

Vsevolod Zelenin

Mykhailo Dragomanov State University of Ukraine (Kyiv, Ukraine)

Coaching as a Means of Promoting Professional Self-Realisation of Teachers of Socionomic Disciplines at Ukrainian and European Universities

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ABSTRACT

The study's aim was to determine the elements that impact socio-economic discipline teachers' professional self-realisation and to formulate suggestions for enhancing teaching methods via coaching. A sample of 105 teachers from various Ukrainian universities was used in the methodology, and their professional self-realisation was evaluated using the PERMA-Profiler Measure, the Self-Actualisation Test, the Positive Mental Health Scale, the modified BBC Subjective Wellbeing Scale, and the technique for evaluating the plasticity of their personalities' worldviews. According to the study, coaching dramatically raises socionomic instructors' professional self-realisation while also improving their emotional health, professional competence, and job happiness. Significant gains were noted in teacher involvement, physical health, and interpersonal relationships. In addition to promoting resilience, coaching aids educators in adjusting to obstacles like digitalisation and AI integration, underscoring its importance in promoting ongoing professional development.

KEY WORDS

Professional development, coaching in higher education, professional self-realisation, teacher development, emotional intelligence

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About author

Vsevolod Zelenin [0009-0002-8957-7377] is a Professor, PhD at the Department of Psychology, Mykhailo Dragomanov State University of Ukraine, Kyiv, Ukraine.
Email: vsevolod.zeleninv@gmail.com

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