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## **THE VALUE OF FACILITATION AND THE MAIN METHODS OF ITS IMPLEMENTATION**

**Аннотация:** В статье рассмотрена сущность понятия «фасилитация». Обозначена ее роль в разных областях. Определены функции фасилитации. Перечислены ее основные особенности. Описаны основные этапы фасилитации и ее технология в целом. В статье приводятся компетенции, которые формируются при фасилитации. Изучены основные фасилитативные методы. Представлена основная модель реализации фасилитативного метода «Аквариум».

**Ключевые слова:** фасилитация, фасилитатор, функции фасилитации, этапы фасилитации, фасилитативные методы.

**Abstract:** the article deals with the the essence of the concept of “facilitation”. Its role in various fields is outlined. The facilitation functions are defined. Its main features are listed. The main stages of facilitation and its technology in General are described. The article describes the competencies that are formed during facilitation.

The main facilitation methods are studied. The main model of implementation of the “Aquarium” facilitation method is presented.

**Key words:** facilitation, facilitator, facilitation functions, stages of facilitation, facilitative methods.

The new paradigm of education puts forward the main requirements for the implementation of the educational process. Personal development education comes to the fore in which the interaction between the teacher and the student is built on the basis of subject-subject relations. The humanistic concept learning ideas which is centered on the person himself is becoming increasingly popular in pedagogical theory and practice. Facilitation of the learning process becomes a priority.

The ideas of humanistic education are reflected in the works of such authors as A. Asmolov, D. Gordon, A. Zaporozhets, D. Leontiev, A. Paukova and foreign ones - J. Miller, K. Pritscher, K. Rogers [3].

Considering the keyword of the article “facilitation”, it should be noted that it came to the Russian language from the English language, from the English verb “to facilitate” with the translation to facilitate. Under facilitation, most scientists, both Russian and foreign, understand the deliberate actions of the facilitator, i.e., the one who organizes the group’s work for reproductive work and achieving the goal. These are special actions aimed at organizing group work.

Facilitation is a multi-faceted concept that is viewed in different aspects. For example it is understood as:

1. A special instrument to stimulate the exchange of necessary information within the team or group.
2. It is a tool that allows you to speed up the processes of awareness.
3. This is a tool that allows the facilitator to direct an organized discussion back on track.

From the point of view of socialization, facilitation is also important. Because it can be used to encourage group members to perform well-known tasks and solve simple questions in the presence of other people better and faster.

In terms of understanding facilitation in education, it can be noted that this is a joint productive interaction that allows all participants in this interaction to comfortably and naturally build a dialogue within the group, counting on mutual understanding, acceptance, and tolerance. In the educational process, facilitation performs a number of necessary functions:

1. Allows to reach a specific goal, complete tasks.
2. Allows a group member to demonstrate the value of their thoughts and their significance and usefulness.
3. Realize previously unspent professional and creative potential in effective joint work.

A specific feature of facilitation in education is the fact that new knowledge, new information is not provided by the teacher facilitator, and students themselves come to it. Here the facilitator teacher only encourages the students` thoughts and orients them in the right direction. Getting the opportunity for self-realization, students satisfy their cognitive and creative needs.

An obvious important function of facilitation is that it orients, directs and promotes the exchange of information within the group, allows you to identify the diversity of different points of view of all its participants, refers to the personal experience of all participants, both negative and positive, affects the activation of participants in joint interaction, enriches them with new experience, facilitates assimilation, perception, acceptance, mutual understanding of all participants. Helps to develop and solve problems of increased importance and complexity.

The next function of facilitation is to remove communication barriers among its participants. In some cases, this problem can be solved by using communication games, i.e. games aimed at developing participants` ability to communicate, develop the ability to cooperate and interact in various situations. Facilitation participants should be able to build good interpersonal relationships and have broad social connections. In this case, the facilitator must create all the conditions for the discussion to be attended by absolutely all group members [2].

Pay attention to the fact that with the help of facilitation each team member has an opportunity to reveal his real personality as an object of facilitation is not only the group as a whole and each participant.

However, this requires that the facilitator had mastered the technique of facilitation, clearly and correctly performed its basic principles (the principle of reliance on internal personal resources (student and teacher); the principle of subject's activity; the principle of emotional balance; the principle of integration; principle of multigroups; the principle of self-presentation; the principle of shared responsibility), to undertake a process of facilitation on the basis of professional skills, the most consistent with his role, took into account the special characteristics and qualities of those with whom he interacts in facilitation. It is also important to follow all stages of facilitation and form the role structure of the group. Thus, the obvious goal of the facilitator is to prepare such conditions in which the group will work as efficiently as possible, clearly following the set rules, distribution of roles and the plan for organizing the work space.

Facilitation is able to form the following competencies:

1. Leadership – where the facilitator acts as a prompter and organizer.
2. Foresight – when the facilitator thinks through the stages, specifies them, and offers a General scenario for achieving the set goals. Among the stages of interaction on a facilitation basis, we will designate the following: opening to interaction, variable interaction, and integrating support. At the first stage, communication blocks are removed; confidence and positive self-perception are developed. At the second stage, there is a choice and orientation among a variety of alternative solutions. If students are active in the implementation of this stage, they acquire the skills of subject activity. In other words, there is a certain modeling and development of individual ways of meaningful, according to the situation, conditioned response to the tasks set by the facilitator. At the third and final stage, students reveal their creative abilities and show their intellectual and behavioral individuality while maintaining the experience of independent activity.

3. The cooperativity. It is understood as the involvement of interaction participants in various methods that contribute to their activation, support of a working and productive atmosphere in the group.

Currently, in pedagogical practice, both at school and in higher educational institutions of the country, facilitation methods are widely used and successfully practiced, which make the learning process interesting, exciting, effective, and most importantly built on a subject-to-subject relationship [1].

Subjectivity is understood as a human trait that manifests itself in his behavior and performance of tasks and allows us to perceive a person not just as a passive performer, but as interested in his role as a “screenwriter” and “Director”. For the subject activity of students, it is necessary to have various alternative options for solving the tasks set, and it is necessary to be able to test the results obtained. As a result, the trainee gets a new experience of solutions. A positive experience is gained only if there is obvious support from the group and from the teacher facilitator.

As part of the research, it is important to name the most popular methods in the practice of teachers of facilitators. So they include: the “aquarium” method, the “alive” method, the “this time next year” method, the “dramatization” method, the “Take a stand” method, the “Basket of ideas/ opinions” method, the “Round table” method, the “Mental maps” method, the “World café” method, the “Brainstorming” method, the “training in pairs” method, the “Plus, minus –interesting” method, the “Podium-discussion” method, the “Five fingers” method, the “Blooming Lotus” method, the “reflexive screen”, Method “collecting opinions/ ideas using moderation cards”, method of removing labels, method of symbolic vision “Speech in drawings”, The “Walt Disney Strategy” method, the “Trial” method, the “Cycle-diagnosis-intervention” method, the “Six hats of thinking” method, the “Me We Us” method.

We will reveal the essence and main idea of such a facilitation method as “Aquarium”. So the “Aquarium” method has a special facilitation technology. The method allows you to work out new information through emotion. As a result of using this method, students form a positive experience for its implementation in future activities. Students also acquire the skills of discussion, are not afraid to voice

their own point of view, and learn to listen and hear the opinions of others. There is a formation of skills of culture of tolerant attitude of participants of facilitation to each other. Thanks to the “Aquarium” facilitation method, students can correctly and easily argue their point of view in a convincing way, and actually defend it logically. In addition, this way they develop communication skills.

It can be noted that this method is a special performance, a whole performance. It has special roles: observer, critic, expert, analyst. The facilitator selects several trainees for the role of actors. The audience forms a circle, and the actors are inside it. For example, if a foreign language lesson is supposed to study a topic (“Feelings and emotions”), then it is advisable for students to play an aquarium scene—a dialogue. The task of actors is to reliably betray the feelings and the main characteristic features of their characters. Everyone else has a different task. They must understand the full range of feelings that the actors in the center of the circle are trying to convey to them. Observers may not always agree with what is said and shown. The outer circle can make some notes in their notebooks as the actors complete their task. The facilitator may also ask each observer to complete a number of tasks at his discretion. At the same time, it will focus on the individual characteristics of each group member and on specific training goals. The facilitator is included in an external group whose tasks are to observe, discuss, and complete the question. Further events can develop in two scenarios. In the first case, the participant from the external group speaks out, analyzing what is happening, periodically interrupting the performance of the internal group. At the same time, the add-on must stand next to the student whose point of view or statement he wants to add. In the second case, the facilitator expects a logical pause in the dialogue or monologue of internal participants. The facilitator indicates the time for the beginning of the “debate” of the outer circle, which should have time to make enough notes in notebooks and make personal comments by this time. Then the internal group resumes its work. Depending on the specific goals of the lesson, group members can take on roles from the dialogue in English or Russian, and act out a historical event. Become the hero of a play or story for a few minutes, if this is the subject of “Literature”. After the debate ends, the two groups switch places.

Thus, the use of a variety of facilitation methods in the process of teaching both schoolchildren and students significantly increases the opportunities for more interesting and deep knowledge and development of personal traits of students.

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