

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
NATIONAL TECHNICAL UNIVERSITY
“KHARKIV POLYTECHNIC INSTITUTE”

SELF-STUDY GUIDELINES
for the “Facilitation pedagogy ” course
for full-time students of the second (master's) level of higher education,
specialty A1 "Educational Sciences",
educational program "Pedagogy of Higher Education"

Approved by
the Editorial and Publishing Council
of the University,
minutes No. 1 dated 02/13/2025

Kharkiv
NTU «KhPI»
2025

Self-study guidelines for the “Facilitation pedagogy ” course for full-time students of the second (master's) level of higher education, specialty 011 "Educational, Pedagogical Sciences", educational program "Pedagogy of Higher Education" / уклад.: Ye.V. Vorobiova, A.L.Khrypunova, N.V. Pidbutska, N.V. Sereda – Kharkiv: NTU «KhPI», 2025. – 36 p.

Reviewer: T.V. Hura

Department of Pedagogy and Psychology of Social Systems Management named after Academician I.A. Zyazyun

Educational and methodological materials of lectures

Plan of lecture classes

Topic	Hours
Professional activity of a higher education teacher	4
Pedagogical communication in higher education	4
Features of student's personality development	4
Pedagogical support in the professional development of university students	4
Facilitation in pedagogical science	4
Facilitation in higher education: practical experience for a university teacher	4
Teacher-mentor and his/her role in the introduction of facilitation in the educational process of higher education	4
Experience of facilitation activities in out-of-school and school institutions	4

Topic 1: Professional activity of a higher education teacher Content and essence of pedagogical activity of a higher education teacher. Organizational activities of a university teacher.

Recommended references:

1. The Law of Ukraine On Education (Vidomosti Verkhovnoi Rady (VVR), 2017, No. 38-39, p. 380. <https://zakon.rada.gov.ua/laws/show/2145-19#Text>.
2. On the National Doctrine of Education Development. Document 347/2002, from 17.04.2002. <https://zakon.rada.gov.ua/laws/show/347/2002#Text>
3. Ethical Code of the Scientist of Ukraine. Document v0002550-09 of April 15, 2009. <https://zakon.rada.gov.ua/rada/show/v0002550-09#Text>

4. Fedorenko O.I., Tyurina V.O., Girenko S.P., Boyko S.M., Kotelukh M.O. (2020). Pedagogy of Higher Education: a textbook. Kharkiv: FOP Brovin OV. 240 p.

5. Zarichna T.P., Raikova T.S. (2016). Pedagogy of Higher Education: a study guide. Zaporizhzhia. 122 c.

Topic 2. Pedagogical communication in higher education. Pedagogical communication and rhetoric. Styles of pedagogical communication.

Recommended references:

1. Fedorenko O.I., Tyurina V.O., Girenko S.P., Boyko S.M., Kotelukh M.O. (2020). Pedagogy of Higher Education: a textbook. Kharkiv: FOP Brovin O.V. 240 p.

2. Zarichna T.P., Raikova T.S. (2016). Pedagogy of Higher Education: a study guide. Zaporizhzhia. 122 c.

3. Eremenko G. Prospects for the development of mediation in Ukraine URL: <http://ukrmediation.com.ua/files/content/Perspectyvy.pdf> 148

4. Koshechko, N. V. (2018). Facilitation as an innovative technology for managing pedagogical conflicts in higher education institutions. Bulletin of Taras Shevchenko National University of Kyiv. Series: Pedagogy, 2 (8), 24-29.

5. O'Brien, S. (2014). Re-representing Education's Image and Status: In the 'Interest' of Pedagogical Innovation. In: Zarifis G., Gravani M. (eds) Challenging the 'European Area of Lifelong Learning'. Lifelong Learning Book Series. Vol. 19. Springer, Dordrecht. DOI: https://doi.org/10.1007/978-94-007-7299-1_11

6. Chang-Kredl, S., Colannino, D. (2017). Constructing the image of the teacher on Reddit: Best and worst teachers. Teaching and Teacher Education. 2017. Vol. 64. 43–51. DOI: <https://doi.org/10.1016/j.tate.2017.01.019>

Topic 3. Features of student personality development. General characteristics of student age. The relationship between the concepts of individual, individuality, personality in the process of student socialization. Influence of the teacher on the development of the student's personality in the process of pedagogical interaction.

Recommended references:

1. Zarichna T.P., Raikova T.S. (2016). Pedagogy of Higher Education: a study guide. Zaporizhzhia. 122 c.
2. Romanyshyna, O. Y., Bygar, G. P. (2018). Pedagogical technologies for the development of facilitation of future specialists in the humanities. Theory and Methods of Education, 10, 41-44.
3. Foxha, O. M. (2019). Pedagogical conditions for the formation of facilitation competence of future teachers of humanitarian specialties in professional training (PhD thesis: 13.00.04). Odesa.

Topic 4. Pedagogical support in the professional development of university students. Professionalization of the student's personality as a new age formation. Professional competence as an indicator of a student's psychological readiness for professional activity. Pedagogical management and its role in the formation of student's readiness for professional activity.

Recommended references:

1. Fedorenko O.I., Tyurina V.O., Girenko S.P., Boyko S.M., Kotelukh M.O. (2020). Pedagogy of Higher Education: a textbook. Kharkiv: FOP Brovin OV. 240 p.
2. Zarichna T.P., Raikova T.S. (2016). Pedagogy of Higher Education: a study guide. Zaporizhzhia. 122 c.
3. Gura, T. V. (2014). Pedagogical facilitation as a mechanism for developing students' leadership potential in a technical university. Theory and

practice of management of social systems, 3, 32-44. Access mode: http://nbuv.gov.ua/UJRN/Tipuss_2014_3_6

Topic 5. Facilitation in pedagogical science. Facilitation as a type of pedagogical interaction. Structure of pedagogical facilitation Facilitative approach in higher education

Recommended references:

1. Gura, T. V. (2014). Pedagogical facilitation as a mechanism for developing students' leadership potential in a technical university. Theory and practice of management of social systems, 3, 32-44. Access mode: http://nbuv.gov.ua/UJRN/Tipuss_2014_3_6

2. Gusak, V. (2019). New roles of the teacher in the context of reforms of the modern Ukrainian school. Access mode: <https://conf.zippo.net.ua/?p=79>.

3. Kazanzhi, M. Y. (2012). The concept of facilitation, its types and some facets of the main function. Vestnik ONU named after I.I. Mechnikov. Series "Psychology", 17 (5), 21-37.

4. Levchenko, O. O. (2007). Facilitative activity of the teacher in the context of the subject-subject approach to pedagogical activity. Bulletin of Zhytomyr Ivan Franko State University. Philosophical Sciences, 39, 23-26. Access mode.: <https://zavantag.com/docs/2053/index-37052-1.html>

5. O'Brien, S. (2014). Re-representing Education's Image and Status: In the 'Interest' of Pedagogical Innovation. In: Zarifis G., Gravani M. (eds) Challenging the 'European Area of Lifelong Learning'. Lifelong Learning Book Series. Vol. 19. Springer, Dordrecht. DOI: https://doi.org/10.1007/978-94-007-7299-1_11

Topic 6. Facilitation in higher education: practical experience for a university teacher. Facilitator as a manager, leader and participant in the educational process in higher education. Implementation of the principles of

facilitation in the process of professional training of future specialists. Facilitation as a tool for a modern higher education teacher.

Recommended references:

1. Volkova, N. P., Stepanova, A. A. (2018). Facilitator as an important role position of a modern university teacher. Bulletin of the Alfred Nobel University "Pedagogy and Psychology". Pedagogical Sciences, 1 (15), 228-234.

2. Voloshko, G. V. (2016). Facilitative approach in teacher's activity as a modern direction of higher education reform. Pedagogical Sciences: Theory, History, Innovative Technologies, 9 (63), 96-106.

3. Galitsan, O. A., Koicheva, T. I., Kurlyand, Z. N. (2019). Facilitation competence of a higher education teacher as a subject of pedagogical activity. Scientific Bulletin of South Ukrainian National Pedagogical University named after K.D. Ushynsky, 4 (129), 84-89. O'Brien, S. (2014). Re-representing Education's Image and Status: In the 'Interest' of Pedagogical Innovation. In: Zarifis G., Gravani M. (eds) Challenging the 'European Area of Lifelong Learning'. Lifelong Learning Book Series. Vol. 19. Springer, Dordrecht. DOI: https://doi.org/10.1007/978-94-007-7299-1_11

Topic 7. Teacher-mentor and his/her role in the introduction of facilitation in the educational process of higher education. Updated roles of a modern university teacher. Mentoring as a tool for a higher education teacher. Implementation of a facilitative approach in the practice of the educational process of higher education.

Recommended references:

1. Romanyshyna, O. Y., Bygar, G. P. (2018). Pedagogical technologies for the development of facilitation of future specialists in the humanities. Theory and Methods of Education, 10, 41-44.

2. Facilitative skills of the modern teacher: essence, structure, place in the system of pedagogical facilitation. Access mode: <http://file:///D:/Downloads/2881-5760-1-SM.pdf> Uchytel, Inna. Foruming the facilitation

competence of the future teacher of vocational education. Access mode: file:///D:/Downloads/obrii_2015_2_23.pdf

3. Foxha, O. M. (2019). Pedagogical conditions for the formation of the facilitation competence of future teachers of humanitarian specialties in vocational training (PhD thesis: 13.00.04). Odesa.

Topic 8: Experience of facilitation activities in out-of-school and school institutions. Facilitation activities of a teacher in the work of preschool educational institutions. Teacher-facilitator in general secondary education institutions.

Recommended references:

1. New Ukrainian school: conceptual framework for reforming secondary school (2016). Access mode: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainskashkola-compressed.pdf>.

2. Draft professional standard for the professions “Teacher of primary school with general education”, “Teacher of general education”. Access mode: <https://mon.gov.ua/ua/news/monproponuye-dlya-gromadskogo-obgovorennya-proyekt-profstandartu-zaprofesiynami-vchitel-pochatkovih-klasiv-zzso-vchitel-zzso> Professional standard for the professions “Teacher of primary grades of general secondary education”, “Teacher of general secondary education institution”, “Teacher of primary education (with a junior specialist diploma)” (2020). Access mode: https://nus.org.ua/wp-content/uploads/2020/12/Nakaz_2736.pdf.

3. Gusak, V. (2019). New roles of a teacher in the context of reforms of the modern Ukrainian school. Access mode: <https://conf.zippo.net.ua/?p=79> Palmér, H. (2016). Professional primary school teacher identity development: a pursuit in line with an unexpressed image. *Teacher Development*. 2016. № 20:5. 682-700. DOI: 10.1080/13664530.2016.1202311

Methodological materials to ensure students' self-study

Students' self-study (SSS) occupies a leading place in the system of modern higher education. Of all the types of learning activities, the SSS largely ensures the formation of independence as a leading trait of a student's personality.

Independent work completes the tasks of all other types of learning activities. After all, knowledge that has not become the object of one's own activity cannot be considered a person's real property. Therefore, SSS has educational, personal and social significance.

Learning activity is characterized by subjectivity, activity, subject matter, purposefulness, structure and content.

Special features of independent learning activities are the following:

- changes in the subject itself;
- dependence on the student's level of development and reliance on the achieved level of development;
- mastering general methods of action and scientific concepts;
- precedence of general methods of action to solving problems;
- dependence of changes in mental properties and behavior of students on the results of their own actions.

Performing self-study involves:

1. Study of educational literature using the university library and the Internet.
2. Study of educational material given for self-study.
3. Mastering knowledge, types and methods of activity in a particular subject area.
4. Self-checking of the acquired knowledge with the help of the questions presented.

If necessary, you can get individual advice from a teacher on how to perform self-study. To do this, the department develops a schedule of teacher consultations each semester.

Questions for self-study

1. Describe the role of facilitation as a technology for managing pedagogical conflicts in higher education institutions.
2. Analyze the role of facilitation in the formation of students' communicative competence.
3. Analyze the success of group communication as a result of the activities of a teacher-facilitator in higher education.
4. Analyze the principles of facilitation and the peculiarities of their application in a modern secondary school.
5. Identify the features of the application of facilitation principles in higher education institutions.
6. Reveal the experience of using facilitation technologies in foreign educational systems.
7. Analyze the world's schools of facilitation.
8. Define the role of the teacher-facilitator in the training of engineering specialists.
9. Define the role of the teacher-facilitator in the training of specialists in socio-economic profile.
10. Define the role of the teacher-facilitator in the training of creative professionals.

Literature for self-study:

1. Fedorenko, O.I., Tyurina, V.O., Girenko, S.P., Boyko, S.M., Kotelukh, M.O. (2020). Pedagogy of Higher Education: a textbook. Kharkiv: FOP Brovin OV. 240 p.
2. Berezka, S. V. (2019). Pedagogical facilitation in higher education institutions: theoretical aspects of teacher's personality development. Pedagogical and Age Psychology, 4, Vol. 2. Access mode: http://www.tpsjournal.kpu.zp.ua/archive/4_2019/part_2/3.pdf

3. Galitsan, O. A. The essence and structure of teacher facilitation. URL: https://www.narodnaosvita.kiev.ua/Narodna_osvita/vupysku/9/statti/galican.htm
4. Zarichna T.P., Raikova T.S. (2016). Pedagogy of Higher Education: a study guide. Zaporizhzhia. 122 p.
5. Galitsan, O. A., Koicheva, T. I., Kurlyand, Z. N. (2019). Facilitation competence of a higher education teacher as a subject of pedagogical activity. Scientific Bulletin of South Ukrainian National Pedagogical University named after K.D. Ushynsky, 4 (129), 84-89.
6. Galitsan, O. A., Kurlyand, Z. N. (2020). Determinants of future teachers' preparation for pedagogical facilitation in professional activity. Theory and Methodology of Professional Education, 21 (1). Access mode.: http://www.innovpedagogy.od.ua/archives/2020/21/part_1/38.pdf
7. Gura, T. V. (2014). Pedagogical facilitation as a mechanism for developing students' leadership potential in a technical university. Theory and practice of management of social systems, 3, 32-44. Access mode.: http://nbuv.gov.ua/UJRN/Tipuss_2014_3_6

Methodological recommendations/educational resources for practical (seminar) classes

Plan of practical (seminar) classes

Topic	Hours
Pedagogical activity of a university teacher	4
Psychological and pedagogical features of communication in higher education	4
Development of student's personality in higher education institution	4
Readiness for professional activity of a future specialist	
Facilitative approach in the educational process of higher education	4
Practice of introducing a facilitative approach in the educational process of higher education	4
The role of the teacher-facilitator as a leading one in the practice of pedagogical activity of the higher education institution	4
Practical experience of introducing facilitation in preschool and school educational institutions	4

Practical tasks for the classes

1. Analyze the role and place of facilitation in the scientific works and research of Ukrainian and foreign scholars (dissertation research of your choice).
2. Make a professional profile of a modern university teacher.
3. Write an essay on the topic: "Facilitation in higher education: a requirement or a justified need".

4. Analyze the experience of using facilitation techniques in the practice of educational systems of other countries. Based on the results, prepare a report with a presentation.

5. Make a portrait of a modern teacher-facilitator of various educational organizations (make a presentation with a video of the practical activities of a real teacher-facilitator).

6. Prepare a binary lecture with a presentation on “Popular Facilitation Techniques” with a brief overview of the most popular facilitation techniques.

Recommended resources:

1. Volkova, N. P., Stepanova, A. A. (2018). Facilitator as an important role position of a modern university teacher. Bulletin of the Alfred Nobel University “Pedagogy and Psychology”. Pedagogical Sciences, 1 (15), 228-234.

2. Voloshko, G. V. (2016). Facilitative approach in teacher's activity as a modern direction of higher education reform. Pedagogical Sciences: Theory, History, Innovative Technologies, 9 (63), 96-106.

3. Galitsan, O. A., Koicheva, T. I., Kurlyand, Z. N. (2019). Facilitation competence of a higher education teacher as a subject of pedagogical activity. Scientific Bulletin of South Ukrainian National Pedagogical University named after K.D. Ushynsky, 4 (129), 84-89.

4. Galitsan, O. A., Kurlyand, Z. N. (2020). Determinants of training future teachers for pedagogical facilitation in professional activity. Theory and Methodology of Professional Education, 21 (1). Access mode: http://www.innovpedagogy.od.ua/archives/2020/21/part_1/38.pdf

5. Gura, T. V. (2014). Pedagogical facilitation as a mechanism for developing students' leadership potential in a technical university. Theory and practice of management of social systems, 3, 32-44. Access mode: http://nbuv.gov.ua/UJRN/Tipuss_2014_3_6

6. Gusak, V. (2019). New roles of the teacher in the context of reforms of the modern Ukrainian school. Access mode: <https://conf.zippo.net.ua/?p=79>

7. Kazanzhi, M. Y. (2012). The concept of facilitation, its types and some facets of the main function. Vestnik ONU named after I.I. Mechnikov. Series "Psychology", 17 (5), 21-37.
8. Koshechko, N. V. (2018). Facilitation as an innovative technology for managing pedagogical conflicts in higher education institutions. Bulletin of Taras Shevchenko National University of Kyiv. Series: Pedagogy, 2 (8), 24-29.
9. Kurlyand, Z., Foxha, O., Popovskyi, Y. (2018). Research on teacher facilitation as a vitagenic pedagogical technique. Science and Education, 4, 168-176. Access mode: http://nbuv.gov.ua/UJRN/NiO_2018_4_24.
10. Levchenko, O. O. (2007). Facilitative activity of the teacher in the context of the subject-subject approach to pedagogical activity. Bulletin of Zhytomyr Ivan Franko State University. Philosophical Sciences, 39, 23-26. Access mode: <https://zavantag.com/docs/2053/index-37052-1.html>.
11. Romanyshyna, O. Y., Bygar, G. P. (2018). Pedagogical technologies for the development of facilitation of future specialists in the humanities. Theory and Methods of Education, 10, 41-44.
12. Facilitative skills of the modern teacher: essence, structure, place in the system of pedagogical facilitation. Access mode: <http://file:///D:/Downloads/2881-5760-1-SM.pdf> Uchytel, Inna. Foruming the facilitation competence of the future teacher of vocational education. Access mode: file:///D:/Downloads/obrii_2015_2_23.pdf
13. Foxha, O. M. (2019). Pedagogical conditions for the formation of the facilitation competence of future teachers of humanitarian specialties in professional training (PhD thesis: 13.00.04). Odesa. Palmér, H. (2016). Professional primary school teacher identity development: a pursuit in line with an unexpressed image. Teacher Development. 2016. № 20:5. 682–700. DOI: 10.1080/13664530.2016.1202311
14. O'Brien, S. (2014). Re-representing Education's Image and Status: In the 'Interest' of Pedagogical Innovation. In: Zarifis G., Gravani M. (eds) Challenging the 'European Area of Lifelong Learning'. Lifelong Learning Book

Series. Vol. 19. Springer, Dordrecht. DOI: https://doi.org/10.1007/978-94-007-7299-1_11

15. Chang-Kredl, S., Colannino, D. (2017). Constructing the image of the teacher on Reddit: Best and worst teachers. *Teaching and Teacher Education*. 2017. Vol. 64. 43–51. DOI: <https://doi.org/10.1016/j.tate.2017.01.019>

Methodological instructions/recommendations for completing an individual assignment

1. Theoretical task. Report - volume 10-15 pages.

Prepare a presentation based on the report - at least 10 slides.

General requirements for the abstract

- The style is scientific.
- The sequence is logical.
- Page format - A4.
- Font and size - Times New Roman, 14.
- Line spacing - one and a half.
- The volume of the abstract: 5-10 pages (school), 10-20 pages (student), 15-30 pages (for applicants to graduate school).
- Margins: left margin - 30 mm, right margin - 15 mm, top and bottom margin - 20 mm (or 25 mm and 20 mm, respectively, depending on the conditions of the educational institution).
- Simple outline - 1-2 sections.
- The list of references should include 10-15 titles.
- Section headings are written in CAPITAL letters.
- Subsection titles are written in lowercase letters (except for the first one).

A standard report traditionally consists of several parts: Title page; Table of Contents; Introduction; Body; Conclusion; and References.

The table of contents contains a list of sections, subsections, and page numbers to them. Often, instead of the table of contents, you are required to write an outline. The plan can be simple, when you need to list the names of the paragraphs of the essay in a numbered list, and complex, when in addition to the paragraphs, you also indicate their subparagraphs.

An introduction usually lasts a page and a half. Its main purpose is to introduce the reader to the essence of the problem. The introduction justifies the choice of the topic (why it is important) and its relevance. We outline the goals and objectives of the work. If necessary, make a brief review of the sources used. If you can't write an introduction at first, you can do it after writing the conclusion, when all your thoughts are systematized and finalized.

The main body. Before you start writing the main body, you need to decide on the titles of chapters and paragraphs - the main requirements for an abstract. Next, you should build a chain of presentation so as not to disrupt the sequence of thoughts and not to deviate from the given topic. Highlight the main aspects as much as possible; the main part of the essay should outline the main concepts set forth in the sources. Be sure to cite the author if you use quotations: this is an indicator of your scientific "savvy". When citing, make references. There are several options for their formatting, for example, footnotes can be placed at the end of the page, or they can be indicated briefly in square brackets with the number of the source in the bibliography and the original page of the quote ([10, p. 355]), so it is better to clarify their formatting in advance.

Conclusion. The conclusion summarizes the main topic in a concise form and presents the author's own view of the problem and its solution.

A list of references, or bibliography, is a systematic compilation of a list of sources used. In other words, it is information that even an outsider can use to find a particular book. The list is compiled in alphabetical order on the last page.

The topic of the report can be chosen by the applicant in accordance with the principle of academic freedom, in consultation with the teacher, and within the framework of the educational component.

Approximate topics of reports:

1. Classical facilitation techniques and experience of their implementation in pedagogical science
2. Facilitation as a tool for a modern higher education teacher.
3. History of pedagogical thought in the context of modern transformations
4. Practice of implementing a facilitative approach to the educational process
5. Actual methods and forms of education for specialties of a certain orientation
6. Pedagogical culture of a higher education teacher
7. Image of a modern teacher in the context of modern transformations of higher education
8. Pedagogical communication in the activity of the teacher
9. Pedagogical ethics and academic tolerance
10. Typology of student and teacher personality
11. Features of pedagogical interaction on the basis of student-centeredness
12. Pedagogical management as a modern theory of educational management
13. The essence and content of modern methods and forms of organization of the educational process in higher education.
14. Facilitator as a manager, leader and participant in the educational process in higher education.
15. Higher education teacher as a facilitator in professional activity.
16. Higher education teacher as a coach in professional activity
17. University teacher as a mediator in professional activity
18. University teacher as a moderator in professional activity

19. Formation of the future teacher's facilitation position in the system of postgraduate pedagogical education

20. Facilitation as a tool for implementing the principles of partnership pedagogy

1. Creative assignment. Essay on the topic: "Facilitation in higher education: a requirement or a justified need".

Structure of the task:

1) describe the relevance of the introduction of facilitation in the educational process of higher education (you can analyze the application of a facilitation approach to the educational process, facilitation techniques for training specialists of a certain profile, the manifestation of the facilitation position of the teacher in extracurricular activities, etc;)

2) to analyze the directions of facilitation implementation;

3) to propose and justify their own attitude to facilitation in the university from the perspective of a student and a teacher.

Volume - up to 10 pages.

2. Research task. Find a dissertation study by a domestic or foreign researcher on the subject of the discipline (2020-2025). Make an abstract based on the text of the work (3 pages) and a short presentation (5 slides).

**Educational and methodological materials for current,
intermediate and final control**

1. Analyze pedagogical activity: structure and features of implementation.
2. Describe the pedagogical abilities and pedagogical skills of a higher education teacher.
3. Analyze the image of a modern teacher in the context of modern transformations of higher education
4. Define the professional competence of a university teacher through the eyes of a student.
5. Analyze the experience of outstanding teachers in terms of their professional competence.
6. Describe the pedagogical culture of a higher education teacher.
7. Determine the effectiveness of the professional activity of a university teacher.
8. Reveal the ways to improve the professional activity of a university teacher.
9. Describe the pedagogical interaction in the system “teacher-student”.
10. Analyze the styles of pedagogical interaction.
11. Explain pedagogical ethics and academic tolerance.
12. Describe the pedagogical ethics of a modern university teacher.
13. Determine the place of pedagogical communication in the activities of the teacher.
14. Analyze the main styles of pedagogical communication.
15. Analyze ways to resolve pedagogical conflicts.
16. Describe the features of student personality development.
17. Determine the influence of the teacher on the development of the student's personality in the process of pedagogical interaction.

18. Describe the features of pedagogical interaction on the basis of student-centeredness.
19. Define the typology of student and teacher personality.
20. Describe the individual-typological features of the modern student of the university.
21. Analyze the individual style of activity of a higher education teacher.
22. Describe the pedagogical support in the professional development of university students.
23. Analyze the essence of the concept of “pedagogical support”.
24. Describe the place of pedagogical support among educational processes.
25. Identify the methods of pedagogical support.
26. Describe the types of pedagogical support.
27. Analyze the vectors of pedagogical support for students in their professional development.
28. Determine the role of pedagogical support for the professional development of a university student.
29. Describe the types of pedagogical support for students in personal and professional development.
30. Analyze the place of pedagogical support among educational processes
31. Make a terminological analysis of the concepts of “pedagogical support” and “pedagogical support”.
32. Analyze modern technologies of pedagogical support for personal and professional self-development of students.
33. Describe the subjective involvement of the teacher in the process of pedagogical support for the personal and professional development of students.
34. Define the concept of “pedagogical facilitation”.
35. Analyze the history of facilitation in pedagogical science.

36. Describe the classical facilitation techniques and the experience of their implementation in pedagogical science.
37. Analyze facilitation as a tool for a modern higher education teacher
38. Analyze the place and role of pedagogical facilitation in the professional activity of a modern university teacher.
39. Describe the facilitation of pedagogical communication.
40. Define the specifics of the professional activity of a teacher-facilitator.
41. Identify the personal characteristics of the facilitator.
42. Analyze the practice of introducing a facilitative approach to the educational process.
43. Make a comparative analysis of the dialogic and monologic style of communication in the pedagogical activity of the teacher-facilitator.
44. Describe the place and role of pedagogical facilitation in the professional activity of a modern university teacher.
45. Analyze the role of facilitation in the system of professional activity of a higher education teacher.
46. Describe mediation and advising as technologies of pedagogical facilitation.
47. Describe the facilitation competence of a higher education teacher.
48. Describe the teacher-mentor and his/her role in the implementation of facilitation in the educational process of the higher education institution.
49. Define the phenomenology of the concepts of “mentor” and “pedagogical mentoring” in modern pedagogy.
50. Describe the principles of pedagogical mentoring.
51. Analyze the methodological principles of pedagogical mentoring.
52. Identify the main activities of a teacher-mentor.
53. Describe the functional vectors of the implementation of pedagogical mentoring.
54. Describe the individual trajectory of student development.

55. Analyze the methodology of pedagogical mentoring in higher education.
56. Define the praxeology of pedagogical mentoring in higher education.
57. Define the axiomatics of pedagogical mentoring in higher education.
58. Describe mentoring as a mechanism of pedagogical support for the individual trajectory of student development.
59. Describe the facilitation in the professional activity of a teacher of an out-of-school education institution.
60. Define and analyze the concept of “teacher-facilitator”.
61. Describe the facilitation competence in the activities of an out-of-school and school teacher.
62. Analyze the features of facilitation in primary and secondary schools.

Materials for studying

Basic

1. The Law of Ukraine On Education (Vidomosti Verkhovnoi Rady (VVR), 2017, No. 38-39, p. 380. <https://zakon.rada.gov.ua/laws/show/2145-19#Text>
2. Ethical code of scientist of Ukraine. Document v0002550-09 of April 15, 2009. <https://zakon.rada.gov.ua/rada/show/v0002550-09#Text>.
3. Fedorenko, OI, Tyurina, VO, Girenko, SP, Boyko, SM, Kotelukh, MO (2020). Pedagogy of Higher Education: a textbook. Kharkiv: FOP Brovin OV. 240 p.
4. Berezka, S. V. (2019). Pedagogical facilitation in higher education institutions: theoretical aspects of teacher's personality development. Pedagogical and Age Psychology, 4, Vol. 2. Access mode: http://www.tpsjournal.kpu.zp.ua/archive/4_2019/part_2/3.pdf
5. The essence and structure of teacher facilitation. URL: https://www.narodnaosvita.kiev.ua/Narodna_osvita/vupysku/9/statti/galican.htm
6. Prospects for the development of mediation in Ukraine. URL: <http://ukrmediation.com.ua/files/content/Perspectyvy.pdf> 148
7. Zarichna TP, Raikova TS (2016). Pedagogy of Higher Education: a study guide. Zaporizhzhia. 122 p.
8. New Ukrainian school: conceptual framework for reforming secondary school (2016). Access mode: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainskashkola-compressed.pdf>.
9. Draft professional standard for the professions “Teacher of primary school with general education”, “Teacher of general education”. Access mode: <https://mon.gov.ua/ua/news/monproponuye-dlya-gromadskogo-obgovorennya-proyekt-profstandartu-zaprofesiyyami-vchitel-pochatkovih-klasiv-zzso-vchitel-zzso>

Professional standard for the professions “Teacher of primary grades of general secondary education”, “Teacher of general secondary education institution”, “Teacher of primary education (with a junior specialist diploma)” (2020). Access mode: https://nus.org.ua/wp-content/uploads/2020/12/Nakaz_2736.pdf.

Supplementary

1. Volkova, N. P., Stepanova, A. A. (2018). Facilitator as an important role position of a modern university teacher. Bulletin of the Alfred Nobel University “Pedagogy and Psychology”. Pedagogical Sciences, 1 (15), 228-234.
2. Voloshko, G. V. (2016). Facilitative approach in teacher's activity as a modern direction of higher education reform. Pedagogical Sciences: Theory, History, Innovative Technologies, 9 (63), 96-106.
3. Galitsan, O. A., Koicheva, T. I., Kurlyand, Z. N. (2019). Facilitation competence of a higher education teacher as a subject of pedagogical activity. Scientific Bulletin of South Ukrainian National Pedagogical University named after K.D. Ushynsky, 4 (129), 84-89.
4. Galitsan, O. A., Kurlyand, Z. N. (2020). Determinants of training future teachers for pedagogical facilitation in professional activity. Theory and Methodology of Professional Education, 21 (1). Access mode: http://www.innovpedagogy.od.ua/archives/2020/21/part_1/38.pdf
5. Gura, T. V. (2014). Pedagogical facilitation as a mechanism for developing students' leadership potential in a technical university. Theory and practice of management of social systems, 3, 32-44. Access mode: http://nbuv.gov.ua/UJRN/Tipuss_2014_3_6
6. Husak, V. (2019). New roles of the teacher in the context of reforms of the modern Ukrainian school. Access mode: <https://conf.zippo.net.ua/?p=79>
7. Kazanzhi, M. Y. (2012). The concept of facilitation, its types and some facets of the main function. Vestnik ONU imeni I.I. Mechnikova. Series “Psychology”, 17 (5), 21-37. (2016). Access mode:

<https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainskashkola-compressed.pdf>

8. Koshechko, N. V. (2018). Facilitation as an innovative technology for managing pedagogical conflicts in higher education institutions. *Bulletin of Taras Shevchenko National University of Kyiv. Series: Pedagogy*, 2 (8), 24-29.

9. Kurlyand, Z., Foxha, O., Popovskyi, Y. (2018). Research of teacher facilitation as a vitagenic pedagogical technique. *Science and Education*, 4, 168-176. Access mode: http://nbuv.gov.ua/UJRN/NiO_2018_4_24

10. Levchenko, O. O. (2007). Facilitative activity of the teacher in the context of the subject-subject approach to pedagogical activity. *Bulletin of Zhytomyr Ivan Franko State University. Philosophical Sciences*, 39, 23-26. Access mode: <https://zavantag.com/docs/2053/index-37052-1.html>

11. Романишина, О. Я., Бигар, Г. П. (2018). Педагогічні технології розвитку фасилітації майбутніх фахівців гуманітарного профілю. *Теорія і методика виховання*, 10, 41-44.

12. Romanyshyna, O. Y., Bygar, G. P. (2018). Pedagogical technologies for the development of facilitation of future specialists in the humanities. *Theory and Methodology of Education*, 10, 41-44.

13. Facilitative skills of the modern teacher: essence, structure, place in the system of pedagogical facilitation. Access mode: <http://file:///D:/Downloads/2881-5760-1-SM.pdf>

14. Foxha, O. M. (2019). Pedagogical conditions for the formation of facilitation competence of future teachers of humanitarian specialties in professional training (PhD thesis: 13.00.04). Odesa Palmér, H. (2016). Professional primary school teacher identity development: a pursuit in line with an unexpressed image. *Teacher Development*. 2016. № 20:5. 682–700. DOI: 10.1080/13664530.2016.1202311

15. O'Brien, S. (2014). Re-representing Education's Image and Status: In the 'Interest' of Pedagogical Innovation. In: Zarifis G., Gravani M. (eds) *Challenging the 'European Area of Lifelong Learning'*. Lifelong Learning Book

Series. Vol. 19. Springer, Dordrecht. DOI: https://doi.org/10.1007/978-94-007-7299-1_11

16. Chang-Kredl, S., Colannino, D. (2017). Constructing the image of the teacher on Reddit: Best and worst teachers. *Teaching and Teacher Education*. 2017. Vol. 64. 43–51. DOI: <https://doi.org/10.1016/j.tate.2017.01.019>

Інформаційні ресурси

1. <https://zakon.rada.gov.ua>
2. <https://www.coursera.org/learn/being-researcher>
3. <https://www.coursera.org/lecture/scientist/on-being-a-scientist>

Навчальне видання

Методичні вказівки до самостійної роботи з навчальної дисципліни
«Фасилітаційна педагогіка»
для студентів денної форми навчання другого (магістерського) рівня вищої освіти за
спеціальністю А1 «Освітні науки», освітня програма «Педагогіка вищої школи»

Укладачі:

ВОРОБІЙОВА Євгенія Вячеславівна

ПІДБУЦЬКА Ніна Вікторівна

СЕРЕДА Наталія Вікторівна

ХРИПУНОВА Аліна Леонідівна

Відповідальний за випуск проф. Підбуцька Н. В.

Роботу до видання рекомендував проф. Дольська О. О.

В авторські редакції

План 2025 р., поз. _____

Підп. до друку Гарнітура Times New Roman.

Видавничий центр НТУ «ХПІ», вул. Кирпичова, 2, м. Харків, 61002

Свідоцтво про державну реєстрацію ДК № 5478 від 21.08.2017 р.

Електронна версія