

Future Teacher-Facilitator

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Abstract

Background: Nowadays in education, the teacher is not a translator of knowledge but a motivator of social activity of students and a facilitator of social interaction. The article deals with the concept of facilitation in the educational process of students, as well as the psychological characteristics of future teachers of inclusive education in terms of their willingness to facilitate interaction in an inclusive group.

Objective: The research aimed to study the mechanisms of facilitation of social interaction among future teachers as a social activity in educational inclusive practice.

Design: The results of the study of psychological characteristics, self-esteem, the level of claims of 300 future speech therapists, teachers, and psychologists of inclusive education.

Results: According to the results, it was revealed that the majority of students - future teachers have a low level of social activity, adequate self-esteem (medium and high), the level of claims was somewhat overstated, creative personalities prevail, aimed at communicating with other people and helping them. The majority of students have a contemplative type of consciousness, 13,2% of subjects showed a predominance of activity type of consciousness, 7,4% - a critical type of consciousness.

Conclusion: The prevalence of a high level of sociability with a predominance of affective modality and altruistic orientation of communication was revealed. The subjects are dominated by the conventional style of communication, important for the possibility of facilitating social interaction, dominated by the contact level of communication, followed by information, reflexive, semantic or mixed type, internal dialogic communication, that is, there is an internal interlocutor who can act as a facilitator in conflict situations..

Keywords: *Facilitation of Social Interaction; Innovative Development of Education; Psychosocial Dissonance; Active Type of Consciousness; Contemplative Type of Consciousness; Complex Psychological Diagnostics of Communication; Social Activity*

Introduction

The possibility of personal development increases in the era of the rapid development of society, economy, technology, science. The personality acquires great importance in the development of modern society. An active life position of each person is important. If a person does not keep up with the development of society, he is "thrown out" of the life of society. On the other hand, the development of the individual in society leads to the development of society itself. The exponential development of society leads to a loss of constancy and calmness, to tension, a state of uncertainty for the individual. Rapid changes, updating of information, a large set of development paths create tension and uncertainty at the point of choice, i.e. psychosocial dissonance [33]. This is especially true for education: primary,

secondary, and higher. Teachers do not have time and do not want to know something new, and students often know in some areas more and better than teachers do. Students often have access to information about everything, they can get it on the Internet in different forms: video, audio, text, games, movies, lectures, forums, chats, etc. and then the main goal of training and education becomes the development of students such characteristics as awareness, motivation, creativity, cooperation, social activity [10,30,32]. Students themselves must be able to seek and found what they are interested in the world of universal access to information, by creating their image, representation, it is possible to train in a blurred, uncertain world and get away from fake intrusions and zombification. Increasing awareness also leads to the ability to listen and hear yourself, your desires and needs, and not to be manipulated [11,18,21,23,25]. The ability to cooperate relieves tension with the social environment and enriches information, co-creation, co-operation [1,5]. Active life position or social activity is a key factor in the development of civil society, where everyone can become an inspiration and creator of social initiatives [26].

The full realization of the student's potentials occurs if the teacher acts as an assistant (facilitator) in obtaining (creating), mastering new knowledge [6,7,27], as a motivator to interest students in their subject, to give impetus to self-development of students for self-motivation, self-creation, cooperation in learning new things [8,29]. Social facilitation is the presence of an observer that visibly influences the activities of a person or group of people. French physiologist K. Ferre recorded this phenomenon in the late XIX century; V. M. Bekhterev studied it further. For the first time the fact of social facilitation was scientifically recorded in the study of Norman Triplett, which measured how cyclists increase speed in the presence of other cyclists [24]. One of the first in the history of social psychology, Triplett carried out a laboratory experiment, confirming the assumption that a person works more productively in the presence of other people. Later in 20 - 30-s of the XX century Allport, Dashiell and Travis experimentally proved that the presence of other people has a beneficial effect on the accuracy of simple tasks, but in difficult situations, difficulties may arise [24].

Facilitation is considered to be a person-centered approach, expressed in global trust in people, postulating the existing actualizing trend of growth, development, realization of its potential. Facilitation as a key concept of nondirective psychotherapy is based on the person-centered scheme, developed by the founder of the person-centered approach, an outstanding American psychologist K. Rogers [16]. Modern innovations originated in the 40s as client-centered psychotherapy, person-centered learning from the 60s - 70s of the twentieth century promotes a person-centered approach. The main postulates of the theory of K. Rogers were "belief in the original, constructive and creative wisdom of man; belief in the social and personal nature of the means that actualize the constructive personal potential of a person in the processes of interpersonal communication; the concept of three "necessary and sufficient conditions" of interpersonal communication, facilitating personal development and providing constructive personal changes ("unconditional positive acceptance of another person", "active empathic listening", "congruent self-expression in communication" [28].

To understand the essence, meaning, psychological mechanism of facilitation, we have identified the facilitation of social interaction as an elementary act of communication. We gave the following definition of the concept: "facilitation of social interaction". Facilitation of social interaction is an increase (change) in the productivity of social interaction of the subject of social interaction (individual, social group, society) due to the actualization in the consciousness of the image (representation) of the observer [34].

The teacher must understand the mechanism for improving communication through the facilitation of social interaction. We relied on ontological and systemic, synergetic approaches, the model of psychosocial dissonance, in empirical research on the author's questionnaires of facilitation impact created by V. V. Vasina [35].

There is a mental tension in social interaction, psychosocial dissonance as a discrepancy of representations of participants of communication in educational practice especially in inclusive education. We have expanded the concept of facilitation to the interaction of social groups, society, because there are concepts of the noosphere, collective consciousness, respectively, there is an image of the observer-facilitator. The research aimed to study the social activity of future teachers and mechanisms of facilitation of social interaction in educational inclusive practice.

It is necessary to investigate the mechanisms of facilitation of social interaction in education in the aspect of a systematic approach. One of the first in Russian psychology who proposed a systemic approach was B. F. Lomov, the founder of the Institute of Psychology of Russian Academy of Science [9,22]. More and more attention is paid to the synergy, to self-organizing systems in the science and practice nowadays, so think I. Prigogine, S. P. Kurdyumov, V. G. Budanov, G. G. Malinetskii [4,20].

Every person is a system according to B. F. Lomov [22]. Often, the system is determined by observer, facilitator, internal, virtual facilitator required for self-organization of the system - this is a me-the facilitator in a lot of "me" in the semantic (mental) space that is the meta of "me" in the matrix memory of the subjects of interaction [17]. The system as an integral, independent unit is determined by its boundaries (norms, rules, comfort zone), and is opposed to other systems of "me" - "not-me". The external facilitator activates the subject's internal, virtual facilitator, the me-facilitator through mirror neurons. Thus, the internal processes of self-development of systems and self-organization of subjects of social interaction of different levels are activated: individuals, small and large social groups, through the transition from personal to social identification. Thus, a competent, well-trained [19] facilitator has the opportunity to activate the processes of self-organization - social interaction, in the field of which the self-development of the subjects of interaction takes place. Therefore, the improvement of social communication is the basis in the development of the subjects of interaction, because in inclusive practice social interaction becomes difficult due to objective factors. The presence of a real or imaginary facilitator-observer affects the social, including educational interaction of communication subjects, especially in inclusive education. The results do not depend on special opportunities or health limitations, but on the personal qualities of the interacting, their social or personal identification.

The social activity of the teacher is a quality of the personality reflected in his character, activity, ability to motivate other people to activity for the transformation of himself and society. Consciousness is one of the main categories of psychology. In philosophical, psychological, sociological, historical, and political literature can be found a large number of definitions of this phenomenon [12-14,36-39]. It is possible to formulate the definition of consciousness as a form of reflection of objective reality in the human psyche as a socio-historical being. S. L. Rubinstein (2015) [29] put forward the idea of determining external causes through internal conditions, in other words, that consciousness is manifested and formed inactivity. Representatives of the Samara School of the psychology of consciousness supplement this principle by introducing a new category "contemplation", which is considered as additional to the category of activity [15,31]. The definition of contemplation and activity as a dichotomy makes it possible to assume the predominance of a particular state of consciousness in a person.

Methods

Participants

We conducted a pilot study with around 300 students in Kazan. The average age was 26 (\pm 7) years. We relied on ontological and systemic, synergetic approaches.

Procedure

We used the author's questionnaire of facilitation impact of V.V. Vasina, strategies of behavior in conflict situations Thomas, psychogeometric test of S. Dellinger, "Predominant type of consciousness" by G.V. Akopov, T.V. Semenova, 2015, "Complex psychological diagnostics of communication" by G. V. Akopov, T. V. Semenova in our empirical research [2,3].

Results

The results of the study of psychological characteristics of future speech therapists, teachers and psychologists of inclusive education showed that the majority of students (49 people) have a low level of social activity, 17 people - the average level, and only 2 students

showed a high level of social activity. We also noted that final year students had higher activity rates than first-year students. It would be interesting to track the change in the level of social activity of a person during his life.

The results of the analysis of self-assessment diagnostics revealed that the majority of students (58,8%) have adequate self-esteem (medium and high). 11,8% of the subjects showed low self-esteem, and 11,8% - overestimated. Another 17,6% of students showed conflicting data. It is impossible to uniquely determine the level of their self-esteem because on some scales it is low and average, on some high or inflated. In this case, we can talk about conflicting self-esteem. The level of claims in 54,4% of the subjects was overstated (more than 93b.). 44,1% of students showed an adequate level of claims, and 1,5% - mixed when along with low grades there were also inflated grades.

According to the S. Dellinger's psychogeometric test, 30,9% of the students chose a zigzag, 29,4% a circle, 20,6% a triangle, 13,2% a square, and 5,9% a rectangle. Thus, we can say that among future teachers, creative personalities and personalities aimed at communicating with other people and helping them prevail.

According to the results of the choice of preferred activity, we can conclude that the predominance of one or another individual type of consciousness. The authors of the test [3] identified the following types:

- Contemplative type of consciousness - with the predominance of contemplation overactivity;
- The active type of consciousness - with a predominance of activity over contemplation;
- Critical type of consciousness - with contemplation and activity having an equal degree of significance;
- Indeterminate type of consciousness - dominated by errors, omissions, unreasonably low (0-1 score), or undifferentiated high (all scores 5 points) levels of scoring.

The majority of students (79,4%) have a contemplative type of consciousness. However, this group is heterogeneous, as different variants of contemplation may prevail. 74,1% of the audience is dominated by the option of "contemplative laziness", that is, harmony, consistency in decision-making. 11,1% of contemplators can be classified as a subtype of "contemplative sleep", which is characterized by uncertainty and inconsistency. Besides, 14,8% of subjects from the category of contemplators can be attributed to the subtype of "contemplative activity", this is a category of people who do not go beyond contemplation but tend to be active. This category is very close to the part of the subjects that we call "active people", with the predominance of the active type of consciousness. 13,2% of the subjects showed a predominance of the active type of consciousness, these subjects are more prone to activity in this situation. 7,4% of the subjects showed a critical type of consciousness, when there is no clear predominance of contemplation or activity, they are equally developed.

Perhaps the predominance of contemplation in the group of students is explained by the less opportunities for activity during University study. It is also worth noting that among the students of both day and correspondence department, such contemplation as "contemplative laziness" prevails, that is, it is a pure predominance of the contemplative type of consciousness, inclined to perceive, observe, feel and listen to the world around. Perhaps this is due to the predominance of educational activities, which are aimed at the perception of information.

Representatives of the Samara School of the psychology of consciousness (Akopov, Semenova, 2015) consider communication from the social and communicative paradigm, which distinguishes two factors of consciousness-contact and freedom [3]. The authors consider communication for sociability in general, personality orientation, styles, levels, and spheres of communication.

We used a technique developed by representatives of the Samara School of the psychology of consciousness (Akopov, Semenova, 2015) - "Complex psychological diagnostics of communication" and including 16 parameters of communication to study the features of

communication [2]. This technique allows us to comprehensively assess the communicative characteristics of a person. According to the results of this technique, we can conclude the general level of sociability, the direction of communication modality (cognitive, affective, organizational), the direction of communication on the object (egocentric, altruistic, contextual), the prevailing style of communication (directive, conventional, consolidating), the level of communication (contact, information, semantic, reflective) and the predominant dialogic (external or internal).

The first parameter "Sociability" reveals the overall level of sociability. In the group of full-time students on this parameter revealed the prevalence of a high level of sociability (51,5%), such students can be characterized as very sociable. 48,5% have an average level of sociability.

That is, for most students the main task of communication is to obtain emotions. Next in prevalence in our sample is cognitive orientation, that is, orientation to knowledge, to obtain information in the course of communication (33,8%). The organizational orientation of communication is represented to a lesser extent (3%). As we can see, the least organizational orientation is typical for students, for whom the most important are still emotions and information received during communication, and the business component of communication is less important. Also, the study revealed a mixed type of orientation on the modality of a communication-a combination of cognitive and affective orientation, a combination of effective and organizational orientation is much less common, and only in one case in the entire sample there was a combination of cognitive and organizational orientation. Thus, it can be concluded that the emotional component is the most significant for the majority of subjects.

The object of communication, that is, to whom it is directed, in the group of students is the predominant altruistic communication direction, i.e. the orientation of the interlocutor, a partner communication (48,5%).

Egocentric focus "on yourself" in all groups is represented approximately the same (14,7% of students). To a large extent, all groups have a mixed-orientation, more often in the combination of "altruistic-contextual", less often - "egocentric-contextual".

Communication styles was the next parameter to be analyzed. The conventional style dominates among students, which is based on the principle of agreement, coordination of different positions, following the generally accepted rules, norms of communication.

The consolidating style of communication is characterized by building their position without violating the interests and taking into account the opinions of others; participants in communication can behave quite differently, depending on their characteristics, but always trying to promote general agreement, personal biases do not prevent them from finding the advantages of alternative points of view. The consolidating style prevails in 14,70%. To a lesser extent, the directive style of communication is represented, that is, the desire to defend their position, the rejection of objections is characteristic of only 5 - 9% of subjects. A mixed style of communication is also represented to a large extent, that is, the absence of a clear predominance of one style, perhaps a changing style depending on the situation of communication (23,50%), more often still in a combination of conventional and consolidating styles.

The authors of the methodology distinguish four levels of communication: contact, information, semantic, and reflexive. That is, communication can be carried out at different levels - a contact-the minimum necessary condition for communication, can be superficial; information level involves communication at the level of information exchange; semantic-the exchange of meanings; reflexive-the ability to see and realize the whole situation of communication and yourself in it. In the group of students, the majority of subjects (35,3%) is dominated by the contact level of communication, followed by information (23,5%), reflexive (8,8%), semantic (3%).

That is, most students communicate only at the level of formal contact or transfer of information.

In all groups of subjects, a large group consists of persons who scored the same number of points at different levels of communication (most often contact and information level, or three of the four types), that is, having a mixed type (29,40%).

The parameter “dialogic of communication” makes it possible to conclude the predominance of external or internal dialogic. In the sample of students, the majority of subjects have an internal dialogic (48,5%), that is, there is an internal interlocutor who is or is not aware of as part of the “me”.

Polarity, the dichotomy of the world always assumes the existence of the opposite and, therefore, the opposition of the interests of the subjects of interaction, i.e. conflict, which is reflected in the dialectical law: the unity and struggle of opposites. What is the meaning of the conflict? According to R. G. Khalitov’s model of psychosocial dissonance [33], these opposites (conflict) create tension between the poles, which (tension) manifests itself as a driving force of the subjects of interaction. The conflicting tension can turn into a creative one if the subjects of interaction (conflict) identify themselves as a new collective subject (social identification), which has common interests and goals, which is reflected in another law of dialectics: (thesis↔ antithesis) → synthesis.

Students should move upwards on higher level of consciousness from his personal level - to collective consciousness, world level. This is the development of subjects of interaction and their social interaction. They are assisted in this by a facilitator who, through his presence, helps them to look at themselves and their interaction from the outside (for example, through mirror neurons) and change identification to social.

The facilitator preserves stabilize (improves) group norms of social interaction, strategies of behavior in conflict situations. The more important a certain strategy of behavior is, i.e. the greater the probability of this strategy of behavior in social interaction, the more stable this strategy of behavior is, the less the deviation of its values (initial probability) in the process of facilitation. Let us show this through our empirical research.

Table 1 presents empirically obtained correlations, where Δ is the difference between the values of the behavior strategy (BS) in the presence of a facilitator and without a facilitator, i.e. $\Delta = BP(\text{with F}) - BP(\text{without F})$. Let us analyze, for example, the correlation ($\Delta_{co} \div co$) = -0,55. The more important the cooperation characteristic (x) is, the less influence the facilitator has on the change of the characteristic (Δx), since $\Delta x \sim K \cdot x$.

| Δx | Confrontation | Collaboration | Compromise | Avoidance | Assignment |
|-------------------------|--------------------------------|------------------------------|-------------------|------------------|-------------------|
| Confrontation | -0,36 | 0,10 | 0,15 | 0,13 | 0,08 |
| Cooperation | 0,08 | -0,55 | 0,00 | 0,17 | 0,25 |
| Compromise | 0,14 | 0,08 | -0,48 | -0,06 | 0,28 |
| Avoidance | 0,01 | 0,26 | 0,14 | -0,38 | -0,04 |
| Concession | 0,20 | 0,16 | 0,12 | 0,07 | -0,55 |
| Identification-personal | -0,30 | 0,33 | 0,08 | -0,20 | 0,16 |
| Identification-social | 0,30 | -0,33 | -0,08 | 0,20 | -0,16 |
| Passivity | 0,21 | 0,34 | 0,03 | -0,24 | -0,38 |
| Activity | -0,21 | -0,34 | -0,03 | 0,24 | 0,38 |
| Δx | Identification-personal | Identification-social | | Passivity | Activity |
| Confrontation | -0,24 | 0,24 | | 0,21 | -0,21 |
| Cooperation | 0,24 | -0,24 | | 0,32 | -0,32 |
| Compromise | -0,12 | 0,12 | | -0,01 | 0,01 |
| Avoidance | -0,26 | 0,26 | | -0,25 | 0,25 |
| Concession | 0,35 | -0,35 | | -0,34 | 0,34 |
| Identification-personal | -0,48 | 0,48 | | 0,01 | -0,01 |
| Identification-social | 0,48 | -0,48 | | -0,01 | 0,01 |
| Passivity | 0,06 | -0,06 | | -0,45 | 0,45 |
| Activity | -0,06 | 0,06 | | 0,45 | -0,45 |

Table 1: Correlation of the influence of the facilitator on strategic behavior.

Discussion

Similarly, for other behavioral strategies obtained in an empirical study, all diagonal correlation coefficients for all behavioral strategies are negative and high enough. This suggests that students can act as facilitators of social interaction while maintaining group sampling rates for these characteristics.

Thus, the negative correlation between x and its change Δx in one characteristic (x) indicates the stability of this characteristic to changes in the facilitation process, the influence of the facilitator. The more pronounced the characteristics of social interaction (behavior strategies) are the less the impact of the facilitator on this characteristic (diagonal elements in the correlation matrix).

We have expanded the concept of facilitation to the interaction of social groups, society because there are concepts of collective consciousness, noosphere, and accordingly there is an image (representation) of the observer in the corresponding matrix of memory. Based on such understanding the technique "Propensity to the perception of facilitation influence" (in the modification of Vasina V.V. Michelson's test of communicative skills) for revealing of influence of the facilitator on social interaction was developed. The test identifies three types of communicative response: competent (confident), aggressive (we interpreted it as an independent), and dependent. From the probabilistic approach point of view, all types of responses are present in the individual, but the probability (dominance) is different in the continuum "dependent-moderate-independent".

As a result, the parameters of the response type values changed as follows: dependent type - increased by 50% (the dependent part increased), confident-decreased in 50%, independent-did not change. Another result: there was not a single person in the sample who did not change anything during facilitation. Therefore, we wanted to show that facilitation in social interaction exists and depends on individuals. For different subjects of social (educational) interaction different means of the influence of the imaginary observer are necessary. A huge role (in education) is played by the third subject of social (educational) interaction-facilitator-society, social group, social consciousness as social identification. It can also be virtual "facilitators" such as information technology, NLP, PR, media, radio, TV, Internet, advertising, promotions, competitions, etc.

Conclusion

The internal facilitator preserves stabilize (improves) group norms of social interaction. The results showed that most of the test students, future teachers, have a low level of social activity, an adequate level of self-esteem, a high level of claims, contemplative type of consciousness, and a high level of sociability. Therefore, we can define the type of future teachers as "sociable contemplator". So, the question is how to make a "sociable contemplator" a "sociable creator"? In this regard, we believe that the training of future teachers, especially in the context of inclusive education, should include training and various activities that increase the level of activity of the individual.

Activities that we offer to increase the social activity of future teachers-facilitators: the Olympiad on inclusive education, psychological training on the development of the social activity, training-reflection on altruism and selfishness, involvement in social activities (student Council, volunteer activities, etc.), outputs in the organization with the independent organization of games and holidays for children, project development. The internal facilitator preserves stabilize (improves) group norms of social interaction.

Limitations of the Study

The teacher-facilitator in social interaction changes the idea of interaction and, accordingly, the type of social interaction (communication and behavior), which makes it possible to practice more fruitful interaction. This requires real and virtual facilitators (social background) and techniques (techniques) to change the views of society on its development.

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