

Psychological Factors of Classroom Facilitative Management at Secondary School

Психологічні чинники фасилітативного менеджменту в закладах середньої освіти

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ABSTRACT

The purpose of our research is to propose psychological factors of class-room facilitative management at secondary schools.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: the categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research the statement experiment was used as an empirical method.

The results of the research. We'll identify the principles that should guide the teacher, who seeks to humanize interpersonal relationships with pupils: 1) from the very beginning and during the whole learning process the teacher needs to show the children his/her trust in them, in their personality; 2) pupils should be assisted in formulating and clarifying the goals and objectives that are formulated both for micro-groups and for each pupil individually; 3) we must always assume that pupils have an intrinsic motivation for the learning process; 4) the teacher should be a source of personal experience for pupils, which can always "be turned to" for the help of other people, be faced with difficulties in solving a problem; 5) it is important that this role is performed by the teacher in relations to each pupil; 6) the teacher should strive to develop the ability to feel the emotional mood of the micro-group and understand it; 7) we should strive to achieve empathic relationships that allow us to understand the feelings and the experiences of everyone; 8) the micro-group should actively demonstrate their feelings; 9) it is necessary to be an active participant in group facilitative interaction.

Conclusions. As a result of comparative studies, which in total surveyed 57 teachers and 92 pupils, we compared different performance indicators of teachers who had the ability to facilitate learning at different levels. The analysis of

the behavior of pupils in the classes of teachers-facilitators showed that pupils were more proactive in the process of communication, they asked a lot of questions. Pupils spend more time solving learning tasks and problems, show higher levels of cognitive functioning. Pupils are also less likely to miss classes, demonstrate higher academic achievements in all disciplines, steadily increase their IQ and creativity throughout the school year.

Key words: *classroom facilitative management, facilitative interaction, teachers-facilitators, facilitate learning, mnemonic operations, the emotional mood.*

Introduction

The teacher is a facilitator of pupils' learning, and his/her influences diminish as pupils progressively take on responsibility for their own learning processes (Donald, Chemelsky & Palmer, 1982: 54). On the one hand, scientists (Hmelo-Silver & Barrows, 2006: 4) add that the facilitator guides pupils in the learning process, pushing them to think deeply, and provides models, such kinds of questions that pupils need to be asking themselves. The scientists (Onufrieva & Ivashkevych, 2021) express that the facilitator has to continually monitor the discussion, selecting and implementing appropriate strategies as he/she needs.

On the other hand "no longer is the teacher seen predominantly as a dispenser of information or walking tape recorder, but rather as a facilitator or manager of the pupils' learning", and "the teacher's role is not to inform the pupils but to encourage and facilitate them to learn for themselves using the problem as a focus for the learning", says R.H.J. Crosby, and he adds, that "the increasing availability and use of learning resource materials also brings with it the need for the teacher as a learning facilitator" (Crosby, 2000: 339).

Then he gives more information, such as: "It is the responsibility of the teacher to facilitate pupil use of the resources by overcoming any deficiencies in the materials and by integrating them into the curriculum" (Crosby, 2000: 339). "For classroom interaction to be facilitative it must therefore break from this pattern and offer learners greater participation rights which

give them the potential to take more initiative and hence responsibility for their own learning” and “facilitator-learner interaction allows the learner to have a larger say in who says what to whom and when. Thus, learners may (or may not) use this freedom to take more responsibility for their own learning”, J. Clifton emphasizes (Clifton, 2006: 143).

“Teaching presence begins before the course commences as the teacher, acting as instructional designer, plans and prepares the course of studies, and it continues during the course, as the instructor facilitates the discourse and provides direct instruction when required”, T. Anderson says (Anderson, Liam, Garrison & Archer, 2001). Teacher “emphasizes the personal nature of teacher-pupils’ interactions. Guides pupils by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in pupils the capacity for independent action and responsibility. Works with students on projects in a consultative fashion and provides much support and encouragement”, as A.F. Grasha writes (Grasha, 1994: 143).

C.M. Evertson & C.S. Weinstein refer in their definition of classroom facilitative management to the actions of which teachers take to create a supportive environment for the academic and social emotional learning of pupils. They describe five types of actions. In order to attain a high quality of classroom facilitative management, teachers have to: (1) *develop caring, supportive relationships with and among pupils* and (2) *organize and implement instructions in the ways that optimize pupils’ access to learning* (Evertson & Weinstein, 2006).

The importance of developing a favorable teacher is implying in pupil’s relationships. It is also expressed by us. So, we’ll state, that teachers should: (1) *encourage pupils’ engagement in academic tasks*, which can be done by using group management methods. Teachers must (2) *promote the development of pupils’ social skills and provide self-regulation*. Also we refer to this as making students responsible for their behavior. Finally,

we'll state that teachers should be able to (3) *use appropriate interventions to assist pupils with behavior problems*. The last two actions, proposed by us, indicate that effective classroom facilitative management improves pupils' behavior. In such a way, classroom facilitative management is an ongoing interaction between teachers and their pupils.

So, J. Brophy presents a similar definition: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining pupils' attention to lessons and engagement in activities)" (Brophy, 2006: 17). Both definitions emphasize the importance of actions taken by the teacher to facilitate learning among the pupils.

Even though there are many factors (both internal and external), that should be taken into consideration while we are engaged into the teaching process. Under "the internal factors" we mean "factors inside classroom", such as:

- ***Effective instructions***. Guiding practice due to the attention of individuals of pupils lead well-planned instructions, which tend to enhance order and effective learning.
- ***Setting and implementing rules from the side of the teacher***. The goal is to achieve maximum amount of learning within minimum of time.
- ***Feedback as the most appropriate behavior***. It is a good point to remember, that praise of the behavior would be more effective if it is linked with good performance.
- ***Taking into attention classroom environment***. Well-organized managed classrooms will increase pupils' desire to study in such supportive learning environment.
- ***Teacher's Approach***. The best way to teach pupils is to develop their activity that lets them create the rules, instead of telling the pupils what the rules are.
- ***Disabilities***. If one pupil has a learning disability, the teacher may need to spend more one-by-one time with this

pupil or allow him/her to provide development of his/her activities.

Under external factors we'll put such factors, which are "outside the classroom", that affect classroom facilitative management, such as: *planning, teacher's personality, parents-teacher meetings* and *determining psychological factors*.

The last ones are distinct because they deal with behavioral problems in classroom facilitative management whereas the latter deals with the way how teachers teach and how pupils learn. While dealing with pedagogical matters (so called learning-teaching process) teachers deal with the behavioral problems too. All these factors are just like some pieces of a jigsaw that make the main conception. In this case successful classroom facilitative management predicts a successful teaching and learning process in general.

So, the teachers' role in managing a classroom successfully is of much importance since a teacher should consider different factors in order to make a successful classroom facilitative management. And as a result of this we'll consider some of the psychological factors that affect on classroom facilitative management.

In a climate of rapid change, increasing innovations and proliferating knowledge, lifelong learning is the most important educational objective (Ivashkevych & Komarnitska, 2020). Because of the exponential growth of rate of information, knowledge and skills become obsolete before acquisition, let alone mastery, if it is possible (Гончарук & Онуфрієва, 2018). To address effectively the impact of the informational explosion on the preparation of pupils for their future, professional schools and educators need to utilize instructional methodologies that not only help pupils to acquire content of knowledge and to develop problem-solving and reasoning skills, but also to develop lifelong learning skills (Mykhalchuk & Onufriieva, 2020). "We teach most effectively when we help our pupils learn how to learn...not what to think and make and do in [the current year];

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but how to think and how to learn for those years of life and profession than lie ahead" (Cannon & Newble, 2000: 739).

Let us describe the psychological factors affecting classroom facilitative management.

1. Pupils' Motivation.

Unfortunately, as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated with drudgery instead of delight. A large number of pupils – more than one from four people – leave school before graduating. Many more pupils are physically present in the classroom but large amount of them are mentally absent; they fail to invest themselves fully in the experience of learning.

Pupils' motivation naturally has to do with their desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in the process of academic activities. Although pupils may be equally motivated to perform the tasks, the sources of their motivation may differ. So, there are pupils who are **INTRINSICALLY**, and other ones who are **EXTRINSICALLY MOTIVATED**.

A pupil who is intrinsically motivated undertakes the activity for his/her own sake, for the enjoyment the school provides, the learning it permits, or by the feelings of accomplishment it evokes. Extrinsically motivated pupil performs in order to obtain some reward or to avoid some punishment, which is external to the activity itself, such as grades, stickers or teacher's approval.

So, teachers can do enough with pupils who are extrinsically motivated in order to make a successful management and provide a successful classroom in general. We found that when pupils were confronted with complex intellectual tasks, those ones with an intrinsic orientation used more logical information – gathering and decision – making strategies than did pupils who were extrinsically oriented.

Pupils with an intrinsic orientation also tend to prefer tasks that are moderately challenging, whereas extrinsically oriented

pupils to gravitate toward tasks that are low in the degree of difficulty. Extrinsically oriented pupils are inclined to put forth of minimal amount of efforts which is necessary to get the maximal reward.

Although each educational activity cannot, and perhaps should not be intrinsically motivating, these factors suggest that when teachers can capitalize by existing intrinsic motivation, there are several potential benefits.

2. Disciplinary Interventions.

As it was noted by J. Ron Nelson, Rom Martella and Benita Galend (1998), the annual Gallup poll of the public's attitude toward public schools consistently identifies lack of discipline as the most serious problem facing schools today. Although the research by Gallup addresses discipline at the school level, it is individual for teachers who are on the first line of defense for solving discipline problems.

Many of the strategies and interventions are used to address discipline issues at school or at classroom level which are administrative in their nature. These strategies and interventions involve the school principal or a classroom facilitative management from the side of a teacher. Examples of these strategies and interventions include suspension policies, teacher's proactive time out, contracts, daily communication, debriefing and family group conferencing. The staff and the administration of each school need to consider carefully the use of these procedures and to develop policies for their use.

3. Teacher-Pupil Relationships.

If a teacher has good relationships with pupils, then pupils more readily accept the rules and procedures and present the disciplinary actions that follow their violations. Without the foundation of good relationships, pupils commonly resist rules and procedures along with the consequent disciplinary actions. The goal of teacher-pupil relationships should be a balance between High Cooperation and High Dominance.

4. *Mental Set.*

Among all four elements which have been outlined, this is probably the most unusual, at least in terms of the title – Mental Set. Mental-Set or “mindfulness” is “a heightened sense of situational awareness and conscious control over one’s thoughts and behavior, which are greatly relative to this or that situation. It is a tendency to only see solutions which worked in the past. This type of fixed thinking can make it difficult to come up with the solutions and can impede the problem-solving process. Meta-analysis shows that this element has the largest effect in its size. These mental sets can sometimes lead to rigid thinking and can create difficulties in the problem-solving process. While in many cases we can use our past experiences which help us to solve the issues we face. It can make it difficult to see creative ways of fixing current problems.

What can be done to overcome these factors? The first step for educators is to recognize the problem that causes the pupil to be unmotivated or passive, and then to interrupt it by assigning him/her with homework he/she likes accomplishing. The next step is to give him/her a choice of assignment. In such a case we have to determine three assignments and then let them choose one of them. This choice makes them feel happier. There is also a process called “attribution retraining”, which involves modeling, socialization and practice exercises. It is sometimes used with discouraged pupils.

The goals of attribution retraining are to help pupils to: (1) concentrate on the tasks rather than becoming distracted by fear of failure; (2) respond to frustration by retracing their steps to find mistakes or figuring out alternative ways of approaching a problem instead of giving up and (3) attribute their failures to insufficient effort, gaining lack of information, or provide reliance on ineffective strategies rather than to lack of the abilities. Because the potential payoff-having pupils who value learning for their own sake – it is priceless, it is crucial for parents, teachers and school leaders to make themselves

fully to engendering, maintaining and rekindling pupils' motivation to learn.

So, these behavioral challenges can usually be addressed by home and/or school management and discipline practices. Many of these difficulties can be addressed by having a well-developed school – to provide wide range of procedures at each school. Interventions at this level usually involve the Core Team and the In-School Team. As a school develops appropriate strategies and proposes interventions for pupils with discipline problems, these basic practices should be kept in our mind.

We'll emphasize that we're against teaching pupils certain content. We believe that the pupil should learn on his/her own, because the acquisition of knowledge is not a process of simple acquisition of knowledge, but a change in the internal empathic and cognitive experience of the pupil, related to his/her personality as a whole. This experience is impossible to pass on, because it is quite different for all pupils. The pupil can master certain information only by learning, and only in this case it is the importance of the learning process as a whole.

The knowledge, skills and abilities having been acquired into the process of self-learning are the strongest, they are preserved for a long time, because the feelings, relationships, thoughts and actions of pupils are updated. With such training, the pupil becomes responsible, creative, he/she begins to understand that he/she must rely only on himself/herself, for him/her the main thing is self-criticism and self-esteem, and the evaluation of others is quite a secondary category. If personally significant experience for a long period of time remains unchanged for pupils, and mechanically acquired cognitive knowledge can not be applied into practice, such knowledge is quickly forgotten without playing any important role in the life of the pupil, and the person does not develop his/her individuality. The teacher should provide pupils with all possible means of self-learning. The teacher himself/herself must understand that he/she is also a kind of

"tool" of educational activities, as pupils can consult with him/her and argue with him/her.

Thus, the teacher understands and accepts the inner world of his pupils without any assessments, behaves quite naturally, in accordance with their inner experiences, and, finally, he/she is friendly to pupils, thus creating the necessary conditions for facilitating their meaningful process learning and personal development in general. If, on the contrary, a teacher does not understand and accept the inner world of his/her pupils, if he/she behaves insincerely, if he/she shows disrespect or coldness towards pupils, then such a teacher, of course, has a very negative impact on their personal development.

These ideas were the basis of so called "open lessons", where each pupil seeks to learn and move forward according to his/her abilities, and the teacher is only a consultant. The experience of teachers working in the paradigm of ideas of Humanistic Psychology, provides independence and responsible freedom of pupils in drawing up the curriculum, in the case of formulating educational goals, in evaluating the results of educational activity. At the same time, the teacher is not a leader, but a facilitator of learning, a person, who creates the most favorable conditions for independent and meaningful learning, which, in turn, activates and stimulates curiosity and cognitive motives of pupils, organizes their group learning. The latter largely supports the cooperative trends in the team, provides pupils with excellent opportunities to access a variety of educational material.

So, we'll identify *the principles* that should guide the teacher, who seeks to *humanize interpersonal relationships with pupils*:

1. From the very beginning and during the whole learning process the teacher needs to show the children his/her trust in them, in their personality.
2. Pupils should be assisted in formulating and clarifying the goals and objectives that are formulated both for microgroups and for each pupil individually.

3. We must always assume that pupils have an intrinsic motivation for the learning process.

4. The teacher should be a source of personal experience for pupils, which can always "be turned to" for the help of other people, be faced with difficulties in solving a problem.

5. It is important that this role is performed by the teacher in relations to each pupil.

6. The teacher should strive to develop the ability to feel the emotional mood of the micro-group and understand it.

7. We should strive to achieve empathic relationships that allow us to understand the feelings and the experiences of everyone.

8. The micro-group should actively demonstrate their feelings.

9. It is necessary to be an active participant in group facilitative interaction.

The data that characterizes the effectiveness of personality oriented learning compared to traditional one is of particular interest. Using our empirical researches and obtained data, we argue that for all nine indicators having been diagnosed by us (academic achievements, self-concept, attitude to school, creativity, conformity, curiosity, anxiety, locus of control, cooperation), in more empirical researches Humanistic Learning has been more successful and effective than traditional one.

In a special series of researches we studied the relationships between the facilitative abilities of 57 teachers of t. Rivne (Ukraine) and the level of their general physical development. The level of physical health of teachers was generally quite low. But in the process of psychological and psycho-physiological research it was found that it is the most important condition for humanistic interpersonal communication, as facilitative learning requires a high level of mental and psycho-physiological functioning of the teacher.

Therefore, we can assume that most teachers who are characterized by low levels of general physical development (suffer, for

example, from overweight, high blood pressure, heart failure, other psychosomatic disorders), unknowingly avoid working in a very intense mode of facilitative learning.

The data of empirical researches, provided by us, convincingly show that the identification of "learning" with "formation" is extremely negative by its pedagogical characteristics. Conversely, the organization of learning as facilitation, personal growth, promotion, stimulation, activation of pupils' development, is inevitably associated with giving schoolchildren more freedom and responsibility, with the overall process of humanization of interpersonal communication at school.

Conclusions

As a result of comparative studies, which in total surveyed 57 teachers and 92 pupils, we compared different performance indicators of teachers who have the ability to facilitate learning at different levels. The analysis of the behavior of pupils in the classes of teachers-facilitators showed that (compared to the behavior in traditional classes) pupils are more proactive in the process of communication, they ask a lot of questions. Pupils spend more time solving learning tasks and problems, show higher levels of cognitive functioning (for example, a lot of time is spent on various mental actions and less time – on mnemonic operations). Pupils are also less likely to miss classes, demonstrate higher academic achievements in all disciplines, steadily increase their IQ and creativity throughout the school year. It is established that the explication of all these differences is directly proportional to the duration of the teacher-facilitator's activity with pupils.

The analysis of teachers' activity allowed us to say that the higher are pupils' abilities to facilitate learning, the more individualized, differentiated and creative is the approach to pupils, the more they pay attention to pupils' experiences, more often enter into dialogues with them, more often cooperate with them and use appropriate suggestions and recommendations when planning the educational process.

The research has also found that teachers' abilities to develop facilitative learning skills are generally mediocre. But when using training programs, it was found that the most amount of teachers can improve their facilitative skills. The most important conditions for the effectiveness of the training are the openness of the teacher's personality, a high level of facilitative abilities of the teacher, as well as special classes that significantly increase the level of general physical development and health of teachers. The teacher's transition from the traditional education system to such a new style of behavior and activity should be gradual, as it is associated with deepness and, therefore, rather slow personal changes of both teachers and pupils. At the same time, the leading factors are not so much the change of the content and methods of teaching subjects, as the formation and strengthening of basic personal attitudes, the constant personal growth of the teacher-facilitator. The main tool of the teacher is his/her own "Self conception". That is why a new approach to teacher training is, above all, to be active with his/her own "Self conception".

By our empirical researches we studied features of the activity, personality, communication and creativity of teachers-facilitators, and also substantiated the ways and methods of their professional training. Thus, to facilitate is the same as to help. The term "facilitation" is used in Psychology to denote the process and phenomenon of facilitation, the optimization of one person (or group, or even micro-group) with the active support and presence of another person. Facilitation can be accidental, unconscious or intentional, conscious when it is performed by a facilitator. The role of facilitator in relation to the child can also be performed by adults (parents, educators, teachers, etc.), who take care of the child and are acceptable to him/her. The phenomenon and the process of facilitation are widely used in Psychological Counseling, Psychotherapy, Organization of training activity with groups, where the facilitator acts as a leader who helps people or group members to be open and creative, to achieve personal insights.

Pedagogical facilitation is a process of increasing the productivity of education (teaching, upbringing) and the development of the subjects of the professional pedagogical process due to their special style of communication and personality of the teacher. In the process of pedagogical facilitation we invite teachers and pupils to do everything together. We also propose to distinguish between a teacher (who educates his/her pupils, "pulling" them to a certain level) and a teacher (who helps pupils in their own learning activities). We'd argue that one should be a teacher, the other person wouldn't be. This actualizes insufficiently important role of the Teacher in a real process of schooling, that requires great self-esteem, remarkable personal potential, impeccable skills of constructive interaction. The teacher as a professional specialist is characterized by special empathy: he/she sees and hears all the troubles, mistakes and failures, is able to help, but only when his/her help is really necessary. A real teacher never shows initiative on his/her own, he/she doesn't even always attract attention, but he/she knows how to do everything in such a way that the pupils themselves are active. We speak about this when we criticize "the traditional school" approach to learning by the type of simple transfer of information. We emphasize that the learning process should be done through personal growth. Under this approach, the teacher should be more of a facilitator (a person who greatly facilitates the initiative and personal interaction of pupils with each other) than the actual initiator of personal development; pupils should be supported more than evaluated.

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Хупавцева Наталія, Куриця Денис. Психологічні чинники фасилітативного менеджменту в закладах середньої освіти.

Метою статті є запропонувати психологічні чинники фасилітативного менеджменту в закладах середньої освіти.

Методи дослідження. Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення; емпіричні методи, такі як констатувальне дослідження.

Результати дослідження. Виділено принципи, якими слід керуватися педагогу, що прагне до гуманізації міжособистісних взаємостосунків із учнями: 1) з самого початку і впродовж навчального процесу вчителю необхідно продемонструвати дітям свою довіру до них; 2) слід допомагати учням у формуванні та уточненні цілей і завдань, що сформульовані як дотично до мікрогруп, так і щодо кожного учня окремо; 3) потрібно завжди виходити з того, що в учнів є внутрішня мотивація до процесу навчання; 4) вчителю слід поставати по відношенню до учнів джерелом набуття особистісно значущого досвіду, до якого завжди можна «звернутися» за допомогою, зіткнувшись із труднощами у розв'язанні того чи іншого завдання; 5) важливо, щоб таку роль виконував учитель по відношенню до кожного учня; 6) учитель має прагнути розвитку в собі здатності відчувати емоційний настрій мікрогрупи і розуміти його; 7) потрібно прагнути досягнення емпатійних взаємостосунків, що дозволяє розуміти почуття і переживання кожного; 8) активно демонструвати мікрогрупі свої почуття; 9) необхідно бути активним учасником групової фасилітативної взаємодії.

Висновки. У результаті здійснення порівняльних досліджень, у яких в цілому було обстежено тисячі вчителів і десятки тисяч учнів, ми зіставили різні показники ефективності роботи вчителів, які володіють здатністю до фасилітації навчання на різних рівнях. Аналіз поведінки учнів на заняттях педагогів-фасилітаторів засвідчив, що учні

є ініціативнішими в процесі спілкування, вони задають велику кількість питань; школярі більше часу зайняті розв'язанням саме навчальних завдань та задач, виявляють вищі рівні когнітивного функціонування. Доведено, що школярі також рідше пропускають заняття, демонструють вищі академічні досягнення з усіх навчальних дисциплін, стабільно підвищують свій IQ і показники креативності впродовж усього навчального року.

Ключові слова: *фасилітативний менеджмент у закладах середньої освіти, фасилітативна взаємодія, вчителі-фасилітатори, фасилітативне навчання, мнемічні операції, емоційний настрій.*

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