FACILITATION IS A PERSON-ORIENTED APPROACH IN MODERN PSYCHOLOGICAL EDUCATION

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Annotation: This article examines the concept of a "pedagogue-facilitator" and its importance in modern education. The article analyzes K. Rogers' person-centered education concept, the functions of a facilitator-teacher, as well as the factors of creating a trusting environment in the facilitation process. The article also discusses the role of facilitation psychology in modern education and its contribution to the self-development of teachers and students.

Keywords: psychological approach, pedagogical approach, teacher development characteristics, modern educational approach.

Introduction

In the 1950s, the concept of a new 'pedagogue-facilitator' or 'pedagogue facilitation' entered pedagogy and psychology, proposed by Carl Rogers in conjunction with other representatives of humanistic pedagogy. Rogers articulated this in his book 'Freedom to Learn for the 80s,' emphasizing that changes in human behavior grow, develop, and are learned based on an individual's abilities and personal experiences. It is not necessary to change someone by transmitting ready-made experiences to them; rather, it is possible to create an environment that enables their development. Rogers refers to the creation of such an environment as 'facilitation".[1]

Today, teachers who create a conducive environment around the world are called facilitators. The conditions for creating such an environment do not depend on the educator's knowledge and intellect. It only requires them to be able to clearly identify what the learner likes, what they are interested in, and what they are engaged in.

Carl Rogers [1] identifies empathy, positive regard for the learner's personality, and the facilitator's congruence with the learner as crucial emotional aspects of a facilitator. Only under such conditions can an individual decide to change their behavior. Rogers is dissatisfied with the following principles of traditional pedagogy:

1. The teacher delivers knowledge, and students strive to assimilate it.

2. Lessons and exams are the core components of education. The lesson is a form of knowledge formation, and the exam determines the level of acquired knowledge.

3. The teacher is depicted as the manager, and the learners as subordinates.

In this context, Carl Rogers [3] distinguishes between two types of education: informational education, which equips with basic knowledge and facts, and significant education, which provides learners with genuine knowledge necessary for their self-transformation and self-development. Education that shapes a person as an individual is person-centered or, in Rogers' view, significant education. A teacher must rely on the full self-expression of their students in their work. Their teaching should be based on interaction with real-life problems that students solve with great interest, often finding themselves in complex situations where they cannot independently find a way out, relying on the teacher's help, and fostering a unique desire to create.

Main content:

The teacher's role is reflected in organizing personal interactions with students and a psychological environment that enables the manifestation of the aforementioned tendencies. According to Carl Rogers [2], the outcomes of person-centered education cannot be evaluated with grades in an educational institution. Its criteria are not in the quantity and even quality indicators of acquired knowledge, but rather in the changes reflected in the person, their growth, and development. These include the following types of changes:

- a person begins to fully perceive themselves;
- they increasingly accept themselves and their feelings;
- they develop greater self-confidence and autonomy;

- they set realistic goals for themselves, seeing perfection in themselves;
- a human persona is formed in them;
- acceptance and understanding of other people begins.

The results of comparative studies indicate that teacher-facilitators (compared to traditional teachers) implement an individual, differentiated, and creative approach to students, pay more attention to students' experiences, collaborate more with students in planning the learning process, utilize student feedback more in their work, and smile more during lessons. The results of comparative studies indicate that teacher-facilitators (compared to traditional teachers) implement an individual, differentiated, and creative approach to students, pay more attention to students' experiences, collaborate more with students in planning the learning process, utilize student feedback more in their work, and smile more during lessons. The results of comparative studies indicate that teacher-facilitators (compared to traditional teachers) implement an individual, differentiated, and creative approach to students, pay more attention to students' experiences, collaborate more with students in planning the learning process, utilize student feedback more in their work, and smile more during lessons.

Conclusion:

There are various qualities of facilitative education, including authenticity, trust, and congruence, which enable the teacher to interact with the learner as a person, and as a person with a learner.

The facilitative conditions of education include:

- Organizing education as a collaborative activity that provides students with the experience of mastering interpersonal communication culture in engaging in effective communication with the teacher and mastering cognitive methods;
- Psychological and pedagogical comfort that creates the necessary foundation for the emergence and development of trust-based relationships between the teacher and students;

- Dialogic forms of education: public, small-group, and paired discussions of the material being studied;
- Pedagogical and psychological monitoring of each learner's activity to achieve a subjective success situation based on the "here and now" principle;
- Implementing the control-evaluation function of education as a diagnostic-corrective tool that promotes self-control, self-evaluation, and the development of a critical attitude towards oneself and the results of one's learning activities.

The above analysis reveals that a facilitator-teacher is a specialist pedagogue who controls the interactive process, ensures compliance with its rules, and thereby trains all participants to focus on the training process and assimilate its content and essence.

Creating an environment where students feel comfortable (physically and mentally) during training sessions is crucial, as it greatly assists their learning and development.

D. Hidoyatova [4] emphasizes that establishing a trusting environment can be associated with many factors, including:

- "Process space," i.e., a comfortable environment (air, lighting, furniture, video equipment, flip charts, etc.);
- The teacher's presentation, which creates first impressions through their trustworthiness and pleasantness;
- Discussion of organizational issues with the group: work schedule, breaks, and the main stages of the activity;
- Adopting the principle of "voluntariness": if someone does not want to work in the group, they should not be forced or made to justify themselves;
- Demonstrating the knowledge and practical experience available in the group;
- Organizing "engaging," "stress-relieving," and "stimulating" exercises and training sessions;
- Conducting discussions based on "everyone to everyone" without talking about feelings, impressions, or criticizing the results.

When discussing the results of role-playing games, it is necessary to focus more on the outcome of the activity, the analysis of decisions made, developed programs and projects, and the process of interaction in communicative exercises. Reflective analysis, reflecting on one's own and partner's behavior, is a thoughtful process that requires sufficient time. Students can not only reflect but also independently arrive at final conclusions and decisions.

A facilitator-teacher, by training the group in collaboration, helps to increase the activity of each participant in the group and must perform the following tasks:

- Ask open-ended questions;
- Appropriately respond to various signals coming from the group;
- Clarify confusing or problematic conversations that arise among group members;
- Help the group reach conclusions;
- Be prepared to provide necessary information;
- Enable group decision-making.

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