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THE ROLE OF THE FACILITATOR IN THE CONTEXT OF SUBJECT-SUBJECT
PEDAGOGICAL COMMUNICATION

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Abstract. *The article is devoted to the problem of pedagogical facilitation. The dominant role of information technologies, the transition to mixed (face-to-face-distance) learning, the necessity to create a safe educational environment, caused by the full-scale war of Russia against Ukraine, determine the urgent need for the teacher to master a new role - the facilitator. It is substantiated that pedagogical facilitation is the effect of pedagogical interaction that occurs in subject-subject communication, the essence of which is to actualize personal creative potential, improve the productivity of interaction by facilitating the process of educational and professional activity. Determinants of the specified process are a special style of interaction, the presence of the teacher's personal qualities that determine the possibility of performing the role of facilitator. It has been proven that the most acceptable professional position of a teacher is a partner position, since it is a position that gives the opportunity to implement the principle of equality (subjectivity). In order to realize the professional role of a teacher-facilitator, it is important to be aware of social expectations: a dignified attitude to the student's personality as the highest value, centering in pedagogical activity on the needs of the student and on the realization of one's own professional need for self-development, self-improvement, establishing harmonious relationships on the basis of morality and spirituality. The content of the activity of a teacher-facilitator is to create a psychological atmosphere, an intellectual field, to observe the activities of students, to model the interaction of students, and to activate their activities. The congruence, acceptance and empathy of the teacher will contribute to the formation of trusting relations between the teacher and the students, which is a guarantee of the opportunity for each partner to manifest his own subjectivity.*

Key words: *facilitation, pedagogical communication, subject-subject interaction, pedagogical facilitation, the role of a teacher-facilitator.*

Introduction. The modern educational process, both throughout the world and in Ukraine, has undergone significant changes due to the dominant role of information technologies, the need to organize a psychologically safe space for students, the Covid-19 pandemic, the forced migration of the population caused by Russia's military aggression against Ukraine. The traditional role of the teacher-bearer (source) of knowledge was gradually reduced, because currently the information for the acquirer is available, open, and valid. Distance learning, which had a significant spread during the pandemic, encouraged teachers themselves to quickly take up new educational technologies. However, the problem of self-organization

of students in the process of educational and professional activities, establishment of their effective communication and productive interaction has become extremely acute. The importance of psycho-emotional support for applicants mastering a profession in extreme conditions is increasing. Therefore, the problem of a teacher mastering new roles in pedagogical professional activity, in particular that of a facilitator, requires special attention. The issue of the teacher's awareness of changes in the structural and functional sphere of pedagogical communication also becomes important.

Analysis of recent researches and publications. The phenomenon of facilitation became the subject of research

by social psychologists at the beginning of the 20th century, because, the influence of others on performance and productivity of certain activities of people investigated F. Allport, R. Zajonc, P. Hunt, J. Killer, J. Friedman. The ideas of mutual understanding, rather close to the modern understanding of fascism, in the process of communication was investigated by A. Adler, E. Berne, A. Maslow. The problem of facilitation is described quite widely within the framework of organizational psychology. Where it is interpreted as a technology of organizational development and change, and a facilitator - as someone who makes a contribution by helping the group: determine goals, tasks, needs, plans for their satisfaction, to understand group processes; to create interaction; to manage the discussion; to support participants in evaluating their existing skills and developing new ones, managing interpersonal dynamics, etc. (I. Bence, P. Carlson, E. Davidson).

Purpose. The purpose of our article is to highlight the results of a theoretical study aimed at fulfilling the following tasks:

- to justify the concept of «facilitation»;
- to reveal the meaning of the role of «teacher-facilitator».

Methods. According to the purpose, the research methods are: analysis, synthesis, generalization, systematization.

Results. The term «facilitation» comes from the Latin *facilis* («easy»). Research in the field of social psychology has made it possible to reach a conclusion: the presence of other people causes social tension, which contributes to the manifestation of dominant reactions [3]. This effect was called «social facilitation». That is the presence of another «facilitates» the manifestation of those reactions that prevail in a person. Other studies confirm that the individual often lacks a certain level of tension to perform the activity. If the tension achieved from the presence of another corresponds to the optimal level, then the

performed actions improve (facilitation effect), if its level is higher than the optimal level, the actions may deteriorate.

This effect has become widespread in practical technologies. In modern science, it is known as the facilitation of social interaction. It is understood as a change, an increase in the productivity of the interaction of communication participants by actualizing in their minds the images of social interaction: the situation itself and the subjects of interaction in the presence of a facilitator. That is the effect of improving group dynamics under the non-directive guidance of the facilitator [6].

Therefore, the effect of social facilitation is manifested in the situation of social interaction, in the process of social perception of the presence of others, and therefore, its psychological mechanisms are: categorization, comparison, identification, reflection. In interpersonal interaction the individual feels an increase the level of his mental tension. He perceives the results of his activity, comparing them with the expectations, achievements of others, his own pursuits, evaluates them, compares them with his ideas about their ideal level. As a result, he is either satisfied with participation in joint activities: his images of the ideal self and the social self-coincided; or experiences cognitive dissonance: the inconsistency of the ideal self and the social self, which causes a high level of psycho-emotional tension. The effect of social facilitation is related to the creation of opportunities to overcome cognitive dissonance by creating systemic support for participants within social interaction, helping to overcome their own limitations, and creating a situation of development in interaction.

K. Rogers was one of the first, who adapted this concept to the system of pedagogical interaction. Considering pedagogical communication as a field in which pedagogical interaction takes place, he singles out the following features:

- getting to know the personality: in the process of communication, the teacher gets to know the personality of the

recipient and vice versa; the main task facing the teacher is to help the student in self-expression, to help the student to show his positive traits;

- empathy – supporting the student at the very beginning of communication;

- self-affirmation – to help the acquirer to realize the value of his personality, his own uniqueness, the value of his Self, to have adequate self-esteem;

- elevation of personality – to create conditions for mutual moral and spiritual development;

- an open position – providing the opportunity for the student to communicate that information to the interlocutor, which is currently unattainable;

- exchange – of information, emotions, meanings, actions, norms [5].

All of the above makes it possible to come to a conclusion: in pedagogical communication, the teacher should create favorable conditions for self-expression of the student's personality, manifestation of his positive identity. And the main role of the teacher within such interaction with the student is that of a facilitator.

So, pedagogical facilitation is the effect of pedagogical interaction that occurs in subject-subject communication, the essence of which is the actualization of personal creative potential, improving the productivity of interaction, by facilitating the process of educational and professional activity. Determinants of the specified process are a special style of interaction, the presence of the teacher's personal qualities that determine the possibility of performing the role of facilitator.

For a detailed analysis of the professional pedagogical role of the facilitator, consider the essence of the concept of «role». In social psychology, a social role is defined as a system of requirements that society puts forward to an individual, it is the individual's realization of his social position [2]. The well-known Ukrainian researcher V. Moskalenko argues that the role clearly defines the strategy of a person's behavior in communication, as it is

determined by the position of the individual in interpersonal communication [2]. We support this opinion, because it is the position of a person in communication that determines his interaction strategy.

So, speaking about the position of the teacher-facilitator in the process of pedagogical communication, we consider the partner professional position to be the most acceptable, since it is precisely this that gives the opportunity to realize the principle of equality. Awareness of the importance of not only one's own subjectivity, but also the student's subjectivity will enable the teacher to implement the communication strategy given by the role of the facilitator.

P. Gornostay interprets the concept of «role» as a functional characteristic of an individual's behavior, a set of his needs, ideas about himself as a performer of a role (role self-concept), social circumstances that enable its realization [1]. He considers his role identity to be an important characteristic of an individual. He explains it as a person's feeling and experience of himself as a subject of a social role, which is generated by the process of integration of the individual into social groups. Realizing himself as the bearer of a certain social role, the individual enters into role interaction, which is the unity of the following components: role expectations (a person's reflection of what partners expect from him in the process of realizing a specific role), role behavior (pattern of social behavior), role self - concepts (role experiences, feeling of oneself as the subject of a role) [1].

Based on the structure of role interaction, we will describe the content of the role of «teacher-facilitator». Analyzing role expectations, we will consider the main aspects of facilitative communication. In our opinion, an important factor in realizing the role of a teacher-facilitator is the personality of the teacher himself, as the subject of the role of «teacher», in particular:

- awareness of his professional choice and purpose,
- value orientations,

- system of forms of his professional focus,
- attitude towards oneself and others.

Humanist psychologists insist that the teacher-facilitator has the following professionally important beliefs:

- every person, regardless of age, level of cultural or intellectual development, is a carrier of personal dignity;
- the individual realizes the significance of his possibility of free choice, he accepts responsibility for its consequences;
- educational activity is cooperation that brings joy if it takes place in a system of harmonious relations between people.

Consonant with these provisions is the ideas of the Ukrainian teacher V. Sukhomlynskyi for teaching and raising children: «One of the most important educational tasks is that in the process of mastering knowledge, every child experience human dignity and a sense of pride. The teacher not only opens the world to the student, but also establishes the child in the surrounding world as an active creator, builder, who experiences a sense of pride for his successes» [7]. «To give children the joy of work, the joy of success in education, to awaken in their hearts a sense of pride and self-worth — is the first commandment of education» [7].

Therefore, the teacher-facilitator is aware of the importance of such social expectations: a dignified attitude to the student's personality as the highest value, centering in pedagogical activity on the needs of the student and on the realization of one's own professional need for self-development, self-improvement, establishing harmonious relationships on the basis of morality and spirituality. In such a relationship, not only the teacher influences the acquirer, but also the acquirer in turn influences the teacher.

L. Ortquist-Ahrens and R. Torosyan, justifying the role behavior of the facilitator in pedagogical communication, insist: he is not an expert or a group

leader. Its main task is to create opportunities for group members to achieve individual and joint goals. Therefore, his attention should be focused on the interpersonal processes that arise in the interaction between the applicants, as well as on the approaches to the work itself, and not on the implementation of its content [4]. Therefore, the teacher must create a psychological atmosphere, he is more of an observer in the process of pedagogical interaction, able to model the interaction of students, create an intellectual field for them, activate their activity, and not explain, conduct classes.

According to the mentioned authors, a facilitator is a person who is fluent in the ways of helping to create a psychological atmosphere that inspires real research, acceptance of challenges faced by group members, learning and productivity. The main features of the facilitator's leadership are the ability to influence the course of discussion, help resolve contradictions or conflicts that arise during interaction, promote awareness of the importance of gaining experience of interaction, respect for the results of joint activities. Such assistance will contribute to increasing the responsibility of the participants of pedagogical communication for the task being performed. Moreover, the facilitator participates in the discussion of intellectual tasks, but does not impose ideas on how to solve the task on the group, does not abuse power [4].

Since the role self-concept is manifested in the system of role experiences of a person as the subject of a role, we will describe it from the standpoint of pedagogical communication. In his writings, K. Rogers proceeds from the conceptual position that a person can discover in himself significant resources for self-knowledge, changing self-concept, and his behavior [5]. It follows from this: the main factors of pedagogical communication that will ensure the actualization of the student's potential are: congruence — the teacher's ability to be himself, his ability not to

«hide» behind an official mask, but to sincerely express his feelings and experiences; non-evaluative acceptance of the student's personality – not the teacher's refusal to evaluate the student, but the ability to perceive him as a person, which is a value; empathy - achieving a deep understanding of the student through the use of active listening techniques. Congruence, acceptance and empathy will contribute to the formation of trusting relationships, which are the basis for subject-subject communication.

Discussion. So, pedagogical facilitation arises in subject-subject communication, its essence consists in actualizing personal creative potential, improving the productivity of interaction, by facilitating the process of educational and professional activity of students. A teacher-facilitator in pedagogical communication takes a partner professional position, since it is she who makes it possible to realize the principle of equality (subjectivity). In order to realize the professional role of a teacher-facilitator, it is important to be aware of social expectations: a dignified attitude to the student's personality as the highest value, centering in pedagogical activity on the needs of the student and on the realization of one's own professional need for self-development, self-improvement, establishing harmonious relationships on the basis of morality and spirituality. The content of his activity is the creation of a psychological atmosphere, observation, modeling of student interaction, creation of an intellectual field, activation

of their activity. Congruence, acceptance and empathy of the teacher will contribute to the formation of a trusting relationship between the teacher and students.

Prospects for further research are psychological features of the implementation of the pedagogical facilitation strategy.

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РОЛЬ ФАСИЛИТАТОРА В КОНТЕКСТІ СУБ'ЄКТ-СУБ'ЄКТНОГО ПЕДАГОГІЧНОГО СПІЛКУВАННЯ

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Анотація. У статті висвітлено результати теоретичного дослідження проблеми педагогічної фасилітації. Панівна роль інформаційних технологій, перехід до змішаного (очно-дистанційного) навчання, необхідність створення безпечного освітнього середовища, спричинена повномасштабною війною росії проти України, зумовлюють актуальну потребу опанування викладачем нової ролі – фасилітатора. Обґрунтовано, що педагогічна фасилітація – ефект педагогічної взаємодії, що виникає в суб'єкт-суб'єктному спілкуванні, сутність якого полягає в актуалізації особистісного творчого потенціалу, покращенні продуктивності взаємодії, шляхом

полегшення процесу навчально-професійної діяльності. Детермінантами зазначеного процесу є особливий стиль взаємодії, наявність у педагога особистісних якостей, що зумовлюють можливість виконання ролі фасилітатора. Доведено, що найбільш прийнятною професійною позицією викладача є партнерська, оскільки саме вона дає можливість зреалізувати принцип рівності (суб'єктності). Для реалізації професійної ролі педагога-фасилітатора важливим є усвідомлення соціальних очікувань: гідне ставлення до особистості студента як до найвищої цінності, концентрація в педагогічній діяльності на потребах студента та на реалізації власної професійної потреби у саморозвитку, самовдосконаленні, налагодження гармонійних стосунків на підґрунті моральності, духовності. Змістом діяльності педагога-фасилітатора є створення психологічної атмосфери, інтелектуального поля, спостереження за діяльністю здобувачів, моделювання взаємодії студентів, активізування їхньої діяльності. Конгруентність, прийняття та емпатійність викладача сприятимуть формуванню довірливих стосунків педагога та здобувачів, що є запорукою можливості прояву кожним партнером власної суб'єктності.

Ключові слова: фасилітація, педагогічне спілкування, суб'єкт-суб'єктна взаємодія, педагогічна фасилітація, роль педагога-фасилітатора.