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PEDAGOGICAL FACILITATION BASICS IN THE MODERN EDUCATIONAL PROCESS

Аннотация: В статье рассмотрена сущность понятий «фасилитация», «фасилитатор», «фасилитативная педагогика». Обозначены как отечественный, так и западный подходы к изучению фасилитации в обучении. Объясняется дифференциация между фасилитатором и модератором. Перечислены цели и задачи фасилитации. Выделены основные личностные качества педагога-фасилитатора. Определены наиболее актуальные методы и приемы для реализации фасилитативного подхода в обучении. Поэтапно представлена технология фасилитации.

Ключевые слова: фасилитация, фасилитатор, фасилитативный метод, виды фасилитации, фасилитативные способности, педагог, учитель, знания.

Abstract: the article deals with the essence of the concepts «facilitation», «facilitator», «facilitation pedagogy». Western and Russian approaches to the study of facilitation in training are indicated. The difference between the facilitator and moderator is explained. The aim and objectives of facilitation are listed. The main

personal qualities of a teacher-facilitator are highlighted. The most relevant methods and techniques for implementing the facilitation approach in training are identified. Facilitation technology is presented in stages.

Key words: facilitation, facilitator, facilitation method, types of facilitation, facilitation abilities, teacher, teacher, knowledge.

Social, economical, political and educational changes taking place in modern society have led to an obvious need for teachers with a clearly formed facilitating orientation and revealed their objective lack in higher education institutions of the Russian Federation. The growing social need for teacher facilitators is indicated in the works of many well-known domestic and foreign scientists. And facilitation by most scientists is designated as one of the leading, significant competencies of a modern teacher. It is obvious that the progressive pedagogical community is shifting its attention from teaching to teaching. It becomes relevant to consider teaching not as a transfer of knowledge, but as a facilitation of the processes of conscious, rational, motivated teaching.

So the definition of the concept essence «facilitation», «teacher-facilitator», «facilitative orientation», the main functions of facilitator in the learning process, the rationale for the method of forming facilitative orientation of teachers, the study facilitative technology was reflected in the works of E.E. Alimova, V.A. Bukhvalova, R.S. Dimukhametova, E.J. Komarov, D.V. Kuznetsov, V.A. Levina, O.V. Pushkina, L.I. Timonina. In coordination with Russian scientists, foreign authors worked on the consideration of these scientific aspects: S. Azar, P. Anderson, A. Valu, S. West, M. Johnson, A.-S. Taylor. So, it was the foreign researcher K. Rogers became the founder of the «facilitation» concept.

It is necessary to consider the essence of the concept of «facilitation» in the interpretation of Russian and foreign authors as part of the research. Thus, in Russian pedagogy, facilitation is the process of referring to the personal experience of each student, followed by mutual enrichment of the students experience participating in the group, obvious support for student activity, mandatory combination of practice

and theory, simplification and facilitation of perception and assimilation of new information [1].

It is also interesting to define facilitation as a clear process of organizing students discussion activities, their activation through competent, guiding and leading questions and summing up to the discovery of a new one. Thus, new knowledge is not presented by the teacher himself, but comes from the students themselves. Foreign authors hold a similar point of view, interpreting the concept of «facilitation» in the same way and understanding it as a kind of productive cooperation of all group members, when they can all act naturally, accept other participants in the General discussion and also count on their mutual acceptance of their ideas, be able to defend their point of view and research position through a tolerant dialogue.

The method of «facilitation» is widely used in scientific and pedagogical areas. Etymological analysis of the word itself showed that it is a loan from the English language. It comes from the English verb «to facilitate» and is translated into Russian with the meaning to facilitate, to promote, to help. This meaning is actually embedded in the facilitation method, under which the modern progressive public understands a specific learning process, in which the central component of the process is assigned to the independent, personal development of new information and new knowledge by students as a result of comfortable effective group work in a certain established mode «here and now». Facilitating the interaction of students within the group is one of the main tasks of the teacher when implementing the facilitation method in the learning process.

Facilitation is aimed at speeding up the processes of thinking and awareness, it allows you to stimulate the overall group dynamics and guide the discussion process in the right scientific direction, and also encourages the rapid exchange of necessary information among the group. The goal of facilitation seems quite clear. This is the search for and finding the right method that allows students to work effectively. All actions are aimed at organizing productive group work, which will allow students to realize their full potential in a useful interaction. Thanks to this interaction, students ' potential abilities are recognized and developed, personal motivation to learn, and

achieve goals and objectives is formed, as well as the communicative, emotional, and behavioral ways of the individual socialization.

K. Rogers identified the facilitator's goal as «the effective exchange of various opinions among all the group members» [4]. He stated the main personal qualities of the teacher-facilitator: tolerance, assertiveness, attractiveness. According to the scientist, it is due to the listed personal qualities of a teacher-facilitator that it is possible to create suitable conditions for facilitating teaching and personal development and improvement.

The facilitator, as an integral participant in the educational process, in addition to personal qualities, must have a certain number of special abilities. Thus, facilitating abilities were designated by S. L. Bratchenko, who understood them as a unique opportunity for a teacher to provide assistance and support in the process of formation and growth of students, in the delicate ability to get along with others. Among them, S. L. Bratchenko singled out: the art of respect, the art of contract, the art of help and support, the art of understanding (rational understanding, empathy, intuition), the art of being yourself [2].

In the scientific environment, it is customary to clearly differentiate the concepts of facilitation and moderation. As practice shows the facilitator does not have to initially think through and plan the structure of future interaction of students. In this case, the facilitator is more responsive to the current discussion. The facilitator can do this in the following way: quickly respond to the students` opinions, limit or increase the time of students' speech, raise problematic questions, maintain the emotional mood of students necessary for work, i.e. create a comfortable microclimate within the working group, create a special atmosphere of psychological support, and push for consolidated decisions. Thus, the facilitator is more focused on their own communication skills and working with the student group. A moderator is someone who is a user on public network resources and has more regulated rights than an administrator, but has broader legal responsibilities and functions than regular users. Unlike administrators, it most often monitors compliance with resource rules in specific topics or sections of a network resource. The task of the moderator, as a

certain mediator or arbitrator, is fundamentally different. He is responsible for creating a scenario for the moderation process, taking into account and using various professional techniques, techniques, and methods that help students in the group to come to a single solution and one clearly formulated plan.

The need for facilitation is obvious in the following cases when:

- 1) students get into a difficult situation, facing an obstacle or hindrance in solving the issue;
- 2) students are faced with an unfamiliar action;
- 3) students are faced with a situation in which they are not comfortable psychologically;
- 4) there is a certain barrier in joint work and solving joint tasks;
- 5) there is an expected pedagogical result [3].

It is important to consider the structural components of facilitation technology, represented by a number of interrelated stages. At the first stage, there is a clarification and specification of the clear relevance of the issue under consideration. Next, the second stage is the initiation and creation of possible new alternative solutions. At the third stage, the facilitation technology evaluates the decisions made. Then the best one is selected from them. It should be noted that in some cases there may be several selected solutions. The next stage is called the key stage by a number of scientists, since it coordinates the plan of subsequent actions according to a certain approved scheme. In this scheme, the designated point plan formulated his objective, clearly defined the beginning and end of the work identified is required to work the resources responsible for execution. It is also discussed how long all actions are carried out according to the planned plan. At the end, the results are evaluated. The group members have a unique opportunity to enjoy simple, independent learning of new information, using the intellectual, mental, and creative potential of the entire group. It should also be noted that for the effectiveness of facilitation, the teacher needs to know a variety of methods and techniques, of which the most popular are:

- discussion (panel and Socratic discussions, podium discussion, round table, debate, forum, Symposium, «Take a stand» method, aquarium, etc);

- gaming (dramatization, business and role-playing game, court);
- methods of organizing students' mental activity (training in pairs, press conference, brainstorming, mindsharing, decision tree, Delphi method, reading with notes, world cafe, unfinished sentence, interactive lecture);
- methods of organizing artistic activities (keyword method, method of design issues, project method, situation of success, the method of «if...», the method of comparison of versions, the method getting used, the method of advancing trust, the method of symbolic vision, the method of semantic associations;
- reflection methods (five fingers method, sentence cake method, reflexive screen, keyword, plus-minus-interesting, telegram method, coordinates method, «letter to yourself» method, expert Commission, opinion basket, compliment method, backpack, steps, feedback sheet, forecasting method, mood barometer method).

Modern scientists have identified several types of facilitation. The study of the classifications of facilitation types described by researchers suggests that there is no consensus among scientists in this aspect and that there are obvious prospects for further research in this area. Of interest is the classification based on the principle of division into basic and developing. Both the first and second are widely used in pedagogical practice in modern training of students. In basic facilitation, it is the facilitator who manages the entire process, voicing the most productive work options to students. The opposite situation occurs when developing facilitation, when group members independently manage the discussion process, exchange opinions and independently come to the choice of the right solution, while the facilitator is assigned a corrective role, the role of an adviser on how to solve the problem easier and more correctly.

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