



THE ROLE OF THE FACILITATOR IN THE USAGE OF FACILITATION METHOD

Begbudiyeva Parvina Shokhrukhovna

Senior Teacher of Samarkand State Institute of Foreign Languages

Fattoyeva Gulmira Kuzimurodovna

Master Student of Samarkand State Institute of Foreign Languages

Abstract

The article deals with the essence of the concepts «facilitation», «facilitator», «facilitation pedagogy». The difference between the facilitator and moderator is explained. The aim and objectives of facilitation are listed and this research is to describe in the teacher's role as facilitator in teaching to university students. The main personal qualities of a teacher-facilitator are highlighted. The most relevant methods and techniques for implementing the facilitation approach in training are identified. Facilitation technology is presented in stages. writing in the classroom. This research is qualitative approach by analysis teacher's role as facilitator

Keywords: role, facilitator, psychological safety, guidance, pedagogical management, moderator,

Introduction

When facilitating learning, the teacher takes a position not “above”, but “together” with the students , does not invest ready-made knowledge, but arouses interest in it, does not give a solution, but helps to find it, supporting, stimulating cognitive activity, creating emotional involvement, an interested attitude to the subject and to the process of solving the problem[3].The facilitator achieves high results due to the fact that, in addition to the motives “significance of the result” and “pleasure from the result of the activity”, the group of motives “pleasure from the process” actualizes among the students. The implementation of the concept of pedagogical facilitation involves the creation of a number of conditions. Among them, the importance of learning for students, the congruence of the teacher, psychological safety and psychological freedom should be highlighted.Only meaningful teaching is the most productive,



as it involves not just the assimilation of knowledge, but a change in the internal sensory-cognitive experience of the students[5].

Accordingly, the facilitator is the one who makes the communication process convenient and easy for all its participants. It is the facilitator that largely determines the effectiveness of communication between project participants; it directly ensures the success of projects implemented by the company [7]. In psychology, the facilitator is seen as a subject of communication that ensures successful group communication. In a social context, the facilitator enforces the rules of the meeting, its procedure and timetable, and allows participants to focus on its goals and content. In psychology and pedagogy, the term "facilitator" is confused with the term "moderator", so it is important to distinguish between the content of these concepts: - the moderator monitors the implementation of the established rules and norms, and the facilitator helps the group members build a path to solving the problem; - the moderator does not monitor the emerging content from the standpoint of compliance with the task being solved, while the main task of the facilitator is to increase the efficiency of the group, which manifests itself, among other things, at the level of quality of the incoming content [4-6]. It can be assumed that the main reason for the disorder in the use of these largely synonymous terms is that they are all in the field of the broader English concept of "guidance", from guide - to lead, guide, guide students along the chosen educational trajectory, guiding them along the path personal growth and academic success [3].

In pedagogy, the term "facilitation" is used in a sense close to the meaning of the term "pedagogical management", that is, the management of students' learning activities, in which the teacher takes the position of an assistant, helps the student independently find answers to questions and master any skills. The concept of pedagogical facilitation can be considered as one of the most important ways of interactive learning in the university.

A combination of skills and personality traits make a great group facilitator. Though there are many skills that excellent facilitators possess, here are our foundational characteristics of effective facilitators.

Effective Communication Skills:

An excellent facilitator is one who knows not only how to speak comfortably in front of an audience but can also convey the meeting process in a simple, concise manner. Facilitators are expected to paraphrase back individual ideas for



purposes of getting better clarity and/or to validate the speaker's intention. Being able to summarize and communicate back key themes, trends and/or decisions that the group has proposed helps the group to effectively create closure.

Open to Change

Being open to change doesn't mean incorporating every idea that someone else comes up with. Being open to change means being flexible and not dead-set on the process plan you designed. Different groups have unique facilitation needs which a great facilitator can recognize and cater to by tailoring the process and incorporating others' process ideas when they are relevant and add value to the meeting. For example, don't be afraid to step out of the meeting structure to enjoy a playful exercise that fosters team bonding or garners more energy within the group. When the group feels they are empowered to make suggestions on structural changes they are more likely to buy-in to the process.

Keen Observation Skills

Another skill a facilitator needs is to be able to pick up on small gestures, glances and facial expressions that can all point to the individual's honest reaction and/or opinion. It's important to get a sense of what is really happening in people's minds and what they are feeling by noting mixed messages when they occur as a way to bring concerns, differing opinions and resistance to the surface.

Demonstrates Unwavering Positivity

Whether you are starting a facilitation, in the middle of a facilitation, or at the end of a facilitation, being optimistic and positive will help you facilitate the meeting smoothly and get the most engagement from each member of the group. One way we do this is by using 'appreciative inquiry' – helping participants to look at issues from a strength, or "what's working" perspective rather than "what's not working".

Authentic

By being your authentic self, you will find it easier to connect to the participants, which will help you guide and understand them better, resulting in a successful group facilitation in which the members of the group bond and trust each other. Just like a good facilitator has keen observations skills in noting mixed messages,



the participants also have an amazing ability to pick up on disingenuous comments or statements which can shut them down.

Asks Versus Tells

Facilitators use the art of questioning or asking, rather than telling, to encourage group members to come up with their own ideas. If the group is unable to come up with ideas the facilitator will only throw out suggestions to stimulate further ideas. The facilitator understands that if the group comes up with the ideas themselves, ultimately, buy-in and follow-through are increased [1-5-6-7]. Listed alphabetically above are some of the best group facilitation techniques to help your team achieve their goal. They are useful to aid idea generation, raise energy and help make group decision. The “facilitator” does not offer ready-made solutions for students, does not impose his opinion, he opposes the protection of the media, with the help of a group that finds a solution on its own.

References

1. Кейнер С. Руководство фасилитатора. Как привести группу к принятию совместного решения / С. Кейнер. - М: Издательство Дмитрия Лазарева, 2016. – 344 с.
2. TESOL Macedonia-Thrace, 7th Annual Convention - 15th to 17th October, 1999. The University of Macedonia, Thessaloniki, Greece
3. Mentoring and Coaching for Professionals: A study of the Research Evidence, 2008. Url: www.nfer.ac.uk/nfer/publications.
4. Allwright, R. (1981). What do we want teaching materials for? *English language Teaching Journal*, 36(1), 5-18.
5. Facilitator's and Trainer's Toolkit. Artie Mahal 2014
6. Fran Rees. The Facilitator excellence, 1998 y
7. Facilitator Development for English Language Teacher's Club in India, 2011 y Krishna Kalyan Dixit



**ResearchJet Journal of
Analysis and Inventions**
<https://researchjet.academiascience.org>

