Innovative Education: Facilitation - Effective Method of Organizing the Educational Process

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ABSTRACT

Facilitation (facilitation) in English. "relief", facilis means "to ease" or facilitate). In the management of the facilitator, the participants can solve problems and increase the efficiency of their activities due to their observation and communication with their partners in the team. vocabulary.ru.

Facilitation allows the discussion to be moderated in such a way that no point is left out. In this case, the facilitator is an impartial communicative trainer who monitors the progress of the conversation and directs the participants to perform various tasks. Definitions of the concept of "facilitation" as well as the main approaches to the study of facilitation are presented, justifying the need to use facilitation in the educational system.

The phenomenon of facilitation in the process of teaching patient care to the trainees is revealed Definitions of pedagogical approach facilitation in medical practice are described. In the educational process, the characteristics of creating and using a comfortable environment are defined. The role of the facilitator is to make the process of communication comfortable and easy for all participants and encourage the group to make a decision together. The article examines the phenomenon of facilitation in teaching patient care. The authors define socio-pedagogical support and describe their use. The role of the teacher is to determine the main tasks and provide a comfortable environment in the educational process. The use of facilitation is to significantly activate the trainees' activities in patient care. Facilitation is a method of effectively organizing and managing group discussions to achieve quick results. In simple terms, facilitation is the process of bringing a group together to make a decision in a way that is focused on making the discussion as fast and efficient as possible. The facilitation process produces the following results:

The results of the discussion process are organized efficiently and qualitatively;
– all thoughts are collected and contribute to the final result;
- the participants know that the results of the work performed belong to them;
- allows maximum use;
- effective work plans are drawn up;
- psychological barriers are removed;
- the group is compacted;
– attention to the speed of reaction to each other's actions increases;

In conclusion, it should be noted that in the modern world, which believes that constant and faster and wider changes are taking place than ever before, it is necessary to shift the focus from teaching to teaching. not delivery, but the activation, provision and support of meaningful learning processes. Facilitation has a stimulating, developing and supporting effect on pedagogical activity;

It leads to the formation of the necessary competencies of students, meets modern requirements, contributes to the improvement of the quality of higher and secondary education, and helps in the implementation of interactive education in modern education.

Facilitation (facilitation) in English. "relief", facilis "ease" or facilitate) - the increase in the speed or efficiency of an individual's activity due to the observation of his teammates. vocabulary.ru.

Assisting in pedagogical activities. Definitions of the concept of "facilitation".

Also, the main approaches to the study of facilitation are justified by the need to use facilitation in the educational system. Facilitation differs from ordinary management in that its method is non-directive, that is, it does not go beyond the self-organization of the managed system. If in traditional forms of management (for example, in a group) the subject encourages him to carry out his instructions and orders, in helping, his subject should combine not only the functions of the leader and the leader. as well as a participant in group dynamics. Thus, in the case of facilitation, we face a radically different management situation. Association of Leading International Facilitators (The Inter Facilitation Tool Idea Magazine).

In our century, in the era of globalization, a new generation of specialists is needed. As a result, the main foundation of the educational process today is the lesson process: not only the subject to be studied - the main foundation should be the personality of the listener, his potential for creative and unusual thinking.

The main task of the professional education system is not only to produce specialists, but also to involve students in the development process. In the learning process, it is important to develop the abilities of the students as follows:

- creative thinking, emergency decision-making ability, correct assessment of the situation and quick adaptation to the situation.

Such skills available to the specialist will be useful in future independent work.

The question arises as to what methods and technologies will ensure their preparation

First, the specialist is required to review and update the content and methods of education.

It is known that in modern scientific literature, the special attention of all scientists is focused on the development of innovative approaches to the study of world students. According to them, in a word, the educational process should be systematic and cover all aspects of educational work in the preparation of future specialists.

Secondly, it is necessary to revise the system of retraining of secondary medical and pharmacist employees in order to supplement their basic knowledge with innovative methods and technologies.

Thirdly, to determine innovative methods of training students, as well as advantages and prospects - it is appropriate to take into account the characteristics and specific aspects of the use of various innovative forms of education in the educational process.

The goal of interactive methods in teaching is to create favorable educational conditions in which the listener feels his intellectual competence and success, which makes the educational process effective. In other words, interactive education, first of all, during this process, due to dialogue, there is a mutual collective effect between the listener and the teacher, as well as between the listeners themselves.

In forming the level of conscious competence of the listener, it is effective to conduct the lesson using a method such as facilitation to solve the tasks. First of all, we will analyze what facilitation is and how this method can be used for educational purposes. There are different views on what facilitation is. This method is considered by many experts as a concept that emerged in the second half of the 20th century in the environment of corporate work, training and development.

Currently, it is widely used in the educational process.

Facilitation is helping people in the group to perform common mental activities, make common decisions, create and improve their ideas. As you know, the definition of facilitation means "making the process easier". The facilitator must plan, direct, and manage group activities to ensure effective achievement of group goals with a well-defined plan and full participation of all participants. A facilitator is a person who leads a group discussion. His task is to conduct the discussion as effectively as possible. He frames the problem and intervenes in the discussion if necessary.

In order to effectively facilitate the learning process, the teacher must be objective. This means that he must take a neutral position to achieve the group's goals. The main responsibilities of the facilitator are:

- arousing the listener's interest in self-education;

- formation of the listener's ability to defend his opinion and position;

- formation of social and professional skills;

- effective mastering of the teaching material;

- independent search for problem solving methods and options by listeners;

The main task of a modern teacher, that is, a facilitator, is to direct the audience to the discussion process, encourage and guide them to search for and analyze the necessary information. The facilitator is responsible for the group discussion process and technologically supports the discussion and is responsible for the effective work of the group.

It is up to the coach to choose the appropriate work plan and technical support for group work that will allow achieving the planned goals in a specific situation. Facilitator:

- organizes an effective discussion in which each listener can speak and does not allow listeners to deviate from the topic;

- Plans all stages of discussion, agreement and decision-making;

- creates a creative, free, comfortable environment.

Facilitation success is achieved through careful preparation, planning and a constructive approach during discussion. The preparatory stage begins with setting goals and determining the form of the final result, and ends with the selection of methods using technologies and the effectiveness of their use to ensure the work process in the group and achieve results. In the educational process, it is necessary to solve the purpose of using "facilitation", analyze problems, collect ideas, clarify tasks, plan actions, and solve specific situations. Simple and practical facilitation tools designed based on human perception and modern understanding of brain function help group members overcome all potential problems and make the best decisions they can.

There are a variety of ways to help participants develop their creativity, such as dynamic facilitation, classical brainstorming, Delphi method (prediction), negative brainstorming, simplified discussion, technology idea-log, Pinpoint, working with moderation cards. Effective methods of creating solutions are used within these methods - mind map, force field, ranking, classic brainstorming.

As an example, let's take a closer look at the Pinpoint technique. In Facilitation Technology, Pinpoint is a logical algorithm that combines a number of techniques that enable creation. Pinpoint method is used in Europe. This method uses lightweight, portable whiteboards, flyers, and visualization tools to capture ideas, discussions, decisions, and action plans.

Pinpoint technology allows each participant to work and receive information in their own way.

Such a process, which facilitates and facilitates group work, creates a process of self-organization, such as discussion and decision-making. The advantage of Pinpoint is that it is fast, accurate and creative.

Pinpoint encourages the facilitator to rethink his approach to group work.

Because the main task of the teacher is to be sure of the results of the training. It should not set priorities and make recommendations.

The main stages of the Pinpoint process:
- preparation for the lesson;

- organization of the beginning of the lesson;

- breaking barriers

- involvement of all participants in the educational process;

- collecting ideas and opinions;

- focus on the main points;

- voting and evaluation;

- solving group problems;

- motivation of participants.

Each participant makes a list of his personal opinion on the given topic. The time of this stage is about 3-7 minutes

There should be at least twelve points in the list. The first 5-6 ideas are written quickly. Twelve ideas allow you to achieve different ideas. It is recommended to expect participants to write this number of comments.

Each idea must be numbered

At this stage, participants are able to "create" many different ideas.

Next group activity. It is better to gather participants in small groups. The best thing about this method is that it allows participants to borrow ideas from each other (sometimes the term "stealing ideas" can be seen).

In each subgroup, the process continues in the same way:

Participants are grouped (2-3-4 people)

Everyone reads their list and talks about the essence of their ideas. No need to debate or discuss ideas! Participants should only get the best for themselves.

Each participant works for his own personal goal, that is, collects the best ideas on his page. It is important to pay attention here: in this, it is not necessary to agree or discuss which idea is better, but the group members are invited to write down all the ideas they like in their list.

Then a new group is created with new members. Here it is important that the participants in the groups do not repeat!

When writing new (ideas) thoughts, they are asked to continue numbering the list. At the same time, it is not necessary to clearly define whose idea it is, that is, the participants create their own bank of ideas.

Work in small groups lasts from 10 to 25 minutes. Participants who change the group perform the same task.

When doing this part, it is easier for the teacher to work with pairs than with threes, because it is easier to control. Changing groups is repeated 3-5 times. If, nevertheless, it is a triad, then when you change the triad, you need to control the movement of the participants, it is necessary to set their route so that they do not intersect. The time is calculated according to the number of participants. About 1.5 minutes per person.

At this stage, it is important to monitor synchronicity so that there are no spontaneous movements. It is desirable that the change of groups occurs only at the signal.

The next stage is individual work. Each participant works with their list of ideas and chooses the five most "charged" ideas.

Then, participants in their initial groups share their best ideas and select 2-3 best ideas from each group.

The number of best ideas from each group is determined by the teacher depending on the size of the total group. Those in the group may look like this:

Everyone chooses the TOP 5 best ideas from their list, works individually. No need to rewrite anything. Circle the number of the thought he likes.

Everyone in the group has their own opinion

The group decides together which ideas are the most interesting

Participants write these points on separate help cards. Usually two or three ideas from the group. The main thing is to preserve the exact text of the first version, its originality, without changing it, when it is reflected in the record.

Analytical thinkers perform better in the selection phase.

The benefits of facilitation include:

- speed: you can do more in less time

- focus on the main issues;

- elimination of obstacles in understanding;

- speed with full participation of all even in complex topics;

- an efficient working environment.

Creativity.

Facilitation allows you to get rid of formalities, to cross the border

expands the scope of order and the boundaries of thinking;

- stimulates the creative activity of the participants;

- persistently, step by step, moves through problems and solutions;

- overcomes all possible difficulties of the debate;

- creates great ideas and practical solutions;

Effectiveness.

The discussion process is organized more effectively, the results are qualitative;

- all opinions are collected and contributed to the final result;

-participants know that the results of the work performed belong to them;

-interactive work process in any group and in any situation

allows maximum use;

- Effective work plans are made.

In order to achieve the result of the facilitation method, the facilitator uses competent, effective and various creative methods and adapts them to the environment of the given task.

Facilitator shows about the goal and how this method brings participants closer to achieving it, controls time and tasks.

The facilitator controls the consensus building process and if a conflict arises during the discussion, if the discussion becomes emotional, a lot of time is lost, the facilitator intervenes in the discussion and helps the group.

To help the audience reach a consensus, the facilitator:

- identifies points of agreement;

- reshapes statements emphasizing the commonality of ideas;

- studies the individual goals of the participants;

- encourages the participants to come up with the ideas of the group members;

- checks the correctness of the consensus;

- Checks if the consensus is appropriate

for the task.

All thoughts are directed to the work and contribute to the final result;

- the participants know that the results of the work performed belong to them;

- interactive work process in any situation allows maximum use of any group and group;

- Effective work plans are made.

In addition, it is important to be successful in the process of applying the facilitation method.

thus, the teacher uses various technologies creatively, competently and effectively, adapting them to the given situation. Thus, it is necessary to remember during the discussion not to deviate from the problem that the teacher and the group of listeners solve.

- in this way, the result is achieved by showing the participants - about the goal and how it will bring them closer to achieving it.

- passes intermediate results;

-Gives clear instructions on how the group will discuss and work, controls time and tasks.

When the group deviates from the given topic, it is important to bring it back to the goal and redirect the side problems that arise for a separate discussion.

In order for listeners to hear each other, it is necessary to create such a process and conditions in which the listeners must understand what is behind the different opinions and positions, understand each other's arguments, and analyze alternatives and other possible solutions. Facilitator control during the consensus process - if a conflict arises during the discussion, the discussion becomes emotional, a lot of time is lost in this case the facilitator controls and helps the group.

(www.uni-hamburg.de/fachbereicheinrichtungen/fb16/absozpsy/HA).

To help the audience reach a consensus, the facilitator:

- identifies points of agreement;

- reformulates statements to emphasize the commonality of ideas;

- studies the individual goals of the

participants;

- encourages thinking based on other people's ideas;

- checks the validity of the consensus;

- Checks whether the consensus is suitable for the task;

The most effective method for educational purposes is the Mind-map method. Gathering thoughts or ideas, brainstorming using this method is perfect for analyzing a problem or finding a solution. The author of the mind-map method is Tony Buzan. The facilitator writes the ideas on the board or the participants do it on cards, then they are shuffled on the board, while the ideas (answers) related to the main topic first, are arranged in a sequence by lines based on the main topic. This creates an innovative environment that encourages participants to participate in research to find solutions and problems.

Interactive methods help to establish emotional connections between listeners, develop creativity, the ability to defend one's opinion,

learns to form teamwork skills, high motivation, active life position, creativity potential and self-development.

As a result, psychological barriers in communication are removed, the cohesion of the group, interest in mutual success, attention to the speed of reaction to the actions of partners increases.

As listeners gain confidence, their motivation increases.

The use of interactive methods in teaching allows to reduce the level of nervous stress, to focus on the main issues of lesson topics.

The main distinguishing feature of interactive methods from traditional methods is that students take the initiative in the learning process, encouraged by the teacher from the position of a partner-helper. The process and the result acquire personal importance for each student in learning, which allows to develop the ability to solve problems independently.

Thus, the goal of using interactive forms in teaching in the educational process, including the use of the facilitation method, is a pedagogical process aimed at activating the participants and maximizing the opportunities of all participants.

The most correct essence of the "facilitation" method was formulated by Lao Tzu in his wonderful work "Tao Te Ching" - "the perfect sage" because "he calls nowhere but everyone goes; he is silent but everyone listens to him; he behind everyone but everyone sees him.

In conclusion, it should be noted that in the modern world, which believes that constant and faster and wider changes are taking place than ever before, it is necessary to shift the focus from teaching to teaching. not delivery, but the activation, provision and support of meaningful learning processes. Facilitation has a stimulating, developing and supporting effect on pedagogical activity;

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