



**Pedagogical Facilitation  
in the Development of  
the Subject Potential  
of Future Masters**

## PEDAGOGICAL FACILITATION IN THE DEVELOPMENT OF THE SUBJECT POTENTIAL OF FUTURE MASTERS

### FACILITACIÓN PEDAGÓGICA EN EL DESARROLLO DEL POTENCIAL DE FUTUROS MAGÍSTERS

#### ABSTRACT

The article presents the author's vision of the use of pedagogical facilitation in the development of the subject potential of future masters. The relevance of the possibility of using pedagogical facilitation in the preparation of future masters stated in the article is due to the fact that there is a new social and pedagogical phenomenon in the higher education in Russia - facilitation. The pedagogical facilitation in higher education is considered by us as "strengthening", increasing the productivity of education (teaching, upbringing, development) among the students as subjects of educational and professional activity. Pedagogical facilitation is a technology based on the use of a special style of communication by the university teacher in the context of the personality of teacher and student, based on the use of new ideas in the training group as a team to solve a particular problem. A special role in this process is played by the technologies of "nurturing" the subjectivity of the future master through the use of coaching technologies, trainings, consultations, talks, conferences, etc. The leading method of studying the problem of pedagogical facilitation in the university is a method of theoretical analysis that has allowed us considering facilitation in higher education, both in social and in pedagogical contexts. The main approach, based on the solution of this task, is the subject-oriented approach to the students of the university, which is necessary for the university teacher to create a facilitation situation for the student's development as a subject of educational and professional activity. The practical significance of the results lies in the possibility of extrapolating the results of the article to the professional training of future masters as teachers of the university, focused on improving the professional training.

**KEYWORDS:** education, facilitation, psychological facilitation, teaching facilitation, facilitator, subject of activity, subjectivity, attribute ring of pedagogical facilitation.

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#### RESUMEN

El artículo presenta la visión del autor sobre el uso de la facilitación pedagógica en el desarrollo del potencial de los futuros máster. La relevancia de la posibilidad de utilizar la facilitación pedagógica en la preparación de los futuros másters que se menciona en el artículo se debe a que hay un nuevo fenómeno social y pedagógico en la educación superior en Rusia: la facilitación. La facilitación pedagógica en la educación superior es considerada por nosotros como "fortalecimiento", incrementando la productividad de la educación (enseñanza, educación, desarrollo) entre los estudiantes como sujetos de la actividad educativa y profesional. La facilitación pedagógica es una tecnología basada en el uso de un estilo especial de comunicación por parte del docente universitario en el contexto de la personalidad del docente y el alumno, basada en el uso de nuevas ideas en el grupo de capacitación como equipo para resolver un problema en particular. Un papel especial en este proceso lo desempeñan las tecnologías de "nutrir" la subjetividad del futuro maestro mediante el uso de tecnologías de coaching, capacitaciones, consultas, charlas, conferencias, etc. El método principal para estudiar el problema de la facilitación pedagógica en la La universidad es un método de análisis teórico que nos ha permitido considerar la facilitación en la educación superior, tanto en contextos sociales como pedagógicos. El enfoque principal, basado en la solución de esta tarea, es el enfoque orientado a la asignatura de los estudiantes de la universidad, que es necesario que el docente universitario cree una situación de facilitación para el desarrollo del alumno como sujeto de la actividad educativa y profesional. La importancia práctica de los resultados radica en la posibilidad de extrapolar los resultados del artículo a la formación profesional de los futuros maestros como profesores de la universidad, centrados en mejorar la formación profesional.

**PALABRAS CLAVE:** educación, facilitación, facilitación psicológica, facilitación docente, facilitadora, sujeto de actividad, subjetividad, anillo de atributos de facilitación pedagógica.

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## 1. INTRODUCTION

The relevance of this work is conditioned by the need of the higher education system in the use of pedagogical facilitation in the process of training future masters capable of translating it into the process of professional training. The socio-economic conditions for the development of society cause the search for new methods, forms, technologies and training mechanisms in the professional education. In this context, the discovery of the facilitation phenomenon as an educational phenomenon in psychology and pedagogy is of great interest. Therefore, the study of the possibilities of using pedagogical facilitation by the university teacher in developing the subject potential of future masters creates the opportunities for activating the activity of both the university teachers and the students themselves of the educational and professional activity in the conditions of modern higher education [1-3].

The origin of the concept of “pedagogical facilitation” has its own history. The very term “facilitation” comes from the English verb “facilitate” and is translated as “to facilitate, to help, to contribute”. In this context, pedagogical facilitation in the process of teaching future masters is considered by us as an educational process focused on the “strengthening”, increasing the productivity of master’s education (teaching, upbringing and development) as subjects of educational and professional activity on the basis of subject-oriented communication styles and “attractive” features (charisma) of the university teacher’s personality [3-5].

It should be noted that the main principle of the subject-oriented approach in higher education is the principle of subjectivity, aimed at creating and developing conditions for “nurturing” the student’s personality as a subject of educational and professional activity. Today in the university, the interactive training

becomes the dominant method of teaching in the university, in the context of which facilitation serves as an indicator of the development of the subject potential of future master [3]. At the same time, the subject potential of a master student is his ability, possibility, “forming forces” of a person to become a subject of educational and professional activity, that is, the creator of his professional development [1-2].

We consider the method of pedagogical facilitation in the university as a professional organization of the process of group or team work of students aimed at achieving the lesson goals, making team decisions in the learning process, and solving the problems of increased complexity and importance by a group of students. When preparing future masters, the application of the method of pedagogical facilitation plays a special role in maximizing the development of their subject potential [6-8].

## 2. METHODS

We used the methods of theoretical research (analysis, generalization, synthesis, reflection), as well as methods of empirical research (questionnaire) in the study.

- at the first stage - the preparatory stage - we analyzed the current state of the problem of pedagogical facilitation in the development of the subject potential of future masters in theory and practice; we developed a program of research methods;

- at the second stage, we analyzed the phenomenon of pedagogical facilitation in the context of subject-activity theory at the theoretical and applied levels;

- at the third stage, we introduced the model of pedagogical facilitation in the development of the subject potential of future masters;

- at the fourth stage - the final stage - we systematized and summarized the study results, clarified the theoretical conclusions; carried out processing and registration of the study results.

## 3.RESULTS

If certain conditions are met in the pedagogical activity, pedagogical facilitation can be considered as a technology of educational activity in the preparation of future masters and as a mechanism for developing their subject

potential. The technology of pedagogical facilitation in the preparation of future masters is distinguished from the classical method of teaching by the fact that the teacher does not give some pieces of advice, recommendations, i.e. does not act as a mentor, and "finds" solutions to the problem situations, tasks in common with the group members united by a common goal together with the masters. In a broad sense, pedagogical facilitation is implemented in practice as a social-pedagogical facilitation, i.e. as the integration or "synergy" of the activities of all subjects of the pedagogical process (teacher and students) to increase the productivity of activities in the situations of "difficulty" and solving problem situations and tasks.

Therefore, the analysis of current state of the elaboration of pedagogical facilitation in the preparation of future masters has shown that the "facilitation" of the learning process implies the development of the subject potential of students, if they learn to go beyond the framework of the main facts and events. The future master begins to be in progress in the situation of "suprasituational activity" in the process of using pedagogical facilitation by the university teacher [1-2].

Different methods of "support", instructions, projects given by the university teacher in the process of preparing future masters in conducting lectures and seminars will make this process "facilitating". This is the essence of pedagogical facilitation in the preparation of future master - not "moralize", but teach to work in a team.

To illustrate the use of pedagogical facilitation in the process of teaching future masters, we present the methods for conducting lectures/seminars with an aim of developing the subject potential of students.

When using the pedagogical facilitation in the process of preparing future masters, we, first of all, focus on the application of the discussion method. For example, the method of discussion in large or small student groups has great possibilities. At the same time, a small group of future masters provides a more diverse social environment, in which subject-subjective knowledge and skills can be used, improved, integrated on the basis of "synergy" principle, i.e. uniting the forces of subjects of educational and professional

activity for their strengthening. If, usually, there is one type of relationship between two subjects, then the group or team receives a strengthened set of different relationships between the team members, including rejection and exclusion. This phenomenon is extremely undesirable for the pedagogical facilitation. The benevolent atmosphere and the favorable psychological climate are much more effective in the discussion. If the subject of educational activity can count on the support of only one person in a pair work, then the subjects seek the support of a much larger number of people in a group, or, even better, in a team. At the same time, the subjects form different feelings, emotions and reactions. If the students are limited by the possibilities of comparing themselves, their behavior patterns and results with only one person in a pair work, then these opportunities increase many times in the team according to the principle of synergy. The subjective features of team members are differentiated by the qualities of the individual, expert knowledge, competence, efficiency, ambition, innovation, readiness for change and other criteria, which provide together a multifaceted comparison, self-assessment and mutual evaluation of team members. Thus, the diversity of relationships in the master's team provides them with the opportunities to learn and develop themselves as subjects of educational and professional activities [11-13].

2. The situational role-playing games are used by us as a kind of communication that can be used to convey messages, express or excite emotions, negotiate and convince, as well as for many other purposes [13].

3. The debate method is used by us as a "call" of students - future masters - to research activities, i.e. helps them develop their ability to work with arguments and defend their subjective positions [10-13].

4. Today the multimedia presentations are especially in demand, because some students better remember and are easier taught with the visual accompaniment of lectures due to the active use of multimedia technique and technology [11-12].

Thus, pedagogical facilitation is considered by us as the development mechanism of subjects of educational and professional activity. This provides a favorable psychological

climate in the student group, develops the capacity for creation, creativity and ensures the development of the subject potential of future undergraduates.

The observance of these conditions in order to organize pedagogical facilitation in the process of teaching future masters contributes to the formation and development of such personal qualities as a subject of educational and professional activities as: individualized activity, independence, cognitive activity, self-realization and creativity.

Pedagogical facilitation in the process of preparing future bachelor is the help of neutral side, whose task, first of all, is to "facilitate" the interaction within the group as a team. The teachers-facilitators keep the meeting in a time frame and help to accurately withstand a clear agenda, know how to ensure that they are listened, create an environment of active communication, state the problems constructively, sum up the results and look for arguments. The experienced and successful teacher-facilitator is able to maintain impartiality, create opportunities for constructive dialogue between all participants. He or she is an outsider and can remain neutral during the meeting [9-11].

The purpose of applying "pedagogical facilitation" in the educational process in developing the subject potential of future masters can be reduced to solving business cases, specific business situations, where it is necessary to find solutions, analyze problems, collect ideas, clarify tasks, plan actions, etc. [1-3].

The organization of classes using the method of "pedagogical facilitation" for the development of the subject potential of future masters is appropriate in cases when "acute", problematic subjects requiring specific solutions are raised. Pedagogical facilitation in the process of teaching future master is relevant, when the situation needs to be considered comprehensively, from different sides. Pedagogical facilitation is appropriate when it is required to organize an effective group discussion, where each participant can speak out, share ideas, experiences and assumptions.

We can use the following facilitation technologies and methods in the process of teaching future masters in the university: "Open

Space Technology", World Café Technology, Search Conference, Dynamic facilitation, Developmental facilitation, Technology of Participation, Walt Disney's strategy, "log-idea" technology, "scamper", grape cocktails.

#### 4. DISCUSSIONS

Studying domestic and foreign historiography on this issue, we see that the scientists have done a lot of work and have accumulated a lot of theoretical materials showing the origin of the theory of pedagogical facilitation as a mechanism for developing the subject potential of future master [7-9]. Subject-activity theory considers a person, first of all, as a subject of activity and a subject of all social relations. At the same time, the concept of humanistic psychology was formed in the foreign pedagogy and psychology focused on revealing the mechanisms of self-development, self-education, self-realization and self-actualization, which, we believe, implicitly contained the basic conceptual provisions of the subject-oriented approach to personality [1-4]. At the same time, the psychological mechanism of facilitation was not considered in the context of humanistic psychology from the standpoint of the subject-activity concept of developing the potential of future masters [3]. However, the processes of self-realization of youth are not formed in the university at the specially organized educational events. There is growing interest in the socially important and popular practices of organizing and implementing the processes of self-realization and self-actualization of young people all over the world, and the marketing of this process makes them relevant and more needed in the system of professional education and preparation of a mentor-facilitator [5].

#### 5. SUMMARY

Pedagogical facilitation gives a number of requirements both to the learning process and to the teacher's personality, especially to his ability to build relationships with students as subjects of educational and professional activity.

The essence of pedagogical facilitation in higher education is to overcome the traditional consolidation of the performing part of joint activity for students and thereby move from the formation of a functionary to the preparation of future master, which will be

active, capable of carrying out the independent analysis and accepting the non-standard solutions. The needs and motives of active behavior are formed not in the performance, but in the orientation part of the interaction. In this regard, the task of the university teacher in the process of teaching future masters is to include masters in joint orientation, to share a number of managerial functions with them in order to create conditions for awakening a deep interest in the subject and the emergence of real content motives in the subjects of educational and professional activity.

## 6. CONCLUSION


Pedagogical facilitation is a qualitatively higher level of professional training of future masters corresponding to the modern requirements of practice. In practice, the master student learns just as much as many questions he has, i.e. how active he has been in the teaching process. No emotional and logically constructed material presentation gives the desired effect, if the students have remained passive listeners who are only present at the classes and fix their content in a stereotyped way for some reasons. Each master takes exactly as much material from the studies at the university as much consciousness he manifests in his perception [12-13].

At the pedagogical facilitation, the university teacher gets the opportunity to use the non-dogmatic methods and techniques, and those of them that contribute to the creative assimilation of the necessary information form the ability to reason and seek new facets of the problems in the already known material. It allows the university teacher taking a position not "over", but "together" with the masters and not be afraid to be accused of "ignorance of existing problems in practice" at the same time, which are analyzed and can be questioned.

At the same time, pedagogical facilitation in the university teacher's activity as a mentor is considered by us as a "trigger mechanism" for finding and developing the personality subjectivity of the future master in the context of his individualized activity, independence, "sanctioned" initiative, creativity [8-11]. A special role in this is played by the technologies of "nurturing" the subjectivity of a young person on the basis of coaching technologies, trainings, consultations, conversations, conferences, etc.

The practical significance of the results lies in the possibility of extrapolating the results of the article to the professional training of future bachelors as future university teachers, focused on improving the professional training.

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