

INFORMAL LEARNING – AN OPPORTUNITY IN TRAINING EDUCATORS

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ABSTRACT:

It is known that the most effective learning is informal and accidental. Coaching provides an ideal opportunity to learn in school, in a non-conventional, in that time when the need to develop a new skill or knowledge becomes necessary. Compared to academic activities coaching is non-aggressive, because it is focused on behavior rather than on results. Coach leads the process so that students live experience to develop valuable skills for themselves, rather than to do something that was imposed by the curriculum.

In this paper we bring to the attention of teachers and students this form of active learning, coaching, for the purposes of acquisition of own experiences in competition with itself in the involvement in getting performance. The coach / coordinator "helps skills training" through a dynamic interaction with the client / student. He relies on the natural ability of self-actualization / customers personal development. The way the coach is mentoring involves exploring an opportunity or a problem with the learner, then he becomes able to develop new knowledge and skills through individual work on opportunities or problems.

Coaching is accompanying the client into finding his own solutions to the difficulties they have. Benefits capitalize that informal learning should come from at least two directions: on the one hand, lead to improved performance and personal development of future specialists in education, on the other hand, would be an indirect and long-term investment in children that these specialists will educate.

KEYWORDS: informal learning, personal development, performance improvement

1. COACHING AS A METHOD OF INFORMAL LEARNING IN SCHOOL

A new trend makes its presence felt today more than ever, awareness and personal development. "The new type of consciousness necessary to solve personal, professional, international and organizational problems is, I believe, self-awareness or self-knowledge, which is indirectly related to self-respect." (W. Schultz, apud. A. Hardingham, 2007, p 166). We consider that, in this context, an important role has the specialist in education on all training levels, role to support the development of people's capacity, to help them progress as you train for performance and real competition, competition with itself. Human development today is more and more like a marathon. This marathon requires

intensive training, and to sustained performance coach able to assess you and bring to light your resources.

The concept of coaching was born and made a career in sports. The mission of the coach is to optimally capitalize the potential of the athlete and to prepare him for competitions, so the athlete to give evidence of his skills and his mastery. But only in sports does a strong competition and the need for performance exists? But only athletes need a coach to assess in performance achievement? Managers, teachers and human resources specialists have the training they need to get the best mindset and develop the relevant skills necessary for performance and success? The questions are of course rhetorical, as long as coaching today is applicable in almost every sphere of life. "Today it retains those characteristics of his beginnings in the sport, namely the emphasis on action, achievement and mastery, measurable results and desire to be the best," says the masters of this personal development school, J. O. Connor, A. Lages (apud. A. Hardingham, 2007, p 43).

It speaks more often of a coaching culture, a culture in which people provide systematic coaching each other, they learn in real time at the job. Performant organizations are increasingly concerned about the potential development of employees, so the desire to make a profit and be competitive, and the desire to retain internal customers - employees, facilitating the ultimate coaching motivation, self-actualization. Since the 90's, coaching has become an increasingly important form of learning in the workplace as a way of developing the skills of employees. So, the coaching profession is based on the ability to accompany the client in training skills and relationships in order to maintain or optimize workplace performance.

In this paper we bring to the attention of teachers and students this form of active learning, coaching, for the purposes of acquisition of own experiences in competition with itself in the involvement in getting performance. The coach / coordinator "helps skills training" through a dynamic interaction with the client / student. He relies on the natural ability of self-actualization / customers personal development. The way the coach is mentoring involves exploring an opportunity or a problem with the learner, then he becomes able to develop new knowledge and skills through individual work on opportunities or problems.

It is known that the most effective learning is informal and accidental (Covey,1998). Coaching provides an ideal opportunity to learn in school, in a non-conventional, in that time when the need to develop a new skill or knowledge becomes necessary. Compared to academic activities coaching is non-aggressive, because it is focused on behavior rather than on results. Coach leads the process so that students live experience to develop valuable skills for themselves, rather than to do something that was imposed by the curriculum.

Whenever the teacher gives students positive feedback reinforcing desirable behavior, listen to their concerns, clears the working environment by

addressing issues of interest, says a student to solve a new task to develop skills, solve a problem or to gain confidence in it, it acts as a coach. Unfortunately, this role is rare in the teacher repertoire of roles. One reason could be that, often the teachers themselves would need empowering philosophy and coaching tools. Empower might be done during the initial training and during the training. The benefits would come from at least two directions: on the one hand, lead to improved performance and personal development of teachers, and on the other hand, would be an indirect investment and long-term prospective students that these teachers had will form.

The intention of this paper is to create an experiment built on a coaching program. The program is offered to master students. Here are the principles that are the foundation of the coaching program:

1. The purpose of education is to enable man to be himself, to become, to continually shape, in agreement with the principle of human dignity.
2. The student carries its own development of machine building and strengthening the ego, in agreement with the principle of potentiality.
3. Paradigm ego is the fundamental paradigm of efficiency (Covey, 1998). The power itself is the basis of competence and social competence specialist. This is the principle of paradigmatic change, generative.
4. Quality of life is determined by how you appreciate life. Your feelings are determined by how you appreciate and comment on what is happening inside around your inner dialogue quality principle.
5. Success means being in harmony with oneself and with the environment to achieve your goals, ecological principle.

We believe that this requires training to develop the following skills:

- * Self-awareness: observe yourself and recognize personal thoughts and emotions; understand the relationship between thoughts, emotions and behavior
- * Self-disclosure: cherish openness and confidence to show the group members on the basis that ensures confidentiality agreements discussed in group
- * Self-Acceptance: deciphering self-image - the strengths and weaknesses; see you in a positive light and to cultivate self-esteem, a positive self-image is beneficial
- * Personal liability: taking personal consequences of decisions and actions, accepting feelings and personal provisions, their suitability to the circumstances and for what purpose; enforced and full involvement in the undertaken tasks
- * Self-actualization: exploring new ways of adequacy and self-expression; setting realistic and environmental goals; identifying alternative actions, anticipate consequences, hiring full self-realization; Integrated Work itself, supple and adaptable / synergistic scheme itself, flexible and adaptable.

Coaching aims to increase the level of performance and learning ability of other people. Involves providing feedback, and using techniques such as motivation, effective use of questions and adapting management style conscious relative to the task he has to perform. "At the elementary level, coaching is a technique through practice becomes a skill and the devotion can become an art form, always an opportunity to learn." (J. Whitmore, apud. A. Hardingham, 2007, p XVII) . For A. Cardon "coaching is essentially an open-loop feed-forward, an exploratory indication to activate synapses necessary for desired activities, human interaction that enables unused resources, sustain motivation, inspiration, expand the frame of reference" (apud A. Hardingham, 227, p XVII).

As simply as this, coaching is accompanying the client into finding his own solutions to the difficulties he has. We can ask if a coach could be regarded as a duplicate of postmodern master, Socrates. Coach believes, as master, that he can assist a person in deciphering his own perceptions and ideas for discovering the truth / training skills that, can deliver ideas / skills, but he can not perform for the client. He strongly believes that the answers are inside of every human being, for which encourages the client to search inside him and to find their own answers (Landsberg, 2005).

2. PARADIGM TRAINING AND BENEFITS OF COACHING

Most of the difficulties faced by people are not professional, but personal. Skills that are important in relationships and in the exercise of a profession or in other areas of life are called in coaching "key qualifications". Often these skills are reflected in the key qualifications "high class", involving aspects of personality development such as: the ability to work in teams, creativity, theoretical thinking, independence, responsibility, joy of living / work. Key qualifications can be regarded as necessary to obtain performances. They can be categorized as follows: self-competence, social competence and professional competence.

Another important aspect of the paradigm of training, coaching refers to the process, not the content. When we find a way to decipher the process of what we do, identify motivational strategies and decision-making, often successfully, we can model whenever we need. When we plug conscience with them, how they work for us, we can optimize and thus influence all cases in the same way.

They say, "we teach the things we most need." As for coaching, it is based on customer support through a dynamic interaction to find his own solution. With customers that we assist in coaching, we involve those parts of us that we need to solve or the ones we've done and we can now give as an example. In the context of coaching is often more appropriate to find ways to increase his self-esteem and trust someone than to find the solution "correct". The most important benefits of coaching are:

- Support to discover what's best in you
- Access to your potential and your own creativity
- Successfully overcoming crisis situations
- Overcoming the obstacles that prevent you achieve your goals
- Increased self-competence
- Create the necessary inner state for optimum performance

All these benefits added to the portfolio of skills that each of us have, as an immediate consequence may increase personal and professional quality of life (Lowe, 1995). In conclusion, coaching means personal development even for experts in education. For some of us, this may even be a way to become ever better. Through this study we hope to awaken the interest in coaching both teachers and students, future professionals in human resources. Activity / coaching workshop can be regarded as an original replica for the formal academic system, frequently criticized either by the beneficiary or by the teachers themselves. Coaching can provide an opportunity to develop very important skills for success in life, and a genuine source of joy for both the coach and for its customers.

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