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INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN A MODERN HIGH SCHOOL: FACILITATION AND VITAGENE PEDAGOGICAL TECHNOLOGIES OF TEACHING AND UPBRINGING STUDENTS

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Abstract. *The article deals with the modern innovative technologies which are being implemented in a modern high school. The vitagene and facilitation technologies are of primary attention of the authors. The possibilities of the use of innovative technologies of education and upbringing in the environment of the pedagogical university are examined.*

Keywords: *pedagogical technologies in high school, facilitation technologies, vitagene technologies.*

The fact that Ukraine now is the part of the commonwealth of European countries led to a reconsideration of the technological foundations of building an educational environment in higher education, in particular, at a pedagogical university. The basic notion that reflects the technological context of this process is the term “pedagogical technology”.

The purpose of the article is to highlight the phenomenological features of the modern innovative technologies of education and upbringing in the high school and outline the prospects for their implementation in the environment of the pedagogical university.

The tasks of the article are: to analyze modern sources regarding the concepts of “facilitation technologies” and “vitagene technologies”; determine the directions of their introduction into the educational process of pedagogical higher education.

Pedagogical technologies in general pedagogical discourse are interpreted as a systematic method for the creation, application and definition of the whole process of teaching and learning, taking into account technical and human resources and their interaction, which aims to optimize forms of education (as defined by UNESCO).

Let us analyze and supplement this context of the definition of commonly accepted in the domestic scientific circle by the interpretation of this concept, namely: a system of methods, techniques, steps, the sequence of implementation of which provides the solution of the problems of education, training and development of the personality of a student, and the activity itself is presented procedurally, that is, as a certain system of actions. Regarding

pedagogical technologies as a way and means of development and procedural implementation of the components of the pedagogical process in the form of a system of actions that ensures a guaranteed result, we assume that pedagogical technology serves to specify the methodology.

Based on the mentioned above, we offer to consider some innovative pedagogical technologies that are promising for introduction in the high school of Ukraine – facilitation technologies and vitagene technologies of education and upbringing.

Facilitating technologies for the formation of a personality and professional development of a future specialist-educator in general can be defined as a combination of technologies supporting the student's personal growth and supporting his/her self-realization as a professional throughout the term of study in a pedagogical environment of a higher educational institution. In this context, the authors consider the current role of the teacher of the university as the facilitator, the mentor, the coach, the advisor, and so on.

The origins of scientific understanding of pedagogical facilitation are not new in the psychological and pedagogical intelligence of scholars (M. Kazanzhy, P. Lushyn, T. Sorochan, etc.). According to the pedagogical vocabulary, one of the new methods of organizing the learning process is facilitation (derived from the English word, 'to facilitate' – helping, relieving, promoting).

Having analyzed the approaches to understanding the facilitation, I. Kubareva and M. Polishchuk-Ba are inclined to think that facilitation is a process of relieving learning through collective discussion and solving the problem in the group, increasing the speed, productivity, creativity and innovation of the individual and group activity in general, with the help of certain methods of facilitation [4].

Facilitator is in charge of adjusting facilitation – he/she is a person who combines features of a boss, a leader and a participant of the process, has no policy influence on the group, is not a representative of any of the parties involved in the facilitation, and does not defend their interests. The facilitator assists the group, accompanying the search solution, and may use certain rules of facilitation in order to comply with the time-limit. The facilitator is an active and impartial subject of the learning process; his role is to provide qualification support for the group to achieve common goals.

We agree with the authors that, in general, the skills of a good facilitator cannot be learned, but they can be realized, internalized and put into practice. For effective facilitation the teacher must meet the following requirements: not to lead the discussion, but to direct the educational process only in order to add to the discussion the creative approaches; to understand the process of group dynamics and successfully equate the emotional fluctuations in the group; he/she must have a set of techniques and tools which he/she masters perfectly

and which can be used in different groups to keep participants interested in the subject of facilitation; to adapt the methods of facilitation to the audience where he/she works, taking into account professional, physiological, mental, religious, age, and other features; always know the goals, structure and level of connections in a group; to manage the method, not the content of the meeting; to have the skills of effective interpersonal communication and ability to manage the group; to have excellent synthesis and analysis skills, a well-worked method of presentation of material; to have a high level of communicative skills; to understand the importance of learning; to have respect for diversity and the ability to take into account the differences between people in their activities; to have practical knowledge in analyzing conflicts, methods of their transformation, as well as in the theory and practice of conflict situations settlement; he/she must understand the principles of reflexive practice and be prepared to apply it.

Each type of facilitation plays a significant role in the process of self-realization, self-development and correlates with the principles of humanism. There are the following types of facilitation: psychological facilitation, pedagogical facilitation, social facilitation, sports facilitation, eco-facilitation.

Psychological facilitation is the process of managing and simultaneously designing/reconstructing a managed system. In this case, the subsequent process is probable, nonlinear and irreversible, which corresponds to the nature of personal change. Psychological facilitation is caused by paradoxical control over the process of self-reconstruction and self-organization of an open dynamic personality system.

Pedagogical facilitation is a kind of pedagogical activity aimed at helping students/pupils to realize themselves as self-values, to support their aspirations for self-development, self-realization, self-improvement, to promote personal growth, to reveal abilities, cognitive abilities, to actualize value attitudes towards people, nature, national culture on the basis of the organization of humanistic, dialogical, subject-subjective communication, atmosphere of unconditional acceptance, understanding and trust. Social facilitation aimed at improving the quality of the implementation of some simple and well-established operations.

In our opinion, the ability to use facilitation technologies is contained in the personal profile of a future specialist. In this regard, let us turn to the scientific research of Mariia Kazanzhy.

The scholar distributes the role of the teacher in teaching/educating students on the level of its application of facilitation technologies: the facilitator, the facilitation consultant, the facilitation coach, the facilitation trainer and the facultative leader, dividing them by what side they are in, neutrality, expert qualities, peculiarities of the decision making [3].

In general, facilitation technologies are associated with the use of the learner's vitagene experience.

Vitagene education is a training based on updating the individual's life experience, its intellectual and psychological potential with educational purpose. The problem of vitagene education was taught by Russian teachers A. Bielkin and A. Verbytska. They define vitagene learning as a process of interaction between a student and a teacher, designed to help the student in shaping the completeness of the manifestation of human individuality, new forms of their own vital activity, adequate to the development of society as a means of actualizing the entire completeness of the vitagene experience, the acquisition of its new constructive forms, the reliance on the vitagene experience of all mankind and individual his groups [1]. The theory of vitagene learning recognizes the leading role of the student's vitality experience in the implementation of educational tasks, and not all life experience is taken as a basis, and the vitagene one, which is the part of the experience that is most significant for the individual, is often updated in adequate situations.

In our opinion, vitagene technology in high school has a powerful potential for refining and updating the strategy of preparing future teachers in high school. Vitagene education involves updating the life experience of a person that consciously and gradually turns into an instrument of knowledge of the world by the cooperation and interaction of teachers and future specialists. The basis of such interaction is the awareness of the values of the information obtained, which becomes personally significant and valuable and transforms it into life experience, which is stored in the long-term memory, which is always ready to be updated if necessary in any situation.

Consequently, the vitagene training is based on the actualization (demand) of the person's life experience, his/her intellectual and psychological potential for educational purposes.

The researcher V. Vdovenko has revealed the technology of vitagene learning in the best way. The author distributed techniques and means of vitagene training on certain stages. The transition of vitagene information to life experience occurs through several stages. Stage 1: the primary perception of the vitagene information is undifferentiated. Stage 2: estimated-filtering. The person determines the significance of the information received in phylogenesis(from general, group, gnostic positions), later – in ontogenesis, that is, from the standpoint of personal significance. Stage 3: instructive. A person spontaneously or meaningfully creates an installation to memorize information for a specific period.

The method of adoption of a retrospective analysis of life experience with the disclosure of its connections in the educational process. It is used in those cases where it is necessary to use analytical capabilities and skills of students to correlate valuable educational information with the stock of vitamin

information and to make the necessary conclusions in educational fields. The task of the teacher is to be able to diagnose the level of inconsistency, the contradiction between the rejection of the vitagene and educational knowledge, and, based on a system of scientific proofs, to disclose the educational value of the student's life experience.

The method of the acceptance of the initial updating of the student's life experience is that it is necessary to find out what stock of knowledge at the level of ordinary consciousness students have before they receive the necessary supply of educational (scientific) knowledge. Diagnostics makes it possible to determine the intellectual potential of both individual students and class as a whole, to create a psychological setting for obtaining new information, to use the information obtained to create a problem situation. A typical question: "What do you know about ...?". The effectiveness of such an admission is ensured by three basic conditions: compliance with the tasks set for updating the life experience of the age-related capabilities of the students; the form of actualization should also correlate with the age of the students; any form of actualization of students' vitality experience should be accompanied by a situation of success.

The method of a forward-thinking teaching projection requires increased demands on instrumentation. The meaning of instrumentation is to make the educational projection to be vitagene ones.

The method of additional design of an unfinished educational model is effective especially in the cases where it is necessary to update not so much vitagene knowledge as creative potential of the individual, his/her need for self-realization by the formula: the teacher offers an idea, an incomplete work, and students supplement, saturate the content, based on their life experience.

The accepting of time, spatial, and informative synchronization of educational projections is that the didactic material is described with the disclosure of temporary spatial, meaningful connections between the facts, events, phenomena, processes. Synchronic tables on history, spatial projections in mathematics; interdependence of chemical, physical, physiological processes; cartographic projections, psychophysiological, psychological processes, etc. The vitagene component here is manifested not in the assimilation of knowledge, the development of abilities, but in the bulk nature of the perception of an educational subject; according to the "truth of life". The formula for this technique: "Life is multidimensional, and the teaching material needs to be perceived in a multidimensional way, then it will be necessary for life." In the end, it brings up a valuable attitude to knowledge.

The method of vitagene analogies in educational projections has the formula: "There is not anything in the life that hadn't existed before".

The method of vitagene spiritualization of objects of living and inanimate nature. Its essence is to "humanize" the objects of living and

inanimate nature, attributing to them human qualities, motives of action, thereby revealing the deep meaning of educational relationships, processes. The technological significance of admission is that the student himself creates three projections that provide a holographic look: vitagene(from the student), stereoproject (vector from the teacher), holographic (vector from the side).

Technology of creative synthesis of educational projections. The meaning of this technique is that the educational object of knowledge was presented in the projection of holography creatively transformed and integrated [2].

Conclusions. Thus, it can be concluded that vitagene technologies as well as facilitation technologies of education and upbringing in higher education are a promising direction for updating the whole framework of the training of future teachers within the environment of a pedagogical university.

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