

OPPORTUNITIES FOR FORMING FACILITATOR SKILLS IN STUDENTS OF PEDAGOGY AND PSYCHOLOGY

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Abstract. *This article analyzes the theoretical and practical opportunities for developing facilitation skills among students majoring in pedagogy and psychology. The importance of facilitation competencies in the professional training of future teachers and psychologists is highlighted. The study focuses on educational technologies and interactive methods that contribute to the development of communication culture, collaboration, leadership, reflection, and problem-solving skills.*

Keywords: *Facilitation skills, pedagogy, psychology, professional competence, interactive learning, communicative competence, collaboration, reflection, leadership, educational technologies.*

Introduction. Today's reforms in the education system require the introduction of modern approaches to the process of training pedagogical personnel. In particular, one of the important tasks is to develop not only the theoretical knowledge of students studying in the field of pedagogy and psychology, but also their practical professional competencies. Among such competencies, facilitation skills are of particular importance.

Facilitation skills allow for the effective organization of the educational process, the establishment of interaction between participants, the management of group activities, the stimulation of communication, and the orientation towards joint problem solving. A modern educator and psychologist must act not only as a specialist who imparts knowledge, but also as a facilitator who supports the independent thinking of learners, involves them in active learning activities, and develops them.

The formation of facilitation skills in students of pedagogy and psychology is an important component of professional training. These skills serve to develop students' communicative competence, leadership, empathy, reflection, teamwork and decision-making skills. At the same time, facilitation activities expand the opportunities for future specialists to analyze pedagogical situations, effectively solve problems arising in the educational process, and act taking into account the needs of learners.

Reforms aimed at improving the quality of education in our country, training specialists based on a competency-based approach, and forming pedagogical personnel in line with international educational standards are further increasing the relevance of the issue of developing facilitation skills. Therefore, it is of scientific and practical importance to identify pedagogical opportunities for the formation of facilitation skills in students of pedagogy and psychology, and to develop effective methods and tools for their development.

The purpose of this article is to analyze the existing opportunities for the formation of facilitation skills in students of pedagogy and psychology, to identify pedagogical

conditions and effective methods of this process. The study will highlight the content, components of facilitation skills, and the possibilities of interactive educational technologies that serve their development.

The facilitator is responsible for the procedure for developing specific solutions to a given question, not for the content and implementation of these solutions.

Characteristics of a facilitator:

- information exchange process guide
- connecting theory with practice
- Working based on the personal experience of the participants
- helpful in accepting the news
- research organizer
- participants' own efforts in finding solutions to problems
- helping to make independent decisions based on knowledge and experience
- guiding the activities of participants

Facilitator's duties:

Assists in organizing the seminar ;

- Assists in developing the workshop agenda;
- Suggests procedures and approaches to solving the problem;
- Develops methods to ensure that the seminar progresses according to plan;
- Participants will use methods that ensure they can use the "rules, procedures, and tools" developed for use in this workshop;
- Support “correct” models of behavior in the seminar, including active participation, the absence of “interest” subgroups, and keeping track of commitments made by seminar participants;
- Eliminates obstacles in communication and ensures its effective conduct;
- Draws interim conclusions and clarifies the directions of discussion;
- Helps the group draw conclusions and make decisions.

Teacher-facilitator

The teacher-facilitator must be able to show the participants the directions and tools for their activities.

Even if the teacher in the role of facilitator does not know the correct answers, he must know how to find them (the correct answers) and be able to guide the participants correctly.

The tasks of a facilitator teacher can be summarized as follows. The facilitator teacher is the guide of the information exchange process. This very aspect of the facilitator teacher distinguishes him from the expert. Because if the expert finds the way, the facilitator teacher helps him move forward.

What the facilitator should do during facilitation:

- Asking questions;
- Positive response to any call from the group;
- Rewarding participants for expressing their individual opinions;

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- Providing clarity in contentious and confusing communications between group members;
- Receive responses from the group, redirect questions and comments to the facilitator back to the group and individual participants;
- Help the group draw conclusions;
- Be willing to provide the necessary information;
- Contribute to decision-making;
- Reproduce the conclusions reached by the group and present them in a form that is understandable to the rest of the participants.

What the facilitator should not do during facilitation:

- Not criticizing the participants' proposals;
- Not using his position to convey his own ideas;
- Not to interfere with the order in the group in order to convey one's own ideas;
- Not making major decisions without consulting with participants on the procedure;
- Avoid wasting participants' time with unnecessary explanations.

The art of making an exit

1. Make close eye contact with participants (maximum 2 seconds, except during dialogue).
2. Control your voice, speak with pauses, try not to use distracting words like "hmm...you know...that", model and vary your speaking speed.
3. based on your purpose and the topic : use open hand gestures, do not use closed ones; get rid of some habits: do not turn the pen around in your hand, do not keep your hands in your pockets, do not repeat the same gestures over and over again.
4. Encourage laughter and look at your mistakes from a humorous perspective.

The art of relaxation

1. Create an open and friendly environment; ensure that all participants are actively involved, either through introductions on the first day or through short brainstorming exercises on defining hope.
2. Use a positive attitude and express gratitude for at least 80% of the presentations given by participants.
3. Be able to handle criticism and objections, and redirect at least half of them back to the critic to clarify the situation, using phrases like: "in other words, you mean...", "if I understood you correctly...", etc.
4. Respond to participants' nonverbal cues at least twice during the session.
5. Enrich your presentation with anecdotes, analogies and comparisons. Check the mastery of the material by constantly conducting check-ups, ensuring that the check-ups are carried out at the beginning, in the middle and at the end of the session. Use "brainstorming": write down all the statements without discussion, support the "unthinkable" ideas to attract the attention of the rest, then invite the participants to select the ideas by rating them in 5 parts (do not let them rate their own ideas).

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6. Conduct Socratic discussions (open questions, reframing, accepting additions, taking notes), using flipcharts to separate and group participants' opinions, and ask questions such as "What do you think about this?", "Why?", "What would you do?"

7. Clarify changes in programs by writing them on flipcharts.

8. Assign an observer for the entire practical part of the training to ensure feedback.

9. Be aware of misunderstandings, disagreements, and discrimination during practical training.

10. Invite the "observer" to give their own comments using the video. For example, before the "observer" gives their opinion, ask: "What went well, what went wrong?", "What could have been improved and how?"

Do not interfere excessively in small group activities, but directly monitor their response to the assigned tasks.

Different roles of facilitators and their characteristics

Manager	Ma'r oz achi / Ukuthu	Trainer	The question is :	Moderator	Observer
Analyzes opportunities , takes moderate risks , and makes decisions	Gives knowledge	K conducts activities for skills development and professional development	Provides advice on disciplines or processes	not take an active role in the discussion or decision making process	Observes and shares observations with the speaker
Plans strategy and actions	Plans his lessons	Plans seminars and practical knowledge	Introduces knowledge	Manages	Comment
Manages , directs , and instructs colleagues	uses educational materials.	Develops and applies various methods	Brings experience	Group directs the discussion	Complements comments (recommendations)
Motivates employees to work hard	It stimulates discussion among participants and encourages the audience to learn.	Supports participants and ensures good communication/motivation	The support either actively helps or develops personal decisions	Supports team members and ensures good communication/motivation	Acts as a reflection of the group while sharing their experiences and impressions

Recruitment and selection of personnel and employees	Uses didactic tools to facilitate learning	Demonstrates skills		Systematizes discussions	
Collaboration with partners and employees	explains	Runs simulations		Builds consensus	
		Generalizes educational issues (Learning points)		Helps in decision making	
		Provides conclusions for further application		Helps solve problems	
control		Provides training		Generalizes	
Evaluates development ⇒ encourages, punishes	examines (takes an exam)	Energizers give		Creative	
Respondent	Seminars and training assess the development of the learning process	Seminars and training assess the development of the learning process			
From time to time : mediation when conflicts arise between employees				Acts as a moderator for feedback from time to time	Only intervenes in situations of acute threat
Considers	Believes he	The one who	Considers	Considers	Considers

himself a decision maker	knows more than the audience	knows and can do more than the students considers, therefore, to be a partner in the process of acquiring knowledge	himself to know and be more capable than the client	himself equal to the participants	himself impartial in discussions and actions
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Thus, to date, advanced foreign experiences in organizing innovative activities have unique advantages, and it is these advantages that have a positive impact on the sustainable economic development of the country's national economy and on the processes of improving the professional innovative activities of students.

Higher education institutions 5110900- Pedagogy and psychology,

6011 0100 - Pedagogy and Psychology In order for students studying in the relevant specialties of the educational direction "Pedagogy and Psychology" to effectively master the basis of the academic disciplines "Fundamentals of Psychological Training", "Pedagogical Skills", "Pedagogical Technologies", educational and methodological manuals and recommendations of pedagogues and psychologists were used in the implementation of training and independent work.

The development of facilitator skills allows students to develop independent pedagogical thinking. Therefore, in the independent educational tasks of the subjects "Fundamentals of Psychological Training", "Pedagogical Skills", "Pedagogical Technologies", individual tasks were included for students on topics related to the system of personal professional qualities, pedagogical techniques, professional knowledge, and issues related to facilitator activities. In the process of performing independent work, students effectively formed knowledge about facilitator activities and facilitator skills. Because in this process, they effectively used the acquired facilitator skills.

In the process of teaching general professional subjects, great attention was paid to the introduction of interactive electronic educational resources in the creation of educational methodological support that allows students to develop on the basis of an interdisciplinary integrative approach. During the research, they tested the knowledge gained in the seminars and practical sessions "Fundamentals of Psychological Training", "Pedagogical Skills", "Pedagogical Technologies" in small groups, performed the role of facilitators, organized exercises, energizers. In this process, the student had the opportunity to quickly and conveniently view, hear and think about the educational materials, and most importantly, acquire facilitator skills through independent learning.

Active and interactive teaching methods are used to improve the methodology for developing facilitator skills in students.

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