

Facilitative Interaction as a Multi-Level Human Activity

Фасилітативна взаємодія як багатоступенева активність особистості

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ABSTRACT

The purpose of our research is to show facilitative interaction as a multi-level human activity, to show the significant constructive phenomena of facilitative interaction as a psychological status of the individual.

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. Also, in our research we used empirical methods, such as statement experiment.

The results of the research. It was shown, that the concept "facilitation" reflects a conscious and purposeful activity as a phenomenon characteristic, first of all, of a teacher. Thus, we singled out the attributes of facilitation: 1) cognitive activity; 2) the subject of the activity; 3) the functions of the subject; 4) the object of the activity; 5) the motives of the activity; 6) the purpose of the activity; 7) functions of the activity; 8) the ways of performing activities; 9) methods of activity implementation (and means relevant for the implementation of these activities); 11) the result of the activity.

Conclusions. We showed the characteristics of facilitative interaction. We proved, that the Activity was the basis, means and positive condition for the development of the Personality. The Activity is the expedient transformation of the surrounding reality of people. We call activity "a unit of life", mediated by the process of mental reflection. Also, outside activity there are neither means of the activity, nor signs, nor objects of art; there are no people outside the activity.

Therefore, the activity is a purposeful, multi-level human activity. "Purposeful" is because "the subject" appears as its goal. "Multi-level" is because it includes into its structure of actions, secondary motivation, determined by the purpose and the tasks of the activity. And this, in turn, ensures the actualization

of the main goal-motive of the activity by the individual. And, finally, the operation of the activity differs from the action in that it is not marked by a goal, but by the conditions of the activity in which this goal is explained. It is very necessary to distinguish the actions from the activities and from operations.

Key words: *facilitative interaction, a multi-level of human activity, the attributes of facilitation, cognitive activity, the subject of the activity, the functions of the subject.*

Introduction

In the scientific literature scientists note (Гончарук & Онуфриєва, 2018), that “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 (Astle & Scerif, 2011). Facilitation can be accidental, unconscious or intentional, conscious when it is performed by a facilitator (Falé, Costa & Luegi, 2016). 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 (de la Garza & Harris, 2017).

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 (Engle, 2002). 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 (Pimpton & Nation, 2010). 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.

We also believe that mastering the skills of emotional teaching is quite important for a teacher who creates the most positive conditions for the personal growth of his/her students and himself/herself. In addition to the actual teaching of his/her subject, the teacher should actualize emotional manifestations (his/her own and the students') as containing a special meaning. A teacher who is indifferent to the feelings and experiences of students always faces difficulties in the process of teaching academic subjects. The more experienced the teacher is, the more attention he/she pays in the class to the emotional mood in the class as a whole and to each student in particular.

We think that there are three skills of such kind of emotive teaching, which can be called pedagogical facilitation techniques (empathy, respect, sincerity):

– teachers ignore the emotional manifestations of their students, thereby causing their aggression. In such a way teachers' statements, as a rule, do not correspond to the person's feelings, they are not sincere, except of some individual cases when they condemn and blame schoolchildren;

– the teacher reacts not to the real feelings of each student, but to those people whom he/she himself/herself suggests to him/her, in his/her own statements he/she is only sometimes sincere, but he/she tries not to show positive emotions;

– the teacher reacts only to the superficial feelings of the student, but does it quite precisely and often he/she is not afraid to express both positive and negative feelings, but does not confirm it out loud, expresses his/her feelings in a non-verbal way;

– the teacher reacts to the hidden, deep feelings of each student, thereby helping students to realize why the person feels what he/she feels, gives a sincere reaction both at the verbal and non-verbal level, both positive and negative evaluation, while a negative assessment in no way degrades the student's sense of self-worth.

So, we'd like to know that facilitation is a change in the students' performance during a contact with the teacher or other students. Even the passive presence of the teacher in the classroom greatly activates the students, directs their activity in the right direction, stabilizes it outside of purposeful actions on the part of the teacher (Rezaei & Mousanezhad Jeddi, 2020). However, the phenomenon of facilitation has considerable influence only if the teacher is authoritative, referential, recognized. Then, as a result of pedagogical interaction, various psychological new formations of a personal and interpersonal nature are arisen, which are usually called "changes" or "phenomena" (Greco, Canal, Bambini & Moro, 2020).

The phenomenon of the teacher's authority is of great importance in the implementation of pedagogical interaction strategies that he/she uses. Observations of educational activities indicate that a teacher can be quite an authoritative person for students of any age, but the grounds for recognizing his/her authority are different. For younger pupils the teacher is an authority in a view of the authority of his/her role position. With regard to the given age of schoolchildren, we can speak, most likely, about the authority of the role, then the authority of the individual (Conners, 2009). At the same time, the teacher is recognized as ha-

ving the right to make responsible decisions regarding a certain situation, both with a regard to a specific student and the class as a whole, both in educational and other types of the activities (Drigas & Karyotaki, 2017).

For a child at school the role of a teacher alone is not enough. However, in situations that are significant for both the class and the teacher. It is also right to make a responsible decision remains dominant (Івашкевич & Комарніцька, 2020). In situations that are personally significant for the child, especially in extracurricular activities, such trust is advanced to the teacher to a lesser extent. Such compression of the sphere of authoritative influence, recognition of authority in only one or some spheres of educational interaction is called "authority specification" of the teacher (Alahmadi, Shank & Foltz, 2018).

If the child recognizes the teacher's right to make a responsible decision in a personally significant situation, then this state of affairs is a manifestation of the true authority of the teacher's personality (Dale & Duran, 2011). As for high school students, the authority of the teacher is greatly strengthened due to the reduction of role orientation. Teachers often become referents in connection with a full recognition of their personality. At the same time, the teacher's authority is actualized only as a reaction to his/her respectful attitude towards students (Arrington, Kulesz, Francis, Fletcher & Barnes, 2014).

One of the determinants of facilitative interaction is mutual understanding, which is defined as a certain established system of feelings and relationships, which allows to achieve the goal of joint activity or communication in a largely coordinated manner, and maximally contributes to the observance of trust and interests, providing great opportunities for self-disclosure of the abilities of each participant of this process of interaction (Phani Krishna, Arulmozi, Shiva Ram & Mishra, 2020). Facilitative mutual understanding in this way ensures such a level of community when there is no authoritarian dominance, emotional tension, mistrust and lack of interest in everything that

happens in the process between the participants of the pedagogical process (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh & Shanahan, 2001).

One of the main conditions for the emergence of the phenomenon of mutual understanding is the mutual acceptance of individual psychological characteristics of each other, the ability to put oneself into the place of others, to identify themselves with others (Hecht, Torgesen, Wagner & Rashotte, 2001). Mutual understanding is a consequence of the humanistic orientation of teachers who perceive the success of students and the goals of their educational activities as their own ones (Mykhalchuk & Bihunova, 2019).

In the process of facilitative interaction, the phenomenon of trust is similar in its main characteristics to the phenomenon of mutual understanding. Trust is a feeling of openness to the world of people, phenomena and processes. Trust does not mean accepting something on faith without realizing the deep essence of this phenomenon (Alahmadi & Foltz, 2020). Trust can be intuitive or conscious, direct or indirect. Lack of trust, alienation from the child is one of the main destructive reasons that delays personal development. Children feel an urgent need to be trusted by both authoritative significant peers and adults, also by teachers (Gathercole, Pickering, Ambridge & Wearing, 2004).

In the process of the child's development, his/her basic trust in the whole world is formed. The world shouldn't be dominated by the child's consciousness hanks to certain threatening impulses, but such ones that satisfy the child, bring him/her joy. We should always pay attention to the child's achievements, so that he/she accumulates a great experience of positive evaluation, learns to reflect his/her feelings. Positive feedback, praise, the acceptance of achievements as personally significant moments significantly increases, develop and support a child's self-esteem (Shiva Ram, Bhardwaj & Phani Krishna, 2017).

From a very early age the child feels the attitude of other people, which acquires great significance for him/her. Therefore, the models of trusting, humane attitude towards other

people are laid from preschool age (Heidari, 2019). A child's personal development is a consequence of caring for him/her and understanding him/her. A child should always feel how adults worry about himself/herself in order to learn to think and care about others. Thus, the personality of the others must become a part of the child's life world. Therefore, the child must learn to see another person as a person. Only under such conditions the child will fully perceive the importance of facilitative interaction (Alyami & Mohsen, 2019).

So, **the purpose** of our research is to show facilitative interaction as a multi-level of human activity, to show the significant constructive phenomena of facilitative interaction as a psychological status of the individual.

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. Also, in our research we used empirical methods, such as statement experiment.

Results and their discussion

In our opinion, the phenomenon of reflected subjectivity is revealed in the process of facilitative interaction. In its emergence, the subjective parameters of the teacher's personality, which are understood and necessarily are taken into account by the students, play a significant role. From the psychological image of the teacher, these parameters are explained in the personal sphere of the students. The image of the teacher can be both a real and imaginary one. In some cases, the imaginary image is, at the same time, real in terms of the effectiveness of influence, like, by the way, a real teacher. In such facilitative interaction the teacher's subjectivity is broadcast, namely it is his/her ability to make meaningful transformations in the structure of the students' personality.

So, we proved that one of the significant constructive phenomena of facilitative interaction is a psychological status of the

individual, without the acquisition of which there cannot be a process of active, consistent progressive development and self-development of the individual. Psychological status characterizes play not only the student's real place in the system of interpersonal relationships, but also the position in the class, in a family, peer groups. They also depend on that situation how he/she attributes to himself/herself. The need to build oneself as the individual, to get self-improvement, etc. does not arise spontaneously – it is formed in the process of facilitative interaction. It is the pedagogical influence that allows the student to realize the difference between "Me-real" and "Me-ideal", without which personal development cannot take place. Facilitative interaction performs the function of not only helping and protecting the child from insecurity, fear of failure to complete educational tasks, but also helps to establish the student's status, form his/her role position. Facilitative interaction involves considerable attention given to a person in a situation where he/she is still objectively unsuccessful; this attention may take the form of either direct utterances or implicit frames or scripts. Facilitative interaction also involves the student's implementation of influences on another person. In turn, exerting a facilitative influence on the student, the teacher addresses his/her personality regardless of his/her failures and successes, mistakes and achievements. Thus, for the effective facilitative interaction the unconditional acceptance of the other becomes decisive, and final results of the facilitative interaction, grades from the educational subject, and some more external features are unimportant. Facilitative interaction should be with each child, and for this process it is only necessary to see and actualize attention to his/her strengths constantly.

Models of facilitative interaction are not created by themselves. They have socio-cultural significance, reflect the specifics of a teacher's life path, his/her age, personal characteristics, as well as the level of professional competence and pedagogical creativity. Analyzed phenomena of facilitative interaction

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make it necessary to match the peculiarities of the organization of this interaction to the psychological characteristics of the participants of the educational process. To reach this the teacher has to master the techniques of psychological diagnosis, correction and counseling. In this case pedagogical actions will not be exploratory or indicative in nature, but they are balanced and scientifically based.

So, we insisted on the need to take into account the following approaches to create an environment in classes that is the most optimal for solving educational tasks based on the cooperation of the teacher with pupils:

– *interactive ones*, based on the freedom of those people who are studying; in this case feedback in the “Teacher – Pupil” system deals with the organization of productive communication between the teacher and schoolchildren, taking into account the reactions of pupils and optimizing the educational environment in order to increase the effectiveness of the learning process, which is more much important. Interactive learning methods include, in such a way, educational discussions, heuristic conversations, debates and various role-playing and simulation games that simulate situations, which are arisen in the process of solving problems and tasks by schoolchildren;

– *facilitative approach*, which involves creating an environment in classes that is optimal for solving tasks and problems based on the cooperation of the teacher with schoolchildren, the acceptance and constant support of pupils, faith in their abilities, opportunities based on mutual respect and trust. The facilitative approach promotes the development of an active personal position, the most complete satisfaction of cognitive and creative needs, and, therefore, self-realization of pupils.

So, the teacher should help pupils solve not only educational, but also personally significant tasks; in this situation facilitative interaction should come to the rescue. However, in the pedagogical process, the schoolchildrens’ success/failure is the main indicator of their failures and achievements during their entire staying

at school. A high level of success is usually associated by parents with the general well-being of the pupil, and low success is perceived as an indicator of considerable difficulties, the schoolchildren's disadvantages. The latter significantly distorts and complicates the pupil's position, because the variety of psychological factors that influence the organization of facilitative interaction, and they are often replaced by one of them. At the same time, such characteristics of a schoolboy as business and collectivist orientation, highly developed abilities, appearance, personal attributes, age, sociability, willingness to help a friend, manners of behavior, which remain unaccounted for or not taken into account.

Thus, the theoretical analysis of the scientific literature convincingly shows that facilitative interaction really greatly facilitates, promotes, stimulates the organization of the educational process in modern secondary schools, activates the personal development of pupils, which is closely related to giving them greater freedom and responsibility within a general paradigm of humanizing interpersonal communication at school.

In a real communicative process, there were distinguish certain types of speech activity, which, as a rule, were integrated, for example, into a conversation, into a process of listening and speaking, and filling out a form, which involves reading and writing. At classes pupils have to do attempts to separate different functions of integrated skills (artificial ones), which appear to be artificial. The audience often leads to speaking. This process happens when the teacher's questions of the understanding and encourages pupils to speak. The introduction and consolidation of new material takes a great place through the process of perception. If, however, the textbook is used to input the material, then it used by means of speaking and reading.

In addition, pupils' skills in listening, speaking, reading and writing are systematically developed with a wide range of realistic types of tasks that provide maximum practical opportunities for using the language having been studied. Consequently, listening is an active thinking process with the aim of perceiving,

recognizing and understanding every time new speech messages, which involve the creative combination of skills and their active use in accordance with the changed situation.

The material for listening to the communicative educational complexes can consist of conversations, dialogues, songs, children's lyrics and rhymes, interviews and informational texts. In order to help pupils to prepare for the listening and use of these texts, a series of tasks are planned for use in the classroom – a pre-text, a post-text and those one that are performed during the listening session. For example, The Headway Course illustrates the typical sequence of exercises. In the list of exercises pupils are given a theme and specific tasks – to find relevant information during listening, after the stage of listening, pupils complete a variety of tasks – fill in tables, answer the questions, etc.

Also, we've to note that reading is an active analytical and synthetic process, which involves obtaining information from tests based on the perception, comparison and recognition of the visual complexes of a certain value in infinitely new combinations. When we talk about reading as means of learning, we mean the use of texts as visual support and the "content base" of teaching to speak. In this sense the texts are as a paradigm of a written fixation of oral speech. This is perfectly consistent with the principle of integrated training for all types of speech activities. Also reading helps to memorize the material better, to give impetus to the discussion, since each text is the source of some situations.

The purpose of writing, for example, is to develop the ability to record own oral speech for communicative purposes. The ability to write involves progressive interconnected levels of writing and word formation, the addition of sentences and the design of their own and, in the end, independent writing of texts. Often a written task is a part of a sequence of tasks for the development of other skills, and then it is naturally integrated. So, we provide a plan of the lesson, that includes three interconnected stages: the first stage is reading information and checking it

(answering questions), the second one is speaking based on the speech sample and the information having been read, and only the third step is writing.

Most number of creative tasks for writing includes the so-called Project Activity. As the language of pupils enriches, they are offered to write different types of texts in English: dialogues, tips, simple reports, place descriptions, letter-questions, diary entries, announcements, a storyline, the essay, newspaper articles, etc.

Advantages of *the Project Activity* are:

- the Project Activity motivates;
- pupils take active positions;
- pupils are personally oriented;
- pupils have the general educational value, promote the development of initiative, independence, imagination, self-discipline, cooperation with other pupils and useful research skills.

The design method is becoming more common at foreign language classes. The global theme can be completed by the creation of project of pupils, which becomes a stimulus and motivation for learning a foreign language by transferring the center of the learning process from a teacher to a pupil. The project is an opportunity for pupils to express their ideas in a creatively thought-out way for them: making collages, posters, announcements, conducting interviews and researches (with subsequent registration), demonstration of models with the necessary comments, drawing up plans for visiting interesting places with illustrations, cards, etc. A pupil, but not a teacher, determines that it will be the project, in what form and how its presentation will take a place. The main principles of the Project Activity are variability, problem solving, cognitive approach to grammar, curiosity, personal factors, adaptation of tasks.

When composing the "List of Proposed Creative Problems to Protect a Global Theme", it is expedient to use the artistic basis for the teacher, since without the last process of creativity is unthinkable. It is desirable to give short explanations in writing

selected topics. The main requirements for the selection of creative tasks to protect a global theme are:

1) *the nature of creative tasks* has to meet the functional needs of pupils. In this case the account should be taken of the tendency of the latter *to solve complex tasks*, their independent compilation; fantasy, imaginative development that can be used to formulate hypotheses and draft projects; *modeling and designing* (manufacturing of operating models, structures, various devices, mechanisms, etc.); *drawings* (associative drawings, tables, "synthesized" paintings, schemes); *artistic words* (artistic descriptions of objects, phenomena, processes, poetic comprehension of them); *collecting* (herbarium, collection of minerals, thematic selections of stamps, etc.);

2) it is desirable that these tasks should be close to *a real-life demand*;

3) it is desirable that they have *an element of experimental imprinting* – a natural and universal methods of cognition;

4) it is necessary that the implementation of the specified tasks requires *the use of knowledge, skills* having been acquired during the study of the global topic.

Democracy in the choice of *creative activity* should not be limited to the mentioned lists of them. It should be left to pupils to offer themselves a creative task that follows from their preference.

It is important that the pupils in the first place form a cult of creativity, in whatever form it does not perform. The efforts should be made to establish, among other things, the last relationship of benevolence, the cultivation of the ability to rejoice in the creative success of others. It is clear that cases of "black envy" must be immediately eradicated or translated into a reasonably healthy competition. In any case each single pupil has to be firmly convinced that his activity will be objectively evaluated not only by the teacher but also by the mates.

It is necessary to introduce a ritual for the protection of creative activities. The important thing here is to create the at-

mosphere of celebration. A certain suggestive role is played by the corresponding attribute. Here it is necessary to observe the measures, but it is worth remembering that in creating an appropriate suggestive atmosphere of success there are no trifles. Not only then it is the nature of creative activity, goodwill and, at the same time, demanding in its perception, but also the psycho-emotional impact of festive clothing of participants, the colors of the interior and special design and even the smell. The most important thing here is the idea of a common interesting business, where everyone is preparing a surprise for others. The situation of success can be continued after protection. And from the best creative forms of the activities, it is expedient, for example, to organize a permanent exhibition. Separate thematic competitions can be carried out not only within the limits of school campus, but also outside it. It is important here to create a pupil's sense of unlimited prospect of growth not only of their own abilities, but also of opportunities to enter their creative activities beyond the limits of school surrounding.

However, it should be remembered that artificially speeding up the creation of a situation of success, and even less worthless. Whatever the nature of the creative activity was not, the teacher should find those "points of touch" topics that make it possible to ascertain the depth of knowledge of the material. The need for an objective assessment of knowledge, skills and abilities is beyond doubt.

One of the methods of activating pupil's speaking is to provoke a statement. This is a welcome encouragement of schoolchildren to their own unprepared expression, thoughts, ideas without direct teacher's assistance. The benefit of this is that pupils quickly get involved into speech activity and admire it: they ponder, express their thoughts, recall the corresponding linguistic forms in order to express themselves. All these factors show to the teacher what volume of the material the schoolchildren really learned and how they could use it in the process of communication.

In the example below, the teacher tries to provoke a noun phrase, a news program, a linguistic unit that pupils know but cannot remember right away.

T: Last night I was watching TV. I saw something very interesting. What do you think it was?

P1: A film?

T: No, it wasn't a film. It's on every night.

P2: Advert?

T: No, not adverts! More interesting than that!

P3: A programme...

T: Yes, a programme. What kind of programme?

P4: News?

T: Yes, good! Put it together. What do we call it in English?

P5: A news programme!

T: Very good? Right – a news programme.

In this part of the process of communication between the teacher and the pupils five of them took a direct part, while others had the opportunity to listen, to think, to recall the language units, to prepare for the expression of their own thoughts – they had the need and conditions for using their English language skills.

The teacher can use the following methods of *provocative expression*:

- use of paintings to prompt the content of utterance;
- to make choice of the closest to the correct answer-proposal of one of the pupils and an incentive to correct the choice of the answer by schoolchildren themselves;
- a hint of a keyword using the first letter of the word.

After completing the formal aspects of the activity, it is extremely important to provide pupils with the topic for communication. One of the most effective methods in this situation is the information gap, which can also be called a communicative pass. The bottom line is that one pupil has the information that the other schoolchild needs to complete the task. For example, the first pupil may have a map showing the location to the other one.

Therefore, the activity is a purposeful, multi-level human activity. "Purposeful" is because "the subject" appears as its goal. "Multi-level" is because it includes into its structure of actions, secondary motivation, determined by the purpose and the tasks of the activity. And this, in turn, ensures the actualization of the main goal-motive of the activity by the individual. And, finally, the operation of the activity differs from the action in that it is not marked by a goal, but by the conditions of the activity in which this goal is explained. It is very necessary to distinguish the actions from the activities and from operations.

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Хупавцева Наталія, Онуфрієва Ліана. Фасилітативна взаємодія як багатоступенева активність особистості.

Мета дослідження – показати фасилітативну взаємодію як багатоступеневу активність особистості, продемонструвати значущі

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конструктивні явища фасилітативної взаємодії як психологічного статусу особистості.

Методи дослідження. Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Також у своєму дослідженні ми використовували емпіричні методи, такі як пілотне дослідження.

Результати дослідження. Показано, що поняття «фасилітація» відображує усвідомлену і цілеспрямовану діяльність як явище, властиве, насамперед, вчителю. Виокремлено атрибути фасилітації: 1) діяльність; 2) суб'єкт діяльності; 3) функції суб'єкта; 4) функції діяльності; 5) мотиви діяльності; 6) мета діяльності; 7) способи виконання діяльності; 8) предмет діяльності; 9) метод реалізації діяльності; 10) засоби, актуальні для реалізації діяльності; 11) результат діяльності.

Висновки. Виокремлено компоненти, які є властивими для фасилітативної взаємодії. Показано, що діяльність – це основа, засіб і позитивна умова розвитку особистості. Діяльність – це доцільне перетворення людьми навколишньої дійсності. Доведено, що діяльність є одиницею життя, опосередкованою психічним відображенням. Визначено, що поза діяльністю не існує ані засобів діяльності, ані знаків, ані предметів мистецтва; поза діяльністю немає самих людей.

Доведено, що діяльність є цілеспрямованою, багатоступеневою активністю людини. «Цілеспрямована» – оскільки «предмет» постає її метою. «Багатоступенева» – оскільки включає до своєї структури дії, вторинну мотивацію, що визначаються метою та завданнями діяльності як такої. І це, зокрема, забезпечує актуалізацію особистістю основної мети – мотиву виконання діяльності. І, нарешті, операція діяльності відрізняється від дії тим, що вона позначається не метою, а умовами діяльності, в яких ця мета експлікується. Визначено, що потрібно обов'язково відрізнити дії від діяльності та від операцій.

Ключові слова: фасилітативна взаємодія, багаторівнева діяльність людини, атрибути фасилітації, когнітивна діяльність, суб'єкт діяльності, функції суб'єкта.

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