

COACHING (COACHING) PSYCHOLOGY AS AN IMPORTANT BRANCH OF APPLIED PSYCHOLOGY

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Abstract: In this article, the role of coaching psychology in Applied Psychology lies in the understanding of the identity of the individual, about the professional potential of the coach in the realization of goals and desires of envy, and, on this basis, about coaching technology and the fact that it serves as a powerful tool that contributes to the personal and communicative development of educators.

Keywords: coaching psychology, professional development of educators, technology integration, coaching, coaching.

Introduction: Migration psychology is a field that studies psychological processes aimed at self-development, achieving goals, improving quality of life, and solving various problems. This concept is often associated with motivation, self-awareness, personal growth, and increased work capacity. Coaching psychology entered Uzbekistan at the beginning of the 20th century as part of the field of applied psychology

The main principles of migration psychology include the following:

1. Personal goals: Every person has their own needs and aspirations. Migration helps to identify a person's inner motives and choose the path that corresponds to them.
2. Confidence and motivation: Through the activation of many people's internal resources, it is aimed at strengthening their confidence in their abilities.
3. Self-development: A person must overcome psychological barriers and acquire new skills in order to fully realize their potential.
4. Improving Communication and Relationships: In the process of migration, people learn to build effective relationships with others.

A coach or coach must possess a special level of psychological literacy in mastering the basic techniques of migration, knowing the motivation of changes in a person's behavior, because the coach must effectively use the art of asking questions while working with the client, the communication technique that helps solve personal problems. The role of the coach is to ask questions that shape what obstacles the client faces in achieving their goals and the solutions that suit them. There are various frameworks and techniques for this (most of them, by the way, can be used independently for self-coaching).

Coaches (coaches) also need to conduct motivational conversations, that is, help the individual find and use the necessary resources, develop a plan of action, and accordingly: plan and practical steps should be defined. The psychology of migration is a very effective tool for personal development, career success, or the exit from complex life situations. Coaching psychologists bring their understanding of how people think, feel, and behave into the context of coaching. This could be coaching to enhance well-being, career coaching,

9	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 15 Issue: 01 in January-2025 https://www.gejournal.net/index.php/IJSSIR
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coaching to lean, or coaching to develop new skills. They rely on their knowledge of people at work and use their coaching skills to help their clients achieve the desired results. For example, a deep understanding of the origins and causes of stress, its impact on well-being and performance, and how a person's performance is assessed in a evidence-based stress management program that helps the client improve their condition. We implement mentoring in three main areas of our professional activity: well-being, productivity, and efficiency. This can help the client develop new good habits, overcome barriers to empowerment, or adapt to a new level of leadership within the organization. We train people to overcome self-doubts during training, to overcome obstacles in life, to prepare for retirement, and to develop various and effective means of coping. This article highlights the importance of coaching-psychological counseling today. We know that today motivation plays a special role in people's work and daily activities. Sometimes a person finds himself in a difficult situation where he cannot find a way out of problems, and often he does not even realize the problem, but feels dissatisfied with life and a desire to change everything, but he does not know what and how to change. This article discusses how to help people based on the principles of mentorship, coaching, and psychological counseling.

Coaching psychology: Improving organizational leadership leads to scientifically sound techniques and models for professional and personal growth in leadership coaching practice. The authors use these tools to develop and refine the skills that customers need to hold senior positions in organizations and/or be more effective in them. This quick guide offers psychologists a comprehensive look at coaching psychology, from the initial contact with the client to the conclusion of the contract. It describes a set of tools used by coaching psychologists, including models for managing the process; an inventory of didactic exercises and other homework requiring self-reflection, video clips, magazines, and grades; as well as reviews of key stakeholders to identify a person's strengths (their platforms for achieving the best results as a leader) and recommended recommendations for areas requiring improvement.

The authors argue that the main tool that facilitates learning is the coach himself. There are also practical discussions about the results of research on the effectiveness of different coaching techniques, as well as how psychologists acquire the frequently challenging skills necessary to become effective coaching psychologists. Common ethical dilemmas such as how to handle multiple relationships, as well as evidence-based strategies for solving professional problems such as maintaining emotional stability, are considered.

Coaching psychology is a field of applied psychology that applies theories and concepts of psychology to coaching practice. Its goal is to enhance the effectiveness, self-awareness, achievements, and well-being of individuals, communities, and organizations through evidence-based methods and scientific research. Coaching psychology is influenced by theories from various fields of psychology, such as humanistic psychology, positive psychology, learning theory, and social psychology. Coaching psychology officially emerged as a psychological discipline in 2000 when the first course in Coaching Psychology was offered at the University of Sydney. Since then, research teams dedicated to coaching

psychology have been established, and peer-reviewed journals have published research on coaching psychology. Areas of application of coaching psychology include areas ranging from sports and education coaching to leadership and corporate coaching.

Coaching is a dialogue that is managed by a specially trained person (coach) and as a result, the client finds a way to achieve their goal. A more formal definition is given by the international coaching organization Icf: "coaching is a client collaboration that stimulates thought and creative processes that inspire clients to maximize their personal and professional potential." Any helpful practice cannot be called coaching - for this, you need to undergo training, master the necessary techniques, and receive a certificate. With the knowledge gained, the mentor helps the client achieve what they want. The coach's task is to help shape the goal, develop a plan for achieving it, and provide self-support as the client moves forward based on this plan. Coaching is typically conducted in a 50-60-minute face-to-face meeting. The topic of the conversation is determined by the client, as well as the regularity of the sessions. The number of meetings required to solve the problem can depend on many factors: the complexity of the request, the client's situation, their involvement in the process, and their willingness to implement the found solutions in life outside of mentoring. The coach can advise on some regularity or schedule, offer practice and practice between classes - but only the client decides which work formats are suitable for them. How a coach differs from a psychologist Coaching includes a multitude of helpful practices: psychotherapy, mentoring, time management, business consulting. A coach can apply techniques from a variety of approaches, but does not stop being a coach, as all of these tools are used to make the session more effective. It does not diagnose, offer its own solutions, evaluate, or teach. The client under coaching is seen as an agent and a capable individual with resources for change. Coaching works with negative goals rather than problems ("I don't want it" instead of "I want it"). The psychologist works more with the past to improve the client's current life (although this depends on the therapeutic school), while the coach works with the present to help change the future.

"When there are no internal resources, there is no need to consult a coach. When a person is just tired and close to being depressed, it is unlikely that they will set goals and move towards them. But in this case, a good coach sees that the client is no longer ready to work with setting goals, draws the client's attention to this, and helps determine which specialist to turn to instead of the coach.

How a mentor differs from a mentor A mentor is an experienced specialist, a specialist, or someone who has knowledge in the field in which they want to develop their mentor ("guardian"). Like a mentor, they agree with a specific goal, but their relationship in this pair is not equal. The mentor considers the task of his mentor "from above" (based on his experience or experience), so that he can offer his advice and opinions, intervene in the decision-making process, and generally "lead" the mentor more. Being a mentor usually doesn't require any special training (though, nevertheless, a mentor is also worth developing active listening, persuasion, and feedback skills). The mentor's task is to "generalize" the client by passing on their experience in the chosen field (professional,

personal, etc.). The coach's job is to help the client develop certain skills independently and gain their own experience.

Principles of Coaching Coaching was based on five principles. They were compiled by Milton Ericsson, one of the prominent American psychotherapists of the 20th century. They said, "We are the best." There are no right or wrong people. If we cannot understand ourselves or the other, it does not mean that there is something "unnatural" with one of us. You don't need to treat, fix, evaluate, or praise a client.

Everyone already has everything they need to achieve their goal. If we are striving for something, we have internal resources and abilities to achieve it. Therefore, in coaching, we learn from the position of "sufficiency" about our own capabilities and limitations: I can do anything I want, the question is how and what to do. We act with positive intentions. The purpose of any of our actions or actions of another person is something good for themselves (for example, not something bad for another). Coaching helps us see our true intentions after our actions. We act with positive intentions. The purpose of any of our actions or actions of another person is something good for themselves (for example, not something bad for another). Coaching helps us see our true intentions after our actions. People are constantly changing. This is an inevitable and uninterrupted process. The question is whether we change voluntarily, or whether someone or something else (other people or external conditions) determines our trajectory for us. We always make the best choice. At every moment, we make the best decisions available. Therefore, coaching situations do not come from the position of "I was wrong": the coach's job is to help the client understand why he did it, what conditions made this decision the best. The principles of Milton Ericsson were based on Marilyn Atkinson.

He has been involved in NLP and advised managers in large companies. At one point, he realized that people needed help not only with workers, but also with personal tasks. The principles of Milton Ericsson were based on Marilyn Atkinson. He has been involved in NLP and advised managers in large companies. At one point, he realized that people needed help not only with workers, but also with personal tasks. Thus, coaching emerged as a method of counseling.

The Three Conditions of Coaching Coaching work is based on several key principles: Trust. The client must trust the mentor, and the mentor must trust the client. The coach's job is to create a safe, invaluable, and reliable place where the client can deal with their difficulties and seek answers to their questions. Equality. Mentorship is an equal partnership that is not "leader" and "slave." Both the coach and the client are at the same hierarchical level - both adults who can make choices and be responsible for them. The coach should follow non-directive methods: that is, the client should not decide how to achieve their goals, not evaluate and not teach. The presence of a goal. Mentoring doesn't support abstract requests. This is a practical technique. Therefore, mentoring work is built around the client's goal, which must be clear, measurable, attainable, authentic, and within the client's control zone (Smart goal formation). You can come with a clear formula - the coach will help you create it in the first sessions. For example, a client may come to a mentor with

the following request: I want to make more money. First, the client describes the task more clearly, based on the coach's questions (for example, how much money he wants to earn, at what point, under his conditions, how real he is and is ready for it). As a result, the request sounds like this: I want to earn 50,000 rubles. After three months, in a row of aromatic candles per month. "In coaching, we often work according to a simple scheme proposed by Timothy Golvy: awareness - choice - responsibility." The coach's job is to help a person understand what they want to get started and what resources they have for that goal. The second step is to help the person choose how to act independently. The third step in achieving the set goal is to take responsibility for the choice made and what steps he takes to achieve this goal.

At this stage, the coach determines the client's goal. Here, it is important to understand exactly what the customer is trying to achieve (in the sense in which they are using it). Examples of questions include "what you want" or "why it matters to you." Truth (Truth). Here, the coach studies the current situation. Questions: "What are you doing in this direction now?" "What will affect your movement towards the goal." Options (possibilities) or objects (restrictions). At this stage, the coach, together with the client, revises the resources and implements a possible action strategy in the context of these resources. Here, questions such as "what is troubling you right now," "what can you do to achieve this goal," "who or what can help you," "how other people have achieved such goals," and "which option you want to try" are used. What to do or Will (intent). At this point, the client determines what they are willing to do to achieve the goal, answering questions such as "the first and easiest step is what you are willing to do," "when you do it," "how you will track progress," and "what may hinder you." In recent years, our country has also undergone significant changes in the field of psychology

Specifically, paragraph 9 of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated June 7, 2019, No. 472 "On Measures to Further Improve the System of Personnel Training in the Sphere of Psychology and Prevent Offenses in Society," defines the task of "including in the Classifier of Directions and Specialties of Higher Education, Based on Foreign Experience, Bachelor's and Master's Degrees, such as Social Psychology, Youth Psychology, Psychological Service, Activity Management, Family Counseling and The establishment of the Institute of Psychology is one of them. We believe that this industry will reach its peak in Uzbekistan in the coming years!

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13	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 15 Issue: 01 in January-2025 https://www.gejournal.net/index.php/IJSSIR
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