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EXPERIMENTAL PROGRAMME OF FUTURE TEACHERS' PEDAGOGICAL FACILITATION IN TERMS OF HIGHER EDUCATION

The paper deals with pedagogical facilitation phenomenon and its potential in using by a modern teacher within the framework of teaching at school. The following indicators of the pedagogical facilitation maturity in future students have been distinguished: empathy, emotional intelligence, motivation for teaching, pedagogical thinking; awareness of the specifics of pedagogical communication, the need for communication, the ability for self-management in communication, perceptually interactive competence, non-verbal competence, communication attitude, reflexive pedagogical skills, self-esteem, professional self-awareness. An experimental programme for the formation of future teachers' pedagogical facilitation has been designed and implemented into the educational process. The programme envisaged the enrichment of the material of normative disciplines (such as Pedagogy, Psychology, Methodology of Educational Work) with information on phenomenological signs of facilitation in the work of a teacher, providing students with knowledge of modern roles of a teacher as a facilitator, adviser, and tutor. The practical aspect of work with students involved the development of mechanisms of pedagogical facilitation – pedagogical support for the personal growth of students and pedagogical support of their educational achievements. The effectiveness of the designed programme has been verified by analyzing the dynamics of the manifestation of each indicator at the initial and final stages of the experiment.

Keywords: *facilitation, pedagogical facilitation, teacher-facilitator, formation, future teachers, pedagogical university.*

Introduction

The urgency of the study is due to the fact that the student-centered work of a teacher is based on humanistic bases reflecting the priority of individuality, identity, taking into account the fact that every student has his or her own unique subjective experience, certain abilities and skills.

In previous studies on the issue [11], [12] it has been proved that pedagogical facilitation should play a leading role in the work of a modern teacher, since it is the teacher's facilitation that provides pedagogical support for the student's personal development and the pedagogical support of his or her academic achievements. The specifics of professional activity of a teacher as a facilitator is associated with the formation of empathy and reflectivity as personal qualities, which, in case of focusing on teaching activities become professionally significant. In addition, the use of pedagogical facilitation by a teacher implies the existence of established guidelines for this type of activity, which ensure the unconditional positive acceptance of a student, empathic, sincere and open attitude towards him/her. The effectiveness of pedagogical facilitation of a teacher is ensured by the awareness of the specifics and complexity of pedagogical communication, the formation of communicative, dialogic, humanistic, reflexive abilities that help to create an atmosphere that stimulates students'

drive for new knowledge, contributes to their creative development and personal growth.

Thus, we distinguish the following indicators of the maturity of future teachers' pedagogical facilitation: empathy, emotional intelligence, motivation for work, pedagogical thinking, awareness of the specifics of pedagogical communication, the need for communication, the ability for self-management in communication, perceptually interactive competence, non-verbal competence, reflexive pedagogical skills, self-esteem, professional self-awareness.

In the studies of I. Avdeiev [1], G. Ball [4], N. Nosova [5] it is noted that when taking into account the potential of a child, the originality of his/her innate tendencies, it becomes possible to develop his/her personality and individuality, which involves meeting one of the most urgent socio-psychological needs of the child – self-realization, self-disclosure and the need for self-affirmation, awareness of his/her place in the society [5, p. 287]. Reflecting on the specifics of modern changes in approaches to teaching, N. Nosova states that any goals of the pedagogical process can be truly humane, that is, serve the interests of children, contribute to the development of their individuality, only if they help a child become a person. The embodiment of the humanistic idea in the pedagogical process is incompatible with authoritarianism, with any manifestations of violence against the

consciousness and will of a child, manipulation of his/her behavior [5, p. 289].

As we can see, it is pedagogical facilitation as a way of teaching based on empathy-congruency-pedagogical trust (according to C. Rodgers [13]) which manifests the humanistic approach in updating the system of functioning of educational institutions in our country.

Aim and Tasks

The paper aims to investigate the effectiveness of the experimental programme for the formation of pedagogical facilitation of future teachers at a pedagogical university.

The following tasks are set:

1) to characterize the peculiarities of pedagogical facilitation as part of professional pedagogical activity of a modern teacher; determine the indicators of its maturity in pedagogical university students.

2) to present an experimental program for the formation of pedagogical facilitation of students as future teachers.

3) to check the efficiency of the suggested program.

Research Methods

To test the results of the implementation of the experimental programme for the formation of pedagogical facilitation of students, the general scientific methods of two levels of cognition were used.

The methods of a theoretical level involved the study and analysis of curricula for future teachers of physical and mathematical disciplines and future primary school teachers (Faculty of Physics and Mathematics (EG respondents, n=122) and the Faculty of Primary Education (CG respondents from, n=130) of the South Ukrainian National Pedagogical University named after K. D. Ushynsky).

The research methods of an empirical level involve a summative assessment for determining the initial level of the respondents' pedagogical facilitation maturity; as well as a formative assessment – with the aim of checking the efficiency of the implemented experimental programme for the formation of pedagogical facilitation of EG students. Quantitative and qualitative analysis of the research results were applied in order to confirm the effectiveness of the implementation of the developed experimental programme.

The following methods of evaluating the maturity of pedagogical facilitation indicators were used: Level of Empathy Inventory [7, p.56]; Benevolence Scale [8, p.117]; "Acceptance of Another" Inventory [2, p.211]; "Altruism – Selfishness" Personality Inventory [3, p. 314]; Emotional Intelligence Scale [8, p. 591]; Motivation for Teaching Inventory [7, p.167]; Pedagogical Thinking Inventory [9, p.278]; a questionnaire for determining the level of the maturity of pedagogical communication knowledge [9, p. 289]; Communication Skills Inventory [8, p. 153]; Self-Control Skills in Communication Inventory [6, p. 461]; Perceptive and Interactive Competence Inventory [9, p.120]; method of diagnostics of the level of Perceptive and Non-Verbal Competence Inventory [9, p. 105]; "Can You Listen?" Questionnaire [3, p. 599]; Re-

flexive Pedagogical Skills Scale [7, p. 245]; Self-Esteem Express Diagnostics [6, p. 218]; Impulsivity Scale [2, p. 346]; Responsibility Scale [2, p.160].

The Essence of the Designed Programme

In the process of designing an experimental programme, it was considered that pedagogical communication creates conditions for the realization of the potential essential forces of the pedagogical process subjects. To understand the processes of pedagogical communication, future teachers have to determine their value orientations, realize that an individualities of a teacher and a student are the highest values of pedagogical communication. The specificity of pedagogical communication is in its primary importance, namely effective teaching, upbringing and forming a new personality. The experience from generations to generations is transmitted through communication. This issue is of particular importance in the aspect of the formation of pedagogical facilitation of future teachers, since it is such a pedagogical activity, which has a functional "tool" for communication with students, in addition, the specificity of this activity involves not only mature communication skills but also mastery of not only all accessible types of professional and pedagogical communication and specific elements of pedagogical techniques, namely: the skills of active, passive, empathic and reflexive listening comprehension. Therefore, we considered it necessary to promote the development of communication skills in students, which positively affects the development of communicative competence of future teachers, which is a component of pedagogical facilitation.

Interactive forms of training that included the use of different types of exercises, role models and simulation games, the implementation of psycho-physical exercises, etc.; the enrichment of the educational material with information about the dialogue, the peculiarities of the use of dialogical speech in teachers' professional activity, dialogue as a means of humanizing communication between a teacher and students, etc. were chosen as dominant forms and means of work with the respondents.

An experimental programme (in a form of a special course) for EG students called "Formation of Pedagogical Facilitation of Future Teachers" was implemented into the educational process. It involved 60 academic hours and was conducted during a year. The special course offered for students provided 16 lecture hours, 36 seminars and practical hours, as well as 8 self-study hours. The content was structured in the following modules: "Theoretical Foundations for the Formation of Pedagogical Facilitation of Future Teachers" and "Practicum on the Formation of Pedagogical Facilitation of Future Teachers".

The first module involved 5 lectures (10 hours), 2 seminars and practical classes (4 hours), and 8 hours of self-study. Its lecture material was dedicated to the following topics: "Teacher's Pedagogical Facilitation as a Psychological and Pedagogical Phenomenon", "Properties and Qualities of Teacher-Facilitator's Personality", "Teacher-Facilitator's Professional and Pedagogical

Competence”, “Specificity of Teacher-Facilitator’s Work”.

During lectures on the first topic the EG students analyzed literary sources, considered the historical basis of the emergence of a facilitation phenomenon as an object of scientific research, were taught that humanistic pedagogical thought was the historical basis for understanding the essence of pedagogical facilitation. In addition, they were asked to consider different interpretations of “facilitation” and “pedagogical facilitation” concepts, they became acquainted with the specific roles of a teacher as a facilitator, advisor, tutor, mentor.

Self-study tasks involved selecting and analyzing literary sources, making scientific reports on the following issues: facilitation as a phenomenon of studying various sciences; the activities of a teacher-facilitator in domestic scientists’ pedagogical views; pedagogical views and practical activity of Ukrainian teachers in the context of pedagogical facilitation.

In the course of studying the topic “Properties and Qualities of Teacher-Facilitator’s Personality”, the students examined the directions of training a teacher-facilitator in the system of national education, considered facilitation and empathy as his/her necessary qualities. In addition, attention was paid to professional-pedagogical orientation, humanistic orientation, pedagogical reflection and professional and pedagogical maturity of a teacher-facilitator.

Self-study tasks within this topic provided the following issues: professionally significant qualities and personality traits of a future teacher-facilitator; place and role of pedagogical facilitation in the system of professional training of future teachers; pedagogical facilitation as a basis of humanization of the educational process of a modern school.

Within the framework of the study of the topic “Teacher-Facilitator’s Professional Competence”, the students clarified the essence of the concepts of competence, professional and pedagogical competence, in addition, in terms of a competent approach in education; they also considered an important aspect of professional activity a teacher-facilitator, namely the acquisition of communicative competence as a set of certain knowledge and skills of professional and pedagogical communication. Also, the students were provided with a new theoretical material on the autopsychological competence of a teacher-facilitator, the dialogic and humanistic skills that are essential for the work in this field.

The following aspects were selected for self-study: professional pedagogical competence of a modern teacher-facilitator; humanization and dialogization of interpersonal relations in teacher-facilitator’s work; humanistic skills as a prerequisite of teacher-facilitator’s success.

In the framework of studying the topic “Specificity of Teacher-Facilitator’s Work”, the EG respondents reviewed pedagogical facilitation in the system of professional training of specialists at higher educational institutions, analyzed main guidelines in teacher-facilitator’s

work according to C. Rogers, namely: unconditional positive acceptance, empathic understanding, openness and sincerity. In addition, the professional-pedagogical roles of a teacher-facilitator were considered. Particular attention was paid to the subject-subject and dialogical position of a teacher-facilitator.

The following topics were chosen for independent consideration: the pedagogical empathy in teacher-facilitator’s work; peculiarities of teacher-facilitator’s professional pedagogical communication; verbal and non-verbal means of communication in teacher-facilitator’s work.

The second module of the special course involves 2 lectures (4 hours), 16 seminars and practical classes (30 hours), and 2 hours of self-study. “Practicum on the Formation of Future Teachers’ Pedagogical Facilitation” contained the following topics of lectures: “Development of Professional Qualities of Future Teacher’s Personality” and “Actualization of Teacher-Facilitator’s Axiological Attitude to Future Work and Awareness of its Specifics”.

During these lectures, the students discussed and analyzed specific functions and roles of a teacher-facilitator at modern school; considered pedagogical facilitation as a mechanism of modern school educational process humanization. The respondents were engaged in teamwork, namely: performing tasks in a team during seminars and practical classes; homework that required teamwork, preparing joint essays, reports, etc.

Research Results

In order to monitor the dynamics of the formation of the respondents’ pedagogical facilitation we performed a series of assessments.

According to the results of the initial assessment at the beginning of the experiment, the following data were obtained according to the indicators (empathy, emotional intelligence, motivation for professional pedagogical activity, pedagogical thinking, awareness of the specifics of pedagogical communication, the need for communication, the ability for self-management in communication, interactive competence, non-verbal competence, communication position, reflexive pedagogical skills, self-esteem, professional self-awareness) in the EG: a high level was found in 2.69%, an average level was peculiar for 10.44%, and a low level was found in 86.87% of the students; in the CG: the high level was characteristic of 3.88% of the students, average – 10.34%, low – 85.78%.

Let us consider the dynamics of changes in indicators of the maturity of the respondents’ pedagogical facilitation after the introduction of an experimental program.

Thus, according to the empathy indicator, at the final stage of the experiment, we obtained the following data: 24.6% of students in the EG and 5.38% of students of CG have the high level, 67.2% of the EG students and 10% of the CG students have the average level, and 8.2% of the EG students and 84.61% of the CG ones have the low one.

The assessment according to the emotional intelligence indicator has shown that 22.95% of the EG students

and 3.84% of the CG students had the high level; 65.57% of students of EG and 8.46% of students of CG had the average level; the low level was found in 11.48% of the EG students and 87.70% of the CG students.

The results of the evaluation of the motivation for professional pedagogical activities are distributed as follows: the high level was peculiar for 27.86% and 6.92% of students of EG and CG, respectively; the average level was found in 66.39% of the EG students and 13.84% of the CG students, and the low one was characteristic of 5.75% and 79.24%, respectively.

The level of pedagogical thinking indicator at the final stage of the experiment was found to be high in 15.57% of the EG students and 2.30% of the CG students; the average one – 63.93% of the EG students and 12.30% of the CG students; and the low one – 20.49% and 85.4% respectively.

The assessment of the level of the need for communication has shown that it is manifested at the high level in 23.77% of the EG students and 6.92% of the CG respondents; the average one – 47.54% and 18.46% respectively, and the low level – 28.69% of EG students and 74.62% of CG ones.

The indicator “knowledge of the specifics of pedagogical communication” manifested itself at a high level in 16.39% of the EG students and 1.53% of the CG students; the average level of this indicator was peculiar for 50% and 16.15% of the students of the EG and CG respectively, and the low level was found in 33.61% of the EG students and 82.32% of the CG students.

The results of the assessment of the “ability for self-management in communication” indicator were distributed as follows: the high level was found in 21.31% of the students of the EG and 6.92% of the respondents of the CG; the average level was found in 48.36% of the EG respondents and 16.15% of the CG ones; and the low level – 30.33% and 76.93% in EG and CG, respectively.

According to the perceptual and interactive competence indicator, the following results were obtained: at the high level, this indicator was manifested in 22.95% of the students of the EG and 10.76% of the students of the CG; at the average level – in 52.45% and 14.61% of the EG and CG respondents, respectively, and at the low level – in 24.6% of the EG and 74.63% of the GC students.

The assessment of the level of non-verbal competence indicator was manifested at a high level in 22.13% of the EG students and 9.23% of the CG ones, at the average level – 50.81% and 17.69% of EG and CG respondents, respectively, at the low level, this indicator was found in 27.06% of the EG students and 73.08% of the CG students.

The assessment of the communication position indicator has shown that the high level is peculiar for 18.03% of the EG students and 6.92% of the CG ones, the average level – 49.18% and 14.61% of the students of the EG and CG respectively, and the low level is characteristic of 32.79% of the EG students and 78.47% of the CG ones.

According to the reflexive skills indicator, the high level was found in 27.86% of the EG students and 4.61% of the CG ones; the average one – 60.65% and 14.61% respectively, and the low one – 11.49% for the EG respondents and 80.78% for the CG ones.

The self-esteem indicator was also assessed and the following results were obtained: 31.96% of the EG students and 6.15% of the CG students had the high level; the average level was peculiar for 57.37% and 18.46% of EG and CG respondents, respectively. At low level, this indicator was observed in 10.76% of the EG students and 75.39% of the CG students.

The assessment of the pedagogical consciousness indicator has shown that the high level is peculiar for 18.85% of students of the EG and 5.38% of students of the CG; the average level – for 42.62% of the EG students and 11.53% of the CG ones; the low level was found in 38.53% and 83.09% of the respondents in the EG and CG, respectively.

Thus, the results of evaluating the maturity of the pedagogical facilitation of the students-future teachers at the final stage of the experiment in the EG are as follows: the high level of pedagogical facilitation was peculiar for 22.56%, the average level – for 56.20%, and the low level – for 21.24%. Concerning the CG, the results were as follows: the high level – 5.62%, the average one – 14.01%, and the low level – 80.37% of the students.

Conclusions

1. The specific character of modern teacher’s work should reflect the constructive changes in the teaching paradigm – shifting the emphasis in the direction of humanization of school education. These processes are reflected by the phenomenon of pedagogical facilitation as a method of pedagogical support of the students’ personal growth and educational achievements. The following indicators of the maturity of pedagogical facilitation of future teachers were distinguished: empathy, emotional intelligence, motivation for professional pedagogical activity, pedagogical thinking, awareness of the specifics of pedagogical communication, the need for communication, the ability for self-management in communication, perceptually interactive competence, non-verbal competence, communication attitude, reflexive pedagogical skills, self-esteem, professional self-awareness.

2. An experimental programme for the formation of pedagogical facilitation of future teachers at a pedagogical university was designed, which envisaged the acquisition of special knowledge by students about the phenomenon of facilitation and mechanisms for its implementation into the work of school (knowledge of the role of a modern teacher as a facilitator, adviser, tutor); gaining experience in implementing mechanisms of pedagogical facilitation by students (pedagogical support for students’ personal growth and their educational achievements).

3. The effectiveness of the implementation of the experimental programme for the formation of pedagogical facilitation has been verified by comparing the data obtained before and after the experiment. At the initial stage

of working with experimental group students (according to the experimental programme) and control one (who were taught in a traditional way), the following results were obtained: 2.69% of the EG students had the high level, 10.44% had the average level, 86.87% had the low level; in the CG respondents the high level was found in 3.88%, the average level – in 10.34%, and the low level – in 85.78% of the respondents. After the experimental

work, the following outcomes were obtained in the EG: the high level – 22.56%, the average level – 56.20%, the low level – 21.24%; in the CG – the high level – 5.62%, the average one – 14.01%, the low level – 80.37%.

Further research is going to cover the issue of the development of a special technology for the formation of pedagogical facilitation of future teachers of various specialties.

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ЕКСПЕРИМЕНТАЛЬНА ПРОГРАМА ФОРМУВАННЯ ПЕДАГОГІЧНОЇ ФАСИЛІТАЦІЇ МАЙБУТНІХ УЧИТЕЛІВ У ПЕДАГОГІЧНОМУ УНІВЕРСИТЕТІ

У дослідженні висвітлено функціональний зміст феномена «педагогічна фасилітація» та схарактеризовано своєрідність використання сучасним учителем потенціалу педагогічної фасилітації у межах професійно-педагогічної діяльності в школі. Спираючись на результати аналізу наукового фонду з проблеми, дослідницьку увагу зосереджено на показниках сформованості педагогічної фасилітації у студентів-майбутніх учителів, провідними з-поміж яких обрано: емпатійність, фасиліативність, емоційний інтелект, мотивацію на професійно-педагогічну діяльність, педагогічне мислення; обізнаність зі специфікою педагогічного спілкування, потребу у спілкуванні, здатність до самоуправління у спілкуванні, перцептивно-інтерактивну компетентність, невербальну компетентність, позицію у спілкуванні; рефлексивні педагогічні вміння, самооцінку, професійну самосвідомість. Ураховуючи змістове наповнення феномена педагогічної фасилітації та показники її сформованості, було розроблено та реалізовано на практиці експериментальну програму формування педагогічної фасилітації у студентів-майбутніх учителів. Програма передбачала збагачення матеріалу нормативних дисциплін («Педагогіка», «Психологія», «Методика виховної роботи») інформацією про феноменологічні ознаки фасилітації у роботі вчителя, озброєння студентів знаннями щодо сучасних рольових позицій педагога – фасилітатора, едвайзера, тьютора. Практичний бік роботи зі студентами передбачав відпрацювання ними механізмів педагогічної фасилітації – педагогічної підтримки особистісного зростання учнів та педагогічного супроводу їх навчальних досягнень. Ефективність реалізації експериментальної програми перевірено шляхом аналізу динаміки прояву кожного показника до та після проведення роботи зі студентами.

Ключові слова: фасилітація, педагогічна фасилітація, вчитель-фасилітатор, формування, майбутні вчителі, педагогічний університет.

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