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Література:

1. Policy Brief: education during covid-19 and beyond. URL: https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf (дата звернення: 09.03.2021).
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THE ROLE OF A FACILITATING PEDAGOGUE IN THE EDUCATION ENVIRONMENT

Facilitation (which means assistance, making easier, enhancing) is organizing of the process of collective problem-solving in a group, which is controlled by a facilitator (a host, a mediator, a manager). This is simultaneously a process and a sum total of skills that enable organizing efficiently a discussion of a complicated problem without loss of time and to fulfil all the planned actions in a short period of time with utmost involvement of the process participants.

The goal of a facilitator is to support the group to fulfil the task set to it.

Pedagogic facilitation is a specific kind of a teacher's pedagogic activity the goal of which is to help the pupil or the student in realizing oneself as a value in itself, to support their aspiring for self-development, self-realization, self-perfection, promote their personality growth, disclosing of their abilities, cognitive possibilities, to actuate appreciable treatment of people, the nature, the national culture on the basis of organizing of helpful, humanistic, dialogical, subject-to-subject communication, an atmosphere of unconditional acceptance, understanding, and trust.

Social facilitation is improvement in quality of fulfilling some simple and very well assimilated operations in the presence of other people. This phenomenon was noted at the end of the XIX century in researches by French physiologist C. Ferret, and developed later on by V.M. Behterev (it was proved that the presence of on-lookers facilitates the performance of simple, mechanical actions, but worsens the performance of complicated ones).

Sports facilitation is search for, support and enhancing (strengthening) of efficient processes of organizing both individual sportsmen and the team as a whole.

Eco-facilitation is the process of managing an open dynamic personality system in order to maintain it in the state of self-development.

The goal of a pedagogue is to teach others instead of just passing knowledge or information to their pupils. They act in the role of a mentor, leader, sponsor, manager, training programs developer, representative of the education establishment, a model, an example for others.

The main professional role for a pedagogue is that of facilitator. C. Rogers stated that people are willing to learn and have a natural inborn need in learning which persists for life. Nevertheless, people shouldn't be taught directly, the teacher has to facilitate the training.

Facilitation is assistance to a group to achieve the set tasks of increased complexity or importance.

A facilitator is a person who helps the group to understand the general goal and supports a positive dynamics for achieving this goal not protecting any party in the process; in group training, in particular, such a teacher is called a conductor (like in an orchestra).

A facilitator is responsible for creating a favorable physical and psychological climate (environment) of mutual trust and respect.

C. Rogers notes that a facilitator assists a child in the development process, makes easier "a difficult work of growing".

A pedagogue as a facilitator of the training process helps students to comprehend the obtained knowledge and to use them correctly. Therefore, he/she has to maintain the students' development process through:

- formation of a favorable training environment;
- application of the principles of training in time-planning and the mode of studying (i.e. how and when);
- encouraging students to form their own learning goals;
- encouraging students to choose and apply various resources for achievement of their goals;
- assisting students to evaluate their training results [3].

A facilitator should be orientated at a favorable training environment of equality between a teacher and their students. This will help them feel comfortable, not in the role of pupils or students, but of adult, qualified specialists. As a result, a possibility appears to conduct successful training on the basis of communication and experience exchange. Therefore, a teacher has to form a training environment with a positive atmosphere.

This atmosphere begins with a positive and friendly attitude on behalf of the pedagogue, which every participant always feels. Another way of sustaining students' attention is the use of various methods and forms of delivering the material.

From the positions of the personality-oriented approach by C. Rogers, a pedagogue's profession-and-pedagogical competency, being a part of personality-professional competency, is the competence in the sphere of facilitation, that is, facilitation competency.

A facilitator pedagogue is to use the complete set of means that include, in particular:

- Empathy development. Facilitators must perceive everything through a prism of client's interests to develop trustful relations and to work with a person

efficiently. It is necessary to use specific methods to establish relations and demonstrate empathy, for instance, to lower one's head when the other person is speaking, to listen actively, mimicking the other person's posture like in a mirror.

- Attentive listening. Facilitators must hear what is really being said and to avoid "selective" perception, which means hearing what a person wants or expects to hear. Facilitators can demonstrate that they understand what is being said by repeating everything in their own words.

- Presenting information. The relevant technologies include the use of open questions that contain one-syllable "yes" or "no" and nonverbal forms of communication (a nod of a head, an inviting smile when another person speaks). Facilitators are to limit their speaking to give time for all other group members to speak.

- Positive confrontation. A facilitator should be able to confuse, and to perplex group members in such a way that they would realize the problem; he/she should cause them to express their point of view, to defend it, or oppose the others. This requires great skill and practicing. Positive confrontation is best achieved when there is a feedback, preferably in the form of description rather than the form of judgement. For instance, a facilitator may start their feedback with a phrase, "I might be wrong, but I think it will be useful to consider other points of view as well".

But if a group member persists insisting exclusively on his/her point of view, the facilitator ought, even despite of their being correct, to convince that all of us are influenced by other people's opinions, and therefore all of them should be listened to for everyone's good.

If a teacher possesses the skills and abilities of a facilitator, the training process he/she organizes will undoubtedly be successful.

The facilitation component of pedagogic activity is an ability to positively influence a student or a group of students in order to form a favorable atmosphere, raise students' certainty in their strengths, to stimulate and support in them the need in independent productive activity.

A pedagogue's facilitation competency includes:

- possessing a system of knowledge in the area of pedagogic facilitation;
- realizing the significance of a teacher's facilitation activity in the education process;

- mastering the methods and skills in performing facilitation activity;

- availability of positive experience in the facilitation activity.

A facilitator-pedagogue should possess diagnostic methodologies, be able to predict the development of a student's personality, possess the methods and skills in efficient communication and co-working.

A facilitator-pedagogue is an assistant who initiates, who is capable of supporting group members taking into account their needs and goals, attending to group members' search for ways and methods of solving problems.

A facilitator-pedagogue manifests their personal attitude in the process of interaction with group members – empathy, compassion, involvement.

A facilitator-pedagogue does not form or redo a pupil to a preset pattern, does not put into them from the outside some (necessary from his/her point of view) content; he/she just assists a self-development subject to become themselves. A facilitator-pedagogue solves the issue of forming helpful relationships, in which the pedagogue

will be able to disclose his/her potential and “accept” knowledge as an element of her/her personal experience to use it later on for his/her own personality growth.

It is also possible to relate to facilitation traits such qualities as initiative, sociability, goodwill, sincerity, sensitivity, openness, insight, empathy, ability to see and predict, to model pedagogic situations, reflexing, and leadership.

A demonstration by a pedagogue of their facilitation traits can be one of indicators of their professionalism.

Organization of cooperation between facilitator-pedagogue and students, the creation of relations of trust and mutual understanding, experience of joy and success intensify the learning process, forming its participants' self-confidence and respect to each other. It allows the teacher to focus on student's success and create a special situation; they contribute to the experience of emotional recovery [2]. Such cooperation contributes to the personal growth, as well as an opportunity to realize one of the main objectives of educational process to help realize one's potential and to believe in oneself.

A facilitator-pedagogue should organize the educational process in such a way as to meet the pupils' natural needs in the knowledge of the surrounding world, in communication and self-realization, to ensure receipt of positive emotions. Such training will be bringing pupils to enjoy and desire to learn, it will grow over time and become a motivation of success. Teacher's explanation of his actions and motives, and their acceptance by pupils develops motivation and encourages the desire to achieve their goals [1].

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СУЧАСНІ СКЛАДОВІ ПІДГОТОВКИ СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ ДО МАЙБУТНЬОЇ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

Підготовка студентів – майбутніх фахівців до професійної діяльності у закладі вищої освіти – це цілеспрямований, організований, динамічний процес, інноваційний за своїм характером, адаптований до умов майбутньої професійної діяльності. Наслідком підготовки є підвищення рівня готовності студентів до її самостійного виконання, а саме: засвоєння ними відповідних знань; оволодіння вміннями та навичками, необхідними у професійній діяльності; набуття досвіду їх реалізації та творчого застосування;