

**UDC 159.9****Pedagogical facilitation in professional education****Larisa Yu. Aisner**

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**Abstract**

The formation of a new paradigm of education has become a characteristic process for the period of the late 20th – early 21st centuries. The adoption of general humanistic values and respect for human rights as fundamental principles of modern development of society allows us to conclude that the most important component of the paradigm of personality-oriented education has become the interaction between a teacher and a student. The change in the pedagogical paradigm formed the basis for the reorientation of the teacher's professional consciousness: the main element of education has become the recognition of the priorities of the student's personality, the ability to accept his right to value self-determination. The personality-oriented nature of the relationships that develop in the educational process presupposes the need to develop new competencies in teachers. A changing society needs a new teacher who is able to quickly respond to ongoing social changes and modify his own professional activities. The article analyzes the use of the facilitation method as one of the effective methods actively used in interactive learning. The authors consider the role and place of facilitation in competence-oriented education, as well as the goals and possibilities of using this method in the educational process.

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**Keywords**

Teacher, student, interactive learning, interactive learning method, organization of group work, facilitation.

## Introduction

Large-scale changes caused by globalization processes have made certain adjustments to many areas of activity, creating a number of conditions and rules that must be observed in order to move to a new level of life. Modern challenges require education to move to the new qualitative state, and teachers to master new educational technologies [Aisner, Naumov, 2021].

The primary task is conscious learning, where the key motive is the personal interest of students. The modern labor market expects a graduate to be provided with a whole range of competencies and new skills - personal results and potential are highly valued.

Modern education faces difficult tasks: what and how should educators teach students today to ensure their professional success tomorrow? One of the possibilities to modernize the system of relationships between a teacher and a student has become the facilitation method [Koroleva, 2022]. This system of relationships is the most consistent with the modern requirements of the VUCA world, the formed competencies of the future, in which team building or group work plays an important role.

## Facilitation vs. Teaching

The word "teach" means to instruct, give directions, impart knowledge or skills. However, modern requirements for the teaching process call for revision and updating of the content and methods of teaching. Researchers believe that systematic preparation of the educational process will allow the use of various forms of educational work in the training of future specialists.

Today, a specialist who, as a student learned to study and adapt, has realized that success is based not only on knowledge itself, but on the ability to obtain and apply it, that is, on high personal potential. That is achieved through facilitation of learning.

## Methodological base

References to the use of the facilitation method can be found in many works of Russian teachers and psychologists, such as B.N. Almazov, L.S. Vygotsky, V.O. Klyuchevsky, A.S. Makarenko, V.A. Sukhomlinsky, L.N. Tolstoy, I.S. Yakimanskaya and others. However, the facilitation method has only recently been adapted to the Russian educational setting, since the need for teachers to develop special skills to organize teamwork is currently only gaining momentum.

## Facilitation as a process and a group of skills

The term "facilitation" is synonymous to "to help, to promote". A brief psychological dictionary explains this concept as follows: "an increase in the speed or productivity of an individual's activity due to the actualization in his mind of the image of another person (or group of people) acting as a rival

or observer of the actions of this individual" [Petrovskii, Yaroshevskii, 1985] Thus, the facilitation method is a process of organizing group/team work aimed at achieving set goals, solving complex issues, and making group/team decisions. The tasks in which facilitation method is involved aimed at personal and meta-subject results; help develop the personal potential of the learner [Novikova, Sidenko, 2020].

## **Pedagogical facilitation**

Pedagogical facilitation is a process of stimulating, initiating, self-developing and self-educating students during the process of learning through the interaction of the teacher and the student [Saidzhalalova, 2020]. Pedagogical facilitation places special demands on both the teaching process and the personality of the teacher. Teachers who use the facilitation method in their work are motivators - they provide students with freedom of learning. Working in a facilitating approach, the teacher skillfully manages, directs, and supports the educational activities of students, using the capabilities of the educational environment [Shneider, Dyatlova, 2021]. During facilitation, the teacher uses methods and techniques that contribute to the most complete assimilation of the necessary information, and develop the ability to analyze, reason, debate, etc.

## **Facilitation in Competence-Based Education**

What is competency-based education? Competences consist of three interrelated ingredients (tab.1)

**Table 1 - Ingredients of competences**

<b>Component</b>	<b>Description</b>
A knowledge component	the understanding part
A behavioural components	the overt behavioural repertoire
A value component	including values, beliefs and attitudes

So a competent person performing a task will possess a combination of skills, knowledge, attitudes, and behaviours required for effective performance of the task or activity. A competence is defined as the holistic synthesis of these components. A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing upon and mobilizing resources (including skills and attitudes) in a particular context [Aisner, Bershadskaya, 2015].

The most typical application of pedagogical facilitation is in specially organized educational activities: these can be trainings, project developments, summer/winter schools, etc. Working with students, teachers actively use such facilitation technologies that are based on a dialogue, personal-semantic and emotional-psychological basis, allowing them to develop students' activity in advanced and problematic types of activities. Facilitation tools can be combined with active learning methods: depending on the goals and objectives, classes can be held in the form of a workshop, a workshop, a round table, a brainstorming session, a strategic session, etc.

## **Conclusions**

The use of the facilitation method in the learning process allows the teacher to modernize not only the content components and teaching methods, but also makes adjustments to the personal attitudes of the teacher, which helps improve the educational results of students.

The purpose of using interactive forms in teaching, including the use of the facilitation method during the educational process, is to stimulate and motivate the process of meaningful learning. This

occurs by involving students in goal setting, self-knowledge, control and reflection of their own educational activities. As a result, the student's self-awareness is formed and the need for self-development arises.

The use of facilitation technology allows moving to a higher quality level of education that meets modern demands. Facilitation techniques and methods help create effective teamwork, facilitate interaction among team members, and stimulate joint development of ideas and adoption of team decisions. Modern requirements imposed on teachers today require constant self-development and self-determination, readiness for timely retraining. A modern teacher must be able to develop himself, thereby providing opportunities for the development of his students, ensuring high quality education.

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## Педагогическая фасилитация в профессиональном образовании

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**Аннотация**

Для периода конца XX – начала XXI столетий характерным процессом стало формирование новой парадигмы образования. Принятие общегуманистических ценностей и уважение прав человека как фундаментальных принципов современного развития общества позволяет прийти к выводу, что наиболее важным компонентом парадигмы личностно ориентированного образования стало взаимодействие педагога и ученика. Изменения педагогической концепции сформировали основу для пересмотра профессионального мировоззрения преподавателя: базовым элементом образования стало признание приоритетов личности обучающегося, его права на ценностное самоопределение. Личностно ориентированный характер взаимоотношений, формирующихся в образовательном процессе, предполагает необходимость развития новых компетенций у преподавателей. Меняющемуся обществу необходим педагог новой формации, который способен оперативно реагировать на происходящие социальные изменения, принимать соответствующие решения, модифицировать свою собственную профессиональную деятельность. В статье анализируется применение метода фасилитации как одного из действенных методов, активно применяемых при интерактивном обучении. Авторы рассматривают роль и место фасилитации в компетентностно-ориентированном образовании, а также цели и возможности применения данного метода в образовательном процессе.

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**Ключевые слова**

Учитель, ученик, интерактивное обучение, метод интерактивного обучения, организация групповой работы, фасилитация.

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