational activities and behavior.

In the activities of teachers in the process of support, the following types of work should be implemented:

1. Psychodiagnostics aimed at collecting information about the psychological and pedagogical status of the student.
2. Developmental and correctional activities aimed at students who have difficulties with learning, communication problems, unfavorable mental well-being, etc.
3. Psychological counseling for students, undergraduates, graduate students and employees.

4. Adaptation of freshmen to university education.
5. Identification of current problems of student youth.

Thus, the accompaniment paradigm makes it possible to construct the work of teachers as a logically thought-out, comprehensive process that covers all areas and all participants in university interaction. Being in a single process of accompaniment, each type of activity, be it diagnostics, counseling or psychocorrection, receives its own specific features, specific content, content, and forms.

For example, the main components of diagnosing educational activities in the process of psychological and pedagogical support are:

1. Motivational component: 1) high level of educational activity and independence; 2) strengthening educational and cognitive motives; 3) the emergence of a motive for self-education, which consists of interest in additional sources of knowledge; 4) orientation towards mastering methods of acquiring knowledge, the emergence of interest in principles and patterns.
2. Orientation component: mastery of the main components of educational activity, namely: the ability to set goals (setting and comprehending a learning task) and planning upcoming activities (to solve a given learning task) through the development of reflection.
3. Regulatory component: mastery of the main components of educational activity - self-control (final, step-by-step, planning elements) and the ability to evaluate the results of own work.
4. Intellectual component: 1) possession of knowledge at the level of specific concepts; 2) the ability to use logical thinking techniques when solving various educational problems; 3) the ability to identify cause-and-effect relationships between the studied scientific and everyday concepts; 4) the use of speech as a thinking tool.
5. Social component: 1) acceptance and implementation of university norms and rules of behavior; 2) the level of relationships with teachers and other students, manifested in readiness for collective interaction when solving educational problems; 3) the ability to establish interpersonal relationships with teachers; 4) the ability to establish friendly contacts with fellow students.
6. Emotional component: 1) a stable emotional state, manifested in a positive perception of the learning process and the educational environment of the university as a whole; 2) good attitude towards teachers and fellow students; 3) positive self-esteem; 4) emotional readiness to move to subsequent stages of education; 5) absence of high and situational anxiety.

To implement the functions of psychological and pedagogical support and accompaniment, teachers should use developmental diagnostics, trainings for personal and professional development and self-development, psychological counseling, training to improve professional and psychological-pedagogical competence, training in self-government, self-regulation of the emotional-volitional sphere.

At the same time, psychological accompaniment for the development of professional competence of a future specialist will be effective if it is based on knowledge and taking into account the specifics of the educational institution, the specifics of the field of specialization, as well as the professional and personal resource of the student.

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**Primary Paper Section: A**

**Secondary Paper Section: AM**