

Psychological Content of the Leading Role of Facilitative Activity

Психологічний зміст провідної ролі фасилітативної діяльності

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ABSTRACT

The purpose of our research is to show psychological content of the leading role of facilitative activity, to highlight these basic ideas according to the principles of facilitation and facilitative interaction.

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 a statement experiment.

The results of the research. The attributive analysis of facilitation as the type of the activity allowed us not only to identify and correlate its attributes, but also to establish that this activity can be basic for teachers and students in the system of secondary educational institutions. We showed, that statements regarding the social essence of the individual, the leading role of a facilitative activity in the process of its development became the methodological basis for the separation of the principle of learning and interpersonal interaction. As a whole, they make us possible to support the processes of self-expression, self-development and self-realization of the teacher's personality, the development of his/her unique individuality, by taking into account a complete system of inter-related concepts, ideas and ways of performing actions and activities. The basic ideas that constitute the essence of the principles of facilitation are highlighted: regarding individual freedom; regarding the person's need for self-actualization; regarding the individuality of a person; regarding education and upbringing as facilitative prerequisites of a person in the development of individuality and personal growth; regarding psychological and pedagogical support; regarding the development of the subjective experience of a person in the process of life; regarding trust and faith in a person, his/her individuality; regarding the equal treatment of all participants in the pedagogical process.

Conclusions. We proved, that ideas of facilitative interaction internalized by the teacher were directly included in his/her subjective experience and create a coherent structure of the teacher's "Me". In the existing traditions of the organization of learning, the subjective experience of the participants of interpersonal interaction is considered as imperfect, insignificant, burdened with random ideas, and therefore facilitative interpersonal interaction is either ignored

or levelled, or artificially processed. Facilitation to a large extent implies the subjective experience of all participants in the educational process, affects the formation of different and unique personalities.

Key words: *facilitation, facilitative interaction, self-actualization, the individuality of a person, education and upbringing as facilitative prerequisites, the development of individuality, personal growth, psychological and pedagogical support, the subjective experience, equal treatment.*

Introduction

The Subject of the Facilitative Activity is intended, first of all, to answer the question: "From what can (should) be (or already exist) the actually obtained results (products) of predicting its result (the aim of cognitive activity)?" The "Subject" of the activity clearly correlates with the questions: "From what context can (should) the result be obtained?" Since the teacher deals with students as Subjects of the Facilitative Activity, it is in this question that the replacement of the pronoun should be actualized: "From what exactly, from what context can (should) the pedagogical result be obtained?" (Гончарук, & Онуфрієва, 2018). Learning as a cognitive activity actualizes the understanding of the subject of the activity in the initial state of the formation of knowledge, abilities, skills, soft skills, motives, needs, etc., which, in fact, are inherent to the student who is studying (Alahmadi, Shank, & Foltz, 2018; Engle, 2002). It is important that teachers of academic subjects are clearly aware that schoolchildren simultaneously play the role of both The Subject of Learning and The Subject of the Facilitative Activity simultaneously (Hecht, Torgesen, Wagner, & Rashotte, 2001). In order to actualize Subjectivity in the educational process, special methods should be used that ensure the study of students' needs (Drigas, & Karyotaki, 2017).

The concept of "facilitative activity process" reveals its meaning and features based on the context of the interaction of other, no less important categories, such as "a subject", "a facilitator" and "a result" (Heidari, 2019; Ivashkevych Er., 2024).

In turn, the meaning of the concept of “a facilitative process” is revealed thanks to two rather abstract definitions, which are “facilitative methods” and “facilitative means” (Falé, Costa, & Luegi, 2016). The “facilitative methods” are understood as a set of all intermediate states of the facilitator of the activity (Івашкевич Ер. & Кюмарніцька, 2020). The first is considered as an abstract category that does not include in its content either the time factor or other factors that are not its own higher-order abstractions derived from the method category itself (Mykhalchuk, & Bihunova, 2019).

In the broadest sense, the word “facilitative means” denote “all the material conditions, which are rather necessary in general for the process to be carried out”. In education, facilitative means can be a book, a film, a computer, means of communication, means of information, the teacher himself/herself, etc. (Alahmadi, & Foltz, 2020). It is important to emphasize that the optimal choice of the facilitative subject and facilitative method, corresponding to the goals of the facilitative activity, may not be supported by the use of adequate facilitative teaching aids (Astle, & Scerif, 2011). Then the results of the performed facilitative activity will be quite low. Scientists note that there are also situations where effective means of facilitative activity do not give the expected result (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001).

The goal of cognitive activity is considered by us as an ideal prediction in the mind of the result to which the individual’s actions are directed (Ivashkevych Ed., & Rudzevych, 2023). Determination, awareness and correction of the goal of schoolchildren are the most important attributes of the joint activity of students, they are further determined, as a rule, by the choice of methods of performance of their different activities by the teacher and students (Learning Preferences and Strengths, 2023). Thus, the requirements for the “subject of the activity” are formed and its assessment is carried out. In addition, all these components of cognitive activity largely resolve the issue

of criteria and methods of evaluating the final result of the activity (Rezaei, & Mousanezhad Jeddi, 2020).

The subject's activities are motivated, first of all, by the pupils' needs. Such types of the activities are the internal stimulus of the individual. A person's motivations depend, first of all, on his/her needs (Phani Krishna, Arulmozi, Shiva Ram, & Mishra, 2020). The specificity of the teacher's activity is in the fact that the person has to realize not so subjective requests of the learner, but his/her objective needs, actualizing, at the same time, the corresponding needs that will be relevant in the future (Gathercole, Pickering, Ambridge, & Wearing, 2004; Pimper-ton, & Nation, 2010).

The main functions of facilitation are these ones: the function of stimulation; update function; the function of forming the sovereignty of the student's personality; the function of managing the educational process; the function of organizing the process of interaction; the function of providing a creative educational environment (Connors, 2009; Greco, Canal, Bambini, & Moro, 2020; Shiva Ram, Bhardwaj, & Phani Krishna, 2017).

The product of facilitative activity is the final state of its subject, such as the state into which it (the subject) turns after certain transformations, changes, transformations, and this subject takes place with it. Such subject records the derived, initial state of the future product as a result of the completion of the process of the performed activity (de la Garza, & Harris, 2017). The product of facilitative activity in our case is, firstly, the educational product itself and, secondly, mutual relations as a moral category, which is a certain separate type of social relations, dependencies and connections that arise in people in the course of their life activities. Whatever it may be, the result of facilitative interaction is always real (Alyami, & Mohsen, 2019). However, it can be positive or negative, high or low, because fruitless activity does not exist in principle. Therefore, the result is a peculiar, rather important attribute of facilitation. The evaluation of the result is carried out in relation to the purpose

of this or that activity. If the goal is clearly formulated, then it will be easy to evaluate the result and vice versa. Effective from the point of view of facilitative interaction will be only the learning process that prompts subjects of facilitative activity to predict the result of this activity (Arrington, Kulesz, Francis, Fletcher, & Barnes, 2014).

When it comes to pedagogical activity, scientists (Dale, & Duran, 2011) note, one should keep in mind the specifics of the motives, goals, subjects and means of this particular activity, which appear as its attributes. Each of the specified attributes can be idealized, that is, it can have a kind of scientific image that reflects the paradigmatic state of each individual attribute. This image always arises before the practical implementation of cognitive activity, because it is too idealized. It is important to take into account that this image is not utopian, but it is the result of a scientific idealization of a previously modeled image.

The purpose of our research is to show psychological content of the leading role of facilitative activity, to highlight these basic ideas according to the principles of facilitation and facilitative interaction.

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, in particular a statement experiment.

Results and their discussion

We are sure, that students who are used to facilitative relationships are sufficiently courageous, they do not simply modify the educational environment, but fundamentally transform it. Thus, the environment itself becomes the condition of their success situation. Interpersonal relationships of recognition of value, acceptance, trust, created in the environment, are an in-

centive for students to participate in creative types of the activities. These relationships, we believe, are highly effective in facilitating learning. First of all, expressiveness and naturalness, not artificiality of the facilitator himself/herself, readiness to be a person, to be and to live with the feelings and thoughts of a certain moment. When this authenticity includes a valuable attitude, care, trust and respect for the student, a positive climate for the effective learning process can be considered as created ones. All this context includes sensual and empathetic listening, then there really it is a climate of liberation, stimulating self-initiated personal growth.

To reach effective facilitative interaction with students at the English lessons we propose *pre-experimental stage of skills and abilities of oral speech of students and its results*.

Let us consider the pre-experimental stage. The tasks in the cut were arranged in terms of the complexity of their execution. The level of the formation of productive speech skills and abilities was determined on the basis of comprehension and production of speeches by the students at the level of the phrase. The pre-experimental stage consisted of four tasks.

Task № 1. This task is aimed at verifying the possession of students by a group of lexical units selected for activation.

Task:

Read the following information about Audrey Hepburn's early life and replace the following missing words: *impressed, invaded, studied, ended, suffered, divorced, insisted*.

Audrey Hepburn was born on May 4, 1929. When she was young her parents _____ and Audrey moved with her mother to the Netherlands. Soon after the Nazi army _____ Holland. Audrey _____ from severe starvation, anemia, and respiratory problems. The occupation _____ when Audrey was sixteen. Her mother moved to London where Audrey _____ dance. She was finally discovered by Collette, a French novelist who _____ that Audrey be casted as the lead role in "Gigi", a Broadway adaptation of her novel. Despite her lack of acting

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experiences, Audrey _____ audiences with her performance and was given the role as Princess Anne in William Wyler's Roman Holiday starring opposite Gregory Peck. Audrey's film debut gave her the Oscar that year for best actress.

Each student's correct answer was evaluated in two points. The result obtained indicates that the students of group A scored 68.00 points and the group B – 92.00 points with 780.00 possible. The difference of 24 points out of 780 possible was insignificant and could not affect the validity of the results of the experiment.

In *Task № 2* students should have inserted missed verbs in correct time forms.

Task:

Complete the following passage from the book with the verbs in brackets:

The notion of introducing Mrs. Golightly to her husband _____ (have) its satisfying aspects; and, _____ (glance) up at her lighted windows, I _____ (hope) her friends _____ (be) there, for the prospect of _____ (watch) the Texan _____ (shake) hands with Mag and Rusty and Jose _____ (be) more satisfying still. But Doc Golightly's proud earnest eyes and sweat-stained hat _____ (make) me ashamed of such anticipations. He _____ (follow) me into the house and _____ (prepare) to wait at the bottom of the stairs. "_____ (look) nice?" he _____ (whisper), _____ (brush) his sleeves, _____ (tighten) the knot of his tie.

This task was carried out in writing. It is more complicated than the previous, so every correct sentence was evaluated at 3.00 points (for grammatical correctness). In this task, the students of group A scored 4,00 points, pupils of group B – 11,00 points, which also testifies to the equal importance of groups of pupils and the low level of grammatical preparation.

Tasks № 3 and № 4 are oral ones. In *Task № 3* students gave oral answers to questions in the text.

Students' communicative activity can be stimulated by such a task:

Read the following about the author of the story and answer the questions that follow:

Truman Capote was already a celebrity by the time „Breakfast at Tiffany’s” was released in 1958. Like Capote’s other works, „Breakfast at Tiffany’s” received mixed reviews. Some writers called it “slight” or not living up to Capote’s earlier work. It is a short book that can easily be read in one sitting.

Capote later in life said that Holly Golightly was his favorite character. In an early version of the book he gave her the inappropriate name of Connie Gustafson, but later gave her the more symbolic name Holly Golightly: for she is a woman who makes a holiday of life, but treads through it lightly.

Along with the book’s publishing came what Capote called the Holly Golightly Sweepstakes, where half the women he knew and some he did not, claimed to be the inspiration for his character. One New York resident, named Bonnie Golightly, even tried to sue Capote for invasion of privacy and libel. But she was a fat forty year old woman and lost the lawsuit without much effect. But in truth the person that Holly most resembles is her creator. She shares Capote’s philosophies as well as his fears and anxieties, an example is Holly’s panic attacks called “the mean reds”.

- Why did some critics dislike the book?
- Did the book make the writer famous?
- What legal problems did Capote have after publication?
- Who was the character of Holly based upon?

Explain what is meant by the underlined phrases / words.

In this task, the ability to listen to quite complex sentences and the ability to answer questions briefly were tested. Each student’s answer was estimated at 5.00 points (for lexical correctness and correspondence of the situation). The results showed that teens in group A scored a score of 0.00, the group B was 25.00.

In *Task № 4* students were offered sentences for interpretation.

Task:

Read this synopsis of the story so far, translate it and find synonyms for the underlined words and phrases:

The film begins with Holly strolling by Tiffany's in the wee hours of the morning, munching on a bun, and still in her party dress. That morning, after falling asleep, she is woken by her new neighbor, Paul. In the ensuing scene, we are introduced to a barrage of seemingly bizarre habits and traits that seem endearing against the backdrop of her charm and wit.

Varjak is a writer, *sponsored* by Miss Thalanson, **his** decorator. In order to spend all his time writing, she funds his work. Their relationship is only hinted at in the film, but it seems that she is keeping Varjak.

There is an instant rapport between Golightly and Varjak, and similarities between the two become apparent. When we first meet the two, they seem to be opposites: Varjak, the down-to-earth, responsible person and Golightly, the scatter-brained eccentric. The similarities soon begin to show in their positions in life.

In these sentences, the words used by students to teach during experimental learning were used. According to lexical correctness, each correctly used word was estimated at 6.00 points – 90 points. For phonetic and grammatical correctness of each sentence students received 2.00 points, only 40.00 points and in the latent period – also 2.00 points, total – 20 points. Verification of the possession of lexical units took place on well-known students in grammatical structures. In this task, students of group A received 36.00 points for the used words, groups B it is 16.00 (Table 1).

Table 1

**Results of a pre-experimental section in groups E1 and E2
(in points on average per student)**

Groups	№ of a task				Total
	№ 1	№ 2	№ 3	№ 4	
E1	2.62	0.15	0.00	1.38	4.15
E2	3.54	0.42	0.96	0.62	5.54

The pre-experimental stage showed that the skills and abilities of the students in groups E1 and E2 were 4.15 and 5.54 points. This testifies that the pupils of groups E1 and E2 had almost the same low level of the developed skills and abilities on the given topic.

Let's describe the content of experimental training. After the pre-experimental stage, there was experimental training based on these educational materials. The purpose of experimental learning was to compare the effectiveness of using video-phonograms at the stage of formation or at the stage of improving speech skills. Groups – E1 and E2 – were experimental and control. The prevailing condition at the first stage was the organization of training: in group E1 training was carried out with the help of the authentic video-phonograms at the stage of speech skills formation; in group E2 video materials were used at the stage of improving speech skills. The materials were prepared by the organizer of the experiment. Model of education, presented in Table 2, was designed for four lessons at each stage.

Table 2

**Variants of the model of training, actualized
during the pilot study (Groups E1, E2)**

№ of the lesson	Group E1	Group E2
1.	Application of the video-phonograms. Performing exercises of receptive and imitative character, built on the basis of the linguistic material and content of the video-phonograms for the creation of auditory and speech-engine images of new lexical units.	The use of printed teaching materials. Performing exercises of receptive and imitative character, executed on the basis of linguistic material and content of printed texts.

2.	Repeated use of video-phonograms, performance on the basis of its linguistic material and the content of receptive and reproductive-type exercises aimed at the formation of spoken language skills.	Repeated use of printed materials, development of selective reading skills. Exercises on the basis of their linguistic material and receptive and reproductive content aimed at developing the skills of oral speech. Audition of texts on the topic.
3.	The use of printed teaching materials. The teacher proposes exercises of receptive and receptive-productive character, performed on the basis of the linguistic material and the content of the printed texts. Audition of texts on the topic.	Application of the video-phonograms. Exercises of receptive and receptive-productive character, built on the basis of the language material and content of the video-phonograms.
4.	The use of printed materials, the development of selective reading skills. Execution on the basis of their linguistic material and the content of receptive and reproductive exercises, aimed at forming skills and abilities of monologue and dialogue speech. Learning partially unprepared speech.	Repeated use of video-phonograms, performance on the basis of its linguistic material and the content of receptive and reproductive exercises for the development of verbal skills and abilities of monologue and dialogue speech. Learning partially unprepared speech.

Let's describe the content of experimental training for E1 group.

Lesson 1

I. Stage of socio-cultural and linguistic orientation before listening.

This stage began with the announcement of the lesson and the attraction of students to the fact that New York 40's is much different from the modern one. Students report the name of the film and suggest guessing its contents. In the form of exercise introduced a new vocabulary, necessary for understanding the text "New York in the 1940s".

Put the missing verbs in brackets into the correct tense

It's New York in the 1940s, where the martinis _____ (flow) through cocktail-hour to breakfast at Tiffany's. And nice girls don't – except, of course, Holly Golightly. _____ (pursue) by Mafia gangsters and playboy millionaires, Holly _____ (be) a fragile eye-ful of tawny hair and turned-up nose, a heart-breaker, a traveller, a tease. She _____ (be) irrepressibly "top banana in the shock department" and deliciously eccentric. Her next-door neighbour _____ (be) a writer who _____ (be) "sponsored" by a wealthy married woman. _____ (guess) who's the right man for Holly _____ (be) easy. _____ (see) just how that romance blossoms _____ (be) one of the enduring delights of this gem-like treat of a film.

II. *The stage of the adaptive reception during listening to the text "Life in the USA" with direct combined post-semanticization of selected unpublished linguistic units.*

It was presentation of a new educational speech material in group A during listening to the text "Life in the USA", using selective combined post-semanticization of linguistic units.

Martini (алкогольний напій, коктейль із джину, вермуту і гіркої настоянки); cocktail hour (час для вживання коктейлів); Tiffany's (один з найбільш відомих магазинів ювелірних виробів світу, знаходиться на 5 Авеню в Нью-Йорку); mafia gangsters (таємна організація, що займалася злочинницькою діяльністю в таких областях як азартний бізнес, торгівля наркотиками, контрабанда. В США утвердилася у 1880 р.); a heart-breaker (той, хто розбиває серця); to tease (дразнити); "top banana in the shock department" (впливова людина, хазяїн ситуації); to gem (хвалити).

III. *The stage of special training of auditory receptions after listening to the text “Life in New York”.*

This stage passed almost without semantization, verification was carried out general understanding of the text.

Exercise № 1

The teacher read the sentences, some of which did not correspond to the content of the audio text. Students were required to identify correct and incorrect statements. The students' reaction was written extra-linguistic and fixed on individual forms.

Tasks:

After you've listened to the text we would see who is the most attentive pupil. You'll listen to true and false statements. If you agree put in your cards “+” near the correct sentence and if you disagree – put in your cards “-”.

Після того, як ви прослухаєте текст, ми побачимо, хто з вас найуважніший. Ви будете слухати правильні і не правильні твердження. Якщо ви погоджуєтесь зі мною, то в бланку ставите „+” біля правильного речення, якщо не погоджуєтесь – в бланку ставите „-”

1. It's New York in the 1960s, where the martinis flew through cocktail-hour to breakfast at Tiffany's.

2. Holly Golightly was pursued by Mafia gangsters and playboy millionaires.

3. Holly was a fragile eye-ful of tawny hair and turned-up nose, a heart-breaker.

4. She was not irrepressibly “top banana in the shock department”.

5. Her next-door neighbour was a writer who was “sponsored” by a wealthy old woman.

Exercise № 2

This exercise was imitative, aimed at creating auditory and speech-engine images of new lexical units. The teacher explained the rules of their articulation, for which the simulation of the segments of speech by pupils was carried out directly.

Task:

Now we'll play the game "Echo". You'll listen to a word, the first row will repeat it loudly, the second – in a low voice.

Зараз ми пограємо у гру „Ехо”. Ви будете слухати слово, перший ряд повторить його голосно, другий – тихо.

Fragile, eyeful, tawny, hair, turned-up, nose, a heart-breaker, a traveler, a tease.

Exercise № 3

Doing this exercise, the students had to insert misspelled sentences into sentences. Sentences with passes and lexical units for choice were given to students on individual cards. The teacher read the sentence to the place where the lexical unit was to be inserted, the students followed the printed text, reading the sentence about themselves.

Complete the dialogue by adding the following missing word:
own belong crazy like right slob (2x) took store see sure

Holly: He's alright! Aren't you, cat? Poor cat! Poor ____!
Poor ____ without a name! The way I ____ it I haven't got the ____ to give him one. We don't ____ to each other. We just ____ up one day by the river. I don't want to ____ anything until I find a place where me and things go together. I'm not ____ where that is but I know what it is _____. It's like Tiffany's.
Paul: Tiffany's? You mean the jewelry _____.
Holly: That's right. I'm just _____ about Tiffany's!

Exercise № 4

This exercise took place in a form of a game.

Task:

ROLE-PLAY: *You are either: Holly's neighbour / A guest / A policeman. Imagine the scene in the flat when the police arrive, using Past Perfect forms.*

Some of these sentences were recorded on the board and notebooks.

Thus, the attributive analysis of facilitation as the type of the activity allowed us not only to identify and correlate its attributes, but also to establish that this activity can be basic for teachers and students in the system of secondary educational institutions.

Statements regarding the social essence of the individual, the leading role of a facilitative activity in the process of its development become the methodological basis for the separation of the principle of learning and interpersonal interaction. As a whole, they make us possible to support the processes of self-expression, self-development and self-realization of the teacher's personality, the development of his/her unique individuality, by taking into account a complete system of interrelated concepts, ideas and ways of performing actions and activities. So, let's highlight some basic ideas that constitute the essence of *the principles of facilitation*: regarding individual freedom; regarding the person's need for self-actualization; regarding the individuality of a person; regarding education and upbringing as facilitative prerequisites of a person in the development of individuality and personal growth; regarding psychological and pedagogical support; regarding the development of the subjective experience of a person in the process of life; regarding trust and faith in a person, his/her individuality; regarding the equal treatment of all participants in the pedagogical process, etc.

Conclusions

We proved, that ideas of facilitative interaction internalized by the teacher were directly included in his/her subjective experience and create a coherent structure of the teacher's "Me". In the existing traditions of the organization of learning, the subjective experience of the participants of interpersonal interaction is considered as imperfect, insignificant, burdened with random ideas, and therefore facilitative interpersonal interaction is either ignored or levelled, or artificially processed. Facilitation to a large extent implies the subjective experience of all

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Хупавцева Наталія, Співак Віталій. Психологічний зміст провідної ролі фасилітативної діяльності.

Мета нашого дослідження – показати психологічний зміст провідної ролі фасилітативної діяльності, висвітлити ці основні ідеї відповідно до принципів фасилітації та фасилітативної взаємодії.

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. Атрибутивний аналіз фасилітації як діяльності дозволив нам не тільки виявити і привести у взаємну відповідність її атрибути, а й встановити, що дана діяльність може бути базовою для вчителів та учнів у системі закладів середньої освіти. У статті показано, що положення щодо соціальної сутності особистості, провідної ролі діяльності в процесі її розвитку, щодо особистісно зорієнтованого підходу в психології постають методологічною основою виокремлення принципу фасилітації в процесі навчання та міжособистісної взаємодії, загальною нормою організації освітнього процесу тощо. У своїй сукупності вони дозволяють за допомогою урахування цілісної системи взаємопов’язаних понять, ідей і способів виконання дій та діяльності забезпечувати підтримку процесів самовияву, саморозвитку і самореалізації особистості педагога, розвитку його унікальної індивідуальності. Отже, виокремимо деякі базові ідеї, які

становлять сутність принципу фасилітації: щодо свободи особистості; стосовно потреби людини в самоактуалізації; щодо індивідуальності людини; стосовно навчання і виховання як фасилітативних передумов людини в розвитку індивідуальності та особистісному зростанні; щодо психолого-педагогічної підтримки; стосовно розвитку суб'єктного досвіду людини в процесі життєдіяльності; щодо довіри і віри в людину, її індивідуальність; стосовно однакового ставлення до всіх учасників педагогічного процесу тощо.

Висновки. Доведено, що ідеї фасилітативної взаємодії, інтегровані педагогом, безпосередньо є включеними в його суб'єктний досвід і створюють цілісну структуру «Я» педагога. В існуючих традиціях організації навчання суб'єктний досвід учасників міжособистісної взаємодії розглядається як недосконалий, несуттєвий, обтяжений випадковими уявленнями, і тому фасилітативна міжособистісна взаємодія або ігнорується, або нівелюється, або штучно перероблюється. Фасилітація великою мірою імплікує суб'єктний досвід усіх учасників освітнього процесу, впливає на становлення різних і неповторних особистостей.

Ключові слова: фасилітація, фасилітативна взаємодія, самоактуалізація, індивідуальність особистості, освіта та виховання як фасилітативна передумова, розвиток індивідуальності, особистісне зростання, психолого-педагогічний супровід, суб'єктний досвід, однакове ставлення.

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