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FACILITATION AS AN OUTLOOK ORIENTATION OF THE MODERN TEACHER

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Abstract. *The article reveals the outlook context of the modern teacher's pedagogical facilitation. The researchers clarified the content of the concepts «outlook», «facilitation», «facilitation competency of a teacher». The authors specify the outlook as a system of generalized knowledge and ideas of a person about reality, a system of beliefs and ideals that reveal a practical and theoretical attitude to the world, his ability to view, understand and evaluate the surrounding reality, a way of knowing himself as a specific historical subject. It is stated that facilitation is a specific form of communication, which facilitates interaction in the process of joint activity of the subjects of the educational process. At the same time, facilitation is a way of unobtrusively assisting a group or individual in finding ways to identify and solve problems, and to establish communication with business entities. Facilitation competency of a teacher is defined as an integrative, dynamic complex of individually personal and professional-activity characteristics of a teacher, which is characterized by the ability to build a facilitation interaction with all subjects of the educational process taking into account the developmental potential of the humanities. The authors highlight facilitation as an integral element of the humanistic outlook of the teacher.*

Keywords: *facilitation, outlook, facilitation competency, humanistic outlook, teacher*

Introduction. The key role in the modernization of the education system belongs to higher pedagogical institutions, because it is here that the methodological, content and technological parameters of education at all its levels are set, pedagogical thinking and professionalism of the future teacher are formed. New approaches to providing professional teacher training reflect an awareness of the fundamental dependence of public perspectives on the qualities of a student's personality that are developed in his professional education. Instrumental possibilities of pedagogical activity include both the potential of humane support of the process of a child development in educational and upbringing environment, as well as the threat of authoritarian leveling of its personal uniqueness.

Statement of the problem. Only a harmoniously developed teacher is able to provide humanity and tolerance of the pedagogical process organized by him. The latter necessitates a revision of the priorities in the system of teacher training, where, along with the formation of the necessary professional knowledge, skills and abilities,

it becomes important to develop a subjective position of a future professional. One of the main factors for ensuring the student's ability to actively creative self-development is his broad cultural education, the need for which is determined by the requirements of the modern labor market.

Analysis of recent research and publications. Humanization as a teacher's outlook orientation was examined by H. Ball, H. Bondar, I. Ziaziun, V. Kovalchuk, N. Nosova, H. Usachova; outlook, as a conceptual interdisciplinary category, was described by O. Rudnytska, A. Spirkin, V. Chernovolenko; facilitation has repeatedly been the subject of scientific research by K. Rogers, O. Foksha and other researchers. At the same time, facilitation as an outlook orientation of a modern teacher has not been the subject of special scientific research yet.

The purpose of the study is to elucidate the facilitation in the system of teacher's pedagogical activity, to substantiate the functional role of facilitation in the formation of the humanistic outlook of the modern teacher.

Presentation of the main material. Prominent Ukrainian researchers H. Ball, I. Ziaziun linked the processes of humanization of the educational space with the implementation of the principles of developmental, supportive learning, the accompanying position of the teacher, the presence of his humanistic outlook.

In the context of the humanization of the entire Ukrainian education system, the opinion of the outstanding scientist I. Ziaziun, who outlined the methodological support of pedagogical scientific research, is of fundamental importance: the leading idea of the humanistic outlook should be embedded in the educational system, which presupposes awareness of nature and man in their unity, rejection of the authoritative, mythological style of thinking, tolerance, ability to compromise, respectful attitude to another's thoughts, to other cultures, values, beliefs [4, p.5].

The most commonly used in scientific researches is the definition of outlook proposed by V. Chernovolenko. The author presents the outlook as a system of generalized knowledge and ideas of a person about reality, a system of beliefs and ideals that reveal a practical and theoretical attitude to the world, his ability to contemplate, understand and evaluate the surrounding reality, a way of knowing himself as a particular historical subject [12, p. .56].

A.Spirkin proposed a consensus vision of the content of the concept of «outlook», defining it as a utterly generalized view of the world, nature, phenomena, society, himself, as well as those life positions of people, beliefs, socio-political ideals and principles of knowledge that stem from the overall picture of the world [8].

It can be argued that outlook is a form of consciousness that determines all human behavior, and by conviction reflects the essence of the aggregate social relations to which the person is involved.

We also take into account the interpretation of outlook proposed by O. Rudnytska, who interpreted it as the core of a culture that unites in the human consciousness the knowledge of the world and himself, determines the priority of certain values, directs the functioning of different parts of society, in particular education [7, p.43]. «From a simple unity of knowledge, - continues the scientist, - outlook is efferent as it merges the results of cognitive and practical activity of a man». [7, p.67]. This is the basis of her beliefs that become the basis of lifestyle, life

programs, value orientations. Therefore, forming an outlook that organically interconnects experience, knowledge, consciousness, feelings, will be the most important task of education.

The scientist H. Bondar outlines the professionally significant characteristics of the future teacher's humanistic outlook, through which he expresses his attitude to the surrounding natural and social environment, such as: life optimism (feeling of confidence in the potential forces of his people and humanity, willingness to apply his own efforts phenomena, countering environmental catastrophes, etc.); a sense of responsibility for the country's future; tolerance (active effort to understand the opponent's arguments and find «points of reconciliation»); pedagogical optimism (belief in the student's potential strengths and the possibilities of pedagogical science); installation on the «tomorrow's joy» of the pet, on the achievement of significant success in those activities to which he has a natural ability [2].

In this context, we should also agree with the opinion of H. Usachov, who regards the humanistic outlook as a complex qualitative formation that is transformed and reflected in the attitude towards the world, people, nature and social requirements. Thus, the development of the foundations of the humanistic outlook is understood in the scientific works of H. Usachov as a deliberate process of forming a harmonious personality, including the formation of such qualities as: humanity, charity, honesty, justice, tolerance in relations, sense of responsibility, self-esteem, love for Ukraine [10].

In our opinion, the statements of H. Ball, H. Bondar, H. Usachov intersect in the definition of personal characteristics that reflect the content of the phenomenon of «humanistic orientation of the individual» - tolerance, belief in the potential abilities of a human, charity, responsibility.

N. Nosova also refers to the concept of «humanistic outlook», emphasizing that the humanization of education in broad sense of mind is a process of formation of humanistic outlook and humanistic qualities of teachers and pupils, a key element of new pedagogical thinking, a system of views, confirming the subjective identity. The main purpose of the educational process, according to N. Nosova, is the complete and deep, comprehensive training of a child as a subject capable of a full life in society through the development of his personality. Adhering to H. Kostiuk's opinion, the author argues that the task of the school is to promote as much as possible the development of the mental powers and abilities of each student in accordance with his abilities and needs of society. Humane relations at school, the scientist continues, should create a permanent situation for the student to choose his behavior, to form responsibility for their actions, that is, to be a source of development of the ability to self-education, self-government [6, p.58].

In the context of the study, we understand N. Nosova's view as follows: the practical aim of humanistic pedagogy can be defined as assisting children to construct their autonomous inner world - a «subjective reality». In this context, the main task of the teacher, in our opinion, is to implement the facilitation of the process of formation of the subjective inner world of the child.

The contemporary researches of domestic scientists are directed mainly to the search for new concepts of education of young people, which will help to realize the

heritage of national culture in the most complete way in accordance with the requirements set for our country by the world community. One of the most important tasks of the present is to prepare a new generation of humanist teachers who are aware of pedagogical activity as deeply humanistic one, who determine the child's personality and feelings, his self-development, personality's desire for self-actualization and self-improvement. Humanization of education is characterized by building relationships of all participants of the educational process on the basis of substitution of subject-object position and, accordingly, authoritarian style of managing the educational process by subject-subject position, which implies partnership cooperation and interaction with students.

I. Stadnyk agrees with the opinion, arguing that humanism is a decisive feature of the Ukrainian mentality, which in modern conditions emphasizes its development in the form of tolerance, and begins with universal values. The idea of unity, the author continues, echoes the philosophy of cosmism, which states that the development of mankind is transformed into a form of planetary unity, where tolerance is a means of non-aggressive interest in the interlocutor, one of the conditions of a meaningful existence of any text - from a certain person to the metatext of a humankind - which can be called a state of dialogue [9, p.92].

According to V. Kovalchuk, the appeal to the assessment of the basic abilities of modern teacher shows that he himself needs to be a model of a new type of modernization outlook and have the appropriate methodological training to successfully shape this outlook in students. Above all, it should be a highly skilled and visionary professional, a knowledgeable and dedicated patriot of Ukraine, a good psychologist who possesses information and pedagogical technologies. Thus, the scientist concludes that modernizing the professional and methodological training of students means to prepare a qualified teacher, able to form a worthy member of his nation, to prepare the student for life in an ecological, political, legal, economic, cultural and educational social environment [5].

The humanization of the educational system in our country is associated with the development of radically new approaches to teacher training. The authors refer to the non-traditional role-playing positions of a teacher in their professional activities - teacher as a mentor, teacher as a counselor and guide, teacher as a mediator and a conflict adjuster, coach and tutor.

The teaching guide on education in the sphere of human rights of the youth, approved by the Directorate of the Council of Europe for Youth and Sport, contains the following information: a facilitator is one who «allows events to happen», who «helps», inspires others to learn and develop their own potential. The role of a facilitator is to create safe conditions for participants to learn through experimentation, research and mutual exchange. It is not the case of one person, a leader who is an «expert» who gives knowledge to others. Everyone needs to grow through the exchange of experience, both participants and facilitators.

The glossary of terms contains the following information: social facilitation - social interactions caused by social contacts that increase their activity. It is manifested in the activation of mental processes, improvement of health, the results

of human activity in the conditions when he is surrounded, works in the presence or together with other people [3].

According to reference sources, social facilitation is an increase in energy, increase of activity, dominant reactions of an individual, facilitation of his activity in the presence of a group [3, p.456].

We can draw some conclusions from the above. Terminological analysis proves that facilitation is a specific form of communication, which facilitates interaction in the process of joint activity of the subjects of the educational process. At the same time, facilitation is a way of unobtrusively assisting a group or individual in finding ways to identify and solve problems, and to establish communication with business entities.

Facilitation competency of a teacher is defined as an integrative, dynamic complex of individually personal and professional-activity characteristics of a teacher, characterized by the ability to build a facilitation interaction with all the subjects of the educational process, taking into account the developmental potential of the humanities.

In determining the essence of pedagogical facilitation, it should be borne in mind that facilitation is largely interpreted as a positive change in the effectiveness of the student's activity under the influence of the teacher's personality. Such influence is made possible by certain traits of the teacher's personality, special knowledge and skills. Positively influencing the student, the teacher has the opportunity to communicate with him directly. Such an impact is not accidental, but requires a deliberate effort on the part of a teacher. The ability of a teacher to carry out such activities is not obligatory, since it has its own specificity and requires special preparation for its implementation.

Summarizing the above, we can come to the following conclusions. Pedagogical facilitation is an integral part of the humanistic outlook of a teacher; it is a specific kind of teacher's pedagogical activity, the purpose of which is to assist the student in realizing himself as self-worth; support for his desire for self-development, self-realization, self-improvement; promotion of his personal growth, disclosure of abilities, cognitive abilities; actualization of value attitude towards people, nature, national culture, through organization of humanistic, dialogical, subject-subject communication; creating an atmosphere of unconditional acceptance, understanding and trust.

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