Psychological Attributes of Facilitative Interaction in Multicultural World

Психологічні атрибути фасилітативної взаємодії в мультикультурному світі

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ABSTRACT

The purpose of our research is to show psychological attributes of 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, and generalization.

The results of the research. Facilitation is a subject to special principles: it is designed for an idealized model of activity performance, in which all attributes are idealized or are close to it. Facilitative interaction, without a doubt, is a subject to knowledge about the essence, the content, structure of learning, its laws and patterns. It is explicated in the form of norms of the person's activity, regulations for practical activity, which it is as guidelines for constructing practical activity at the lessons. The attributes of the concept of "facilitative interaction" are: "the basis for participation in cognitive activity", "a person's internal belief in the need for providing facilitative interaction", "norms of the behavior and the activity in the process of facilitative interaction", "results of facilitative interaction".

Conclusions. It is quite difficult to talk about the norms of behavior and activity in facilitative interaction. A norm is a certain guiding argument, rule, model that the subjects of facilitative interaction accept as personally significant. In the conditions of facilitative interaction in the process of cognitive activity the behavior of the subjects of learning will depend on the nature of the relationships with the group, the collective subject of which the student is a member. The success of facilitative interaction largely depends on whether the student approves or disapproves of collective goals and motives, emotionally "charging up", empathizing, subordinating (or do not subordinating) his/her individual behavior to group norms (rules), role-specific features of interaction, etc. Value-based and axiological aspects (needs and motives) of the individual acquire the character of an act, a personally significant act, when the norms of the behavior and the

activity are discussed in advance and accepted by the students before the beginning of their participation in cognitive activity.

__Key words:__ facilitation, facilitative interaction, psychological attributes, multicultural world, cognitive activity, norms of the person's activity, regulations for practical activity.

Introduction

In the psychological literature it was noted that the sociogenetic mechanism of facilitation is the mechanism of cultural transmission: to facilitate means to stimulate, to activate, to create favorable conditions, to make changes and to influence, to support, to help, to care, etc. (Alahmadi, & Foltz, 2020); a belief in the original, constructive and creative essence of a man as self-worth (Гончарук, & Онуфрієва, 2018). The basic influence of facilitative interaction as a process is a belief into the sociopersonal nature of facilitation, which actualizes the constructive personal potential of a man in the process of interpersonal communication (Dale, & Duran, 2011). The result of facilitation is the concept of necessary and sufficient conditions for effective interpersonal communication that promote the development of personality and to provide constructive personality changes (Arrington, Kulesz, Francis, Fletcher, & Barnes, 2014). The procedural side of facilitation at the lessons in high school is implied on the principles of synergy – cooperation, interaction, a dialogue (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001); truthfulness and openness (de la Garza, & Harris, 2017); the acceptance of another person as personally significant one (Engle, 2002); empathic understanding; the formation of skills and abilities which are appropriate for facilitative interaction (Hecht, Torgesen, Wagner, & Rashotte, 2001).

The principles of facilitative interaction in the process of interpersonal communication at the lessons are: the development of individual learning route, provoking personal changes of students through learning tasks that contain situations of cognitive dissonance, stimulating students to create them, creating positive conditions for interaction, offering different perspectives

on content components (Alahmadi, Shank, & Foltz, 2018); learning (mutual survey, such as a dialogue, the interview, group forms of communication and learning, etc.) (Conners, 2009); conclusions on individual and group tasks with students, the organization of the educational process in dyads, formation of communicative groups, creation of positive preconditions for learning and personal development of students (Mykhalchuk, & Bihunova, 2019).

It was noted that the facilitative aspects of student autonomy often impressed with their results: students realized and accepted the need to organize activities in the environment of interpersonal communication as personally significant ones, contributing to their own personal development and providing constructive personal change (Ivashkevych Er., 2024). Students seek to develop skills of empathic mastery of the context; students are interested in creating positive preconditions for the formation of meaningful learning and personal development in general as a result of the restructuring of personal views in the process of interpersonal interaction (Falé, Costa, & Luegi, 2016); students are aware of their self-sufficiency (Phani Krishna, Arulmozi, Shiva Ram, & Mishra, 2020). Facilitative aspects of human autonomy are actualized through four main methods of interpersonal interaction: persuasion, imitation, suggestion and infection, which are facilitative by their context (Learning Preferences and Strengths, 2023).

Persuasion is the process of substantiating judgments or inferences (Івашкевич Ер., & Комарніцька, 2020). The imitation is the reproduction by a person of certain external features of the behavior, the actions and the activities (Alyami, & Mohsen, 2019). Suggestion is considered to be the psychological influence of one person on another; this process is designed for uncritical perception of words, thoughts and desires expressed by different people. Infection is the process of transmitting an emotional state from one person to another, actualizing the semantic effect of perception in the process of interpersonal interaction (Greco,

Canal, Bambini, & Moro, 2020). It was noted that when all these methods of interpersonal interaction were explained in the process of the activity, the product of this activity, as a rule, would differ in a creative, non-standard approach and, that is the most important, – these products always all students like (Drigas, & Karyotaki, 2017).

Facilitation is a phenomenon of interpersonal communication, which greatly enhances the productivity of education or upbringing of the subjects of the educational process due to their harmonious, democratic style of communication and tolerant, empathetic qualities of the teacher's personality (Ivashkevych Ed., & Rudzevych, 2023). Facilitative communication generates the most positive motives, and such learning motives, in turn, create positive preconditions not only for the student to take a certain conscious position ("And I can" or "And I will do this"), but also for harmonious cognitive activity in order to acquire new knowledge, skills, abilities, due to which he/she develops a desire to learn (Pimperton, & Nation, 2010). Facilitating teachers are supposed "to provoke" the independence and to create the conditions for responsible freedom of students (Shiva Ram, Bhardwaj, & Phani Krishna, 2017). These points must be taken into account when teachers draw up curricula and programs, and when formulating learning objectives, and when evaluating the results of educational activity (Heidari, 2019). All these factors will create the most favorable conditions for independent and meaningful learning of students, activating their cognitive motives, stimulating curiosity, which, above all, will actualize the manifestations of solidarity and cooperation, interaction and mutual assistance in the educational process. All this, in turn, facilitates a high level of cognitive functioning, the whole educational paradigm.

We think that the reform of the educational system should be based on the restructuring of stable personal attitudes of the teacher, which are explained in the processes of his/her interpersonal interaction with students. We identify three main guide-

lines of the teacher-facilitator. The first is "truth" and "openness"; the second setting is described in terms of "acceptance" and "trust"; and finally, the third attitude correlates positively with "empathic understanding".

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

Thus, the facilitative approach emphasizes that a person contains considerable resources for self-knowledge, change of self-concept, purposeful behavior, and complete mastery of these resources, which is possible only if the social group creates a positive microclimate that facilitates the formation of psychological attitudes. It is possible to identify certain components of facilitation, which create a microclimate in the team that will ensure personal growth and development. First of all, we will talk about the facilitative interaction between the therapist and the client, the parent and the child, the leader and the group, the teacher and the student, the leader and the subordinate. In fact, these conditions are also relevant in any situation, the purpose of which is the development of human personality, microclimate that facilitates the formation of psychological attitudes.

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

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

The other important component of facilitative interaction is the acceptance of one's own personality and the personality of another person (even in the case of acknowledging the shortcomings of another), caring for him/her. When the teacher feels a positive, non-superior attitude towards the student, despite even some negative aspects that may occur in the learning process with the student, positive facilitative interaction in this case is so conformed. Facilitation also involves allowing the student to delve into any of his/her immediate experiences – even sad, abusive, resentment, fear, anger, courage, love or pride. In this case, the facilitative interaction takes the form of useless care. When the teacher recognizes the student as a whole, and not in a view of certain preconditions, the facilitative interaction appears entirely tangential.

The other component of facilitation is *empathic understanding*. The latter implies that the teacher quite accurately perceives the feelings, personal meanings experienced by the student, and begins to communicate with him/her in terms of a complete understanding of the client (Astle, & Scerif, 2011). Ideally, the teacher penetrates quite "deeply" into the inner world of another person, which can not only realize the meanings of another person, but also to master them, in addition, can master the meanings that are fixed outside the facilitative paradigm (Rezaei, & Mousanezhad Jeddi, 2020). Thus, facilitative interaction is a very specific, active type of transition of behavioral patterns into stable semantic structures that provide a change in the personality of both the student and the teacher.

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 (Gathercole, Pickering, Ambridge, & Wearing, 2004). 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.

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.

The purpose of our research is to show psychological attributes of 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, and generalization.

Results and their discussion

Facilitative interaction is more significant in its essence, because it involves the identification of internal content, essential connections of subjects, and also determines the effectiveness of interpersonal (multipersonal, international, interethnic, etc.) relationships. ***The characteristics of facilitation*** are such as: acceptance/non-acceptance of the problem being discussed, individual points of view, manifestations of social behavior of students, excessive activity of students and organization of work of teachers. The phenomenon of negative facilitation should not be excluded, which leads to the emergence of psychological barriers, complexes, which are realized in the defensive reactions of students in the form of formalism, indifference, talkativeness, and the word "facilitator" itself acquires a "terrifying" meaning.

In the context of facilitative interaction, the teacher as a subject of cognitive activity is valuable in terms of reproducing and transferring to the wards of individual personally significant experience. The process of facilitative learning in secondary education institutions is built on the basis of general didactic principles (scientificity, connection of learning with the person's life, differentiated approach to students, etc.).

However, *additional principles, characteristics of this education system can be distinguished as dominant for understanding the context of facilitative interaction*:

• the principle of satisfying social and personal needs in the learning process;

• the principle of the relationships of learning with self-education during the organization of the educational process and during the vacation period;

• the principle of the relationships of learning with future professional activities (based on the content and nature of the functional duties of teachers);

• the principle of the relationships of learning with the personally and professionally significant experience of the teacher, the awareness of the acquired experience as personally significant one;

• the principle of an interdisciplinary approach to constructing the content of the educational process (the facilitative potential of different educational disciplines, their influence on the study of one educational subject);

• the principle of establishing the relationships between the educational process and continuous self-education;

• the principle of actualizing subject-subject learning of schoolchildren, carrying out a creative search for solutions to organize management of tasks and problems, and to reach independent development by students of projects, speeches and presentations with the aim of improving their own educational activities.

We consider the following principles of facilitative learning: openness; centering the learning process on the personal and professional development of the student (changing his/her value-meaning sphere, forming skills of personal self-determination, striving for self-education and self-development); variability in learning (freedom to choose the content, forms and methods of educational activity); integrity and systematicity, integration of studied subjects into a single, holistic process of mastering scientific knowledge; proactive nature of finding methods and ways of learning; activity in learning, optimal combination of theoretical and practical knowledge.

Also, we formulated ten principles that reflected the specifics of facilitative learning for students: 1) priority

of independent learning; 2) joint activity of students and a teacher; 3) reliance on the personally significant experience of each student; 4) individualization of learning; 5) systematicity; 6) contextuality; 7) actualization of activity results; 8) elective learning; 9) development of educational needs; 10) awareness of mastering knowledge, skills and abilities of students.

We made an attempt to compare the principles of traditional learning with the author's principles of facilitative learning, which operate in the modern system of the university educational process. The comparison, which we proposed, is given by us in Table 1. We assumed that facilitation in the educational process was largely determined by the student's acquisition of experience in solving the problems that were the most significant ones for him. The most important figure in the process of facilitative learning is its subject: the student with his/her personal qualities and characteristics, with the acquired life and professionally significant experience.

Unfortunately, for the majority of teachers the laws of social synergy and acmeology, social perception and social communication, which are extremely necessary for the organization of facilitative learning, are still practically unknown. We mean laws, not empirical knowledge obtained empirically. The latter actualizes the place of Pedagogical and Age Psychology in the education of students and, in particular, in the development of facilitative principles, techniques and technologies in the educational process of high educational institutions.

Empirical rules of pedagogical activity record the personally significant experience acquired by the student and ensure its reproduction (transformation). Acting according to such a rule means "adjusting", when the student to what he/she is already known, to a well-known reality, to what the teacher is of personal significance to the student. Acting according to the principle of facilitation means focusing on a certain ideal − actualizing the movement of the student's internal potential, that is, to get

ahead of real frames or scripts that arise in one's consciousness and strive to implement this ideal in practice. The principle of facilitation orients students to the future – teaches want not to work according to a template, but to carry out an independent search for knowledge in its best scientifically reliable form, and, thereby, ensures the implementation of this future taking into account the objective possibilities (conditions) of the surrounding reality.

A need to understanding facilitative principles arises from the moment, when the organizers of the educational process feel dissatisfied with its state, when there is a great need to invent a new rule, a norm, means of performing activities under conditions of a sufficiently large amount of empirical data in order to solve some given by a teacher specific task.

Let us justify facilitation as a leading principle having been used in the educational process of secondary educational institutions. A psychological explanation of the principles of facilitation, its interpretation and the presentation of evidence in its support, apparently, require indicating the reasons for introducing this principle as mandatory one in the educational process, which, in turn, will help us to generalize the experience of schoolchildren performing practical activities at the lessons in various subjects (to make so-called "inductive generalization"). The introduction of the principle of facilitation is due, first of all, to the goals of modernization of pedagogical education, the concept of continuous education (education that is carried out throughout a person's life), the conditions of the environment of secondary educational institutions, as well as the educational practice itself, personally significant learning experience with a reorientation from students' assessment of educational courses to self-assessment, the plurality and simultaneous existence of different systems of interpretation of the surrounding world.

Table 1

Principles of learning in the paradigm of traditional and facilitative learning

№	**Traditional understanding of the principle of learning**	**Understanding the principle of learning according to the concept of a facilitative approach in the teaching process**
1	*Scientific*: the basis of learning is objective scientific knowledge; at the same time, it is possible to distinguish between erroneous knowledge or incomplete knowledge	Science is not true, but only a certain version, a plurality and simultaneity of different systems of interpretation of the surrounding world (it is emphasized that there can be no false knowledge to provide a facilitative approach)
2	*Natural expediency*: learning is based on the ideas about the age characteristics of students, determining by personal development, which is appropriate in this age period	Natural expediency is not only limited to the traditional understanding, but it is complemented by socio-expediency (meaning not only biological age, but also age-related characteristics as a social and cultural phenomenon)
3	*Consistency and systematicity*: consistent linear logic of the development of learning content, movement from the partial to the general sense	Consistency and systematicity are combined with discreteness and systematicity of a higher level of facilitative skills (this level is understood in a synergistic, rather than positivist or structural, sense)
4	*Accessibility*: learning is built from known to unknown, from easy to difficult, mastering ready-made frames and logical scripts	Accessibility is largely determined by the teacher's role as a consultant, rather than the easiness of the material itself. Accessibility is based on the organization of cognitive activity that corresponds to the child's zone of proximal development
5	*Strength*: repetition is the foundation of effective learning	The strength of knowledge as a principle of learning is stimulated by flexibility and practical use of knowledge not only at the lessons, but also in life in general

6	*Awareness and activity*: a need for reaching active attitude towards the tasks formulated by the teacher	Independent formulations of tasks are significant, going beyond the limits of the algorithm for performing cognitive activity of students
7	*The principle of the connection between theory and practice*: practice as a form of application of theory, it is a form of support and reinforcement of scientific theory	The practical application of knowledge is fixed in the first place not only as a criterion of learning, but also as a learning tool or learning mechanism
8	*Clarity*: while maintaining the advantage of rational verbal teaching methods, non-verbal forms of presentation of educational material are used to actualize students' perception	In the conditions of "visualization of culture" clarity plays not a subordinate, but a self-sufficient, and sometimes even aggressive function. The dominance of verbal culture in its written form is replaced by the symbolism of images of virtual space: in the conditions of working with computer systems it is enough to analyze only a certain concept, because in order to make a balanced independent decision, one must "recognize" this or that image. From this position, it is considered advisable to build the entire educational process as a whole
9	We have to take into account *the age and individual characteristics of students*	The age and individual characteristics of students are taken into account, but educational tasks are offered to students on a first-come, first-served basis

In relation to the normi of facilitative activity, at first glance it seems that it would be quite easy to indicate the "place" of this particular activity: it can correspond to the norm, be lower (lag behind the norm) or exceed the norm. Unfortunately, in Psychology the concept of "norm" does not exist (especially when we are talking about cognitive activity), because there is no certain

standard of educational activity in secondary education institutions. We can only assume that the models of cognitive activity (prescriptive-address, reproductive, algorithmic, prognostic, etc.) implicitly indicate its non-compliance with the modern requirements of the modernization of secondary education.

Unfortunately, the traditional Teaching Methodology of many academic disciplines still remains authoritarian, based on persuasion, explanations, coercion and demands to the influence the individual through external stimuli. The principle of facilitation involves something completely different: actively involving students into the process of cognitive activity, creating excellent prerequisites for self-organization and self-development of the individual.

Facilitation is a subject to *special principles*: it is designed for an idealized model of activity performance, in which all attributes are idealized or are close to it. Facilitative interaction, without a doubt, it is a subject to knowledge about the essence, the content, structure of learning, its laws and patterns. It is explicated in the form of norms of the person's activity, regulations for practical activity, which it is as guidelines for constructing practical activity at the lessons. The essence of facilitation lies, in our opinion, in the fact that facilitative interaction corresponds to the methods of regulating the relationships of opposing parties, the trends of the educational process, which, in turn, is reflected in the methods of resolving contradictions, in achieving harmony, which will allow both teachers and students to solve educational tasks quite successfully. At the same time, the theoretical basis for substantiating this principle are the laws and patterns of the educational process at the universities.

The attributes of the concept of "facilitative interaction" are: "the basis for participation in cognitive activity", "a person's internal belief in the need for providing facilitative interaction", "norms of the behavior and the activity in the process of facilitative interaction", "results of facilitative interaction" (Fig. 1).

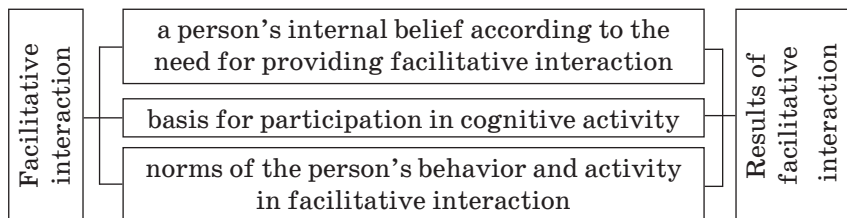| Facilitative interaction | a person's internal belief according to the need for providing facilitative interaction | Results of facilitative interaction |
| | basis for participation in cognitive activity | |
| | norms of the person's behavior and activity in facilitative interaction | |

Fig. 1. **Psychological attributes of facilitative interaction**

The basis for participation in students' cognitive activity is a sufficient condition for cognition and performance of the activity. The basis of actions, according to psychologists, is their motives; the basis of judgments is the judgments of other people or the personally significant experience of the subjects of facilitative interaction. A person's internal beliefs include knowledge, needs, which can, at the same time, be the motives of the subject's behavioral acts. The beliefs of teachers formed in the traditional educational system may not undergo (and often do not undergo) transformations towards accepting facilitation as a personally significant phenomenon. A similar situation may occur with students who, with all their previous experience, have been accustomed to the mandatory implementation of instructions, methodological recommendations, etc. Based on this, there is a need for mutual training of subjects in the rules (principles, mechanisms) of productive facilitative interaction.

Conclusions

It is quite difficult to talk about the norms of behavior and activity in facilitative interaction. A norm is a certain guiding argument, rule, model that the subjects of facilitative interaction accept as personally significant. In the conditions of facilitative interaction in the process of cognitive activity the behavior of the subjects of learning will depend on the nature of the relationships with the group, the collective subject of which the student is a member. The success of facilitative interaction largely depends on whether the student approves or disapproves

of collective goals and motives, emotionally "charging up", empathizing, subordinating (or do not subordinating) his/her individual behavior to group norms (rules), role-specific features of interaction, etc. Value-based and axiological aspects (needs and motives) of the individual acquire the character of an act, a personally significant act, when the norms of the behavior and the activity are discussed in advance and accepted by the students before the beginning of their participation in cognitive activity.

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Хупавцева Наталія, Гудима Олександр. Психологічні атрибути фасилітативної взаємодії в мультикультурному світі.

Мета нашого дослідження *– показати психологічні атрибути фасилітативної взаємодії.*

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

Результати дослідження. *Показано, що фасилітація підпорядковується особливим принципам: вона розрахована на ідеалізовану модель виконання діяльності, за якої всі атрибути є ідеалізованими або наближеними до цього. Фасилітативна взаємодія, без сумнівів, підпорядковується знанням щодо сутності, змісту, структури навчання, його законам і закономірностям, експлікується у вигляді норм діяльності, регулятивів для практичної роботи, що виконує роль орієнтирів для конструювання практичної діяльності на уроках. Доведено, що атрибутами поняття «фасилітативна взаємодія» є: «підстава участі у*

пізнавальній діяльності», «внутрішнє переконання людини у необхідності здійснення фасилітативної взаємодії», «норми поведінки і діяльності у фасилітативній взаємодії», «результат фасилітативної взаємодії».

Висновки. *Доведено, що досить важко говорити щодо норм поведінки і діяльності у фасилітативній взаємодії. Норма є певним керівним аргументом, правилом, зразком, які суб'єкти фасилітативної взаємодії приймають як особистісно значущі. В умовах фасилітативної взаємодії у процесі пізнавальної діяльності поведінка суб'єктів навчання буде залежати від характеру взаємостосунків з групою, колективом, членом якого він є. Успіх фасилітативної взаємодії великою мірою залежить від того, чи схвалює або не схвалює учень колективні цілі й мотиви, емоційно «заряджаючись», співпереживаючи, підпорядковуючи (або не підпорядковуючі) свою індивідуальну поведінку груповим нормам (правилам), рольовим особливостям взаємодії тощо. Ціннісно-аксіологічні аспекти (потреби і мотиви) особистості набувають характеру вчинку, особистісно-значущого акту, коли норми поведінки та діяльності заздалегідь обговорені і прийняті учнями ще до початку їхньої участі у пізнавальній діяльності.*

Ключові слова: *фасилітація, фасилітативна взаємодія, психологічні ознаки, полікультурний світ, пізнавальна діяльність, норми діяльності особистості, регулятори практичної діяльності.*