Applying Coaching Technologies in Professional Self-Development of Socionomy Specialists in Supporting Families that have Children with Special Needs

Olena Fayerman[1]

Iryna Nikolenko[2]

Olena Holub[3]

Nataliia Krupenyna[4]

Jaroslav Hoshovskyi[5]

---

[1]Graduate Student, Department of the Innovative Technologies in Psychology, Pedagogy, and Social Work, Alfred Nobel University, Dnipro, Ukraine.
[2]Department of Psychocorrectional Pedagogy and Rehabilitation, National Pedagogical Dragomanov University, Kyiv, Ukraine.
[3]PhD in Pedagogy, Associate Professor at the Department of Pedagogy, Berdyansk State Pedagogical University, Berdyansk, Ukraine.
[4]PhD in Pedagogy, Associate Professor of the Department of Innovative Technologies in Pedagogy, Psychology and Social Work, Alfred Nobel University, Dnipro, Ukraine.
[5]Doctor of Psychology, Professor, Head of Department of Pedagogical and Age Psychology, Faculty of Psychology, Lesya Ukrainka Volyn National University, Lutsk, Ukraine.

Applying Coaching Technologies in Professional Self-Development of Socionomy Specialists in Supporting Families that have Children with Special Needs

Olena Fayerman[1], Iryna Nikolenko[2], Olena Holub[3], Nataliia Krupenyna[4], Jaroslav Hoshovskyi[5]

[1] Graduate Student, Department of the Innovative Technologies in Psychology, Pedagogy, and Social Work, Alfred Nobel University, Dnipro, Ukraine.

[2] Department of Psychocorrectional Pedagogy and Rehabilitation, National Pedagogical Dragomanov University, Kyiv, Ukraine.

[3] PhD in Pedagogy, Associate Professor at the Department of Pedagogy, Berdyansk State Pedagogical University, Berdyansk, Ukraine.

[4] PhD in Pedagogy, Associate Professor of the Department of Innovative Technologies in Pedagogy, Psychology and Social Work, Alfred Nobel University, Dnipro, Ukraine.

[5] Doctor of Psychology, Professor, Head of Department of Pedagogical and Age Psychology, Faculty of Psychology, Lesya Ukrainka Volyn National University, Lutsk, Ukraine.

Email: pedagogy.of22@gmail.com[1], irr.nikolen@gmail.com[2], dove.ov22@ukr.net[3], snu.sociolog22@gmail.com[4] hos.jaroslav@vnu.edu.ua[5]

ABSTRACT

The specifics of work of the socionomy specialists, their involvement in the socio-psychological support of educational and socialization processes determine the topicality of this research. The aim of the research was to test the effectiveness of coaching technologies in the professional self-development of specialists in supporting families that have children with special needs. Social workers were surveyed in order to determine their readiness for professional self-development. The author's programme of professional self-development for socionomy specialists was developed based on the survey of respondents. Educational activities, socio-psychological support, adjustment of speech communications and physical activity of children with special needs were the programme components. The research results proved the hypothesis about the appropriateness of applying coaching technologies to promote the professional self-development of socionomy specialists. The implementation of the author's Professional Self-development Programme resulted in an average increase in the respondents' readiness for professional self-development of 11%.

Keywords: inclusion, social support, professional self-improvement, self-development programme, socionomy specialist.

INTRODUCTION

Modern socio-economic challenges urge professional self-development of the individual in any field of activity. The need to make a specialist constantly thrive for a professional self-improvement is growing in the context of numerous destructive influences and uncontrolled transformations. The professional self-development of socionomy specialists is of particular importance. They are the most integrated into the interpersonal communication space and need regular professional self-adjustment. It is important to create conditions for professional self-development of social workers and with due regard to the possibility of self-adjustment of goals and objectives of the professional task. They are determined by the professional environment of the socionomy specialists, the system of tasks and challenges of their activity. Coaching is one of the productive technologies of professional self-development of specialists in the social sphere. It is a powerful lever of professional improvement and development, which allows specialists to influence their current and future professional growth on their own. Coaching technology will have a positive effect on the professional development of socionomy specialists. This will be especially important in providing social support and support to families that have children with special needs, because the challenges of an inclusive professional environment are a powerful motivator of professional development that lay the foundation for the design of professional self-development programmes for specialists. The main approaches to the application of coaching technology for the professional self-development of socionomy specialists require further studies. Identifying the impact of coaching technology on the level of professional growth of specialists, adaptation to a specific field of activity is equally important. The use of coaching technologies for the professional development in

lifelong learning remains poorly studied. The method of using coaching for the professional self-development of social workers requires detailed substantiation. In view of the foregoing, it is important to identify the correlation between the coaching technology used and the results of professional self-development of specialists, to find the difference between the current level of professional development and the one achieved during coaching.

The aim of the study is to empirically test the effectiveness of the coaching-based Professional Self-development Programme for socionomy specialists.

Research objectives:
- empirically measure the social workers readiness for professional self-development;
- develop the author's Professional Self-development Programme for socionomy specialists;
- determine the effectiveness of the implementation of the author's coaching-based Professional Self-development Programme for socionomy specialists.

Research hypothesis: the use of coaching technology is appropriate to promote professional self-development of employees of the socionomy sphere.

LITERATURE REVIEW

Coaching technology is considered as a powerful resource of the educational environment, a tool for revealing the inner potential of the individual, bringing its competencies in line with modern requirements of the global labour market (Shvardak, 2021; Pavlova, 2020; Sushchenko et al., 2019), self-education and self-development (Zholdasbekov et al., 2022). In the methodological aspect, coaching is defined as a strategy that promotes individual and personal support provided to the educators (Zholdasbekov et al., 2022). The impact of quality coaching on professional growth through the design of appropriate educational and training programmes (Kwok et al., 2021; Mitchell et al., 2020), its focus on achieving clearly defined goals (Obukh, 2018) is noted. The introduction of coaching technologies has a positive effect on the ethical component of personality, responsibility development, self-confidence, initiative, independence in performing professional tasks, making choices and setting goals (Savchenko et al., 2021; Shvardak, 2021).

Coaching is a tool for the development of self-sufficient personality (Folvarochnyi, 2018), it develops the ability to act effectively, self-management of professional activities (Pavlova, 2020). Such a positive construct of coaching is important for socionomy specialists. They must adhere to ethics, show initiative, social activity, make adequate choices and set achievable goals in the performance of professional tasks. Coach technologies are a means of professional self-development and making socionomy specialists ready for professional activities (Paskal, 2018). The consideration of coaching as an innovative method of developing social initiative determines the appropriateness of using coaching technologies for the professional self-development of social workers (Savchenko et al., 2021).

The social initiative of socionomy specialists is a leading feature of their professional activities. This is especially true of socionomy specialists supporting families that have children with special needs. The use of coaching technologies should, however, take into account the peculiarities of the educators, the content of education and design of educational programmes, professional training of coaches (Cushion & Townsend, 2019). The impact of coaching on the results of educational or professional activities was determined (Suhrheinrich & Chan, 2017). When choosing a coaching technology, it is advisable to take into account its transformations, in particular the foregrounding of virtual, digital coaching (Keefe, 2020; Kettunen & Kari, 2018).

The self-development of a specialist is considered as the unity of self-identification, self-assessment, self-determination, self-management, the trajectory of self-development is a means of successful professional development of specialists in all fields (Tursynay et al., 2021).

Professional self-development of specialists correlates with the development of professional mobility, individual educational and professional trajectory (Kravchenko et al., 2021), continuous advanced training of specialists in the context of sustainable development of education and science (Sydorenko et al., 2020). The professional self-development becomes more important in the context of implementing the challenges of continuing education, achieving creative self-fulfilment of specialists in any field, their continuous professional self-improvement (Mushynska, 2018). Professional self-development is related to spiritual and moral behaviour, development of emotional and motivational sphere of personality, self-analysis and human relations analysis skills (Yekimov et al., 2020). The need to build a creative educational environment for professional self-development in the context of current trends in digital education becomes urgent in the context of social challenges and pandemic constraints (Bashkireva et al., 2021).

Digital competence is relevant to the issue of professional self-development of socionomy specialists, in particular in terms of communication and interaction in the digital society; problem-solving in the digital environment and lifelong learning (Bodnenko et. al., 2021). The main features of socionomy specialists include value orientations, interpersonal communication and emotional regulation skills, conflict avoidance skills, moral and volitional qualities, tolerance, creativity (Pankevich, 2018). Professional self-development and the resulting

professional self-fulfilment of specialists evidence their competence, self-acceptance and psychological well-being (Glavinska et al., 2020). The importance of motivating socionomy specialists to build a successful professional career, gaining practical experience based on self-development is noted (Spivak et. al., 2021). Professional self-development of socionomy specialists in the context of supporting families that have children with special needs should be carried out taking into account the key concepts of international instruments on inclusion. When providing support in an inclusive environment, the socionomy specialists should take into account the status of children with special needs (United Nations, 1975; 1989; 2006; UNESCO, 2000), creating equal opportunities for people with special needs (World Conference on Special Needs Education: Access and Quality, 1994; United Nations, 1982; 1990; 1993); avoid any forms and manifestations of discrimination against persons with special needs (UNESCO, 1960). Therefore, building a trajectory of professional self-development of a socionomy specialist should take into account current and future social challenges and the vision of supporting families that have children with special needs described in international documents on inclusion.

Despite numerous studies on the use of coaching technologies, the approaches to the use of coaching for professional self-development of specialists, the impact of coaching technology on the level of professional growth, methods of coaching for professional self-development of socionomy specialists are poorly studied. The reviewed scientific literature urges an empirical study of the feasibility of using coach technology for the professional development of socionomy specialists.

METHODS
Research design
The study included organizational, empirical, final stages. The organizational stage involved determining the aim and objectives of the research; development of the questionnaire, determining target audiences of respondents; inviting respondents to participate in the study, obtaining their consents. The empirical stage provided for diagnosing the socionomy specialists' readiness for professional self-development through the survey of the respondents. The empirical stage also involved the analysis of the survey results, elaboration and of the coaching-based Professional Self-development Programme for socionomy specialists, and its implementation in the respondents' professional development process. The Programme was implemented during professional methodological activities for socionomy specialists implemented at Berdyansk State Pedagogical University, National Pedagogical Dragomanov University, Alfred Nobel University, the State Institution South Ukrainian National Pedagogical University named after K.D. Ushynsky.

The final stage of the study involved re-diagnosis of respondents for readiness for professional development, comparative analysis of data, drawing conclusions. The study was conducted from March to December 2021.

The survey did not involve interference in the respondents' activities and was carried out in non-working hours only. The survey was voluntary and anonymous. All respondents gave their consent to participate in the survey. The developed coaching-based Professional Self-development Programme was implemented upon the agreement with the higher educational institutions — the initiators of the experiment. Respondents and their employers agreed to participate in the experiment.

Sampling
Socionomy specialists were invited to participate in the survey. These are specialists with experience in providing social support to families that have children with special needs. The following categories of socionomy specialists were respondents of the survey: teachers, social care teachers, practicing psychologists, speech therapists, speech pathologists, and physical therapists. The sample was formed in this way to take into account different aspects of supporting families that have children with special needs. The experiment involved 104 people: 18 teachers, 17 social care teachers, 20 practicing psychologists, 15 speech pathologists, 19 physical therapists, 15 speech therapists. All survey participants work with families that have children with special needs. The age of children in these families range from 5 to 14 years. Geography of respondents: Kyiv, Berdiansk, Odesa, Dnipro.

Age of respondents: 25-55 years.

Respondents' education — complete higher education (Specialist, Master educational and qualification levels), academic degree — PhD in Pedagogy, PhD in Psychology, Dr of Philosophy. The motives for the sampling were the following:

1) the relation of respondents' professional activity to supporting families that have children with special needs;
2) maximum involvement of respondents in the socionomic activity;
3) respondents' experience and positive practices in supporting families that have children with special needs;
4) diversity of socionic activities to support families that have children with special needs;
5) independence of respondents from government agencies and adequacy to modern challenges and trends of inclusion.

The experimental study was initiated by the scientific communities of Ukrainian higher educational institutions: Berdyansk State Pedagogical University (Faculty of Psychological and Pedagogical Education and Arts,

Department of Pedagogy), National Pedagogical Dragomanov University (Faculty of Psycho-Correctional Pedagogy and Rehabilitation), Alfred Nobel University (Department of Innovative Technologies in Pedagogy, Psychology and Social Work), the State Institution South Ukrainian National Pedagogical University named after K. D. Ushynsky (Department of Family and Special Pedagogy and Psychology, Faculty of Preschool Pedagogy and Psychology). Research and teaching staff of the above educational institutions and students were the organizers of the experiment. They identified the aim and objectives of the study, developed a questionnaire, diagnosed and developed the Professional Self-development Programme for socionomy specialists.

The research was conducted in all selected groups of respondents using the author's questionnaire to determine readiness of socionomy specialists for professional self-development. Respondents represent different aspects of supporting families that have children with special needs. These are education (teachers with experience of work in an inclusive environment), socio-psychological support (social care teachers, practicing psychologists), intellectual and speech activities (speech therapists, speech pathologists), physical activity (physical therapists).

Research methods

The study involved such methods as: general research methods, survey of respondents, qualitative and quantitative analysis of data, correlation and comparative analysis, simulation to develop the Professional Self-development Programme for socionomy specialists. Respondents were surveyed using Google Forms. The following diagnostic tools were used for the survey;

- author's Readiness of Socionomy Specialists for Professional Self-development Questionnaire (Appendix);
- individual self-actualization test (Matsko).

The respondents' readiness for professional self-development was determined through the questionnaire developed by the authors. The questionnaire included 20 questions divided into four blocks: cognitive, motivational, activity, reflective (Table 1).

Table 1: Author's questionnaire structure

Blocks	Diagnostic construct
Cognitive	directing respondents towards expanding the scope of knowledge regarding the support of families that have children with special needs
Motivational	the level of motivation and value attitude of respondents to work in an inclusive space
Activity	involvement of the socionomy specialists in social support of families that have children with special needs
Reflective	ability of socionomy specialists to evaluate results and adjust activities in supporting families that have children with special educational needs

The questionnaire determines the following levels of readiness of socionomy specialists for professional self-development: high, sufficient, low. This division of the questions in the questionnaire allows determining the main vectors of professional self-development of the socionomy specialists and take them into account in the design of the coaching-based Professional Self-development Programme.

The following components were diagnosed in the test to determine the level of self-actualization of the individual: time orientation, values, view of human nature, the need for knowledge, creativity (aspiration for creativity), autonomy, spontaneity, self-understanding, self-sympathy, interconnection, flexibility in communication. These diagnostic constructs are related to the orientation of the individual towards professional development (time orientation, the need for knowledge, creativity). They are also important in achieving success in professional activities for socionomy specialists (values, view of human nature, self-sympathy, interconnection, self-understanding, flexibility in communication).

Initiative letters were sent to socionomy specialists, employers of organizations and institutions that provide services to support families that have children with special educational needs.

The primary data was recorded in Excel spreadsheets. The non-parametric Mann Whitney U test was used to confirm the reliability of the results using the Statistical Package for the Social Science (SPSS) for Windows, Version 23. Cronbach's alpha (0.8) was used to determine the reliability of the author's questionnaire.

RESULTS

Table 2 summarized the results of the survey of all respondents as a percentage for each block of the questionnaire.

Table 2: Average data on the socionomy specialists' readiness for professional self-development (survey results for the author's questionnaire, %)

Category of respondents	Blocks of the questionnaire				Mean
	Cognitive	Motivational	Activity	Reflective	
Teachers of secondary schools	60	70	69	65	**66.0**
Social care teachers	40.5	80	87	70	**69.4**
Practicing psychologists	55	74	89	67	**71.3**
Speech pathologists	47.3	56	76	56.3	**58.9**
Speech therapists	34.1	67	69	45	**53.8**
Physical therapists	45	54	65	43.9	**52.0**
Mean	**47.0**	**66.8**	**75.8**	**57.9**	**61.9**

The significant number of respondents recorded in the survey (Table 2) is ready for the activity and motivational blocks of the questionnaire due to their experience and motives to improve its effectiveness through self-development. Accordingly, the smaller number of people ready for professional self-development in the reflective block of the questionnaire is determined by the inadequate attention of respondents to the assessment of their own activities and reflection in general. The lowest readiness for professional self-development in the cognitive block indicates the need to adjust the respondents' knowledge to conduct professional activities in an inclusive environment.

Table 3: The results of a survey of socionomy specialists on the individual self-actualization test, %

Diagnostic constructs	Categories of respondents						
	Teachers of secondary schools	Social care teachers	Practicing psychologists	Speech pathologists	Speech therapists	Physical therapists	Mean
Time orientation	30	30	40	30	30	40	33.3
Values	40	50	70	50	60	50	53.3
View of human nature	50	45	70	60	70	80	62.5
The need for knowledge	60	45	60	70	60	40	55.8
Creativity	70	60	50	60	40	40	53.3
Flexibility in communication	40	70	80	50	30	40	51.7
Interconnection	45	50	60	40	45	50	48.3
Self-sympathy	30	45	50	50	45	60	46.7
Self-understanding	20	45	40	60	30	40	39.2
Spontaneity	10	10	50	35	35	40	30.0
Autonomy	60	30	50	60	70	60	55.0

The highest rates (Table 3) on the scales (View of human nature, The need for knowledge, Values, Creativity, Autonomy, Flexibility in communication) indicate the ability of respondents to create and maintain harmonious interpersonal relationships, the established aspiration for creative self-improvement. High rates of Self-sympathy, Interconnection, Time orientation, Self-understanding found in a smaller number of respondents indicate the adequacy of self-esteem, the ability to maintain friendly communication. The lowest rate on the spontaneity scale can be explained by the ability of most respondents to maintain purposeful and controlled behaviour.

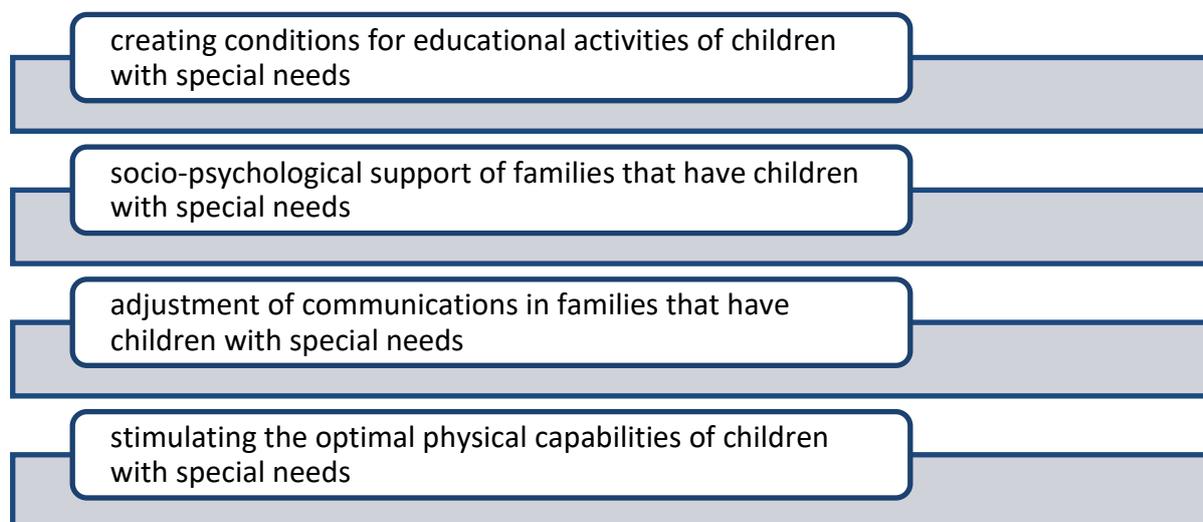A correlation analysis of indicators of individual self-actualization and readiness of socionomy specialists for professional self-development was conducted to confirm the respondents' personality traits related to professional self-development (Table 4).

Table 4: Correlation analysis of indicators of individual self-actualization and readiness of socionomy specialists for professional self-development

Scales/blocks	Cognitive	Motivational	Activity	Reflective
Time orientation	.223*	.145	-.011	-.001
	.017	.099	.701	.780
Values	.265**	.277**	.055	.118
	.003	.008	.567	.005
View of human nature	.137	.033	.031	.255**
	.198	.129	.648	.008
The need for knowledge	.211*	.055	.017	.034
	.010	.567	.672	.483
Creativity	.245**	.211*	.221*	-.007
	.007	.010	.013	.844
Flexibility in communication	.114	.265**	.279**	.209*
	.253	.003	.004	.011
Interconnection	.077	.144	.022	221*
	.323	.122	.533	.016
Self-sympathy	.088	.287**	.133	.056
	.325	.000	.199	.559
Self-understanding	.111	.288**	.261**	.279**
	.222	.001	.005	.004
Spontaneity	.118	.022	-.011	-.031
	.372	.533	.701	.455
Autonomy	-.007	.076	.202*	.117
	.844	.323	.039	.376

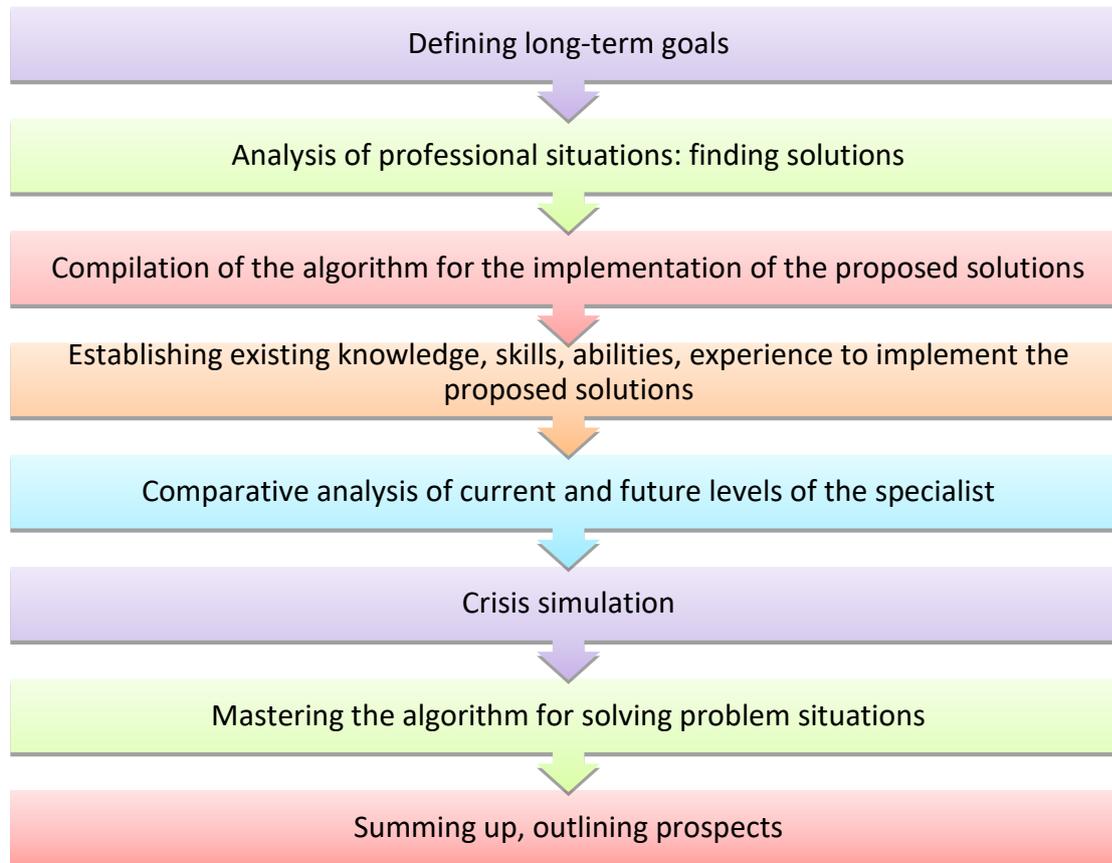Note:** – the correlation is reliable at the level of p£0.01;* – the correlation is reliable at the level of p £ 0.05.

The established correlation between the cognitive block of the questionnaire and the Time orientation, Values, the need for knowledge, Creativity scales indicates the respondents' aspirations to work creatively to improve the system of their professional knowledge. Correlations between the motivational block and the Values, Creativity, Flexibility in communication, Self-sympathy, Self-understanding scales indicate that respondents are aware of the importance of professional self-development and ways to it. It can be argued based on the correlations between the activity block and the Creativity, Flexibility in communication, Self-understanding, Autonomy scales that the respondents have clear practical prerequisites for further development. Correlations between the reflective block and the View of human nature, Flexibility in communication, Interconnection, Self-understanding scales indicate the orientation of respondents to the assessment of the effectiveness of their activities. The survey of respondents gives grounds to identify target constructs for the development of coaching-based Professional Self-development Programme for socionomy specialists (Figure 1).

creating conditions for educational activities of children with special needs

socio-psychological support of families that have children with special needs

adjustment of communications in families that have children with special needs

stimulating the optimal physical capabilities of children with special needs

Fig.1:Target constructs for the development of coaching-based Professional Self-development Programme for socionomy specialists

Also, was developed an algorithm for the use of coaching technology to promote the professional self-development of socionomy specialists (Figure 2).

Defining long-term goals

Analysis of professional situations: finding solutions

Compilation of the algorithm for the implementation of the proposed solutions

Establishing existing knowledge, skills, abilities, experience to implement the proposed solutions

Comparative analysis of current and future levels of the specialist

Crisis simulation

Mastering the algorithm for solving problem situations

Summing up, outlining prospects

Fig. 2: Algorithm for using coach technology to promote professional self-development of socionomy specialists

Coaching-based Professional Self-development Programme for socionomy specialists
Creating conditions for educational activities of children with special needs
1. Providing assistance to families with children with special needs to build a trajectory of individual intellectual and physical development of children.
2. Social support for families that have children with special needs in choosing the method of education.
3. Drawing up the individual development programme of the child jointly with parents of children with special needs.
4. Planning, forecasting and adjusting the educational outcomes of children with special educational needs.
5. Expanding communication tools in the education of children with special needs.
6. Promoting the socialization of children with special needs with the involvement of family members and specialists.

Socio-psychological support of families that have children with special needs
7. Stabilization of relations in families that have children with special needs.
8. Assistance to families that have children with special needs in solving social problems.
9. Psychological support and correction of relationships in families that have children with special needs.
10. Psychological problems of families that have children with special needs and ways to overcome them.

Correction of speech communications in families that have children with special needs
11. Speech barriers and their overcoming in families that have children with special needs.
12. Effective communication in families that have children with special needs.
13. Achieving understanding in families that have children with special needs.
14. Problems of communication in families that have children with special needs and assistance in solving them.

Stimulating the optimal physical capabilities of children with special needs
15. Organization of physical activity and leisure in families that have children with special needs.

16. Drawing up and adjusting the individual programme of physical development of children with special needs.
17. Transformation of physical limitations of children with special needs into additional opportunities.
18. Ensuring optimal conditions for physical activity of children with special needs in the family environment and out of it.

The proposed Programme involves the following main forms of work: analysis and simulation of professional problem situations, trainings and workshops with further analysis, exchange of constructive ideas based on existing experience.

Coaching classes were conducted in each of the areas of the programme as part of the methodological activities organized at the institutions that initiated the experiment. The respondents participated in those activities.

The Professional Self-development Programme for socionomy specialists is based on the analysis of problematic professional situations. All participants of the Programme share experiences, jointly seek solutions to problem situations based on their existing knowledge, skills, abilities, work experience. The use of coaching technology in this context allows Programme participants to independently seek solutions based on their existing potential. This approach promotes self-development, as socionomy specialists develop themselves in the process of independent search and joint search with colleagues for solutions to complex and controversial professional situations. Some of the participants in the Programme can be coaches. It is important to have experience in the relevant field.

The implementation of the proposed Programme was followed by the re-diagnosis of the respondents through the author's questionnaire to determine their readiness for professional self-development. A comparative analysis of the current and achieved levels of socionomy specialists' readiness for professional self-development was conducted based on the survey results. Data on the recorded increase in the specialists' readiness for professional self-development by blocks of the questionnaire and categories of respondents are presented in the charts below (Figures 3, 4).

The recorded increase in the number of respondents with achieved and current levels of readiness for professional self-development testifies to the appropriateness of implementing the Programme. The effectiveness of the experiment provides grounds for further implementation of the Professional Self-development Programme in the system of continuing professional education of socionomy specialists.
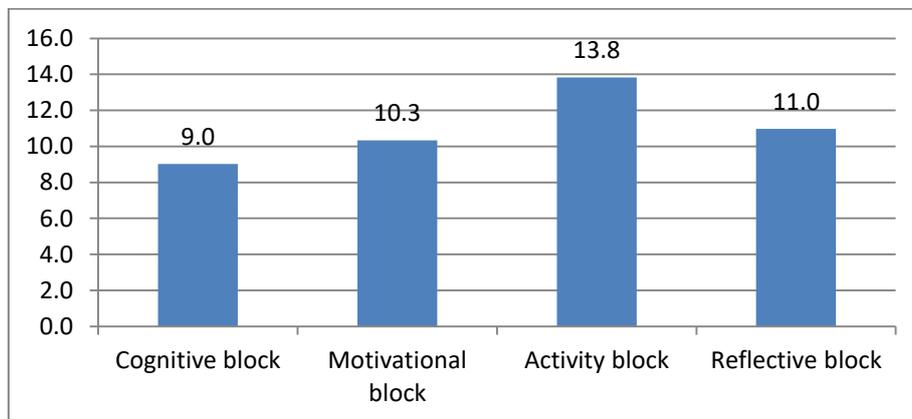
Fig.3: Percentage increase in the socionomy specialists' professional readiness by blocks of the author's questionnaire
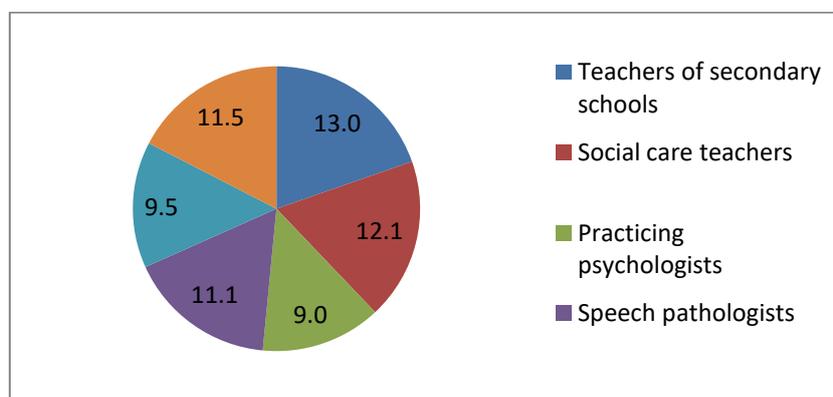
Fig.4:Percentage increase in socionomy specialists' professional readiness by categories of respondents

DISCUSSION

The study provided sound insights for understanding of the peculiarities of the use of coaching technology in the professional self-development of socionomy specialists. In the implementation of this Programme, we consider it appropriate to unite social workers of different specializations with different work experience. This will help them realize a holistic vision of the process of supporting families that have children with special needs. It is appropriate to use the Programme in the organization of long-term and short-term advanced training of socionomy specialists. It can also be used in the organization of trainings on the development of professional skills of socionomy specialists. Some elements of the Programme can be used for joint informal meetings of specialists, seminars, workshops. The Programme can be implemented both in person and remotely. Problematic, contradictory or even critical professional situations are the main feature of the Professional Self-development Programme for socionomy specialists. These situations must have several alternative solutions. Specialists will be able to improve their professional skills on the basis of their existing knowledge and experience in this way with the help of coaching technology.

Similar scientific research confirms the importance of professional self-development of specialists in the context of continuing education, lifelong learning (Zholdasbekov et al., 2022; Sydorenko et al., 2020; Mushynska, 2018). Similar to the concept of the conducted study, researchers emphasize the high potential of coaching technologies (Shvardak, 2021), the development of diverse competences of socionomy specialists (Bodnenko et al., 2021). Attention is paid to the indicators of the culture of professional interaction of specialists in the social sphere (Pankevich, 2018). The conducted research also confirms the results of other scientific developments regarding effectiveness of coaching technology in staff training, stimulating professional self-development of personnel, the formation of their social initiative (Savchenko et. al, 2021). The similarity of a number of studies with the conducted research is proven appropriateness of using coaching technologies for training and further professional development of specialists in any field. Most similar studies focus, however, on the educational and corrective potential of coaching technologies, on their use in purely pedagogical activities.

Most researchers consider coaching technologies as a tool of professional training (Zholdasbekov et al., 2022; Savchenko et al., 2021; Paskal, 2018) and adjusting the professional activities of novice specialists (Kwok et al., 2021; Mitchell et al., 2020). The possibilities of using coaching in the context of postgraduate education of experienced professionals are poorly studied. Coaching technologies in adult education are considered mainly as a means of revealing the inner potential of the individual, personal and professional development (Pavlova, 2020). The appropriateness of using coaching technologies in the training and professional development of specialists who work with inclusion is still not substantiated in the scientific research.

The conducted research differs from similar comprehensive approach to building Professional Self-development Programme for socionomy specialists on the basis of coaching technology. An important distinguishing feature of the research Programme is its narrow focus on the work of socionomy specialists in supporting families that have children with special needs.

The vision of the readiness of specialists for professional self-development is different, as the socionomy specialists' readiness and understanding of the need for professional self-development determine the effectiveness of its activities in general and the support of families that have children with special needs in particular. An important feature of the conducted study is the focus of research Programme on the work of specialists in an inclusive environment.

An empirical study of the readiness of socionomy specialists for professional self-development conducted in this article reflects the main directions for the use of coaching technologies in the professional development of these specialists.

The conducted research gives grounds to express the intentions for experimental testing of the Professional Self-development Programme for socionomy specialists. The study of the readiness of socionomy specialists after the implementation of the research Programme, recording their professional growth after coaching are of particular scientific interest.

CONCLUSIONS

The research raised the topical problem of professional self-development of socionomy specialists. The maximum integration of socionomy specialists in a variety of interpersonal communications, socio-psychological support of educational and socialization processes of the individual determine the topicality of this research. The importance of developing skills of making independent effective solutions in problematic situations with alternative choices in specialists confirms the need for this scientific research. The study substantiates the appropriateness of using coaching technologies for professional self-development of socionomy specialists.

A survey conducted in this research confirmed the readiness and understanding of the need for professional self-development by socionomy specialists. The coaching-based Professional Self-development Programme for socionomy specialists is developed. The Programme is based on an integrated approach and is focused on the work of socionomy specialists to support families that have children with special needs. The Programme can

become a basic component of long-term and short-term professional development of specialists. The main feature of the Professional Self-development Programme for socionomy specialists is the obligatory analysis of problematic, contradictory or even critical professional situations with a multivariate choice of solutions.

The research results proved the hypothesis about the appropriateness of using coaching technology to promote professional self-development. The results of the study can be used to build the content of long-term and short-term training of socionomy specialists. The results of the study can be the basis for self-educational activities of socionomy specialists, the exchange of promising experiences in supporting families that have children with special needs.

The prospects for further research in this area involve the development and implementation of coaching courses on professional self-development of socionomy specialists.

REFERENCES
1. Bashkireva, T., Bashkireva, A., Morozov, A., Kuraev, A., & Nebrodovskaya-Mazur, E. (2021). Problems of Professional Self-Development Among Undergraduates in the Digital Space, Identified During the COVID-19 Pandemic. *SHS Web of Conferences, 93*, 01018. https://doi.org/10.1051/shsconf/20219301018
2. Bodnenko, D., Hladkova, V., Proshkin, V. & Sablina, M. (2021). The Use of Cloud-Oriented Learning Technologies in the Digital Competencies Formation of the Future Specialists in Socionomics. *Ceur Workshop Pceedings, 3013*, 318-326. Retrieved from http://ceur-ws.org/Vol-3013/20210318.pdf
3. Cushion, C. J., & Townsend, R. C. (2019): Technology-enhanced learning in coaching: a review of literature. Educational Review, 71(5), 631-649. https://doi.org/10.1080/00131911.2018.1457010
4. Folvarochnyi, I. V. (2018). Training of future sports specialists for the use of coaching technologies. *Bulletin of Cherkasy University, 14*, 92-96. https://doi.org/10.31651/2524-2660-2018-14-92-96
5. Glavinska, O. D., Ovdiyenko, I. M., Brukhovetska, O. V., Chausova, T. V. & Didenko, M. S. (2020). Professional self-realization as a factor in the psychological well-being of specialists of caring professions. *Journal of Intellectual Disability - Diagnosis and Treatment,* 8(3), 548-559. https://doi.org/10.6000/2292-2598.2020.08.03.32
6. Keefe, E. S. (2020). Learning to Practice Digitally: Advancing Preservice Teachers' Preparation via Virtual Teaching and Coaching. *Journal of Technology and Teacher Education,* 28(2), 223-232.
7. Kettunen, E., & Kari, T. (2018). Can Sport and Wellness Technology be My Personal Trainer?: Teenagers and Digital Coaching. In A. Pucihar, M. Kljajić, P. Ravesteijn, J. Seitz, & R. Bons (Eds.), Bled 2018: Proceedings of the 31st Bled eConference. Digital Transformation: Meeting the Challenges (pp. 463-476). University of Maribor Press. https://doi.org/10.18690/978-961-286-170-4.32
8. Kravchenko, L., Bilyk, N., Onipko, V., Plachynda, T., & Zavitrenko, A. (2021). Professional Mobility of the Manager of a Secondary Education Institution as the Basis of His or Her Self-Development. *Revista Romaneasca pentru Educatie Multidimensionala*, *13*(1), 417-430. https://doi.org/10.18662/rrem/13.1/379
9. Kwok, A, Rios, A. R., Keese, J., Suárez, M., Worley, C., Patterson, M., Mitchell, D. & Huston, D. (2021). Match games: exploring the match between novice teachers and induction coaches. *Teachers and Teaching*, 27(1-4), 246-268. https://doi.org/10.1080/13540602.2021.1939003
10. Matsko, L. A., Pryshchak, M. D., Hodlevska, V. H. (2009). Fundamentals of psychology and pedagogy: a textbook for part-time students. Vinnytsia: Vinnytsia National Technical University.
11. Mitchell, D. E., Kwok, A. & Huston, D. (2020). Induction program structures as mediating factors for coach influence on novice teacher development. *Professional Development in Education*, 46(5), 812-832. https://doi.org/10.1080/19415257.2019.1643394
12. Mushynska, N. (2018). Means of future economists' professional self-development in the educational process of foreign language studying. *Economics. Ecology. Socium*, 2(3), 45-56. https://doi.org/10.31520/2616-7107/2018.2.3-5
13. Obukh, L. V. (2018). Coach technologies, trainings and master classes as components of music management in the socio-cultural space of Ukraine. *Worldscience,* 3(31), 6, 43-46.
14. Pankevich, H. (2018). Indicators determination of culture of professional interaction of future specialists in the socionic sphere. Modern tendencies in the pedagogical science of Ukraine and Israel: the way to integration. *Ariel, 9*, 168-174. Retrieved from dspace.pdpu.edu.ua/jspui/handle/123456789/11182

15. Paskal, O. (2018). Using opportunities of coaching technologies in professional self-development of future specialists of socionomics sphere. Modern tendencies in the pedagogical science of Ukraine and Israel: the way to integration. *Ariel, 9*, 175-184. https://doi.org/10.24195/2414-2218-8584-2018-9-175-182

16. Pavlova, V. V. (2020). Coach technology in adult education. Adult education in Ukraine and the world: materials of the International scientific-practical conference dedicated to the 155th anniversary of I. I. Mechnikov Odessa National University, the 60th anniversary of the Faculty of Romance and Germanic Philology and the 60th anniversary of the Department of Pedagogy (pp. 82-85). Odesa.

17. Savchenko, L. V., Vovk, E. V., & Pravdyuk, O. V. (2021). Formation of social initiative of students by means of coaching technology. *SHS Web of Conferences, 113,* 00102 https://doi.org/10.1051/shsconf/202111300102

18. Shvardak, M. (2021). Coaching Technology to Prepare Candidates for Leadership Roles in a Variety of Educational Settings. *Postmodern Openings*, *12*(1), 201-222. https://doi.org/10.18662/po/12.1/255

19. Spivak, Y., Omelchenko, S., Petrova, M. M., Kurinna, S., & Kurinnyi, I. (2021). Socio-Pedagogical Conditionsof Future Social Specialistst Training for Successful Professional Career. *International Journal of Higher Education*, *10*(4), 1-8. https://doi.org/10.5430/ijhe.v10n4p1

20. Suhrheinrich, J., & Chan, J. (2017). Exploring the Effect of Immediate Video Feedback on Coaching. *Journal of Special Education Technology*, *32*(1), 47-53. https://doi.org/10.1177/0162643416681163

21. Sushchenko, O. A., Trunina, I. M., Basyuk, D. I., & Pokolodna, M. M. (2019). Coaching as Education Technology on Electrical Engineering Education. *IEEE International Conference on Modern Electrical and Energy Systems (MEES)*, 23-25. https://doi.org/10.1109/MEES.2019.8896507

22. Sydorenko, V. V., Yermolenko, A. B., Lukiianchuk, A. M., Denysova, A. V., & Kharagirlo, V. Ye. (2020). Platform "Profosvita" as innovative educational and digital environment for specialists' professional development. *Educ. Form., Fortaleza, 5*(3), 1-17. https://doi.org/10.25053/redufor.v5i15set/dez.3097

23. Tursynay, I., Rymshash, T., Askar, I., Karas, K., &Azhar, K. (2021). Scientific comparative analysis of Professional Self-Development of future social pedagogue in Kazakhstan and abroad. *Cypriot Journal of Educational Science*, *16*(4), 1947-1955.

24. UNESCO. (1960). Convention against Discrimination in Education. Retrieved from http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html

25. UNESCO. (2000). The Dakar Framework for Action. Education for All: Meeting our Collective Commitments. Retrieved from https://sustainabledevelopment.un.org/content/documents/1681Dakar%20Framework%20for%20Action.pdf

26. United Nations. (1975). Declaration on the Rights of Disabled Persons. Retrieved from https://www.ohchr.org/en/professionalinterest/pages/rightsofdisabledpersons.aspx

27. United Nations. (1982). The World Programme of Action Concerning Disabled Persons. Retrieved from https://www.un.org/development/desa/disabilities/resources/world-programme-of-action-concerning-disabled-persons.html

28. United Nations. (1989). Convention on the Rights of the Child. Retrieved from https://www.ohchr.org/en/professionalinterest/pages/crc.aspx

29. United Nations. (1990). World Declaration on the Survival, Protection and Development of Children. Asia-Pacific Journal of Public Health, 4(2-3). Retrieved from https://journals.sagepub.com/doi/10.1177/101053959000400303

30. United Nations. (1993). The Standard Rules on the Equalization of Opportunities for Persons with Disabilities. Retrieved from https://www.ohchr.org/en/professionalinterest/pages/personswithdisabilities.aspx

31. United Nations. (2006). Convention on the Rights of Persons with Disabilities. Retrieved from https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

32. World Conference on Special Needs Education: Access and Quality. (1994). The Salamanca Statement and Frame work for Action on Special Needs Education. Retrieved from

https://www.right-to-education.org/resource/salamanca-statement-and-framework-action-special-needs-education

33. Yekimov, S., Getmanets, G., Miroshnik, L., Sosnina, T., Havrylenko, A., Vasylieva, N., … & Bondarenko, Z. (2020). Some problems of humanitarian training of future specialistsin pedagogical specialties using interactive technologies. *Journal of Physics: Conference Series*, *1691*, 012221 https://doi.org/10.1088/1742-6596/1691/1/012221

34. Zholdasbekov, A. A., Janzakova, M. A., Zholdasbekova, D. A., Sikhynbaeva, Z. S., & Zhumageldyeva, A. D. (2022). Formation of leadership competencies of future teachers usingcoaching technology. *Journal of Positive School Psychology*, *6*(1), 38-46.

Appendix A

Readiness of Socionomy Specialists for Professional Self-development Questionnaire

Item No.	Blocks/questions	Answers / Scores		
		1	2	3
Cognitive block				
1	Do you have enough professional knowledge to support families that have children with special needs?	Absolutely yes	Partially, I regularly replenish it	No, I am constantly engaged in self-education
2	What forms do you usually use to supplement your professional knowledge on supporting families that have children with special needs?	Through professional advanced training courses	Through professional courses, additional training programmes	I have a self-development plan, replenish knowledge through professional courses, trainings, webinars, workshops
3	What do you think is the goal of the specialist in supporting families that have children with special needs to expand his/her knowledge?	Improving the professional level	Acquisition of knowledge on social support in an inclusive environment	Professional self-development with further implementation of groundwork in professional activities
4	Do you analyse your professional knowledge for their compliance with professional challenges?	Yes, I partially analyse	Yes, I regularly analyse	Yes, I regularly analyse and I build the professional self-development programme on the basis of the analysis
5	Do the current challenges of inclusion affect your professional development?	They partially have	Yes, they encourage self-analysis of existing professional knowledge	Yes, they are motivators of professional development
Motivational block				
6	Do you try to make a personal contribution to solving current problems in your professional activities to support children with special needs?	Partially, I work according to job description in general	Yes, I have my own vision of solving current problems	Yes, I implement my own vision in solving current problems and tasks
7	Do you have a constant need for professional development when working in an inclusive environment?	Yes, I have in some respects	Yes, I need to constantly improve	Yes, I strive for constant self-improvement and implement my own self-development programme
8	In your opinion, does the effectiveness of your activity depend on motivation?	Partially depends	Yes, it depends	Yes, motivation is the basis of productive activity
9	Do you have an established value and objective attitude to the problems of families that have children with special needs?	Yes	Yes, I demonstrate this attitude in the course of professional activity	Yes, I am constantly working on adjusting my values and visions of inclusion issues

10	What is the main motive for your professional development and growth?	Work results	Work results and professional level	Work results, professional level, aspiration for continuous improvement
Activity block				
11	Do you have effective practices in supporting families that have children with special needs?	Yes	Yes, I have many positive examples	Yes, I can share positive practices in this area with colleagues
12	Are you working on testing or development of author's methods of work to support families that have children with special needs?	I work sporadically	I work regularly	I work regularly and I have positive examples
13	Is your professional competence adequate for supporting families that have children with special needs?	Yes	Insufficient, professional improvement is required	Insufficient, implementation of a well-considered self-development programme is required
14	How do you assess your work in supporting families that have children with special needs?	Work is quite effective	Work is effective, but needs constant improvement	The effectiveness of work depends on professional development
15	What is the most acceptable way of professional self-development for you?	Professional advanced training	Additional trainings, courses, webinars	Possibility of independent choice of ways of professional self-development taking in view of interests and challenges of professional activity
Reflective block				
16	Do you conduct a self-analysis of the effectiveness of supporting families that have children with special needs?	If necessary	Yes, sporadically	Yes, regularly
17	Can you share with colleagues your positive experience in supporting families that have children with special needs?	I can give some recommendations	Yes, I can give many examples	Yes, I can demonstrate a workshop
18	Which way do you prefer to share experiences with colleagues in supporting families that have children with special needs?	Collective discussion	Collective learning	Training, workshop, coaching
19	Do you take into account the vision of the target communities to solve the problems of families that have children with special needs?	Sporadically I take into account	I take into account in most cases	I always take into account
20	How do the target communities evaluate your supporting families that have children with special needs?	Positively in general	Positively in most cases	Only positively

Note. Levels of socionomy specialists' readiness for professional self-development: high — 18-20 points, sufficient — 14-17 points, low — 13 or less points.