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Developing of the Facilitative Orientation of Future Teachers in the Educational Environment of a Teachers' Training College [*Elena A. Maslova*]

Key words: *Facilitative orientation, educational environment, etc.*

Annotation: *The article contains the results of the research in Economics.*

Humane and personal pedagogics is oriented onto the pedagogical facilitation based on the axiological thinking which considers a child as the inherent worth. Therefore, a real transition towards the humanist paradigm is possible only with the facilitation oriented teachers. Such teacher initially should not force a child to suit his ideals of what kind of person the child must be but he should form the child's image, individual trajectory of the personal development with the participation of the child. Thus, a teacher-facilitator becomes a key figure of humanization of the school educational environment. The attempts to comprehend the core of the pedagogical facilitation and determine the terms and ways of its development are represented in psychological and pedagogical researches of the following authors: Borisenko E.Yu., Vrublevskaya E.G., Dimova O.I., Dimouhametov R.S., Zhizhina I.V., Kozina O.V., Koulikova L.N., Mayer A.A., Markova A.K., Mezhdina A.V., Ovcharova R.V., Romashina S.Ya., Ryabkov A.M., Timonina L.I., Shakhmatova O.N. and others. It should be noted that these researches focus on the pedagogical facilitation development of the teacher training university students and working teachers.

Consideration of the peculiarities required for students' pedagogical development allows suggesting that the educational environment of the institution plays a key role in this process. This issue is represented in the studies of Bodenko L.A., Boukhvalov V.A., Deryabo S.D., Kovalev A.G., Panov V.I., Pliner Ya.G., Poushkina O.V., Roubtsov V.V., Savenkov A.I., Slobodchikov V.I., Yasvin V.A. and others. The educational environment of teachers' training institutions is reviewed in the researches of the following authors: Velichko E.V., Garaschenko L.V., Gouschina E.V., Merzon E.E., Meshkova I.V., Mondonen O.Yu., Sidorova L.Z. and others. The psychological and pedagogical security of the educational environment and its influence on the parties and way of the pedagogical process is studied by Andronikova O.O., Baeva I.A., Velichko E.V., Kodzhaspirov A.Yu., Kodzhaspirova G.M., Roubtsov V.V., Sidorova L.Z., Chesnokov N.A. and others.

However, the combination of factors providing the facilitative orientation development in the secure educational environment is not fully reviewed in the researches on this issue.

The facilitative orientation of a future teacher is determined as a positive attitude towards a child, yourself and the teaching activity which is expressed by the creation of the conditions required for the efficient education and safe development of all participants involved into the professional and educational process by means of the personal oriented communication style and activity. The structure of the facilitative orientation of a future teacher consists of the following components: emotional and cognitive, praxeological and behavioural, and reflexive.

The educational environment of a teacher training college is a system of influences and conditions required for forming of a student's personality as well as possibilities for its development which are represented in the socio-subject, psychodidactic and space-subject environment within the organized professional and educational process and which have the most active impact during the professional training period. Thus, *the educational environment of a teachers' training college is determined as a system of influences and conditions required for forming of a student's personality as well as possibilities for its development which are represented in the socio-subject, psychodidactic and space-subject environment within the organized professional and educational process and which have the most active impact during the professional training period.* Thus, the professional educational environment of a teachers' training college is considered as one of the terms required for the development of a future teacher's personality, his pedagogical and facilitative orientation.

The peculiarities of the educational environment of a teachers' training college which provide efficient actualizing of the technological model of the facilitative orientation are as follows: 1) safety and a favourable psychological atmosphere of the educational environment; 2) possibility for satisfaction of a personality's basic needs according to A.Maslow's concept (physiological needs; safety and protection; a need for belonging to the social group, participation and support; a need for respect and recognition; and therefore, students' self-expression in the educational and professional activity); 3) possibility for creation of conditions necessary for the development of personal and professionally valuable characteristics forming the basis of the pedagogical facilitation and the facilitative orientation accordingly; 4) organization of the efficient interaction between the participants of the educational environment with the participants of other educational environments (their interaction in educational space is organized); 5) acceptance of values, behavioural rules, active participation in the teacher training college life of students and their teachers.

Revealed conditions are necessary for actualizing of a technological model of the facilitative orientation development. *General conditions* – the educational environment of a teachers' training college, its peculiarities and safety; the psychological service activity oriented to humanization of the educational environment of a teachers' training college; the favourable psychological atmosphere; the facilitative orientation and trustworthiness of college teachers and elementary school teachers. *Special conditions* – organization of a person-oriented educational process; use of the psychology and pedagogic studies content; contextual teaching; actualization of the life experience and professional activity of future teachers; dialogical interaction with students in the educational process; pedagogical supervision during the teacher training practice. *Subjective conditions*, personal and predefined conditions which encourage the development of the facilitative orientation of

future teachers: age-related sensitivity of students during their educational and professional activity; acceptance of the educational environment values; self-development and self-improvement attitudes; pedagogical optimism; creativity.

The designed technological model of future teachers' facilitative orientation development corresponds to the base methodological requirements: conceptuality, consistency, controllability, repeatability and efficiency. The represented technological model sets the goals which have immense influence on the forming experiment and on the quality of students' professional education. The model consists of four units: the purpose-oriented, organizational, procedural and substantial, criterial and estimative.

The purpose-oriented unit defines the goals and tasks required for the facilitative orientation development of the future teachers within the educational environment of a teachers' training college. *The organizational* unit reflects the approaches (person-oriented, axiological, contextual, reflexive), the principals – common pedagogical (cultural congruity, orientation for the nearest professional development area of students, interdisciplinarity) and specific (pedagogical support, emotion and value oriented professional education process, subjectness); the conditions, factors and mechanisms (the process of internalization of the professional values and pedagogical activity into the personality structure and reflexive process of future teachers) of the facilitative orientation development.

The procedural and substantial unit includes: the components of the safe educational environment of a teachers' training college and substantial lines for development of the facilitative orientation of future teachers.

The criteria and estimative unit of the technological model contains a system of the criteria and indexes which help to extract the levels of the facilitative orientation of future teachers (satisfactory, sufficient and optimal). Criteria: 1. *Emotional and cognitive criteria* (indexes – self-attitude; a child and teacher image; system of values acceptance; empathy; knowledge of the facilitative orientation essence; acceptance of the person oriented model during the interaction with children; awareness of the teacher's safe conduct). 2. *Praxeological and behavioural criteria* (indexes – pedagogical abilities; facilitation process acquirement; sense of well-being). 3. *Reflexive criteria* (indexes – self-estimation of person's professionally important characteristics; reflexiveness, responsibility; self-recognition and self-improvement).

Thus, by reviewing the approbation process of the conditions required for the facilitative orientation development of future teachers in the educational environment of a teachers' training college, the following conclusions can be made:

- The facilitative orientation of future teachers is developed in the safe educational environment of the educational institution when its parties interact with the parties of other educational environments: base schools, higher education institutions, boarding schools, orphan homes, etc.;
- Organization of the educational process on the base of the dialogical interaction with students with the use of the psychology and pedagogic studies content allow them to realize the professional values of the pedagogical activity and their own personal and professionally valuable characteristics;

- Pedagogical supervision and structuring of the teaching practice's course and content by the criteria system allowed to make the process of the facilitative orientation development target-oriented and integral;
- Students' age-related sensitivity for the learning and professional activity, considering of the students' personal characteristics occurred by means of the interaction of the psychological service and work of educational psychologists together with curators, teaching personnel, administration and students themselves;
- Implementation of the contextual approach, various forms and methods into the students' educational and professional activity and during their studies in compliance with the facilitative orientation structure allows to develop its emotional and cognitive, praxeological and behavioral, and reflexive components;
- The facultative "The Basis of the Facilitative Orientation Development of Future Teachers" made it possible to conduct a regular work on developing of the components of the facilitative orientation by means of content and the facilitative technology of its actualization;
- The educational work (socio-subject component) encouraged the development of personal and professionally valuable characteristics of students which compose the base of the facilitative orientation, and also encouraged the development of the facilitative orientation components, especially the emotional and cognitive, and praxeological and behavioural ones.

Thus, the actualization of the launched program and the technologies of the facilitative orientation development of the teachers' training college students showed the efficiency and assisted the personality development, created the conditions for revealing its potential in the context of a teachers' training college.