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## **DEVELOPMENT OF STUDENTS' LEADERSHIP POTENTIAL IN TERMS OF TECHNICAL UNIVERSITY**

*The concepts of "facilitation" and "educational facilitation" are considered in the article. The requirements to modern competitive specialist of technical university are emphasized. The connection between facilitation and leadership qualities of student's personality of technical college is defined. The peculiarities of the history of implementation of learner-centered approach in teaching practice as a mechanism of educational facilitation are highlighted. The emphasis is made on attitudes of a teacher-facilitator that are required for the development of the student's personality. It's indicated that the main task of the teacher-facilitator is a promotion and initiation of comprehensive learning of students. Particular attention is paid to the role of the teacher-facilitator for the development of leadership potential of students at technical university.*

**Keywords:** *facilitation, educational facilitation, teacher-facilitator, learner-centered approach, leadership potential, technical university.*

**Problem statement and its relevance.** Today's society for a variety of circumstances faced an entirely new situation in higher technical education. There is a need to change the conditions, forms and mechanisms of learning, especially in the professional field.

From this point of view a phenomenon of educational facilitation becomes interesting in pedagogy and psychology. The main task of the teacher-facilitator is to convey to a student an opinion that the main result of studying at the university is the ability to competent and intensive search for knowledge. These are personal changes and not static knowledge that is the only thing that makes sense when choosing a purpose of education in today's world.

**The connection of the problem with scientific and practical tasks** is arising from the concept of humanitarian-technical elite, developed by National technical university "Kharkiv polytechnic institute" [19], which highlights that training students at technical university is impossible without modern requirements for its future professional activity of engineer-manager, engineer-leader.

**Analysis of scientific papers on the issue.** Many prominent philosophers, sociologists, educators and psychologists share the position that learning engineering is indivisible with features of the profession. Among them are M. Aptekar, H. Bidnyi, M. Dobruskin, O. Yevdokymova, K. Zuiev, A. Ignatiuk, O. Kovalenko, H. Kozlakova, D. Kostyuk, B. Lomov, V. Marihodov, O. Semenov, B. Smirnov, O. Ponomarov, S. Ramazanov, O. Romanovskiy, V. Yadov and others. At the same time, research on the impact of teacher-facilitator on the development of leadership potential of students of technical universities isn't learned enough. Therefore, the purpose of this article is to analyze a disclosure of this issue.

Based on the above said, **objectives of the study are:**

Firstly, disclosure of features of definitions of "facilitation", "educational facilitation" and their connection with leadership, secondly, the importance of mechanisms of educational facilitation for the development of leadership potential of students of technical universities.

**Main material.** Neither numerous innovations nor reforms, unfortunately, solved the main problems of modern education. There is a school-task substantive training system, there are programs, be sure to pass, there is a compulsory education and learning outcomes prescribed outside. And there is a belief of many teachers that the majority of students are lazy and incurious, that they do not want to learn and "obey adults". And the worst that there are teachers for whom the position "to be on the pedestal" is a norm. They don't have the need for reflection of their feelings towards the student and they do not want to listen to the feelings of the student. There is no general psychological culture and ability to work with different categories of children. The educational institution must have educators who are able to create conditions for harmonious intragroup interactions, for co-creation and co-operation of subjects of the educational process, to stimulate and initiate productive activities in class that can build an individual program for providing educational benefits and opportunities to each listener [7].

To get results that meet the requirements of modern terms of a competitive professional of technical university, in our view, psychological and pedagogical training of teaching staff is needed who are ready to implement new requirements, which should ensure the development of psycho-pedagogical competencies of all participants of the educational process. Reorientation of professional consciousness of the teacher in recognition of the priority of his activity to be able to respect and take into account the personality of the student and his right to self-determination should play a key role.

Higher technical education should develop not only cognition sphere of students and generate knowledge, skills, but promote the development of their personality, the implementation of intellectual, creative and leadership potential. Such an approach to education has long called learner-centered.

Humanistic psychologists as A. Maslow, C. Rogers, E. Berne, V. Satir and others stood at the source of learner-centered education. C. Rogers called the basic idea of this paradigm a "client-centered approach." He is a "leader of humanistic psychology," and he introduced to scientific use the concept of "facilitation". Carl Rogers called "facilitator" (supportive) a teacher, who helps a child in the development process, makes easier a "hard work of growth". The teacher-facilitator in relation to student acts as one of the most special and important educational positions: he contacts with the student's personality, creates the conditions for his personal growth. Thus, in contrast to the position of student and teacher in the traditional education system (where the positions of student and teacher are schematic and formal) in client-centered pedagogy the student and the teacher are open to one another to deeply personal levels [21, 23, 24].

C. Rogers focuses on three teacher-facilitator attitudes necessary for the development of the student's personality, and conditions conducive to a positive psychological climate in the team. The first attitude is authenticity, genuineness, or congruence. Authenticity is, first of all, man's ability to come into contact with his own feelings and his ability to express them sincerely. C. Rogers talks of congruence between what a person feels, how he perceives these feelings and how he expresses them [16]. The following very important aspect is that the instructor should take his feelings as completely natural and normal, to be able to express them in not humiliating or offensive form.

The second attitude is unconditional acceptance of a student, unconditional positive attitude to him. This attitude of the teacher-facilitator is described by terms "acceptance", "trust" and that is the internal teacher's confidence in the capabilities and abilities of each student. Largely (but not entirely) the attitude coincides with so called "pedagogical optimism, based on the merits of the learner" in the national psycho-pedagogical science [10, p. 79].

The third condition (teacher's attitude) is empathy, empathic understanding. In domestic psychology there are many reviews of literature on empathy, where philosophical and scientific

contexts of this problem are considered [1, 3, 5, 6, 7]. "Attitude, described by the term "empathic understanding" is a teacher's vision of the inner world and conduct of each student from his inner position as if with student's eyes" [10, p. 79]. Methods of empathic (active) hearing designed by Rogers and his colleagues are widely known. On this basis, special programs of training empathy skills for teachers, parents, spouses have been created [18].

The experience of psychological trainings for teachers of many psychologists indicates that the development of even the external manifestations of empathic understanding of another person launches a powerful personality changes in the teacher and that this ability is assimilated personally by him.

Progress in child's development is impossible if he doesn't feel acceptable and understandable by teacher and only teacher who is congruent, authentic and sincere can accept and empathically understand.

As A. Orlov determines: "The teacher understands and accepts the inner world of his students in non evaluating manner, behaves naturally and in harmony with his inner feelings and finally relates to students kindly, thus creating the necessary conditions for the maintenance and support (facilitation) of their meaningful studying and the personal development in general" [13].

Humanistic education paradigm promotes development of leadership potential, because it does not contain hard and some recipes of "correct" interaction between a teacher and a student, but encourages creativity, strongly rejecting behaviors which are pre-planned and controlled. It encourages the desire to meet opportunities, even as its character is determined by the unique situation [2, p. 200].

Student is presented as a free person, thus his position may not coincide with the position of a teacher; and the teacher is a member of the group process. One of the notable personality traits of the teacher-facilitator is tolerance to uncertainty, the ability to use unpredictable situation as an opportunity for development.

For teachers who follow humanistic principles in pedagogy, it is difficult to carry out educational activity in traditional education, because an educational environment has its demands. These educators are trying to change the parameters and characteristics of the environment inside, they promote humanistic principles, concerned about their professional development, have excellent communication skills, psychological and educational knowledge and technology of education. They are personalities that are ready to innovation. They work enthusiastically and creatively. They are characterized by humanistic centration, they take students positively. They are empathic and congruent.

It is necessary to rebuild the system of teacher training, further vocational education system so that the primary component of the system is the psychological preparation of development and instilling humanistic attitudes and values, of formation of a position of the teacher-facilitator [8, 9].

It is necessary to form the skills to create an atmosphere of positive acceptance, active listening, managing group dynamics. And the easiest way to learn facilitation is watching the facilitator when he shows how it should be done. It is not enough to go on training courses and study scientific literature. You should stay in facilitating environment and finally try to create it by yourself.

For the first time the effect of facilitation as improving individual performance, improving the efficiency of the personality activity in the presence of other people was recorded and described and at the end of the XIX century. Next research was continued by such scholars as R. Zairets, N. Tryplet, E. Katrell, L. Lanhe, F. Allport and others [12, 20]. As a result of scientific research, it was found that not only and not simply mechanical presence of someone close to a student but also a form of evaluation of his activity affects the efficiency of the individual activity. And not the final result but also the process. Therefore, in a deep sense, facilitation, especially facilitation in pedagogy that aims to enhance the effectiveness of training and education, today means uncovering the true human qualities among present group members. It is about human resources and his quality reserves as personality. Such a level would require to

some extent "model" personal characteristics from a teacher. And not in form, but in content, because student as any communication partner, "reads all information "from the "body" of the teacher. You can say anything that you want, "the right words", but if they are not fortified by "truth of the body, teacher's emotions", you won't really interest the student in the subject or yourself, as a carrier and guide of knowledge [22, p. 454-459].

Therefore, manifestation of such personal characteristics are authenticity, sincerity of a teacher (his congruence); acceptance, guardianship or recognition (unconditional positive attitude to student, recognition of the value of his feelings, thoughts, rightness); capacity for empathic understanding, which promotes student's desire to live and study [15].

That makes it common, in fact, the art of facilitation and the art of coaching, for example. The teacher-facilitator as a coach is a guide in a world of self-awareness, creativity and effectiveness of your own activities, active life position and success [17].

Drawing attention to the importance of mechanisms for facilitating the development of leadership potential in students, it should be noted that the leading US business leaders allocate 6 basic principles of success in business: honesty and example for subordinates; development of a winning strategy or "the greatest idea"; creation of a strong management team; inspiration of employees to achieve tangible goals; creating an organization flexible to changes; support of all this by a system of management and award [11, p. 425-427]. These principles point to the need to develop creative, responsible, persistent, intelligent, strong personality and facilitation techniques used by the teacher at the technical university fully promote leadership development in students' environment.

Facilitation (from Eng. facilitate means to assist, ease, promote) is a style of management. Facilitation differs from simple management that it is not prescriptive way, one that does not go beyond self-organization of managed system. If within traditional forms of management (e.g., group) the subject contributes to the implementation of its own guidelines and regulations, in case of facilitation the subject has to combine the functions of the head, and, above all, the leader of the group [20].

According to the managers, facilitation promotes leadership skills development of students because it is defined as a process of leader assistance to a group in the task, problems solving, reaching an agreement to the mutual satisfaction of the participants of the production process. This process allows you to effectively organize the discussion of controversial or complex problem situations and without loss of time to complete all steps of the meeting that promotes the development of organizational skills, responsibility, that are essential to a modern leader. Process of facilitation increases the efficiency of group work, involvement and interest of participants, disclosure of their leadership potential.

According to L. Dudorova, collective discussion of issues and problems that arise in the daily practice of business, often causes disagreements and misunderstandings between the parties. Someone talks a lot, but someone's ideas are not heard; much time is spent on discussing issues not related to the main theme of the meeting; decisions aren't accepted. To reach an agreement regarding the disputed decisions, the process of discussion needs to be managed and the actions of the participants should be coordinated. This process is provided by a facilitator that manages the process of discussion involving participants and structures the group work [4].

Facilitation is the aid of a neutral party, whose mission is to ease the interaction within the group. Facilitation is a relatively new, but at the same time intensively used concept in pedagogy. Facilitation is a positive impact on a student or a group to create a favorable atmosphere, to increase students' confidence in their abilities, to stimulate and support their need for independent productive activity. Social facilitation (from Latin socialis - public and facilitare - facilitate) is a social and psychological phenomenon, increase of activity performance, of its speed and quality when it is carried out either in presence of others, or in competition situation. Active development of the student depends on the skills of the teacher to create appropriate emotional tone of studying process [20].

Facilitators are leaders who know how to organize meetings, considering given time, help to withstand agenda, able to attract the attention of the listener, create an environment of active communication, put problems constructively, summarize and find arguments. An experienced and successful leader-facilitator is able to maintain impartiality, create opportunities for constructive dialogue between all parties. He or she is a person from the outside and can maintain neutrality during the time of the meeting. Whether the facilitator is included in the discussion or not, whether he is an expert on the topic or not - is not as important as that leader-facilitator should help the group to perform tasks, solve problems, reach an agreement to the mutual satisfaction of participants.

Facilitation is a form of group work to develop solutions of high difficulty or high importance. The facilitator, unlike the coach, is not an expert and he doesn't teach participants, but gives them a special groupware technology to create the desired product. Facilitator is a leader who helps the group accompanying the search for a solution. The aim of work of facilitating group may be the decision of any industrial or business issues, the development of the strategy of the company and other tasks. Facilitator is a leader who orients the work of participants, modeling results and monitoring the members' performance of rules defined by the technology [20].

Therefore it is advisable to consider, how to develop a successful leader in terms of technical university, using the pedagogical aspects of facilitation.

As stated earlier, the development of the concept of educational facilitation was begun by C. Rogers along with representatives of humanistic psychology on example of Australian aborigines in the 50's of XX century. This group of people for more than 20 thousand years survived in environment not applicable for life, in which modern human would have died within a few days. The secret of Aborigines was learning. Youth assimilated knowledge about how to find water, hunt, kill kangaroos, find a way through the desert. This information was transferred as the immutable tradition, innovations weren't approved. Learning provided the younger generation with the means of survival in hostile and almost constant circumstances. This approach had sense in persistent environment. That's why it was not questioned for centuries [19, p.428-434].

But modern human lives in conditions that are constantly changing, and this applies to both nature and society. The stronger evidence of this in the professional sphere, and therefore it affects the nature of the preparation of competent future engineers, technologists, economists. Scientific information is expanding and updates with such velocity that unwavering assertion formulated today will change by the time the student will use it after the graduation of technical university.

One of the important issues that hasn't been specifically addressed to date is the issue of educational facilitation mechanisms. The study of literature has shown that there is only mention of them that are given in the dictionary articles on psychology, particularly in dictionary edited by A. Petrovskiy. Facilitation, according to A. Petrovskiy, is an increase in speed or performance of the individual's activity as a result of updating the image in his mind (perception, representation, etc.) of another person or group of people, acting as an opponent or observer of the actions of this individual [14, p. 413-414]. But they relate to social rather than educational facilitation. The process of updating the image of other person in the mind of individual acting as an opponent or observer of his actions, A. Petrovskiy calls reflected subjectivity, defining it as the perfect representation of one man by another. Reflecting in others, a person acts as a carrier of activity start that contributes to changing attitudes, forming new intentions, the emergence of previously unknown experiences. Thus, the personality opens to people as an important meaningful new source for them.

In Soviet psychology an amount of papers devoted to educational facilitation is negligible. Studying this phenomenon, E. Zeier and I. Zhyzhyn set features of facilitation and psychology of development. Most studies are made in the context of pedagogy. R. Dimukhametov, Ye. Borysenko, L. Kulykova, Ye. Vrublevska emphasized attention on this.

Thus, Ye. Borysenko considers the issue of implementation of forms and work methods of facilitation, establishment of existential orientation of the students' personalities, development of unsuccessful students.

In studies of L. Kulykova and Ye. Vrublevska facilitation of communication is studied as a form of pedagogical interaction, which resulted in certain circumstances as realized intensive and productive self-development of subjects.

Facilitation of communication in the spiritual and value field of its members raises their moral self-improvement. The main pedagogical conditions that ensure the development of the ability of teachers to such interaction are allocated in studies of R. Dimukhametov. Based on a synergistic, value-acmeological approaches the concept of facilitation, which provides the theoretical foundation for the system of advanced training is developed. The essence of the presented technology of facilitation initiates self-actualization of a teacher by providing leading role of the activity, consciousness development, independence, freedom of choice in the reconstruction of new knowledge, personal and professional growth [7].

The essence of educational facilitation in professional technical education is to overcome the traditional assignment of students of performance in joint activities and thereby move from the formation of specialist-functionalist to train active, capable of self-analysis and decision-making engineer-leader. The needs and motives of active behavior are not in performing but orienting part of interaction. Thereby a task of the teacher-facilitator of technical university is to include students in the joint orientation, share a number of management functions with them, to create the conditions for awakening deep interest to the discipline and the emergence of the real motives for learning content.

We believe that educational facilitation is a progressive qualitative method that meets modern needs of teaching practice to enhance training level of engineers-professionals. Practically a student learns as much as many questions arise during learning, i.e. to what extent he has been active in educational process. No emotional and logically constructed presentation of the material gives the desired effect if the students for one reason or another remain passive listeners who only attend lecture and automatically record its content. Each one of them takes from lesson as much material as they deliberately consciously accept. During facilitation of education the teacher of technical university is able to use non-dogmatic methods and techniques, but those that promote creative assimilation of necessary information, form the ability to reason, to seek new faces of the issue in the already known material. And that is certainly the basis for the development of leadership potential of future engineers.

Traditional study is characterized as unity of ordered outside lecturer and student educational program, frontal communication, standard tests, outer evaluation of success, which decrease their inquisitiveness, their cognitive motivation and cause decreased interest in lessons. The alternative to this practice of teaching is only humanistic practice centered on students.

The restructuring the traditional practice of training is carried out by following linked directions: creation of a psychological climate of trust between teachers and students, ensuring cooperation in decision-making between all participants of training; actualization of motive resources of learning; development of teachers' special personal attitudes that are most appropriate to the principles of humanization and humanitarization of education; help teachers and students of technical university in their personal development.

As O. Kozlova pointed out there are two types of learning: uncomprehended and comprehended. Learning of the first type is forced, impersonal, externally evaluated, directed on knowledge mastering. Contrary, learning of the second type is free and self-initiated, personally included and affects the personality. The main task of the teacher-facilitator is stimulation and initiation of comprehended learning.

One with the main shortcomings of the traditional system of education is excessive overvaluation of the role of teaching (and the teacher) and at the same time underestimation of the role of comprehended learning of a student. This situation is a some kind of tribute to the past, pedagogical atavism, because overvaluation of teaching role has undoubtedly adapted sense

just for life of human in constant natural and social environment. Now such a life is irrevocably receding into the past.

In the modern world, which is characterized by constant and more rapid and large-scale changes it's completely necessary to move the focus in a course of studying from training to learning, the organization of teaching not as broadcast of information, but as facilitation (activation, provision and support) of processes of meaningful learning. This change in teaching is viewed as manifestation of the new thinking, as a real reform of education, which can not be provided neither by improvement of skills and knowledge of the teacher, nor by development and implementation of new pilot programs and most modern technical means in process of training [7].

Based on previously said it follows that the present reform of education should ground on restructuring certain facilities of the teacher that are realized in the process of his interpersonal interaction with students. Teacher-facilitator, communicating with students, can figuratively speaking look through the eyes of students around, including himself. This attitude is an alternative to typical for traditional teacher "evaluative understanding", understanding through assessment, due to ascription fixed evaluative labels to students.

In this way, the teacher, understanding and receiving inner world of his students, behaves naturally and in accordance to his internal experiences and thus favorably refers to students, creates all necessary conditions for provision and support (facilitation) their learning and personal development in general. Based on these attitudes every teacher-facilitator produces his own toolkit of training [10].

Teachers, introducing ideas of humanistic psychology to the educational process of technical university, provide independent and responsible freedom of students for separate study of training programs material, setting of learning objectives, assessment of educational work results. So students act as facilitators. When the teacher acts not as a manager, but as a person, that creates favorable conditions for independent and comprehensive learning of students, activates and stimulates their curiosity and cognitive motivation, group work of students while studying. He supports manifestations to collaboration in them, provides students with diverse educational material.

Results of the research show that during the classes of teachers-facilitators (in comparison with traditional classes) students: communicate with the teacher and between each other more, are more proactive in speech communication; ask teacher more questions, are longer busy solving the actual training tasks; identify higher levels of cognitive functioning (for instance, they spend more time on a variety of mental actions and less on mnemonic actions). The results of a comparative analysis testify that teachers-facilitators implement more individualized, differentiated and creative approach to students, pay more attention to students' experiences, often come in dialogues with students, often collaborate with them in the planning of the educational process, often use the views of students in their work, often smile in the classroom.

Important methods and technologies of facilitative communication are respect and positive acceptance of the audience as personalities able to self-change and self-development; manifestation of pedagogical tact, based on trust ; without indulgence, simplicity of communication without familiarity, without independence oppression, but with humor, the creation of a situation of success, addressing to listeners by names, optimistic forecasts about the possibilities and skills of students in studying.

So a teacher-facilitator at technical university remains a researcher and does not lose his face as a scientist, does not mask as teacher-dogmatist, but answers the questions on curriculum without any exceptions.

All this taken together creates conditions for increasing the interest and cognitive activity of students, optimizes the process of development of their professional identity, self-organization, responsibility that promotes the development of creativity, system thinking, and all these contribute to the development of leadership potential of students of technical university.

**Conclusions.** The results of assigned tasks, specially the research on the mechanisms of leadership potential development at the technical university determined that:

1. Current requirements to competitive specialist of technical university include creative approach to business, initiative, independence, organization, responsibility, discipline, executive skills, which are necessary for a modern leader. Therefore, mechanisms of pedagogical facilitation, having a positive impact on students, promote the development of leadership potential of students of technical university.

2. In higher technical educational institutions during the training of future leaders teachers should implement educational facilitation mechanism, which has a positive impact on students, promotes personal development of personality to self-change and self-development. Therefore pedagogical facilitation mechanism is not only one of the dominating factors of humanization of the educational process at technical university, but it also promotes the development of leadership potential of students.

3. Learner-centered approach of teaching in higher technical school develops not only cognition sphere of students, forms the professional knowledge and skills, but also promotes development of personality, implementation of intellectual, creative and leadership potential.

4. A necessary condition for the development of leadership potential of future engineer is not only the personality of the teacher-facilitator, but the methods and techniques that he uses in his teaching practice for developing students' creativity, innovative thinking, empathy, skills of quick decision making and ability to influence the psychological climate of their group.

As direction of future research authors consider experimental verification of the implementation of the principles of humanization of education in technical university and the development of psychological and educational forms, methods and tools that support the development of leadership potential of students of technical universities.

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### **ФАСИЛІТАЦІЯ ЯК УМОВА РОЗВИТКУ ЛІДЕРСЬКОГО ПОТЕНЦІАЛУ СТУДЕНТІВ В УМОВАХ ТЕХНІЧНОГО УНІВЕРСИТЕТУ**

В статті розглядається поняття «фасилітація» та «педагогічна фасилітація». Наголошено на сучасних вимогах до конкурентоспроможного фахівця технічного університету. Визначено зв'язок фасилітації з лідерськими якостями особистості студента технічного вузу. Висвітлено особливості історії впровадження в педагогічну практику особиснісно-орієнтованого підходу як механізму педагогічної фасилітації. Зроблено акцент на установки вчителя-фасилітатора, які необхідні для розвитку особистості учня. Зазначено основне завдання викладача – фасилітатора - стимулювання і ініціація осмисленого навчання у студентів. Особливу увагу приділено ролі викладача-фасилітатора для розвитку лідерського потенціалу у студентів у технічному вузі.

**Ключові слова:** фасилітація, педагогічна фасилітація, викладач-фасилітатор, особиснісно-орієнтований підхід, лідерський потенціал, технічний університет.

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## **ФАСИЛИТАЦИЯ КАК УСЛОВИЕ РАЗВИТИЯ ЛИДЕРСКОГО ПОТЕНЦИАЛА СТУДЕНТОВ В УСЛОВИЯХ ТЕХНИЧЕСКОГО УНИВЕРСИТЕТА**

*В статье рассматривается понятие «фасилитация» и «педагогическая фасилитация». Отмечены современные требования конкурентоспособного специалиста технического университета. Определена связь фасилитации с лидерскими качествами личности студента технического вуза. Освещены особенности истории внедрения в педагогическую практику лично-ориентированного подхода как механизма педагогической фасилитации. Сделан акцент на установки учителя-фасилитатора, которые необходимы для развития личности ученика. Указана основная задача преподавателя-фасилитатора - стимулирование и инициация осмысленного обучения студентов. Особое внимание уделено роли преподавателя-фасилитатора для развития лидерского потенциала студентов в техническом вузе.*

**Ключевые слова:** *фасилитация, педагогическая фасилитация, преподаватель-фасилитатор, лично-ориентированный подход, лидерский потенциал, технический университет.*



