

**PSYCHOLOGICAL FOUNDATIONS FOR DEVELOPING PROFESSIONAL
ANTHROPOLOGY AND COACHING COMPETENCE IN FUTURE TEACHERS**

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Abstract: This article analyzes the role and significance of professional anthropology and coaching competence in the process of professional formation of future teachers from a psychological perspective. The study highlights new requirements placed on the personal and professional development of teachers within the modern education system, the subjective position of the teacher's personality, reflexivity, empathy, and competencies oriented toward self-development. In addition, based on a professional-anthropological approach, the mechanisms for developing professional identification and coaching competence in future teachers are identified. The research findings contribute to improving psychological and pedagogical training in the preparation of teaching staff.

Keywords: professional anthropology, coaching competence, future teacher, professional identification, reflection, personal development, pedagogical competence.

Introduction

In the context of globalization and transformations in the education system, the requirements placed on the teacher's personality are changing significantly. Today, a teacher is not only a transmitter of knowledge but also appears as a subject who develops, guides, and supports the learner's personality. From this perspective, the development of professional anthropology and coaching competence in future teachers constitutes a relevant scientific and pedagogical problem. Professional anthropology makes it possible to study a teacher's professional activity in close connection with human essence, personal experience, values, and systems of meaning. Coaching competence, in turn, reflects the teacher's ability to establish subject–subject interaction with students, reveal their internal potential, and support their independent development. The purpose of the research is to identify and scientifically substantiate the psychological foundations for developing professional anthropology and coaching competence in future teachers.

Research objectives:

- to analyze the psychological and pedagogical content of the concept of professional anthropology;
- to identify the structural components of coaching competence;
- to determine the role of these competencies in the process of professional identification of future teachers;

- to substantiate the possibilities of introducing a coaching approach into teacher training.

Research Methods

The research employed methods of theoretical analysis, comparison, generalization, analysis of psychological and pedagogical literature, observation, and reflective analysis.

Main Part

Professional anthropology studies the teaching profession not merely as a functional activity but in harmony with the teacher's life experience, values, and spiritual position. The professional development of a future teacher is directly related to their system of personal meanings, attitude toward the profession, and level of self-awareness as a professional subject.

Within this approach, the teacher's professional activity is regarded as a source of personal development. This requires the development of such psychological qualities as reflexivity, empathy, and responsibility in the teacher.

Psychological Content of Coaching Competence

Coaching competence represents a set of professional abilities aimed at establishing effective communication with students, identifying their internal capacities, and fostering their development. This competence includes the following components:

- active listening;
- asking powerful questions;
- reflective analysis;
- motivational support;
- formation of personal responsibility.

The development of coaching competence in future teachers facilitates a shift away from authoritarian approaches toward a style based on cooperation and support in pedagogical activity.

Integration of Professional Anthropology and the Coaching Approach

A future teacher will possess the following qualities

A future teacher will possess the following qualities. The integration of a professional-anthropological approach and coaching competence contributes to strengthening the teacher's professional identification. In this process, the teacher perceives their profession as a personal life mission and acts as a responsible subject in the development of students.

They respect their own "SELF," independently find correct solutions to problems, develop immunity against virtual dependencies and self-protection mechanisms, align their action trajectories with real reality, and instill these qualities in others.

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trajectories with real reality, and instill these qualities in others.

The student identifies each child's individual characteristics (interests, aptitudes, abilities, talents), studies their social, physical, psychological, and spiritual orientation and suitability for a particular profession, and forms within themselves competence for purposeful career guidance.

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They acquire skills to form immunity in children against external negative influences and to make rational independent decisions in psychological, educational, and learning-related activities.

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They diagnose the balance between a child's professional interests and abilities, determine a development trajectory, and develop skills to coordinate the activities of educational subjects influencing growth dynamics.

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Incorrectly formed professional concepts, incorrectly chosen professions, insufficient professional abilities at work, inability to transform acquired knowledge into skills and competencies lead to an increase in professional stress in the future. In the future, (AI) begins to exert psychological influence on people, resulting in increased virtual dependency. Even psychologists are unable to cope.

We aim to develop a future teacher who can apply knowledge of professional anthropology and coaching in modern school practice and who works not only as a transmitter of knowledge but also as a guide, observer, mentor, and motivator in schools.

Conclusion

The research findings indicate that developing professional anthropology and coaching competence in future teachers is one of the key directions in the teacher training system. These competencies ensure the personal and professional maturity of teachers and enhance humanism and effectiveness in the educational process.

Systematic implementation of these approaches into pedagogical education contributes to the formation of a modern professional model of the teacher.

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