

# Application of Coaching Technique in Family Moral Education

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**Abstract:** *In the family moral education, timely use of coaching technology can help educators to carry out moral education activities effectively. To transform traditional family moral educators into effective coach educators, they need to set up the idea that the educatees are cultivable and have the possibility to change, and that an imperfect start is better than a perfect wait. In the teaching process, they always pay attention to the goal rather than the problem, and promote the educatees to explore themselves through dialogue and questioning rather than telling. Coach educators guide and help the educatees to make their own choice and change, and finally realize the goal of family moral education.*

**Keywords:** *Coaching technology; Family moral education; Moral education idea; Moral education mode*

## 1. Introduction

Coaching, also translated as "coaching" or "business coaching technology", is an effective management concept that emerged in Europe and the United States in the 19 80s. As an effective management tool, coaching is a collaborative partnership formed between the Coach and the Coachee in the deep personality of belief, values and vision. Through the continuous discovery, expansibility and empowerment dialogue of "digging, goal setting and clear action steps" between the coach and the coachee, the coachee is guided to find the problem and clarify the path to solve the problem. After decades of development, this technology focusing on the development of human potential has been applied to all fields of work and life, and began to penetrate into family moral education, such as the rise of career coach, parent coach, youth coach, consciousness teaching and training in recent years. The application of coaching technology to family moral education not only changes the traditional role orientation of the educator and the learner, parent-child relationship and a single and boring moral preaching mode in family moral education, but also this incentive and empowerment greatly stimulate the inner motivation of the educated to be good, so that family moral education can be carried out in an equal, friendly, independent and pleasant atmosphere.

## 2. The significance of the application of coaching technology to family moral education

As a component and important content of moral education in a broad sense, family moral education must conform to the trend of The Times, from closed to open, and return to the life world at the same time, so as to realize the humanism of moral education

And life orientation. The core of coaching technology is "people", which coincides with the educatee-centered moral education idea advocated by the current family moral education. In addition, as a comprehensive subject of psychology, pedagogy, management, brain science and other multidisciplinary knowledge, coaching technology makes family moral education return to the essence of education through dialogue and guidance. In addition, coaching technology also has a deeper understanding of the subject cognition of "people". Through the application of coaching technology to family moral education, we can re-examine family moral education with a new thinking concept, which has theoretical and practical significance for transforming traditional family moral education methods, reforming family moral thinking and improving the effect of family moral education.

### 2.1 Change the role orientation of educators and educatees in traditional family moral education

Indoctrination is an important method of traditional family moral education. Parents or other elderly people in the family assume the role of educator, while the target of traditional indoctrination is the role

of educator. Under the influence of long-term traditional education concepts and family concepts, the roles of educators and educatees in family moral education are relatively fixed. With the development of The Times and the continuous awakening of the subject consciousness of the educatees, the passive state of receiving education for a long time has been unable to meet the needs of the educatees for returning to the "subject" education.

In family moral education, parents or other elders in the family can promote the transformation<sup>[1]</sup> of the traditional role of educator into the role of supporter, guardian, companion and potential awakening by learning and applying coaching skills. The use of coaching techniques also enables a new type of partnership to be formed between the educator and the learner. This partnership is one of equality, mutual trust and mutual respect. There is no superior or subordinate relationship between the educator and the educatee, so that the subject status of the educatee can be highlighted. In family moral education, educators and educatees have the same goal of moral education, that is, to realize the ideological consciousness, values and actions of the educatees to develop in a positive direction. In this process, what the educator has to do is to use the coaching technology to guide and help the educatees towards the positive goal, so that the educatees can find the problem and implement the action to solve the problem.

### ***2.2 Change the way of thinking of educators and educatees in family moral education***

In traditional family moral education, no matter the method of teaching by example, indoctrination or mutual teaching, it is behind. It implies that the educator is "authority" and "subject" logic. This "authority" and "subject" thinking, once established, is difficult to change. The introduction of coaching technology into family moral education breaks the traditional mode of indoctrination thinking. The coach technology takes the educatee as the center and takes the goal or future as the direction of thinking, and the focus of attention and concern is concentrated on the moral education goal and future to be realized by the educatee. In family moral education, once the educator sets up the goal and future oriented thinking, he will firmly believe that the educated is unique, has good moral character and unlimited potential, and will use a positive attitude and behavior to carry out moral education. First of all, educators should establish clear goals of family moral education; Secondly, through effective dialogue with the educatees, the educatees should be guided to find questions and answers, inspire the educatees to see more opportunities and choices, and motivate the educatees to move towards the expected goal of family moral education, challenge themselves and realize themselves.

The application of coaching technology not only changes the traditional thinking of teaching in family moral education, but also changes the thinking of learning and growth of the educated. Under the guidance of the coaching technology, the educatees gradually develop a result-oriented or goal-oriented way of thinking, constantly strengthen learning and thinking<sup>[2]</sup> through the visual brain, maintain an optimistic attitude, and acquire the essence of family moral education in a pleasant dialogue atmosphere. In this way, not only can the educatees better adapt to the current family life and study, but also can make the educatees meet the long-term development in the future with a more confident attitude. Not only that, the coaching technology can also cultivate the innovative and creative thinking of the educatees. The implementation of teaching and training technology requires educators to act as the role of "coach", take the educatees as the center, and use more means such as listening, observation and encouragement to guide and support the educatees to discover the problems by themselves and achieve the expected goals through independent exploration and inquiry learning. In the process of finding and solving problems, independent inquiry learning exercises and cultivates the innovative thinking of the educatees.

### ***2.3 Change the teaching methods of educators in family moral education***

The application of coaching technology in family moral education also transforms the teaching methods of family moral education from traditional teaching style to modern coaching style communication. Through the study and application of coaching technology, educators promote the enrichment and development of family moral education. In order to realize the effect of moral education efficiently in family moral education, educators should pay special attention to the inner spiritual life of the educated. To adapt to and identify with the external knowledge and information of the educatees, the educatees can have internal resonance with the idea of family moral education in the individual subjective factors such as sensibility, emotion and personality. As a new way of family moral education, coaching communication is based on the partnership of mutual trust, equality and respect between educators and educatees. Through the two key processes of effective guidance by educators

and active acceptance by educatees, it finally realizes the two-way flow of moral education information.

#### ***2.4 It is conducive to the cultivation of independent and sound personality of socialist builders and successors***

As an important means of family moral education, teaching by example emphasizes that educators represented by family elders should play a leading role by example, infect, influence and educate. The core of this method is the behavior of the world. It can be said that the educators in family moral education also appear with the image of example, and the thoughts and behaviors of the educators will directly affect the thoughts and actions of the educated. In the family moral education, coach educators appear as guides, supporters and awaken ers. They pay attention to the subject status of the educatees, take the educatees as the center, and pay attention to the subject consciousness, emotion and concept of the educatees. In this process, the educatees will imperceptibly change their attitudes and ideas, which will greatly enhance the initiative, enthusiasm and acceptance of the educatees. Under the guidance of the positive thinking mode, it is not only conducive to cultivating the educatees' independent and sound personality, but also conducive to the educatees' deep comprehension and understanding of the ideological connotation of Marxism and the theoretical system of socialism with Chinese characteristics, which are internalized into the educatees' own ideological beliefs. Educatee from the initiative and positive attitude, learn and adapt to the family and society brought by the various opportunities and challenges, and then faster grow into a qualified socialist builders and reliable successors.

### **3. How to apply coaching technology to family moral education**

In essence, both coaching technology and family moral education ultimately aim to realize the transformation of "human" thinking, concept and behavior in a positive direction. Although the research on the concept of family moral education has made a great breakthrough, the implementation of the new concept of family moral education is still relatively lagging behind. In order to achieve efficient moral education effect, moral educators in families should keep pace with The Times and constantly change the concept of family moral education with advanced ideas. The coaching technique takes the goal or the future as the goal.

The oriented thinking concept breaks the bottleneck of the lagging implementation of the new concept of family moral education. The coaching technique integrates the theoretical knowledge of brain science, psychology, management, education and other disciplines. It takes "people" as the core, takes goals as the orientation, pays attention to the improvement of people's mental model, and emphasizes transformational thinking and positive thinking. Coaching technology and moral education put forward the values, the concept of the subject, the concept of method, the concept of benefit in essence of the same. <sup>[3]</sup> It can be said that it is imperative to re-examine and study family moral education by using coaching technology.

#### ***3.1 The initiative of people's consciousness is the premise of the application of coaching technology in family moral education***

The essence of coaching technology is a human-oriented dialogue technology. The key to enlighten and guide the educatees to find and solve problems through dialogue is that the educatees have the initiative of consciousness as an independent individual. Consciousness is a reflection of matter. Once it comes into being, it becomes a dynamic force. Once the educatee sets up the goal and future thinking oriented consciousness, his actions will be carried out purposefully under the guidance of the consciousness, so as to promote the autonomy to find the answer to the problem and realize the value of self. The goal-oriented coaching technique guides the educatee to draw a picture of the future, stimulates the inner motivation, and triggers the educatee to take the next action plan. This actually utilizes the purposeful and planning qualities of the conscious activity. Conscious activity also has subjective creativity, which can actively reprocess perceptual materials by using concepts, judgments, reasoning and other forms, and can create an ideal world by tracing back to the past and predicting the future. The future-oriented thinking of coaching technology is based on the initiative principle of human subjective consciousness. In addition, consciousness can transform the external objective world through practice. Under the guidance of the coach's thinking, the concept of family moral education can be transformed into the inner and outer expression of the educatees through

practice, so as to realize the purpose of family moral education. It can be said that the initiative of human consciousness makes it possible to apply coaching technology to family moral education.

### ***3.2 Emphasis on cognitive clarification is the basis of the application of coaching technology in family moral education***

Subjective consciousness effect is a kind of psychological effect widely existing in human daily life. In other words, any expression of human will have an element of subjective consciousness. When anyone receives external information, he will add his subjective conscious judgment, that is, every external information will be distorted by our values, understanding, experience, emotions, etc., so as to get a conclusion that is fully "deduced" by the mind. These deductive information or conclusions with subjective colors inevitably lead to decision-making errors or execution difficulties or communication barriers or interpersonal conflicts. In the process of moral education at home, the subjective consciousness effect of educators and students will also lead to the vagueness of moral education goals, resulting in unsatisfactory moral education results. The core of coaching technology is to help the educatees reduce or eliminate deductive elements as much as possible, so as to show the real facts, and inspire the educatees to see the truth and the real objective world, so as to break the internal framework restricting the educatees, help the educatees to find the key points to solve the problem, and guide the educatees to break through and change. Finally find the steps to solve the problem and improve the mental model of the educated. In the family moral education, we can clarify the incorrect moral education cognition of the educatees through the coaching dialogue, and then help the educatees to clarify the positive goals, which will provide the basis for them to find out their shortcomings, solve problems and realize their self-value.

### ***3.3 Human's three-layer brain system makes the application of coach technology in family moral education a reality***

The three-layer brain theory was put forward by the famous American neurophysiologist McLean. Human beings, as advanced primates, have formed a three-layer brain system of instinct brain, emotional brain and visual brain in the long evolution. The three-layer brain system is in charge of every behavior choice, and they interact with each other to ensure the continuous development and progress of human beings. According to the three-layer brain theory, people choose from a holistic perspective and make choices based on the consideration of the whole. In other words, each person always makes the best choice for the moment according to his or her internal processing ability. Based on this understanding, the coaching technique works.

It is to inspire and guide the educatees to self-recognize, find problems and solve problems independently. In this process, the educator does not make any decision for the educatees, but based on the subjectivity of the educatees, fully believe and respect the rationality of the status quo of the educatees, fully understand that the problem is only the status quo, fully believe that the educatees have the necessary resources needed, and behind each behavior there are positive motives to support the educatees to make the most reasonable choice at the moment. Finally, the goal of family moral education is realized through the self-education of the educatees.

## **4. The construction of family moral education model based on coaching technology**

In recent years, the idea of experiential moral education has received much attention. Figure 1 Experiential moral education emphasizes the integration of "experience" into moral education activities, advocates equal dialogue, communication and understanding between educators and educatees, and emphasizes the moral experience of educatees. The application of coaching technology to family moral education requires educators to help educatees clarify their own goals by setting certain moral education situations, and constantly inspire and guide educatees to constantly reflect along the goals through dialogue, find problems and deficiencies, take the initiative to carry out independent moral construction, and finally realize self-education, self-management and self-development and self-value. In the practice of family moral education, coach educators can make the educatees open their hearts and take the initiative to present or expose the information or problems related to the theme of family moral education by establishing an affinity relationship<sup>[4]</sup> with each other.

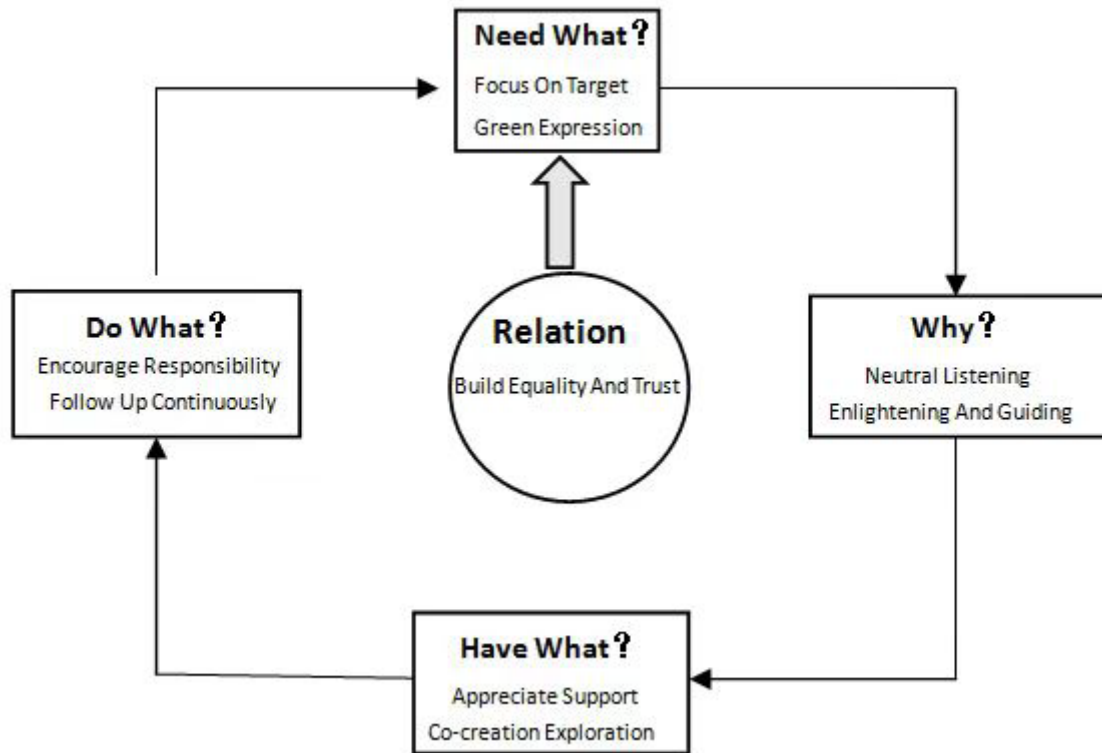


Figure 1: The model of family moral education based on coaching technology

#### 4.1 Build equality and trust

Effective coach-based family moral educators should focus on establishing relationships and implement coaching techniques by establishing equal and trusting relationships with educatees. In family moral education, the establishment of good coach relationship is the premise and foundation to ensure the effect of coach. The relationship of equality and trust between educators and educatees is also the first principle of mutual communication and dialogue. Comparatively speaking, there is a more significant positive correlation between the quality of the coaching relationship and the coaching effect. The strong coaching technique establishes and strengthens the coaching relationship through "empathy", that is, the educator recognizes and supports the educatee's viewpoint, position and attitude through body language, speech tone and intonation. At the same time, it emphasizes that educators should take the educatees as the most important person in their lives during the dialogue, and listen to and support the growth of the educatees with all their feelings. In the process of dialogue and communication with the educated, the educator should pay more attention to the eyes, listen to the ears, and cooperate with the body language to achieve full emotional knowledge. In this process, the educatee will also feel that the educator's attention, understanding and respect. In this way, the relationship of trust between the educator and the educatee will soon be established. <sup>[5]</sup>Of course, for different educatees, educators can teach the educatees to use "dark and light sunglasses". Technology to adjust the mentality, help and guide the educatees to change the perspective to observe and look at the present and past people or things.

#### 4.2 Focus on target ,green expression , and clarify what the educatees "need what"

After the establishment of a good coaching relationship, the next step is to help the educatee identify the goal quickly. As a tool, the core of the methodology of coaching technology is goal and result oriented. <sup>[6]</sup>Through goal orientation, the conscious and unconscious resources of the educated are mobilized, so as to stimulate the inner motivation and promote the process of self-education and self-management. In the family moral education, we can inspire and guide the educatees to clarify their goals by clarifying what they want. Good goals should not only conform to the "SMART principle", namely clear, quantifiable, achievable, related and time-limited five principles, but also point to the present and future of the educatees, pointing to positive and positive aspirations. The goal of moral education should come from the actual needs of the educatees, and the educator should help the

educatees see the positive changes brought about by the realization of the goal. At this stage, the important purpose of educators is to lead the educatees to conduct in-depth thinking and actions guided by the goal value of family moral education. In the dialogue and communication, the educator should guide the educatees to constantly think about which aspect is most likely to maximize the goal value of moral education by taking a step forward. In addition, in the process of guiding educatees to clarify moral education goals, educators should also teach educatees to make good use of green expressions instead of red statements, that is, to replace negative and positive language with positive language, so as to improve the energy state of the educatees and change the framework of the educatees' perception of the world.

#### ***4.3 Neutral listening, enlightening and guiding, to awaken the "why" of the educatees***

The purpose of dialogue communication is to use some channel so that the two sides of dialogue can connect with each other. Effective communication means that the other party responds and the other party understands the other party's real intention. In order to awaken the true mind of the educated person, the educated person must learn and understand neutral listening. The core of effective communication is to establish a harmonious atmosphere between the two sides of the dialogue, and the educator brings deep feelings to the educated trust, and listen with curiosity, openness, and acceptance throughout the process, waiting for the educator to think and pause when necessary. In family moral education, coaching communication requires educators to master the three R rules of deep listening, namely, acceptance, reaction and confirmation. First of all, educators should put aside their own inherent ideas and judgments, and wholeheartedly understand the educatees; Secondly, coach educator use linguistic and non- linguistic elements to respond to the educates in a timely manner, so that they can fully feel that the educates are listening; Finally, the educator should timely show the educatee that he has or is understanding the educatee's meaning, and generate emotional or cognitive resonance with the educatee.

#### ***4.4 Appreciate support, co-creation exploration, and explore what the educatees "have what"***

Appreciation, support and co-creation of exploration from educators are conducive to helping educatees tap sources of resources and find more paths conducive to problem solving. Practice shows that knowledge level and experience, mental level, appropriate motivation, thinking mode, personality characteristics, mentality and different perspectives on problems all have an impact on problem solving. For the educatees, the knowledge level and experience, mental and intellectual level, thinking mode and personality characteristics contribute to stability and can be effectively improved by the educator through coaching technology is to help the educatees establish proper motivation, maintain a good mood and mentality, and learn to look at problems from a multi-dimensional perspective through appreciation and support.

Emotion is the manifestation of feelings. Although there is no good or bad emotion, educators should teach the educatees to be the master of emotions and transform emotions into energy. In order to maintain a calm state of mind, the educatee must change from the complainer to the undertaker, from the attribution of "he is wrong" to "I want" to take responsibility, so that the complainer can become a self-undertaker. In the family moral education, it is important to guide the educatees to change themselves, so that the energy generated by emotions can nourish the educatees' self-growth. From the perspective of appreciation and support, the educator can help the educatee to maintain a good mood through EQ five-step method, that is, identifying emotion, accepting the educatee, expressing passion, affirming motivation, planning intervention and promoting feedback; By looking at the four perspectives of the problem, namely, strengths, stakeholders, support system, timeline, and the "empowerment grid", educators can help them tap resources.

#### ***4.5 Encourage responsibility, follow up continuously, and support the educatees to "do what"***

In family moral education, there may be many reasons why the educated do not take action or change. It may be that the target is too difficult, and the educatees have a fear of difficulty; Or there are too many target tasks, and the educatees have not done a good job in the priority order of handling; Or the educated choose to give up through self-assessment, fearing failure; Or the educated did not make good use of the surrounding resources; Or the educated did not find the key action to achieve the goal. To change this situation, educators need to encourage students to take responsibility for the realization of their dreams and goals, and through continuous follow-up, support students to take action. Fogg

behavior model shows that the reason why a person's behavior can occur requires the actor to hold the motivation of the behavior and the ability to carry out the behavior, so as to produce the established behavior when it is triggered. Based on the Fogg action model, educators should guide the educatees to find what they want to do most, try to implement it with the smallest actions and simple behaviors, and constantly give the educatees positive emotions and positive feedback in the process, and make full use of time, money, physical strength, brain, daily and other resources to improve action motivation. The steps of behavior design are divided into selection, design and implementation. In the selection process, educators should guide the educatees to clarify their personal wishes, explore behavioral options and match specific behaviors for themselves. In the design process, educators should guide the educatees to start with small habits and find the "right" tips; In the implementation of the joint, the educator should timely educate or guide the educated to celebrate success, so as to further remove obstacles for further repetition and expansion. In addition, educators can also use the "confidence equation", "decision balance wheel", "four quadrants" and other tools to help educators conduct efficient action management.

## 5. Conclusion

In family moral education, by asking a series of questions such as "what", "why", "what" and "what to do", the educator can help the educatee to clarify and focus on the goal, and then help the educatee to explore the available resources, mobilize the inner positivity and stimulate the potential, so that the educatee can solve the problem in the best state, achieve the goal and complete the mental model.

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