



тів розповідь колір гвоздик (білий, рожевий, червоний), які носять на лацканах під час сесій.

Вірність автентичним методам навчання робить випускників “людьми з Оксфорда”. Аналіз публікацій та інформації, розміщеної на інтернет-сайтах, свідчить, що основні традиції Оксфордського університету торкаються власне системи навчання, що виформувалася протягом сторіч, та дістала всезагальне визнання. Тьюторські заняття, справжня демократичність і самостійність суб’єкта педагогічного процесу, беззаперечна об’єктивність оцінювання, культ індивідуальної позиції студента, повага до викладача, міцне та невідконтрольне адміністрації студентське самоуправління – все це складники академічного підґрунтя, вивчення якого може дати орієнтири розвитку вітчизняній вищій школі, яка нині переживає не найкращі часи. Цікавим вважаємо й те, що протягом навчального року студент отримує тільки одну офіційну оцінку – екзаменаційну, а в разі невдачі на екзамені, може виправити оцінку тільки через півроку, чим ризикує втратити репутацію в очах викладачів, яку набував із першого дня навчання [4].

Таким чином, академічний престиж, елітарність найстарішого британського університету ґрунтуються на дотриманні традицій.

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COACHING IN MODERN LANGUAGE LEARNING



The term “coaching” represents a widespread trend in sport, business and interpersonal educational activity.

Literal translation of the word “coaching” means “trainer’s work”. Notably a coach is a person capable of winner making.

Etimologically the word “coach” in the sense of “carriage” has Hungarian roots. It was borrowed into English in XVI century to denote “something rapidly delivering to the objective”. At a later dates, in XIX century, the British students named so all private teachers and afterwards – their sport trainers. By the end of that period, the term had acquired a new denotation: “any activity, connected with tutorship, guidance, leadership”.

Coaching is constructed upon discoveries in various social areas. In the simplest way, it is a compendium of effective paradigms, techniques, approaches. The western scholars have been step-by-step developing the fundamental nature of coaching on the ground of reflection and leading approaches towards leadership, business consulting and even psychotherapy.

In 1995 the International Coach Federation was formed. The leading global organization with over 15,000 members dedicated to advancing the coaching profession by setting high professional standards, providing independent certification, and building a network of credentialed coaches. The Federation defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. Coaching is the topic of business communication at forums, conferences, working events, etc. The principles it is based are:

- coaching focuses in future possibilities and not past mistakes. For getting the best of people, the coach must believe in their potential. What we believe about other’s capabilities have a direct impact in their performance;
- coaching work is based on a trust and confidentiality relationship between the coach and coachee;
- the coachee does not learn from the coach, but from himself (encouraged by the coach). Although sometime is not easy, the coach must avoid transfer his own experience to the coachee, because if so, he will be breaking one of the basic principles of coaching [2].

As the coaching technique helped hundreds of people to develop and make a considerable progress in profession, coaching has



gained topicality in the sphere of education and language learning in particular (though in our country the term has not gained a due popularity yet). Nowadays language coaching (LC) focuses on the communicative and cultural needs of a personality, facilitating educational efforts, etc.

In foreign researches LC is defined as a type of assistance provided individually or to a small groups of students that addresses complex challenges to learning, teaching, and assessment of language and opens the gate to exploratory, self-critical, and reflective dimensions of interaction through a process of inquiry that is co-constructed and dialogic [3]. It is also mentioned that “language coaching is similar to any other coaching situation: whether it is a basketball coach, a personal trainer or a life coach” [2].

Language coaching is, first of all, a kind of vital individual co-education and co-development of an educator and a student. It helps to make a creative training situations, offers feedback, provides encouragement and gives direction to facilitate the most effective and efficient learning program for each individual or study group.

LC is constantly a result-oriented strategy. A great number of users of English benefit more from a coach providing language support than a teacher in terms of “mentor” or “inspector”.

The role of language coach is to assist the learner in the next aspects:

- to take charge of his (her) own learning program;
- to identify and solve problems;
- to help in setting language learning objectives;
- to help in developing and implementing the strategic plan for language and culture learning;
 - to provide expertise, ideas, encouragement and responsibility;
 - to learn through experience;
 - to self-manage the language learning process;
 - to increase language learning motivation.

The key principles of LC are *partnership*, *potential disclosure*, *result* while its mega-purpose is to enrich the mind with the value of language learning.

According to M. Danilova and A. Savkin, one of the underlying tasks of any instruction is not only to teach something but, first of all, to teach now to study, to obtain, to find out the necessary information. It is



coaching that starts up an engine of learning via personal motivation of students to acquire knowledge without assistance [1, p. 23].

In this sense LC has, in our opinion, much common with the ideas of independent learning as a process, a method and a philosophy of education whereby a learner acquires knowledge by his or her own efforts and develops the ability for enquiry and critical evaluation. Language coaching from this point of view answers adequately a challenge to provide the correct amount of guidance without providing too much direction.

A coach encourages a creative search of problem decisions and supports the student in attaining his (her) goals coupled with making changes in personal attitude towards language learning itself. In other words, during the process of coaching the students find their own, their unique way of objectives achieving while the coach creates all conditions for it. The main duty of a coach is to find the best traits of the student while the student has to share responsibility for such thing as his own academic progress. Stimulating factor for coaching is constantly growing requirements for changes.

It is true to say that coaches do not deal with general language problems but with communicative goals, choices, and facilities. Atmosphere of creativity, independent searching of alternatives and confidence is a fundamental factor of LC. The sense of participation in learning activity and self-evaluation of language learning progress generates inner motivation and, as a result, enthusiastic communicative activity. LC is not a substitute for traditional language classes, but it is a resource for overcoming the main psychological barriers to achieving fluency in a foreign language and such personal weaknesses as, for example, nervousness, shyness, lack of concentration, etc.

Coaching, hence, as a type of educational partnership aimed achieving indispensable compatibility and faith. The central category of it is mutual relations of an educator and students under which the first one organizes the process of searching by the last one the greatest solutions of the problems by force of personal communicative progress promoting. A coach helps the students to develop, to assimilate the new experience, to master the language units and skills.

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DEVELOPMENT OF “BIBLIOMIST” PROGRAM IN UKRAINE

“Bibliomist” is the most ambitious program of modern public libraries development in Ukraine. It is a cooperative work of the Council for international scientific investigations and exchanges (IREX), the USA Agency for international Development (USAID) and Ministry of Culture and Tourism of Ukraine. Bill and Melinda Gates supported the project granting 25 million dollars of the USA. “Bibliomist” collaborates with the Ukrainian library association, central and local authorities all over Ukraine to help them in satisfaction of the demands of local communities more effectively due to teaching and using modern technologies.

As soon as the program “Bibliomist” started the initial stage of providing the Ukrainian public libraries with computer equipment and connecting them to the Internet began. This stage resulted in creating 25 trainings centers, one per every region of Ukraine including the autonomous republic Crimea. Also 25 district libraries and their branches were also equipped with computers and network technologies, necessary for training and users provision for public access to the Internet [1, p. 47–48].

There are specially organized training centers, with correspondent modern equipment in every regional universal library of Ukraine. The librarians are taught to use information technologies for introducing new services for the visitors, and at the same time the visitors are taught to use the possibilities of these technologies. It should be said, that already equipped training centers started up their work in September 2010.

The “Bibliomist” program presupposes, that up to 2013 about 1600 public libraries of Ukraine will be equipped with computers and have access to the Internet. The complete sets of devices except computers include scanners, printers, web-cameras, and earpieces. The courses of professional development will enable librarians to serve the necessities of local citizens, videlicet to teach them the newest technologies, to communicate without limitations, find necessary information of professional and entertaining character, introduce own initia-