

## **Psychological Content of Facilitative Interaction**

## **Психологічний контент фасилітативної взаємодії**

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## ABSTRACT

*The purpose of this article is to define the main characteristics of the facilitative interaction, to show the socio-genetic mechanism of facilitation, the mechanism of cultural transmission, to provide the principles of facilitative interaction in the process of interpersonal communication, to present facilitation as a phenomenon of interpersonal communication, which greatly enhances the productivity of education or upbringing of the subjects of the educational process due to their harmonious, democratic style of communication and tolerant, empathetic qualities of the teacher's personality.*

*The following theoretical **methods of the research** were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.*

***The results of the research.** We proved that facilitation is a phenomenon of interpersonal communication, which greatly enhances the productivity of education or upbringing of the subjects of the educational process due to their harmonious, democratic style of communication and tolerant, empathetic qualities of the teacher's personality. Facilitative communication generates the most positive motives, and such learning motives, in turn, create positive preconditions not only for the student to take a certain conscious position («And I can» or «And I will do this»), but also for harmonious cognitive activity in order to acquire new knowledge, skills, abilities, due to which he/she develops a desire to learn. Facilitating teachers are supposed «to provoke» the independence and to create the conditions for responsible freedom of students. These points must be taken into account when teachers draw up curricula and programs, and when formulating learning objectives, and when evaluating the results of educational activity. All this factors will create the most favorable conditions for independent and meaningful learning of students, activating their cognitive motives, stimulating curiosity, which, above all, will actualize the manifestations of solidarity and cooperation, interaction and mutual assistance in the educational process. All this, in turn, facilitates a high level of cognitive functioning, the whole educational paradigm.*

*We think that the reform of the educational system should be based on the restructuring of stable personal attitudes of the teacher, which are explained in the processes of his/her interpersonal interaction with students. We identify three main guidelines of the teacher-facilitator. The first is «truth» and «open-*

*ness»; the second setting is described in terms of «acceptance» and «trust»; and finally, the third attitude correlates positively with «empathic understanding».*

*Thus, it is possible to identify certain components of facilitation, which create a microclimate in the team that will ensure personal growth and development. The first component of facilitation is authenticity, «naturalness», sincerity of personality. Another components of facilitation are congruence and empathic understanding. Thus, facilitative interaction is a very specific, active type of transition of behavioral patterns into stable semantic structures that provide a change in the personality of both the student and the teacher.*

**Conclusions.** *The main factors of the facilitative approach are, firstly, the inner nature (or essence) of a man which is exclusively positive, constructive, moral and social, and secondly, this nature begins to explain itself every time in the relationships of the individual with another person (or other people). In such a way there is an atmosphere of unconditional positive acceptance, empathic understanding and congruent self-presentation.*

*Thus, the facilitative approach emphasizes that a person contains considerable resources for self-knowledge, change of self-concept, purposeful behavior, and complete mastery of these resources, which is possible only if the social group creates a positive microclimate that facilitates the formation of psychological attitudes.*

**Key words:** *facilitation, facilitative interaction, facilitative teaching, components of facilitation, authenticity, «naturalness», sincerity of personality, congruence, empathic understanding.*

## Introduction

In our research, facilitation refers to a personality-oriented approach, expressed in a global sense of trust of a person, in the tendency to personal growth, to the development and realization of his/her individual potential. Facilitation is a key concept of non-directive, client-centered or person-centered psychotherapy developed by C. Rogers. To understand the essence of facilitative interaction, the main principles of C. Rogers' theory are: belief in original, constructive and creative human wisdom; belief into the content of socio-personal nature, which implies the actualization of the constructive personal potential

of the individual in the processes of interpersonal communication; the main concepts which are «necessary and sufficient conditions» of interpersonal communication, which contribute to the development of the personality and ensure the implementation of constructive personal changes («unconditional positive perception of another person», «active empathic listening», «congruent self-expression in the process of communication»); the ideas about the real stages of the group process, which takes place in certain social and personality-centered conditions (Rogers, 1983).

It was very important for our research to distinguish between two types of learning: unconscious and conscious ones. The first type of education is, so called, «impersonal one», intellectualized, evaluated from the outside space, aimed at mastering the student's knowledge. Learning of the second type, on the contrary, is self-initiated, personally meaningful, such that has an impact on the personality as a whole. It is assessed by the pupil in order to ensure the mastery of meanings (or meaning frames) as elements of personally meaningful experience. The main tasks of the teacher are to stimulate and to initiate (to promote) conscious learning.

Considering the concepts of «education», «teaching» and «learning», C. Rogers emphasizes that in today's world, which is characterized by constant change, the emphasis in the learning process has to be shifted from teaching to facilitation as a manifestation of a new thinking, as a real reform of education, which can not be achieved either by improving the skills and abilities, knowledge and abilities of teachers, or through the development and the implementation of experimental programs and modern technical teaching aids (Rogers, 1982).

In the psychological paradigm, facilitation is seen as stimulating the development of people's consciousness, their independence, freedom of choice, rather than an attempt to make people dependent on public opinion. Thus, traditionally,

facilitation is analyzed as a change in the effectiveness of the subjects of educational activities. Freedom does not mean permissiveness and release from professional responsibilities. If leading professionals, leaders in education are able to realize their role as facilitators, the educational paradigm will potentially change.

The discussion of the terminological problem of the definition of «facilitation» is indicated by the requirements formulated by L. Onufriieva & Ed. Ivashkevych (2021). Scientists believe that, firstly, the facilitative interaction itself should be objective and holistic in a systemic-functional sense. Secondly, this term should be taken unambiguously: to denote one phenomenon that has a fairly clear paradigm. It is unacceptable to denote several phenomena by one term and, conversely, it is undesirable when one phenomenon is denoted by several terms. The existence of synonyms is sometimes justified, and in some cases they are inevitable. Thirdly, the etymological aspects of facilitative interaction should be considered. Fourthly, it is necessary, if it is possible, to take into account the traditions having been formed in Psychology. Fifthly, the procedural and productive aspects of facilitative interaction should be separated. Sixthly, the terminology of related sciences should be taken into account in an effort to avoid interdisciplinary contradictions (Михальчук & Онупрієва, 2020).

So, *the purpose* of this article is to define the main characteristics of the facilitative interaction, to show the socio-genetic mechanism of facilitation as the mechanism of cultural transmission, to provide the principles of facilitative interaction in the process of interpersonal communication, to present facilitation as a phenomenon of interpersonal communication, which greatly enhances the productivity of education or upbringing of the subjects of the educational process due to their harmonious, democratic style of communication and tolerant, empathetic qualities of the teacher's personality.

## Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

## Results and their discussion

Data on the characteristics of the facilitative interaction are presented in Table. 1. Also they are diluted in the terminological sense of the procedural side and the result of facilitative interaction.

The main category in Psychology is a category that reflects the mechanism of transmission of culture from generation to generation. According to scientists, in relation to the individual it is a mechanism that ensures the formation of the personality. To denote such a phenomenon in Psychology, the term «facilitation» is also used as a stimulus to the development of people's consciousness, their independence, freedom of choice. To stimulate (from Latin) denotes «to encourage», «to motivate to action», «to promote», «to give a push», «to be the motivating reason», «to activate any to provide the activity» (Івашкевич & Кюмарніцька, 2020).

Stimulus (from the Latin Stimulus means «to drive») is the influence that largely determines the activation of psycho-physiological functions of the subject. In Social Psychology, the concept of «social facilitation» is used, which was interpreted as a trend that encourages people to perform better simple or familiar tasks in the presence of others (Тлумачний словник «Multitran», 2021). The concept of «facilitation» significantly enhances the dominant human reactions in the presence of other people. Both in the first and in the second cases it is a question of stimulation of the person. Stimulation in the process of pedagogical facilitation means «to provoke changes in the personality of students» (Rogers, 1983). The basic characteristics of facilitation are shown in Table 1.

Table 1

Facilitation and its basic characteristics

Characteristics of facilitative interaction	Facilitation as a process	Personal aspect of facilitation	Formative influence of facilitative interaction	The result of facilitative interaction
1	2	3	4	5
Socio-genetic mechanism of culture transmission	To facilitate means to stimulate, to promote, to activate (to facilitate is to promote, to create favorable conditions); to support, to help, to care, etc.	Belief in the original, constructive and creative wisdom of a man as self-worth	Belief in the socio-personal nature of facilitative interaction, modeling of constructive personal potential of a person in the processes of interpersonal communication	The concept of necessary and sufficient conditions for interpersonal communication. Facilitative interaction stimulates personal development, provides constructive personal changes
Procedural nature	Psychological mechanism of synergy: cooperation, interaction, a dialogue	Truthfulness and openness	Acceptance and trust	Empathic understanding
Transfer and acquisition of knowledge	Unconditional positive acceptance of another person as personally significant one	Personality development	Self-actualization of the person	Inventing a new solution

1	2	3	4	5
<p>Student's development according to genetic and social programs</p> <p>Improving the properties of human behavior</p>	<p>Congruent self-expression in the process of communication</p> <p>Education of personality orientation, his/her will, motives, etc.</p>	<p>The desire to achieve individual goals in facilitative interaction</p> <p>Self-realization, formation of self-attitude, acquisition of personally significant values</p>	<p>Active empathic listening</p>	<p>Self-sufficiency: the spiritual richness of the inner world of the individual</p> <p>Restructuring of personal attitudes of students in the process of interpersonal interaction</p>
<p>Formation of skills and abilities</p>	<p>Creating conditions for meaningful learning and personal development in general</p>	<p>The actualization of interpersonal communication, the development of the individual educational route</p>	<p>Stimulation of changes of students through dominant bifurcations, pushing them to create bifurcation models, modeling the positive conditions of interaction, various feedbacks between the subjects of facilitative interaction (subject-subject surveys, such as a dialogue, the interview, the discussion, a heuristic conversation, a debate, group forms of communication and learning, etc.)</p>	<p>Individual and group contacts with students, the organization of the learning process in dyads, group of free communication and facilitative influence</p>



In the psychological literature it was noted that the socio-genetic mechanism of facilitation is the mechanism of cultural transmission: to facilitate means to stimulate, to activate, to create favorable conditions, to make changes and to influence, to support, to help, to care, etc.; a belief in the original, constructive and creative essence of a man as self-worth. The basic influence of facilitative interaction as a process is a belief into the socio-personal nature of facilitation, which actualizes the constructive personal potential of a man in the process of interpersonal communication. The result of facilitation is the concept of necessary and sufficient conditions for effective interpersonal communication that promote the development of personality and to provide constructive personality changes. The procedural side of facilitation at the lessons in high school is implied on the principles of synergy – cooperation, interaction, a dialogue; truthfulness and openness; the acceptance of another person as personally significant one; empathic understanding; the formation of skills and abilities which are appropriate for facilitative interaction.

The principles of facilitative interaction in the process of interpersonal communication at the lessons are: the development of individual learning route, provoking personal changes of students through learning tasks that contain situations of cognitive dissonance, stimulating students to create them, creating positive conditions for interaction, offering different perspectives on content components; learning (mutual survey, such as a dialogue, the interview, group forms of communication and learning, etc.); conclusions on individual and group tasks with students, the organization of the educational process in dyads, formation of communicative groups, creation of positive preconditions for learning and personal development of students.

It was noted that the facilitative aspects of student autonomy are often impressed with their results: students realized and accepted the need to organize activities in the environment

of interpersonal communication as personally significant ones, contributing to their own personal development and providing constructive personal change. Students seek to develop skills of empathic mastery of the context; students are interested in creating positive preconditions for the formation of meaningful learning and personal development in general as a result of the restructuring of personal views in the process of interpersonal interaction; students are aware of their self-sufficiency. Facilitative aspects of human autonomy are actualized through four main methods of interpersonal interaction: persuasion, imitation, suggestion and infection, which are facilitative by their context.

Persuasion is the process of substantiating judgments or inferences. The imitation is the reproduction by a person of certain external features of the behavior, the actions and the activities. Suggestion is considered to be the psychological influence of one person on another; this process is designed for uncritical perception of words, thoughts and desires expressed by different people. Infection is the process of transmitting an emotional state from one person to another, actualizing the semantic effect of perception in the process of interpersonal interaction. It was noted that when all these methods of interpersonal interaction were explained in the process of the activity, the product of this activity, as a rule, would differ in a creative, non-standard approach and, that is the most important, – these products always all students like.

The introduction of the word «facilitation» into the psychological sphere of foreign origin is explained, first of all, by the fact that it has been included in the psychological and pedagogical conceptual paradigm since the second half of the XX century. However, facilitation does not object at all to the consideration of pedagogical activity as a management process. Thus, scientists (Терновик & Сімко, 2020) emphasize that its basic components are such processes of interpersonal interaction, which create the best conditions for the development of

educational and professional motivation of students, promote the development of students' personality, allow teachers to increase their professional and pedagogical potential and ensure the achievement of educational goals in general. This approach allows us to identify in the learning process such a function of pedagogical interaction as facilitative one (Crookes, 1989).

Thus, facilitation is a phenomenon of interpersonal communication, which greatly enhances the productivity of education or upbringing of the subjects of the educational process due to their harmonious, democratic style of communication and tolerant, empathetic qualities of the teacher's personality. Facilitative communication generates the most positive motives, and such learning motives, in turn, create positive preconditions not only for the student to take a certain conscious position («And I can» or «And I will do this»), but also for harmonious cognitive activity in order to acquire new knowledge, skills, abilities, due to which he/she develops a desire to learn. Facilitating teachers are supposed «to provoke» the independence and to create the conditions for responsible freedom of students. These points must be taken into account when teachers draw up curricula and programs, and when formulating learning objectives, and when evaluating the results of educational activity. All this factors will create the most favorable conditions for independent and meaningful learning of students, activating their cognitive motives, stimulating curiosity, which, above all, will actualize the manifestations of solidarity and cooperation, interaction and mutual assistance in the educational process. All this, in turn, facilitates a high level of cognitive functioning, the whole educational paradigm.

We think that the reform of the educational system should be based on the restructuring of stable personal attitudes of the teacher, which are explained in the processes of his/her interpersonal interaction with students. We identify three main guidelines of the teacher-facilitator. The first is «truth» and

«openness»; the second setting is described in terms of «acceptance» and «trust»; and finally, the third attitude correlates positively with «empathic understanding».

In such a way C. Rogers (1983) notes that if the teacher follows these guidelines (or accepts them as personally significant ones) we will deal with a special interpersonal (group) process that will lead to significant personal changes of the participants. This philosophy of the scientist actualizes a person's belief that each subject has, in fact, personal self-worth, dignity and the ability to self-government. C. Rogers (1983) emphasizes trust and acceptance of personal significance, which is inherent for each individual in the direction of personal growth, self-development and self-improvement. A study of the therapeutic process conducted by C. Rogers (1983) found that the patient's healing occurs when the client feels «accepted» and understood by the psychotherapist. Feeling «being accepted» and «being understood» is a rather rare experience, especially when the patient turns to a psychotherapist with a certain problem, when he/she feels fear, anger, grief, jealousy and others. However, through facilitative psychotherapy, it becomes possible to heal at the levels of acceptance and understanding, and this, in turn, leads to the desired psychotherapeutic effect.

One of the important features of the facilitative approach is the formation of a sense of unconditional trust in the person. Man himself has traditionally been seen by many authors (Гончарук & Онуфрієва, 2018) as being uncontrollable by nature, lazy, self-interested, selfish, immoral and sinful. Therefore, any person from the earliest childhood should be under constant external care and supervision.

Thus, it is possible to identify certain components of facilitation, which create a microclimate in the team that will ensure personal growth and development. First of all, we will talk about the facilitative interaction between the therapist and the client, the parent and the child, the leader and the group,

the teacher and the student, the leader and the subordinate. In fact, these conditions are also relevant in any situation, the purpose of which is the development of human personality.

The first component of facilitation is authenticity, «naturalness», sincerity of personality. The more the teacher is himself/herself in the relationships with students, the less he/she will try «to separate» from students, the more likely it is that students will seek to achieve constructive personal change. Authenticity (or «naturalness») means that the teacher openly seems «to live» the feelings and attitudes that occur at the moment of cognitive activity and interpersonal interaction.

Another component of facilitation is *congruence*. If in the case of empathy it is a question of empathy for the emotional state of another person, then in the case of congruence it is a question of experiencing someone's own feelings, of their openness both to oneself and to other people. Congruence differs from authenticity, openness, honesty; we consider this quality as a necessary one and sufficient condition for effective interpersonal contact and relationships (along with empathy and unconditional positive acceptance of another person).

The term «congruence» was introduced by C. Rogers (1983) to describe the dynamic state of the psychotherapist, which intersects various elements of his/her inner experience (emotions, feelings, attitudes, experiences, etc.), which are quite adequately, undisturbed and freely «live», are aware and are expressed directly when working with the client. In the case of congruence (and in contrast to empathy) it is about the psychotherapist's experience of his/her own feelings, about his/her openness to himself/herself and to other people. Congruence is a process of invaluable acceptance and awareness of a person's real and actual feelings, experiences and problems with their subsequent speech explication and reproduction in new behavioral patterns that positively affect other people (or, in other words, if a person follows the principles and features of facilitative interaction). Congruence is, at the same time, a

rather dynamic state in which a person feels mostly free and authentic both in relations to himself/herself and in relations to other people, without feeling of the need to use psychological protections. Congruence occurs when our inner feelings and experiences are fairly accurately reflected in our consciousness and reproduced in our behavior, when we can be perceived and seen as who we really are.

The other important component of facilitative interaction is the acceptance of one's own personality and the personality of another person (even in the case of acknowledging the shortcomings of another), caring for him/her. When the teacher feels a positive, non-superior attitude towards the student, despite even some negative aspects that may occur in the learning process with the student, positive facilitative interaction in this case is so conformed.

Facilitation also involves allowing the student to delve into any of his/her immediate experiences – even sad, abusive, resentment, fear, anger, courage, love or pride. In this case, the facilitative interaction takes the form of useless care. When the teacher recognizes the student as a whole, and not in a view of certain preconditions, the facilitative interaction appears entirely tangential.

The next component of facilitation is *empathic understanding*. The latter implies that the teacher quite accurately perceives the feelings, personal meanings experienced by the student, and begins to communicate with him/her in terms of a complete understanding of the client. Ideally, the teacher penetrates quite «deeply» into the inner world of another person, which can not only realize the meanings of another person, but also to master them, in addition, can master the meanings that are fixed outside the facilitative paradigm. Thus, facilitative interaction is a very specific, active type of transition of behavioral patterns into stable semantic structures that provide a change in the personality of both the student and the teacher.

As we came to understand which content facilitates the personal attitudes of the psychotherapist in the most degree, he/she became more and more aware of what facilitates the personal attitudes (teachers on the use of methods of education and training of the ward). Thus, we were increasingly interested not in the methods and forms of the activity in the classroom, or in the content of education as such, which will form the basis for the formation of meaningful, productive and fairly independent student learning. Just as in psychotherapy the successful implementation of these guidelines leads to the understanding of the principles and features of the organization of interpersonal communication between the psychotherapist and the client, and the facilitation plan becomes relevant in the pedagogical relationship between a teacher and students.

Facilitation is considered by us as a specific activity of the subject to the laws of attributive analysis proposed by foreign scholars. Such the analysis creates a certain algorithm of actions of the subjects of interpersonal interaction, given that each concept reflects not so much the phenomenon as the model of the concept, as well as reflects the content of the concept itself. The model of the concept of the activity and the model of the phenomenon are not one and the same phenomena. The concept should reflect the attributes, components, functions and structure of the phenomenon. The model of the concept can explain, for example, only the attributes of the phenomenon and their structure, we note.

So, facilitative interaction is characterized by specific linguistic, psychological and integrative features. They need to be considered for the development of an appropriate training system and specific methodological recommendations. Let's define the basic concepts of facilitative interaction. First of all, Facilitative interaction is a united situational-thematic community and communicative motives of the combination of verbal statements consistently generated by two or more inter-

locutors in the direct act of communication. Facilitative interaction at secondary schools often takes a place in the process of organizing dialogues.

From the linguistic point of view dialogization is the process of facilitative speech interaction, which involves the exchange of replicas that do not reach the scope of monologue statements. The term «dialogue» is understood as the process of conversation, and its result-text, but the text will not always be dialogically in the content.

The dialogue (from «dialogues», diagonal, logos) is a conversation between two or more people. Expressions are short, often they are fragmentary replicas.

Let's show the linguistic features of dialogical communication.

Dialogue as a product of coordinated verbal speech activity of two (three or more) interlocutors, is a coherent text that has all the main characteristics of the unambiguous unity. The parameters of the oral dialogue can be included:

- referring to one or another sphere of oral communication;
- the nature of the subject (one topic, a system of themes, several different themes);
- a number of creators of the text (dialogue, trilogy, polygon);
- functional style of speech (spoken, officially or business, etc.);
- degree of readiness of the subjects of speech act (presence of workpieces, thoughts and facts, degree of mastering the topic);
- linguistic characteristics (normative language, composition of the dictionary, intonational design);
- situationality (the degree of support of speaking on infant communication channels in the process of their speech contact and the reflection of this particular communication in the text);



– depth and detail of the communicative development of the topic (or topics) that are discussed during the speech contact.

Such kinds of dialogues are facilitative by their nature. Let's analyze the character of the speech material used in the dialogical speech on the basis of sentences that can be classified in terms of:

- a) *communicative purpose* (narrative, questionable, inductive, occlusive);
- b) *syntactical complexity* (simple, complicated, complex);
- c) *completeness or incompleteness* (common, unpopular, elliptic);
- d) *the degree of clipping* (that is, the formality of the form before the moment of speech reproduction).

In the speeches of initiative subject, a significant place is occupied by questioning sentences (up to 40–50%), followed by narrative (37%). The answers in the first place are narrative sentences (up to 60%), in the second one – questionable (up to 20%).

The basis of the language material of the facilitative dialogues is simple sentences (70%), most of which are widespread. Complex sentences are used much less often than simple, and in general are reduced to the transmission of causal and conditional-time relationships (with subordinate sentences of conditions and time).

## Conclusions

The main factors of the facilitative approach are, firstly, the inner nature (or essence) of a man which is exclusively positive, constructive, moral and social, and secondly, this nature begins to explain itself every time in the relationships of the individual with another person (or other people). In such a way there is an atmosphere of unconditional positive acceptance, empathic understanding and congruent self-presentation.

Thus, the facilitative approach emphasizes that a person contains considerable resources for self-knowledge, change of self-concept, purposeful behavior, and complete mastery of these resources, which is possible only if the social group creates a positive microclimate that facilitates the formation of psychological attitudes.

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**Хупавцева Наталія, Ващенко Ірина. Психологічний контент фасиліта-  
тивної взаємодії**

#### **АНОТАЦІЯ**

**Мета статті** – визначити основні характеристики фасиліта-  
тивної взаємодії, висвітлити соціально-генетичний механізм фасилітації як  
механізм культурної передачі інформації, окреслити принципи фасиліта-

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тивної взаємодії у процесі міжособистісного спілкування, представити фасилітацію як феномен міжособистісного спілкування, що значно підвищує продуктивність навчання чи виховання суб'єктів навчально-виховного процесу завдяки їх гармонійному, демократичному стилю спілкування і толерантним, емпатичним якостям особистості учителя.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення.

**Результати дослідження.** Доведено, що фасилітація є феноменом міжособистісного спілкування, який значною мірою підсилює продуктивність навчання або виховання суб'єктів освітнього процесу за рахунок їх гармонійного, демократичного стилю спілкування і толерантних, емпатійних якостей особистості педагога. Фасилітативне спілкування породжує найбільшою мірою позитивні мотиви, а такі мотиви навчання, своєю чергою, створюють позитивні передумови не тільки до прийняття школярем певної свідомої позиції («І я це можу» або «І я це зможу»), а й до гармонійної пізнавальної діяльності з метою опанування новими знаннями, уміннями, навичками, завдяки чому в нього формується бажання вчитися. Учителі-фасилітатори мають ніби «провокувати» самостійність і створювати передумови для відповідальної свободи тих, хто навчається. Ці моменти обов'язково мають бути враховані у разі складання педагогами навчальних планів і програм, під час формулювання навчальних цілей і впродовж оцінювання результатів навчальної роботи. Усе це створюватиме найбільшою мірою сприятливі передумови для самостійного й осмисленого навчання школярів, активізуючи їх пізнавальні мотиви, стимулюючи допитливість, що, насамперед, актуалізуватиме прояви солідарності й кооперації, взаємодії та взаємодопомоги в навчальній роботі, сприяючи становленню активної особистісної позиції і самореалізації педагогів. Усе це, своєю чергою, фасилітує високий рівень когнітивного функціонування, всієї освітньої парадигми тощо.

Показано, що реформа освітньої системи має ґрунтуватися на перебудові сталих особистісних настановлень учителя, які експлікуються у процесах його міжособистісної взаємодії з учнями. Виокремлено три основні настановлення учителя-фасилітатора: Перше – «істинність» і «відкритість»; друге настановлення описується в термінах «прийняття» й «довіри»; і, нарешті, третє настановлення позитивно корелює з «емпатійним розумінням».

Виокремлено певні компоненти фасилітації, які створюють такий мікроклімат у колективі, що забезпечуватиме особистісне зростання і розвиток. Зазначено, що першим компонентом фасилітації є справжність, «природність», щирість особистості. Указано, що ще одним компонентом фасилітації є конгруентність. Іншим компонентом фасилітації є емпатійне розуміння. Доведено, що фасилітативна взаємодія є досить специфічним, активним різновидом переходу поведінкових патернів у стійкі сенсові структури, що забезпечують зміну особистості як школяра, так і самого педагога.

**Висновки.** Показано, що основні положення фасилітативного підходу полягають у тому, що, по-перше, внутрішня природа (або сутність) людини є винятково позитивною, конструктивною, моральною і соціальною, а, по-друге, ця природа починає експлікувати себе кожен раз, коли у взаємостосунках цієї особистості з іншою людиною (або іншими людьми) існує атмосфера безумовного позитивного прийняття, емпатійного розуміння і конгруентної самопрезентації.

Доведено, що фасилітативний підхід наголошує, що людина вміщує неабиякі ресурси для самопізнання, зміни власної Я-концепції, цілеспрямованої поведінки, а цілковите опанування цими ресурсами постає можливим лише в тому випадку, якщо в суспільній групі створюється позитивний мікроклімат, що фасилітуватиме становлення психологічних настановлень.

**Ключові слова:** фасилітація, фасилітативна взаємодія, фасилітативне навчання, компоненти фасилітації, автентичність, «природність», щирість особистості, конгруентність, емпатійне розуміння.

**Хупавцева Наталія, Ващенко Ірина. Психологический контент фасилитативного взаимодействия**

## АННОТАЦИЯ

**Цель статьи** – определить основные характеристики фасилитативного взаимодействия, выделить социально-генетический механизм фасилитации как механизм культурной передачи информации, определить принципы фасилитативного взаимодействия в процессе межличностного общения, описать фасилитацию как феномен межличностного общения, что значительно повышает продуктивность обучения или воспитания субъектов воспитательного процесса благодаря их гармо-

ничному, демократическому стилю общения и толерантным, эмпатическим качествам личности учителя.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования**: категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение.

**Результаты исследования.** Доказано, что фасилитация является феноменом межличностного общения, который во многом усиливает продуктивность обучения или воспитания субъектов образовательного процесса за счет их гармоничного, демократического стиля общения и толерантных, эмпатичных качеств личности педагога. Фасилитативное общение порождает в наибольшей степени положительные мотивы обучения, а такие мотивы, в свою очередь, создают положительные предпосылки не только к принятию школьником определенной сознательной позиции («И я это могу» или «И я это смогу»), но и к осуществлению гармоничной познавательной деятельности с целью овладения новыми знаниями, умениями, навыками, благодаря чему во многом у него формируется желание учиться. Учителя-фасилитаторы должны как бы «провоцировать» самостоятельность и создавать предпосылки для ответственной свободы обучающихся. Эти моменты обязательно должны быть учтены при составлении педагогами учебных планов и программ, при формулировании учебных целей, в процессе оценки результатов учебной работы. Все это будет создавать в наибольшей степени благоприятные предпосылки для самостоятельного и осмысленного обучения школьников, активизируя их познавательные мотивы, стимулируя любознательность, что, прежде всего, будет актуализировать проявление солидарности и кооперации, взаимодействия и взаимопомощи в учебной работе, способствуя становлению активной личности. Все это, в свою очередь, фасилитирует высокий уровень когнитивного функционирования, создание целостной образовательной парадигмы.

Показано, что реформа образовательной системы должна основываться на перестройке устоявшихся личностных установок учителя, которые эксплицируются в процессах его межличностного взаимодействия с учащимися. Выделены три основных установки учителя-фасилитатора. Первая – «истинность» и «открытость»; вторая установка описывается в терминах «принятие» и «доверие»; и, наконец, третья установка положительно коррелирует с «эмпатичным пониманием».

*Выделены некоторые компоненты фасилитации, создающие такой микроклимат в коллективе, который будет обеспечивать личностный рост и развитие. Отмечено, что первым компонентом фасилитации является подлинность, «естественность», искренность личности. Указано, что еще одним компонентом фасилитации является конгруэнтность. Следующим компонентом фасилитации считается эмпатийное понимание. Доказано, что фасилитативное взаимодействие можно воспринимать как достаточно специфическую, активную разновидность перехода поведенческих паттернов в устойчивые смысловые структуры, обеспечивающие развитие личности как школьника, так и самого педагога.*

**Выводы.** *Показано, что основные положения фасилитативного подхода заключаются в том, что, во-первых, внутренняя природа (или сущность) человека является исключительно положительным, конструктивным, нравственным и социальным качеством, а, во-вторых, эта природа начинает эксплицировать себя каждый раз, когда во взаимоотношениях данной личности с другим человеком (или другими людьми) существует атмосфера безусловного положительного принятия, эмпатийного понимания и конгруэнтной самопрезентации.*

*Доказано, что фасилитативный подход подчеркивает, что человек имеет незаурядные ресурсы для самопознания, изменения собственной Я-концепции, целенаправленного поведения, а полное овладение этими ресурсами представляется возможным лишь в том случае, если в общественной группе создается положительный микроклимат, фасилитирующий становление психологических качеств личности.*

**Ключевые слова:** *фасилитация, фасилитативное взаимодействие, фасилитативное обучение, компоненты фасилитации, подлинность, «естественность», искренность личности, конгруэнтность, эмпатийное понимание.*

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