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**METHODOLOGICAL RECOMMENDATIONS FOR FORMATION OF FACILITATIVE COMPETENCE OF FUTURE TEACHERS OF HUMANITIES IN INSTITUTIONS OF HIGHER EDUCATION**

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**Abstract.** *The article reveals the methodic aspect of the process of formation of facilitative competence of future teachers of humanities in professional training at a higher educational institution of a pedagogical profile. The author proposes a program for students to acquire information and theoretical material on the issues of facilitation in education; a cycle of practical exercises and tasks that illustrate the functional context of facilitative interaction in the work of a modern school teacher; a system of self-research tasks that make students aware of the importance of facilitative activities in the work of the teacher of the New Ukrainian School.*

**Keywords:** *facilitative competence, methodology, formation, future teachers of humanitarian specialties, institution of higher education.*

The consolidation of humanistic values, human centeredness and subject-subjective guidance in education requires a reconsideration of the role of a modern teacher, and, therefore, the reorientation of his professional training within the educational space of modern higher educational institutions.

The named processes led to the conversion of scientists to the competencies of the teacher, which ensure the elevation of the spiritual forces of the child-student, the development of his inclinations and talents, creative self-realization by means of developmental interaction between the subjects of the educational process: communicative and strategic competence (M. Oliyar, etc.), competence of self-development (M. Kniazian, etc.), facilitative competence (T. Sorochan, etc.).

A promising direction for improving the professional competence of the teacher of the New Ukrainian School is the implementation of his facilitative competence.

The facilitative competence of the teacher is defined as follows: an integrative, dynamic complex of individual-personal and professional-activity qualities of a teacher's personality, built on interdisciplinary structured knowledge, multilevel abilities, characterized by the ability to build a facilitative interaction with all subjects of the educational process, taking into account the developmental potential of the humanities disciplines [1, p. 205].

*The purpose of the paper* is to develop methodological recommendations for the formation of facilitative competence of future teachers of humanities in professional training at a higher educational institution.

We propose the formation of facilitative competence of future teachers of humanities in three conceptual directions: to stimulate the search for independent ways of students to implement facilitative competence in future professional and pedagogical activities by acquiring special knowledge of a professional nature (the professional orientation stage of the formation of facilitative competence of students); to provide organization of educational process at the integral-spiritual level, based on creative self-realization of future teachers of humanities by using the potential of pedagogical practice (constructive and modeling stage of formation of facilitative competence of students); to form students a personal humanistic, subject-subjective paradigm, built on the value comprehension of the individuality and uniqueness of each child-student (subject-enrichment stage of the formation of facilitative competence of students).

Realization of the mentioned-above tasks at the professional orientation stage (realization of the pedagogical condition of forming the facilitative competence of future teachers of the humanities «systematization of students knowledge about the specifics of the facilitative interaction in the work of the teacher» in order to influence the epistemological component of the phenomenon under investigation) involves the use of research and heuristic-search methods aimed at activating the cognitive sphere of future teachers of the humanities, organizing the basic knowledge of students by enriching their terminology thesaurus, systematizing their professional and general pedagogical knowledge, developing the emotional sphere and creative forces of students, stimulating imagination, opening new knowledge in the process of joint creative activity.

This area of work involves understanding the following forms of work with students: conducting a special course «Fundamentals of forming facilitative competence of future teachers of humanities»; compiling map-thesauri «Teacher as a facilitator», «Teacher as a mediator in conflict», «Teacher as a mentor», «Teacher as an advisor and counselor»; proficiency training of the future teacher-humanities «Facilitation in the time space of the New Ukrainian School»; linguistic analysis of the concept «facilitation» («facilitate») and its definitional variety, according to methods of application in different languages; analysis of the experience of specialized public associations.

At the constructive-modeling stage (the implementation of the pedagogical condition for the formation of facilitative competence of students «acquiring by students the experience of facilitative interaction» in order to influence the praxeological component of the phenomenon under study), special attention should be paid to the methods of simulation, synesthesia, production of the humanistic context of professional training of students. These methods should

be combined in the system of research and creative tasks of professional orientation, that is, the whole context of experimental work on the formation of facilitative competence should be realized with the projection of the future professional activities of teachers of humanities in the school.

Within this area, the following forms of work are envisaged: the development of an educational and professional guidebook and a diary of pedagogical practice «Trajectory of professional growth»; development of scenario projects for building parity interaction with students on the basis of facilitative interaction; work of the discussion club «New Ukrainian School - School of Spirituality and Culture»; pedagogical debates «Facilitation of FPP - forecast, practice, perspectives»; role debate «I am a teacher-mediator», «I am a teacher-counselor and adviser», «I am a teacher-tutor and a conductor»; development of multimedia educational projects in the course of pedagogical practice «Parity education in the New Ukrainian school».

The realization of the tasks at the subject-enrichment stage (realization of the pedagogical condition of the formation of facilitative competence of future teachers of humanities, «actualization of students' value attitudes toward facilitative interaction in professional activity» with the aim of influencing the axiological component of the investigated phenomenon) requires the use of reflexive analysis methods that give the opportunity to comprehend the future students of the humanities in the professional-pedagogical activity of the teacher at the world-view level.

The preference should be given to the following forms and types of work: reflexive essay «Facilitation - the path to the humane core of the educational process of the New Ukrainian School», «Facilitation in working with children - creating the aura of Good and Mercy»; essays «Facilitation and the search for modification of the teacher's daily educational practice», «New Ukrainian School - School of Abilities and Talents of the Child»; works of reflection «Facilitator of the New Ukrainian School - School of Culture and Spirituality», «Teacher of the New Ukrainian School - Creation and Reflection», «Facilitation in school - a catalyst for changing the era of knowledge into the era of spirituality»; cycle of autotraining exercises «Pedagogical techniques of modern teacher-facilitator», «Psychotraining technologies of self-development of the future teacher as a facilitator».

We will describe in details the special course, acting through the means of forming the facilitative competence of future teachers of humanities.

The logic framework of the special course program consists of topics that reveal the ideas of the humanization of the educational environment of the modern school, by identifying the phenomenon of facilitation as a way of establishing the subject-subjective relationships among all participants in the educational process; psychological and pedagogical context of facilitative competence of a modern teacher as a professional-personal characteristic of a

teacher; practical-oriented content of the training of future teachers of humanities as facilitators for the New Ukrainian school.

The purpose of the special course is the formation of facilitative competence of future teachers via theoretical and practical preparation for implementation of facilitative interaction with all subjects of the educational process of the school with the consideration of the development potential of humanitarian disciplines. Interdisciplinary connections: a special course is an integrated course that involves the use, systematization and improvement of students' knowledge of pedagogy (introduction into a specialty, history of pedagogy, theory of teaching, theory of education), psychology, general theoretical and professional disciplines.

Monitoring system: presentation of self-research projects, surveys, control testing.

We will describe the content and structure of the special course in details.

The first content module of the special course «Facilitation in the system of pedagogical knowledge» included the following topics: «Historical analysis of the problems of facilitation in scientific and methodological and psychological and pedagogical sources» and «Pedagogical context of facilitative interaction in the modern school». They were selected according to the epistemological component of the facilitative competence of the teacher of humanities.

The content module of the special course «Facilitation in the system of pedagogical practices» is represented by the sub-topics like «Technological support for the implementation of facilitative competence of the teacher», «Socio-pedagogical space of developing pedagogical relationships in the modern school». The topics were selected in accordance with the praxis component of the facilitative competence of the teacher of humanities.

The content module of the special course «Facilitation as a world-view orientation of the teacher» consisted of the following topics: «Teacher - as the subject of facilitative pedagogical interaction», «Humanistic worldview as the basis of facilitative pedagogical activity». The topics were identified taking into account the ideological component of the facilitative competence of the teacher of humanities.

**Conclusions:** the developed methodological recommendations take into account the specifics of the formation of facilitative competence of students - future teachers of the humanities.

The results of the work are:

- provision of a special theoretical training of future students of humanities by mastering the future teachers of the humanities with knowledge about the phenomenon of «facilitation» and ways of its realization in the future professional activities;
- to acquaint students with the pedagogical context of facilitative interaction in the educational environment of the school;

- ensuring the practical training of future students of humanities via the acquisition of future specialist of humanities special skills that make it possible to implement mechanisms of pedagogical facilitation (pedagogical support for personal growth of pupils and pedagogical support of their academic achievements).

*References translated and transliterated*

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