Submission date: 13 of September 2025 **Acceptance date:** 10 of February 2026 **Publication date:** 17 of March 2026

COACHING TECHNOLOGIES IN THE ASPECT OF FORMING PROFESSIONAL COMPETENCE OF STUDENTS OF SOCIONOMIC SPECIALTIES

TECNOLOGÍAS DE COACHING EN EL ASPECTO DE LA FORMACIÓN DE LA COMPETENCIA PROFESIONAL DE ESTUDIANTES DE ESPECIALIDA-

Anastasiya Horlova [1*]
E-mail: horlovanastasiavas@gmail.com
ORCID: https://orcid.org/0000-0002-6734-6335
Iryna Martseniuk [2]
E-mail: martsenyuk.ira@vnu.edu.ua
ORCID: https://orcid.org/0000-0002-7327-477X
Olha Hubar [3]
E-mail: olhahubar82@ukr.net
ORCID: https://orcid.org/0000-0003-3640-1490
Valerii Lashkul [4]
E-mail: lash58095@gmail.com
ORCID: https://orcid.org/0000-0002-3709-3306
Halyna Barsukovska [5]
E-mail: barsukovskagalina@gmail.com
ORCID: https://orcid.org/0000-0002-1555-1388
Antonina Kushnir [6]
E-mail: kushnir.antonina@vspu.edu.ua
ORCID: https://orcid.org/0000-0001-9041-7691
[1] Kherson State University. Kherson, Ukraine.
[2] Lesya Ukrainka Volyn National University. Lutsk, Ukraine.
[3] Poltava V.G. Korolenko National Pedagogical University. Poltava, Ukraine.
[4] National University of Life and Environmental Sciences of Ukraine. Kyiv, Ukraine.
[5] Oleksandr Dovzhenko Hlukhiv National Pedagogical University. Hlukhiv, Ukraine.
[6] Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University. Vinnytsia, Ukraine.
* Corresponding author

Suggested citation (APA, seventh ed.)

Horlova, A., Martseniuk, I., Hubar, O., Lashkul, V., Barsukovska, H., & Kushnir, A. (2026). Coaching technologies in the aspect of forming professional competence of students of socionomic specialties. *Revista Conrado, 22*(109), e4789.

ABSTRACT

The content, principles, tasks, and competencies of coaching in education are analyzed. Structural elements that highlight key aspects of coaching technology within the higher education process are identified. The purpose of the study was to use statistical methods to identify relationships among indicators of professional competence development, its components, and the overall level of future socionomic specialists. As a result of the study (confirmatory stage), we concluded that focusing on developing students' reflective thinking and encouraging them to acquire the necessary skills, abilities, and knowledge independently can enhance their professional competence, especially for students in socionomic specialties, which are of the "person-person' professional type. An author's program to develop professional competence in socionomic students by incorporating coaching technologies into higher education was created and tested in the experimental group. After implementing this program, we observed an increase in high-level indicators and a decrease in average-level indicators in the development of respondents' professional competence components. No respondents with low development in the studied property were found in the experimental group. It is demonstrated that, upon implementing the author's program, the individual components of professional competence among socionomic students have significantly improved.

Keywords:

Coaching technologies, Training, Students, Socioeconomic specialties, Professional competence, Higher education.

RESUMEN

Se analiza el contenido, los principios, las tareas y las competencias del coaching educativo. Se identifican los

elementos estructurales que resaltan los aspectos clave de la tecnología de coaching en el proceso de educación superior. El propósito del estudio fue utilizar métodos estadísticos para identificar relaciones entre los indicadores de desarrollo de competencias profesionales, sus componentes y el nivel general de los futuros especialistas en socionomía. Como resultado del estudio (etapa confirmatoria), concluimos que centrarse en el desarrollo del pensamiento reflexivo de los estudiantes y animarlos a adquirir las habilidades, capacidades y conocimientos necesarios de forma independiente puede mejorar su competencia profesional, especialmente en el caso de los estudiantes de especialidades socionómicas, que son profesionales de tipo «persona-persona». Se creó y probó en el grupo experimental un programa para desarrollar la competencia profesional en estudiantes socionómicos mediante la incorporación de tecnologías de coaching en la educación superior. Tras la implementación de este programa, se observó un aumento en los indicadores de alto nivel y una disminución en los de nivel medio en el desarrollo de los componentes de la competencia profesional de los encuestados. No se encontraron encuestados con bajo desarrollo en la propiedad estudiada en el grupo experimental. Se demuestra que, tras la implementación del programa, los componentes individuales de la competencia profesional en los estudiantes socionómicos han mejorado significativamente.

Palabras clave:

Tecnologías de coaching, Formación, Estudiantes, Especialidades socionómicas, Competencia professional, Educación superior.

INTRODUCTION

The 21st century is marked by information overload, high impact on human consciousness, rapid changes, and constant crises in society. These changes, which span security, economics, politics, society, spiritual development, and ecology, generate constant crises in society. These processes require an understanding of new opportunities from the individual and their expanded consciousness. Therefore, there is an objective need to rethink the introduction of modern technologies into higher education to ensure the quality of education, its educational paradigm, and, in the new conditions of society, high-quality and innovative knowledge transfer.

Only by creating conditions for the active disclosure of the individual and his potential, and by changing the attitude towards the student as a modern individual, is it possible to adapt higher education to the innovative new conditions of society.

A person must learn to learn throughout their life, self-improve, and constantly reflect on themselves in important areas of life to use the acquired skills interactively in the modern world, where information is rapidly changing.

To develop a student's personal and professional skills, to ensure their internal motivation, coaching can be a useful tool, which is an innovative technology of modern education. Every student of socionomic specialties in higher education should master the new role of a coach and apply coaching techniques and methods to realize and reveal personal abilities, stimulate learning, and acquire skills for continuous self-development (Hubar, 2023).

In the higher education system, the use of coaching is especially important, because today an effective modern specialist in socionomic specialties is a person who combines many roles, such as: mentor, consultant, facilitator, tutor, trainer, researcher, motivator, manager and analyst of information resources, expert, designer who selects the content of training in the course of life, develops technologies of the educational process.

Pedagogical coaching is a technology of scientific and methodological support, a system of educational principles and andragogical methods of lifelong learning that contribute to the development of the potential of each person, groups, teams, and organizations, and ensure the effective implementation and maximum disclosure of human potential. According to the definition of the International Coaching Federation, coaching is a system of realizing the social, general, creative, and personal potential of participants in the educational process (Mytnyk, 2024), the purpose of which is to obtain the maximum possible positive result; cooperation in the process of continuous development of professional skills.

Literature review

Many scientific works are devoted to the problem of coaching, particularly its use in education, business, and people's personal lives.

Savitska et al. (2025) demonstrate that integrating game mechanics, interactive tasks, and social interaction within a virtual professional community can significantly enhance student engagement, adaptability, and cognitive flexibility. Their findings indicate that gamified learning environments not only improve technical competencies but also foster essential soft skills, such as problem-solving, collaboration, and motivation, thereby supporting students' professional growth. This aligns with broader research emphasizing the pedagogical potential of gamification to create immersive, contextually rich learning experiences that bridge theoretical knowledge and practical application. The essence and role of coaching as an

innovative learning technology are determined, the concepts of "coaching" and "mentoring" by Hubar (2023) are characterized, and the principles of coaching, presented as innovative learning technologies, are also investigated. From the perspective of the teacher-as-partner and the educational process, the coach's main competencies are outlined. The main components of coaching are presented as innovative educational categories when coaching is implemented in higher education. The main stages for implementing coaching technology are proposed to be introduced into the higher education curriculum, in line with modern societal realities, to improve the quality of education.

Faichuk et al. (2025) investigated orthobiotics as a pedagogical tool to support the workability and well-being of social work students. Their experimental study revealed significant improvements in students' knowledge and skills related to self-health conservation, with the proportion of students demonstrating middle and sufficient levels increasing substantially over the course of the intervention. These findings highlight orthobiotics' potential to integrate health-conscious practices into professional training, promoting both personal well-being and future occupational effectiveness.

The Authors Lovianova et al. (2024) examine the formation of digital competence among specialists in socionomic professions within the context of societal digitalization. Through a deductive content analysis of recent peer-reviewed publications, the study highlights the growing relevance of a competency-based approach in professional training. The authors note that most research focuses on digitalization in specific professional activities, such as teaching, psychology, or law enforcement, and emphasize that digital competence can be effectively developed through structured educational processes. Their findings support the integration of competency-based frameworks to systematize training across related socionomic professions, ensuring both practical relevance and the holistic development of essential digital skills.

The Authors Koval et al. (2024) investigate the role of resilience in the educational and professional development of students in socionomic fields amid significant changes in the learning environment. Their study of 243 Ukrainian higher education students revealed that individuals with higher resilience demonstrated stronger engagement, greater need for self-development, and superior hardiness compared to their less resilient peers. The findings suggest that resilience enables students to adapt to challenges and transform adverse conditions into opportunities for growth. These results highlight the importance of incorporating resilience-building strategies into pedagogical and organizational practices to support the holistic professional development of socionomic specialists.

So, scientists from different countries are studying the problem of coaching, particularly its use in education, business, and people's personal lives.

In particular, the concept of "coaching" is considered, which is an interactive technology in education, and the milestones of its development are traced, which contribute to the disclosure of the inner potential of the individual in the process of interaction with the teacher. The importance of coaching technologies in education is emphasized, the levels of development of coaching culture are highlighted, the characteristics of coaching are revealed, and it is proven to be a key mechanism for "transferring" learning into professional activity. The use of coaching in education increases the emotional competence of applicants for the educational space and teachers, changes the motivation for professional activity, and stimulates the search for internal human resources. However, the development of students' professional competence in socionomic specialties through the introduction of coaching technologies into higher education has received insufficient attention from scientists. Therefore, we consider the topic of our research to be relevant and necessary for consideration in the presented article.

Purpose of the research. To reveal how coaching technologies have been developed to form students' professional competence in socionomic specialties in higher education.

METHODOLOGY

To achieve the research goal, we used a set of research methods: theoretical methods – synthesis, analysis, classification, comparison, systematization and generalization of the theoretical foundations of the research problem; empirical methods – ascertaining experiment – to determine the level of professional competence of students of socionomic specialties for further practical activity; formative experiment – to determine the effectiveness of the proposed author's program for the formation of professional competence of students of socionomic specialties by introducing coaching technologies into the educational process of higher education; experimental method of static sections; statistical processing by methods of correlation analysis of empirical data.

Since the theoretical analysis of the conditions for the formation and development of students' professional competence through the introduction of coaching technologies into the educational process of higher education has shown the practical significance, relevance, and insufficient research of the substantiated issues, the empirical study aimed to experimentally determine the level of

formation of professional competence of students of those specialties that are representatives of professions of the "person-person" type – socionomic specialties and the development of its individual components.

The study was implemented during 2023–2024 in higher education institutions. The number of subjects studied was in the experimental group (132 respondents) and the control group (130 respondents).

We separately investigated each indicator of the development of professional competence of future specialists (representatives of professions of the "person-person" type) for a deeper understanding of the features of their professional development through the use of innovative methods, namely: self-reflection, empathy, emotional balance, self-control in communication, and motivation for success.

The results of the pilot study and diagnostic tools helped determine the indicators of students' professional competence in socionomic specialties: high, medium, and low.

The study had two stages: an ascertaining stage and a formative stage.

The ascertaining stage of the experiment was aimed at determining the level of formation of professional competence of students of those specialties that are representatives of professions of the "person-person" type – socionomic specialties by studying the features and ways of formation of professional competence of students, studying the specifics of the development of its individual components, in particular:

Self-awareness – the ability to be aware of one's own emotions.

Social sensitivity – the ability to be aware of the emotions of others.

Self-control – the ability to manage one's own emotions.

Managerial relations – the ability to influence the emotions of others.

Analysis of the results from the ascertaining stage of the study enabled us to provide a qualitative scientific interpretation of the quantitative data.

The purpose of our study, in addition, was to identify, using statistical methods, the relationships between indicators of professional competence development, its isolated components, and its general level in future specialists in socionomic specialties. We conducted a Pearson correlation analysis to assess the strength of relationships among the quantitative indicators of the study participants.

Using the Student's t-test reliability coefficient, the statistical significance of the relationships among the quantitative indicators of the study participants was assessed.

As a result of the study (confirmatory stage), we concluded that it is worth focusing on the development of the reflective thinking of respondents and directing their efforts to independently acquire the necessary skills, abilities, and knowledge that will contribute to the development of professional competence of each student of socionomic specialties – a representative of professions of the "person-person" type. We have empirically determined the state of formation of professional competence among future specialists. We claim that 60% of respondents, the vast majority of those surveyed, demonstrated an average level of development of professional competence and the ability to understand their feelings and emotions, which indicates the insufficient development of some components of professional competence.

The formative stage of the study of the formation of professional competence of students of socionomic specialties by introducing coaching technologies into the higher education educational process began with the introduction of training in the EG using the author's developed technology.

We conducted diagnostics to assess the effectiveness of implementing the author's program for developing students' professional competence in socionomic specialties by introducing coaching technologies into higher education. Before and after the formative experiment, using the "cross-sectional" method, we observed significant qualitative and quantitative changes in the experimental group after the completion of the author's program, and insignificant qualitative and quantitative changes in the control group of students in socionomic specialties.

After implementing the author's program in the experimental group, we observed an increase in high-level indicators and a decrease in the average level of development of the components of professional competence among the respondents.

EG respondents acquired effective skills for regulating their emotions through participation in the formative experiment, which improved their relationships with others and increased the productivity of their educational and professional activities.

We note that after the implementation of the author's program for the formation of professional competence of students of socionomic specialties by introducing coaching technologies into the educational process of higher education, there were no representatives with a low level of development of the studied property in the experimental

Vol 22 | No.109 | March-Arpil | 2026
Continuous publication
e4789

group, which indicates the absence of a negative trend at this level.

The data obtained, however, indicate that the indicators of the development of the components of professional competence in the control group of higher education applicants remained almost unchanged.

Thus, it is proven that, as a result of implementing the author's program for the formation of professional competence of students of socionomic specialties by introducing coaching technologies into the higher education educational process, the individual components of professional competence significantly improved, namely: self-awareness, social sensitivity, self-control, and managerial relations.

RESULTS AND DISCUSSION

Content, principles, tasks, and competencies of coaching in education.

Coaching is defined as a "management style", "technology", "art", "partnership", "process", "methodology" of interaction to reveal a person's professional and personal potential and achieve efficiency in life and work. Coaching consists of various techniques and methods that enable the development of new approaches in education, specifically by formulating the desired result and clearly outlining the possibilities for the student's planned achievement.

Coaching in the field of education is an important technology guided by the principles of:

1. Delegation of responsibility and personal responsibility to students of socionomic specialties (each student has great potential that must be realized and mobilized to achieve high results, encouraging the individual to choose actions independently).
2. Hierarchical development (focusing attention on the future, phased formation of a new strategy for professional and personal development).
3. Pedagogical communication (partnership based on subject-subject relations between the student of socionomic specialties and the coach).
4. Interaction (phased actions in educational and professional activities aimed at ensuring high performance and achieving the goal).
5. Flexibility (belief in one's own abilities, formation of flexibility of thinking, awareness of one's own behavior algorithms that do not contribute to success; overcoming one's own stereotypes that hinder the achievement of set goals) (Knysh et al., 2024).

The main task of coaching in education is to identify and realize a student's potential; determine the optimal course of action to achieve maximum results with minimal effort; and teach a higher education applicant to use all available resources to succeed.

According to the International Coaching Federation (ICF), coaching is a process that stimulates students' creativity and thinking in socionomic specialties, is built on the principles of partnership, and inspires students to maximize their professional and personal potential.

The coaching approach in higher education implements the principles of partnership in interactions between students in socionomic specialties and the teacher, promotes the development of effective thinking strategies alongside the assimilation of educational material, and contributes to students' acquisition of soft skills.

According to the professional standards of the International Coaching Federation (ICF), the coaching approach is implemented in the educational process through the demonstration by the teacher of the following coaching competencies:

- Effective communication.
- Supporting and building trusting relationships with students.
- Active listening.
- Ability to ask professional questions.
- Stimulation of students' awareness (processing and perception of information in the modern educational process).
- Planning and setting goals.
- Designing actions.
- Management of responsibility and progress to identify new opportunities for revealing the individual's potential.

The teacher in this process acts as a partner (facilitator) who helps students develop general and professional competencies and contributes to achieving significant and sustainable changes in their personal and professional lives.

Structural elements that include key aspects of coaching technology in higher education

Let us highlight the structural elements that include key aspects of coaching technology in the educational process of higher education:

1. Action planning – to achieve the set goals: assistance in creating an effective plan.

2. Internal motivation and goal setting – helping students in socionomic specialties find internal motivation to achieve the educational process's goal and clearly formulate their learning goals.
3. Reflection – to plan future steps to achieve learning goals and improve learning strategies (high-quality feedback).
4. Implementation of the educational process plan – to achieve the set goals – support in implementing and understanding the developed plan.
5. Analysis of results and formulation of conclusions.

Coaching technology helps students from socionomic specialties set goals and objectives for their studies, learn to learn, and develop an action plan to achieve them. In this case, the teacher influences the development of the student's personal abilities and professional skills, contributing to the formation of both a professional specialist and a highly educated individual, as well as to the overall development of the individual. Therefore, in higher education, it is important to strive for a common goal: to educate a highly qualified, culturally diverse individual who can achieve success in life, possesses soft skills, and is able to solve complex problems (Hubar, 2023).

Coaching helps develop new thinking strategies, which are key professional skills today, according to the latest professional skills forecast prepared by the World Economic Forum.

These new thinking strategies are:

1. Systems thinking – involves moving from observing data or events to identifying patterns of behavior over time to identifying deep structures that can drive patterns and events (Zosym, 2023).
2. Critical thinking is a system of judgments that aims to make rational decisions on its basis, thereby allowing you to analyze information. Self-improvement and awareness are inherent to critical thinking. The main principles of critical thinking are: independence; self-organization; awareness; purposefulness; controllability; justification; reflexivity (introspection) (Zasiekina et al., 2025).
3. Positive thinking – during which students of socionomic specialties can see solutions to professional and life tasks. At the same time, the focus of the individual prevails: on successes, not on misfortunes and mistakes; on virtues, not on shortcomings; on opportunities, not on obstacles.
4. Creative thinking – the competence of the individual to productively engage in the evaluation and improvement of ideas, in their generation, which can result in an effective manifestation of imagination, progress in knowledge, and the adoption of effective and original decisions.
5. Reflective thinking is a process of consolidating and evaluating knowledge and experience, whether being acquired or already acquired, and it encourages students to set goals, take responsibility for their own learning, and become active participants in the educational process (Yurchenko, 2022).

All this proves that, in the field of education, coaching is an important technology of the educational process, based on establishing interpersonal communication between students of socionomic specialties and the teacher. The teacher's implementation of coaching competencies contributes to achieving the highest educational results. The systematic implementation of these aspects fosters a new thinking strategy among students in the educational process, grounded in self-improvement and self-development, aligning with the principles of student-centered learning (Hubar, 2023).

Knowing the basics of coaching, you can contribute to the formation of professional competence of students by introducing coaching technologies into the educational process of higher education, increasing the professional efficiency of students of socionomic specialties, revealing the potential of the individual, and finding ways to achieve the goals set.

This special type of training has its own tasks: to understand basic values and attitudes, to understand and accept oneself, to understand what is happening in relationships, life, at work, to learn to believe in one's own abilities and in oneself, to trust loved ones, oneself and colleagues, to effectively solve life's tasks, to see ways of personal development (Knysh et al., 2024).

Experimental determination of the level of formation of professional competence of students of socionomic specialties – specialties that are representatives of professions of the "person-person" type and the development of their individual components (confirmatory stage).

Since the theoretical analysis of the conditions for the formation and development of students' professional competence through the introduction of coaching technologies into the educational process of higher education showed the practical significance, relevance, and insufficient research of the substantiated issues, the empirical study aimed to experimentally determine the level of formation of professional competence of students of socionomic specialties – those specialties that are representatives of professions of the "person-person" type and the development of its individual components.

Using measurement techniques, a diagnostic study of students' professional competence in socionomic specialties was conducted to obtain quantitative and qualitative indicators of the phenomenon under study.

Vol 22 | No.109 | March-Arpil | 2026
Continuous publication
e4789

The study was implemented during 2023–2024 in higher education institutions.

The number of subjects studied was in the experimental group (132 respondents) and the control group (130 respondents).

We separately studied each indicator of the development of professional competence of future specialists (representatives of professions of the "human-human" type) for a deeper understanding of the features of their professional development through the use of innovative methods, namely: self-reflection, empathy, emotional balance, self-control in communication, and motivation for success.

A feature of the professional activity of representatives of professions of the "human-human" type is the emotional load, which is constantly increasing and often negatively colored, associated with long-term communication with clients who seek solutions to various problems.

For successful professional activity in such conditions, future specialists in socionomic disciplines need to achieve optimal consistency between purposeful behavior and emotions.

The results of the pilot study and diagnostic tool testing helped determine the indicators for students' levels of professional competence: high, medium, and low.

The study had two stages: ascertaining and forming.

The ascertaining stage of the experiment was aimed at determining the level of formation of professional competence of students of those specialties that are representatives of professions of the "person-person" type by studying the features and ways of formation of professional competence of students, studying the specifics of the development of its individual components, in particular:

- Self-awareness – the ability to be aware of one's own emotions.
- Social sensitivity – the ability to be aware of the emotions of others.
- Self-control – the ability to manage one's own emotions.
- Managerial relations – the ability to influence the emotions of others.

Analysis of results from the ascertaining stage of the study enabled us to provide a qualitative scientific interpretation of the quantitative data.

The purpose of our study, in addition, was to identify, using methods of mathematical statistics, the relationships between indicators of the development of professional competence, its isolated components, and its general level in future specialists in socionomic specialties. These relationships allowed us to determine which indicators and components of the student's personal property have the greatest influence on his level of development, and which have the least.

We conducted a Pearson correlation analysis to assess the strength of relationships among the quantitative indicators of the study participants.

Using the Student's t-test reliability coefficient, the statistical significance of the relationships among the quantitative indicators of the study participants was assessed.

High correlations were recorded between the factor professional competence and its components: self-awareness ($r=0.65$; $p\leq0.01$), social sensitivity ($r=0.70$; $p\leq0.01$), and self-control ($r=0.67$; $p\leq0.01$).

The assumptions are confirmed by such correlations that the basis of professional competence of representatives of professions of the "human-human" type – future specialists – is the formation of skills to be aware of their emotions and feelings, and the ability to regulate them in professional activities in response to the situation.

A high correlation was recorded between "emotional balance" and "self-control" ($r=0.70$; $p\leq0.01$). This suggests that students need not only to differentiate their emotions, but also to be able to influence them purposefully. However, higher education students in various situations may experience a wide range of problem states. This applies to a greater extent to the containment of negative emotions, because their manifestation can worsen relationships with others and provoke conflicts during communication, indicating low professional competence among students.

A high correlation was found between "empathy" and "social sensitivity" ($r=0.66$; $p\leq0.01$), which indicates a caring attitude towards strangers and loved ones, as well as an interest in the respondents' emotional comfort and a desire to improve their emotional state, which are important value guidelines in the personality of every future representative of "person-person" professions.

A higher education applicant who easily imagines what other people feel in a given situation, is motivated to help them, and empathizes with them, is capable of achieving a high level of social sensitivity to form professional competence.

High correlations were found between "retrospective reflection" and "situational reflection" ($r=0.65$; $p\leq0.01$).

Such a connection indicates that future specialists can draw the right conclusions, adequately perceive the current situation, and predict its solution, provided they have repeatedly considered similar cases in the past, analyzed the peculiarities of students' behavior, the causes of a given situation, and what it can lead to.

A moderate correlation was found between the factor "professional competence" and its components – managerial relations (r=0.58; p≤0.01), communicative control and emotional balance (r=0.55; p≤0.01), and (r=0.53; p≤0.01).

As the correlation shows, the limited life experience of future specialists indicates a lack of practical communication with diverse people, given their young age. As a result, students do not have the opportunity to test their knowledge in real conditions regarding the professional sphere of communication partners.

A moderate correlation was found between "emotional balance" and "self-awareness" (r=0.55; p≤0.01), and between "communicative control" and "self-awareness" (r=0.58; p≤0.01).

Thus, future specialists have not fully explored all their professional manifestations; therefore, their regulation requires practice and is not perfect.

A moderate relationship was found between the components of the professional competence of specialists – "communicative control" and "self-control" (r=0.52; p≤0.01), which suggests that the ability of respondents to consciously regulate their emotional state by the specifics of the situation has a positive effect on their role behavior in the process of communicating with others. However, anxiety prevents future specialists in socionomic specialties from being direct in communicating with others, sincere, open, and from establishing close relationships with colleagues.

A moderate correlation relationship was recorded between "emotional balance" and "social sensitivity" (r=0.59; p≤0.01), which indicates that future specialists in socionomic specialties are not indifferent to the feelings of colleagues and loved ones, and try to restrain the manifestation of their negative emotions, because they are interested in the mental well-being of colleagues.

Moderate correlations were found between "empathy", "management relations" (r=0.52; p≤0.01), and "communicative control" (r=0.57; p≤0.01). The ability to consciously influence a colleague's emotional state in communication depends on higher education applicants' ability to put themselves in another person's place, a deep understanding of the peculiarities of their emotions and feelings, and the ability to see the situation through another person's eyes.

A weak correlation was recorded between "prospective reflection" and "management relations" (r=0.23; p≤0.01), as well as between "motivation for success" (r=0.23; p≤0.01), which indicates that respondents do not fully realize that in communication the success of their influence on a partner depends directly on a clear understanding of the outcome of the interaction, and not only on their sincere desire to improve their emotional state and making sufficient efforts to achieve the goal.

There is also a weak correlation between "motivation for success" and "situational reflection" (r=-0.19; p≤0.05), which indicates that respondents often focus their efforts and attention on the realization of long-term dreams and plans, but do not pay due attention to the situation in which they are at the moment and, on the way to the main goal, lose the opportunity to achieve short-term strategic successes.

As a result of the study (confirmatory stage), we concluded that it is worth focusing on the development of the reflective thinking of respondents and directing their efforts to independently acquire the necessary skills, abilities, and knowledge that will contribute to the development of professional competence of each student of socionomic specialties – a representative of professions of the "person-person" type.

Thus, we empirically determined the state of formation of professional competence among future specialists. We argue that 60% of respondents, the vast majority of those surveyed, demonstrated an average level of development of professional competence and the ability to understand their feelings and emotions, which indicates the insufficient development of some components of professional competence.

Analysis and interpretation of the results of the author's program for developing students' professional competence in socionomic specialties by introducing coaching technologies into higher education.

The formative stage of the study of the development of students' professional competence through the introduction of coaching technologies into higher education began with training in the EG using the author's developed technology.

The author's technology for the formation of students' professional competence by introducing coaching technologies into the educational process of higher education included:

- An introductory coaching session (definition of prospects, strategies, and acquaintances).
- Search and analysis of new resources, demonstration of skills, with the proposed coaching sessions (group and personal).
- A final coaching session that included a system of motivational measures, the creation of an action plan, the selection of responsible persons, the use of necessary resources, etc.

The coaching process is based on the initial prerequisites of self-development and the development of each person. Each person potentially has possible solutions to problems and answers to all questions that arise. The teacher-coach helps each student find their own solutions to current issues and does not give ready-made recommendations and advice.

Polylogue, discussion, and interactive communication are the basis of coaching as a technology. In the process of forming students' professional competence, the advantage of coaching is its immediate, direct results, which are regarded as intermediate and are important for specialist training, as they create a motivational and necessary basis for personal development and the further professional development of each individual.

Special requirements during training, according to the author's technology of forming students' professional competence by introducing coaching technologies into the educational process of higher education, were presented to the teacher in the process of coaching in the EG:

- Establishment of partnership, trust, and equal relationships, which contributed to removing barriers in interactions among students of socionomic specialties, teachers, and colleagues, and facilitated the solution of tasks set for the future specialist.
- Objectification in the interaction with students of socionomic specialties and the issues addressed by introducing coaching technologies into higher education.
- The teacher's professionalism and experience had a synergistic effect on higher education students by introducing coaching technologies into the curriculum.
- Based on self-realization and higher education students' self-realization, coaching identified positive development trajectories and leveraged the advantages of related technologies.

We conducted diagnostics to assess the effectiveness of implementing the author's program for the formation of professional competence among students of socionomic specialties by introducing coaching technologies into higher education. Before and after the formative experiment, thanks to the "cross-section" method, we observed significant qualitative and quantitative changes in the experimental group upon completion of the author's program, and insignificant qualitative and quantitative changes in the control group.

We will show the indicators of the development of the components of professional competence of students – representatives of professions of the "person-person" type (self-awareness, social sensitivity, self-control, managerial relations) and the general level of professional competence before and after the formative experiment in the respondents of the experimental and control groups.

After the implementation of the author's program in the experimental group, we observed an increase in high-level indicators (Figure 1):

- Self-awareness (from 13% to 53%).
- Social sensitivity (from 22% to 47%).
- Self-control (from 16% to 59%).
- Managerial relations (from 19% to 38%).

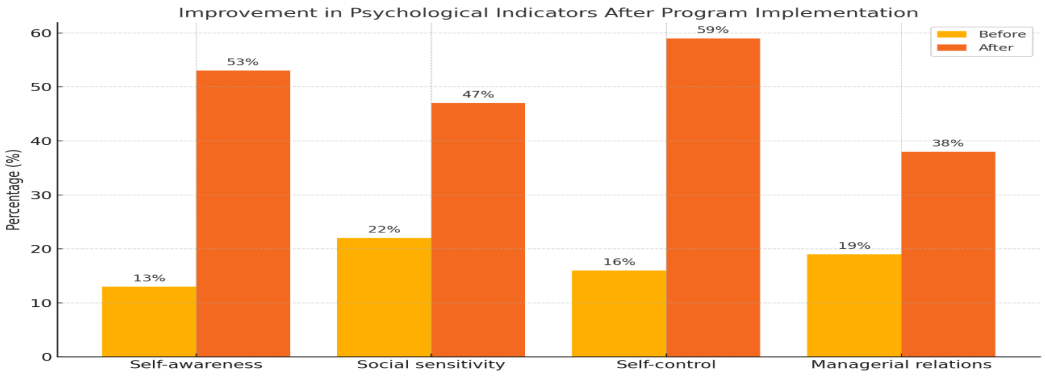

Figure 1: Improvement in Psychological Indicators After Program Implementation

Vol 22 | No.109 | March-Arpil | 2026
Continuous publication
e4789

The respondents developed a clear awareness of their emotions and feelings, acceptance of both negative and positive emotional states, and an understanding of the reasons for their occurrence, which allowed students to learn to make well-considered decisions in different situations that do not depend on a person's short-term emotional outbursts.

By choosing appropriate forms of behavior in a particular communicative situation, the respondents' ability to evoke pleasant impressions in the interlocutor significantly improved, thereby contributing to the satisfaction of interests on both sides.

The high level of the integral indicator corresponds to the harmonious development of all components of professional competence, which improved due to the author's program. Before the author's program was implemented, it was 3%; after implementation, 38%. In the experimental group, we see a significant difference in the growth of various indicators of professional competence. Indicators of a high level of self-control increased by more than 3 times as a result of implementing the author's program; indicators of a high level of self-awareness – by 4 times in the EG; and managerial relations and social sensitivity of future specialists reached a high level, twice as much. These results from the formative stage of the experiment indicate that the components of professional competence develop at different rates, not synchronously: awareness of respondents' own emotions and their regulation develop faster, whereas the approach to colleagues' emotional states and targeted influence on a person develop more slowly.

We observe a decrease in the average level of development of the components of professional competence of respondents (Figure 2):

- Self-awareness – almost doubled (from 87% to 47%).
- Social sensitivity – almost doubled (from 78% to 53%).
- Self-control – more than doubled (from 84% to 40%).
- Managerial relations – almost doubled (from 81% to 62%).

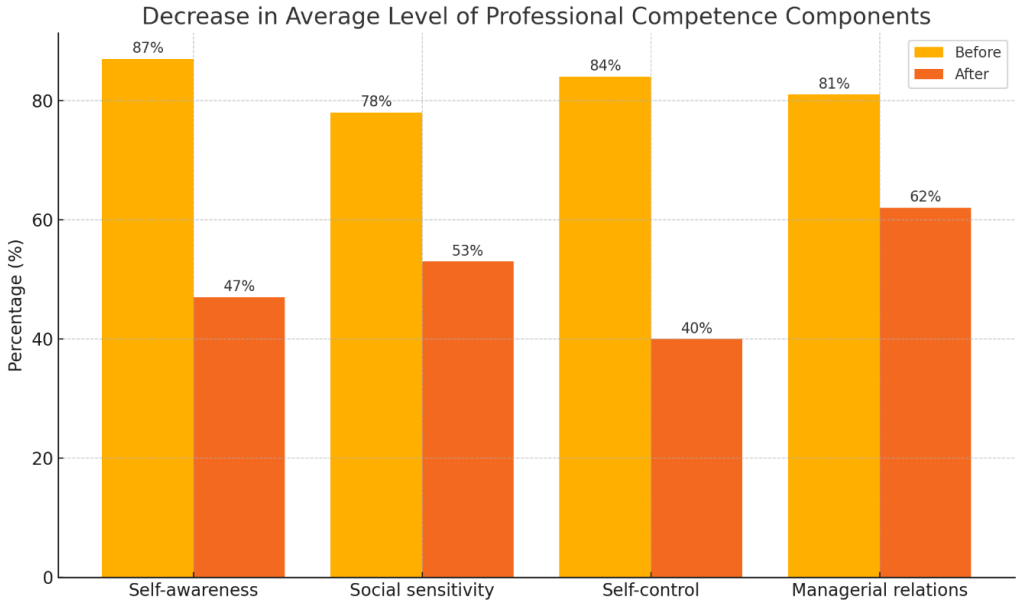

Figure 2: Decrease in Average Level of Professional Competence Components

We see that higher education students have begun to identify their own emotional states better and understand the possible causes and consequences of their experiences. However, fewer than half of the respondents still need feedback from others to recognize the full range of experiences in stressful situations and to help them.

EG respondents acquired effective skills for regulating their emotions through participation in the formative experiment, which improved their relationships with others and increased the productivity of their educational and professional activities. Some of the respondents admitted that, according to the author's program, they still need to learn to manage their

negative emotional responses during various disputes and when dissatisfied with their needs.

The indicators of the average level of formation and development of professional competence decreased overall from 99% to 63%, indicating an increase in the formation and harmonization of its components.

We note that after the implementation of the author's program for the formation of professional competence of students of socionomic specialties by introducing coaching technologies into the educational process of higher education, there were no representatives with a low level of development of the studied property in the experimental group, which indicates the absence of a negative trend at this level.

The obtained data, however, indicate that the indicators of the development of the components of professional competence in the higher education control group remained almost unchanged.

Thus, it is proven that, as a result of the implementation of the author's program for the formation of professional competence of students of socionomic specialties by introducing coaching technologies into the educational process of higher education, its individual components significantly improved, namely: self-awareness, social sensitivity, self-control, and managerial relations.

Recommendations for the implementation of coaching technologies into the educational process of higher education:

- Defining the tasks and goals of implementing coaching technologies in the educational process of higher education (setting priorities, target benchmarks).
- Training teachers and administration of higher education institutions on the implementation of coaching technologies in the educational process of higher education, their methods and goals (coaching trainings, workshops, seminars, webinars, invitations to train external coaches).
- Developing a plan for implementing coaching technologies in the educational process of higher education: setting clear goals in the educational process of higher education for the implementation of coaching (with the consolidation of the implementation of coaching technologies in the educational process of higher education in curricula and educational programs). Developing a detailed plan for the implementation of coaching technologies in the educational process of higher education, with a definition of how, where, and when coaching will be used as an educational technology.
- Study of the current situation of the implementation of coaching technologies in the educational process of higher education: (identification of existing limitations and resources). Testing: launch of a pilot project with the implementation of coaching technologies in the educational process of higher education. Invitation to active participation in the pilot project for students of socionomic specialties.
- Creation of an atmosphere of cooperation and interaction during the implementation of coaching technologies in the educational process of higher education between students of socionomic specialties and teachers; collection of feedback; observation of the results of project participants to further improve the professional training of specialists of socionomic specialties.
- Identification of internal obstacles and external obstacles to the result.
- Integration of coaching technologies into higher education curricula and programs: consolidation of coaching as an educational technology.
- Assessment of results and ways to improve the educational process of higher education – overcoming obstacles to the development and analysis of opportunities for the implementation of coaching technologies: assessment of results and continuous implementation and monitoring of coaching technology. Development of strategies based on the data obtained to improve programs further.
- Dissemination of experience in the implementation of coaching technologies in the educational process of higher education: dissemination of information among other higher education institutions about successful coaching practices, contributing to the popularization of this approach.

Involvement of organizations and state institutions: cooperation to recognize the importance and support coaching in the higher education system.

CONCLUSION

The content, principles, tasks, and competencies of coaching in education are analyzed. Structural elements that include key aspects of coaching technology in higher education are identified.

Since the theoretical analysis of the conditions for the formation and development of students' professional competence through the introduction of coaching technologies into the educational process of higher education has shown the practical significance, relevance, and insufficient research of the substantiated issues, the empirical study aimed to experimentally determine the level of formation of professional competence of students of socionomic specialties – those specialties that are representatives of professions of the "person-person" type and the development of its individual components.

We separately studied each indicator of the development of professional competence of future specialists (representatives of professions of the "person-person" type) to deepen our understanding of the features of their professional development through innovative methods.

The aim of our research, in addition, was to identify, using statistical methods, the relationships between indicators of professional competence development, its isolated components, and its general level in future specialists in socionomic specialties. We conducted a Pearson correlation analysis to assess the strength of relationships among the quantitative indicators of the study participants.

Using the Student's t-test reliability coefficient, the statistical significance of the relationships among the quantitative indicators of the study participants was assessed.

As a result of the research (confirmatory stage), we concluded that it is worth focusing on the development of the reflective thinking of respondents and directing their efforts to independently acquire the necessary skills, abilities, and knowledge that will contribute to the development of professional competence of each student of socionomic specialties – a representative of professions of the "person-person" type.

Thus, we have empirically determined the state of formation of professional competence of future specialists in socionomic specialties. We claim that 60% of respondents, the vast majority of respondents, demonstrated at the ascertaining stage an average level of development of professional competence and the ability to comprehend their feelings and emotions, which indicates the insufficient development of some components of professional competence.

After the introduction of the author's program for the formation of professional competence of students of socionomic specialties by introducing coaching technologies into the educational process of higher education in the experimental group, we observe an increase in high-level indicators and a decrease in the average level of development of the components of professional competence of respondents.

We note that after the implementation of the author's program for the formation of professional competence of students by introducing coaching technologies into the educational process of higher education in the experimental group, representatives with a low level of development of the studied property were absent, which indicates the absence of a negative trend at this level.

The obtained data, however, indicate that the indicators of the development of the components of professional competence in the higher education control group remained almost unchanged.

Thus, it is proven that, as a result of implementing the author's program for the formation of professional competence of students of socionomic specialties by introducing coaching technologies into higher education, the program's components have significantly improved.

Further research should consider the use of coaching techniques and methods to identify and disclose the student's personal abilities, stimulate him to study, and develop skills for continuous self-development.

REFERENCES

Faichuk, O., Onypchenko, O., Aprielieva, I., & Surgova, S. (2025). Orthobiotics as an education technology for socionomic sphere specialists. ***Wiadomości Lekarskie***, (10), 2045–2054. https://doi.org/10.36740/WLek/210016

Hubar, O. (2023). Coaching as an innovative technology for student-centered learning in higher education institutions. ***Social Work and Education, 10***(4), 542–554. https://doi.org/10.25128/2520-6230.23.4.9

Knysh, I., Drobin, A., Filimonova, T., Koycheva, T., Kushnir, A., & Kuchai, O. (2024). The use of information technologies in the educational space of Ukraine (on the example of STEAM technologies). ***Revista Conrado, 20***(100), 437–448. https://conrado.ucf.edu.cu/index.php/conrado/article/view/3979

Koval, O., Fomina, I., Golub, I., & Ozerov, D. (2024). Resilience in the Changed Conditions of Educational and Professional Training of Future Specialists of a Socionomic Profile. ***Insight: The Psychological Dimensions of Society***, (11), 204-221. https://doi.org/10.32999/2663-970X/2024-11-11

Lovianova, I. V., HrebinKrushelnytska, N. Yu., Kaluhin, R. Yu., Krasnoshchok, A. V., & Kozhukhar, O. O. (2024). ***Formation of digital competence of specialists in socionomic professions as a pedagogical problem.*** Proceedings of the 11th Workshop on Cloud Technologies in Education (CTE 2023). Kryvyi Rih, Ukraine. https://ceur-ws.org/Vol-3679/

Mytnyk, A., Uninets, I., Ivashkevych, E., Rashkovska, I., Ivashkevych, E., & Kuchai, O. (2024). Formation of professional competence in future psychologists using innovative technologies. ***Revista Conrado, 20***(100), 293–304. https://conrado.ucf.edu.cu/index.php/conrado/article/view/3963

Savitska, V., Gomotiuk, O., Stefanyshyn, O., Rashid, M., Lengyelfalusy, T., & Šurín, S. (2025). Educational possibilities of gamification in the formation of soft & hard skills among students of socionomic professions. ***Journal of Education Culture and Society, 16***(2), 819–839. https://doi.org/10.15503/jecs2025.3.819.839

Yurchenko, O. (2022). ***Creative thinking: is it possible to assess and how to verify it?*** Osvitoria Media. https://osvitoria.media/experience/kreatyvne-myslennya-chy-mozhlyvo-otsinyty-ta-yak-jogo-pereviryty/

Zasiekina, T., Desiatnyk, K., Makaruk, O., Dvorska, A., Kostolovych, M., & Kuchai, O. (2025). Formation of leadership qualities for successful professional activity of specialists. ***Revista Conrado, 21***(S1), e4355. https://conrado.ucf.edu.cu/index.php/conrado/article/view/4355

Zosym, M. (2023). ***Systems thinking.*** https://www.maxzosim.com/systems-thinking/