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**ФАСИЛИТАЦИЯ КАК ЭФФЕКТИВНАЯ ТЕХНОЛОГИЯ ПОВЫШЕНИЯ  
ПРОДУКТИВНОСТИ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ НА ЗАНЯТИЯХ ПО  
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**Аннотация**

Фасилитация – это практика улучшения группового взаимодействия с признанной эффективностью и долгой историей. Фасилитация помогает создать благоприятную атмосферу в команде и одновременно с этим решить поставленную учебную задачу. В статье рассмотрены особенности применения фасилитации как образовательной технологии на занятиях по иностранному языку.

**Ключевые слова:** фасилитация, фасилитатор, технология, коммуникация, взаимодействие, эффективность, продуктивность, группа, иностранный язык.

**FACILITATION AS AN EFFECTIVE TECHNOLOGY FOR INCREASING  
PRODUCTIVITY OF STUDENTS' ACTIVITIES IN FOREIGN LANGUAGE  
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**ABSTRACT**

Facilitation is a practice of improving group interaction with recognized effectiveness and a long history. Facilitation helps to create a favorable atmosphere in the team and at the same time solve the set educational task. The article considers the features of the use of facilitation as an educational technology in foreign language classes.

**Keywords:** facilitation, facilitator, technology, communication, interaction, effectiveness, productivity, group, foreign language.

The modern world requires organizations of any size and type of activity to have a horizontal structure, strong group and intergroup connections, effective teamwork and communication, otherwise the company simply cannot keep up with the pace of changes. In such an important issue as building comfortable relationships in a group, be it work, study, professional, etc., it is often necessary to use modern technologies and techniques. One of the technologies that helps to create a favorable atmosphere in a team and at the same time solve the issue at hand is called facilitation.

Facilitation is a set of tools and practices that allow you to effectively organize a group discussion. In literal translation, facilitation means “facilitating the process”. Facilitation allows you to moderate the discussion in such a way that no idea goes unnoticed. A facilitator helps with this – a communication trainer who monitors the course of the conversation and gives participants various tasks [1].

Facilitation can be applied in many areas of human activity today, for example: businesses use facilitation techniques to make meetings and conferences more effective; career consultants help clients shape their career path during a facilitation session; teachers use facilitation techniques to unite a study group, identify the level and needs of students; social workers can conduct facilitation sessions with parents, teachers and children from disadvantaged families [2].

When it comes to an educational environment, facilitation is a way of educational interaction in which all participants in the process, which includes facilitation, feel comfortable, behave naturally and actively accept other participants.

Using other terminology, facilitation, which is included in the learning process, helps to facilitate interaction within the group (students-students; teacher-students). The process of facilitation contributes not only to increasing the effectiveness of work in the group (class), but also to the full involvement, activity, and interest of students.

If the term “facilitation” is considered, it can be turned to several different sources. For example, according to a Large Psychological Encyclopedia, facilitation is the process itself, which allows for the effective organization of verbal interaction in the class (this can include: discussing a complex problem, jointly resolving a controversial situation).

In the Brief Psychological Dictionary, the term “facilitation” is explained as: “increasing the productivity of an individual’s activity, as a consequence of updating the image of another person in the consciousness of this individual”. Thus, we see that facilitation is closely connected with the group, with the interaction (both verbal and emotional) within the group [3].

A major role in organizing speech interaction between the teacher and students in foreign language classes is certainly assigned to the teacher. The teacher must have such skills as organizing training taking into account the individual characteristics of students and the general communicative focus. Using facilitation in their work, such a teacher can be called a teacher-facilitator. The main task of the teacher-facilitator is not only to increase the level of interaction within the group, to find harmony, in relations with the group, but also to provide assistance to individual students who are included in the process of foreign language learning. At the same time, the facilitator does not always understand all the intricacies of the issue under discussion better than the participants. The specialist-facilitator tries to establish communication to solve specific problems, topical issues, he directs the group, helps each participant to speak out. There are a variety of facilitation techniques and methods. Let’s turn to the classification proposed by Tony Mann. He identifies four types of facilitation: “All”, “Group”, “All to one”, “One to all” [4].

This typology acquires particular value when organizing the educational process in mixed groups, although each type has both advantages and disadvantages. Modern pedagogical technologies are clearly visible through the prism of this typology.

For example, the “All” facilitation type assumes that each group member works independently, solving their part of the problem, followed by an exchange of opinions and combining individual solutions into a single whole. With this type, everyone has the opportunity to contribute their personal ideas to the overall result, but this option will take more time – you need to collect everyone's contribution, conduct an analysis, and group the options.

The “Group” type assumes joint work. This allows you to develop a new and common opinion on solving an educational problem, passing everyone's opinion through a common perception. However, the group format will require another format at the approval stage.

The “All to one” type means that everyone addresses their contribution to one person who uses a given technique/method. It will take less time to collect the participants' thoughts, but there is a risk of losing someone's thoughts, as well as the risk that the opinion of one or more people may overlap the opinions of the others.

The “One to all” type means that one person performs the task for or on behalf of everyone else. This option allows you to save the efforts of the participants and get an expert opinion. However, if the expert is not professional enough, the event can turn into a self-oriented presentation.

The task of the teacher-facilitator is to skillfully include the passive, often unsure of their abilities, part of the group in the general work. Work with the unconstructive behavior of individual group participants is especially important for facilitation. In this case, pedagogical foresight of the behavior of individual students, prevention of possible variants of negativity is very important. This requires special competence of the teacher, his professional skill, which lies in the ability to use intervention techniques in order to extinguish negativity and involve students in the work.

Facilitation is based on processes that make it effective: visualization, verbalization, presentation and feedback. Let's consider each of the processes in detail.

1. Visualization. When participants visually observe a process, a phenomenon as something holistic, it is easier for them to imagine the overall picture. The facilitator uses graphs, diagrams, lists to optimize the perception of information. When working with a problem, the facilitator can write various opinions on the board, depict opinions in the form of a diagram, etc.

2. Verbalization. By speaking, a person formulates his opinion more accurately. People do not always have the same understanding of the meaning of words, so it is possible to agree on the meaning of a particular concept. In this way, the facilitator achieves more effective communication in the group, which positively affects the resolution of controversial issues, helps people understand the points of view of other participants.

3. Presentation. Non-verbal accompaniment helps the facilitator evaluate the behavior of the participants, as well as the reaction of the audience. In addition, the facilitator pays attention to slips of the tongue, typos that tell about the unspoken thoughts of the participant, which helps the facilitator understand hidden motives.

4. Feedback. The facilitator not only gives feedback, but also asks for it. This regulates the process, helps the participants realize what they have done to solve the problem [5].

Facilitation is understood by us as a pedagogical influence aimed at supporting, assisting and accompanying the student and ensuring an increase in the speed and productivity of education by taking into account the direct verbal and non-verbal influences of the participants in the educational process on each other. The most important characteristic of the pedagogy of facilitation should be considered the subjectivity of all participants in education. The pedagogical technology of facilitation allows creating a space for personal development and causes a synergetic pedagogical effect. The idea of facilitation penetrates not only into the field of education, generating a unique pedagogical technology, but also into any other area where social interaction

occurs [6]. The use of facilitation technology in the educational process in foreign language classes allows:

1. To improve the efficiency of decision-making in a group. Decision-making is a very complex process. Proper group management can speed up thinking and improve the quality of work;

2. To achieve the participation of all group members. Any participant can speak out on the problem, express their opinion;

3. To increase the activity of each participant. The interest of each group member is important to achieve the result;

4. To reveal the potential of the participants. A comfortable atmosphere and the right techniques make it possible to work to the maximum, think through all possible options;

5. To solve specific problems in a short time. Focusing on certain issues without distractions helps to speed up the process;

6. To create a comfortable psychological atmosphere for the participants. The absence of pressure and condemnation allows you to express your thoughts without embarrassment [5].

Thus, facilitation assumes that students begin to love the language they are studying and are happy to be in a foreign language environment while in the classroom. At the same time, the teacher-facilitator, with his presence and influence, facilitates the learning process for students who are mastering a language unfamiliar to them, he promotes the manifestation of their own initiative, independence, and also promotes the process of mental development and ensures positive interpersonal interaction. Facilitative communication allows creating positive motives for further language learning, which in turn encourages students to adopt their own position and activity.

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