USING COACHING TECHNOLOGIES IN THE COURSE OF FORMATION OF FUTURE DOCTORS' OF PHILOSOPHY RESEARCH COMPETENCE IN THE CONDITIONS E-POSTGRADUATE STUDIES

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The quality of modern education is determined by the nature of innovative processes as defined by the features of innovations and innovative potential of the educational environment at the institutions of higher education.

Using coaching as pedagogical technologies offers new prospects in modern higher education for the fastest achievement of planned tasks through mobilization of internal potential of the coach and the student and development of the advanced strategy of obtaining results.

The article considers coaching as an innovative educational practice and technology in the course of formation of future doctors' of philosophy research competence. The deep analysis of scientific literature is done for the determination of the essence of concept "coaching" concept which scientists consider as an art, management style, means of support of personal development, educational technology, technology of scientific and methodological maintenance. The author's own understanding of the given definition from the position of development of future doctors' of philosophy research competence is presented.

The basic principles on which the technology of coaching is based are given. The efficiency of the use of coaching is proved for the course of training future doctors of philosophy in the conditions of postgraduate studies when they are studying the subject "Training of communicativeness and personal development".

The main technologies of coaching modified by the author which are used in the course of formation of future doctors' of philosophy research competence are analyzed.

The educational potential of coaching as a promising educational technology in the course of training tertiary students is determined. In practice it is proved that thanks to the technology of coaching the process of independent step-by-step realization of problematic educational and informative, educational and professional, and professional and personal situations is implemented. This technology promotes formation of students' research abilities, increases the level of professional and life self-determination of future specialists, their educational and professional self-realization.

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