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Yevhenii SPITSYN, PhD (Ped.), Prof.

ORCID ID: 0000-0001-8385-4789

e-mail: spizin.evg@knu.ua

Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

Daryna IVANKO, Master's Student

e-mail: ivankodarina2003@gmail.com

Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

THE PLACE AND ROLE OF FACILITATION AMONG MODERN TEACHING TECHNOLOGIES

Background. *In the context of the development of higher education, there is a growing need for interactive teaching methods that promote active interaction between students and instructors and the development of key competencies. One such method is facilitation, which ensures flexibility in the educational process by stimulating critical thinking, communication skills, and teamwork. The relevance of the study is determined by the need to implement methods that meet modern requirements. The aim is to analyze the effectiveness of using facilitation in the educational process at higher education institutions and determine its impact on students' learning motivation.*

Results. *The study shows that facilitative methods increase motivation, activate learning, and enhance communication skills and teamwork abilities. Ninety percent of participants used group discussions, 85 % used game-based methods, and 76 % used brainstorming. Difficulties for 43 % were technical issues, while 28.6 % noted resistance from participants. Satisfaction with facilitative methods was 52.4 %, and respondents emphasized the importance of adapting methods for different groups. The main feedback method was discussion during sessions (71.4 %).*

Conclusions. *The results confirmed the effectiveness of facilitation as an interactive teaching method. The use of facilitative methods enhances motivation and supports the development of critical thinking, problem-solving, and communication. Successful implementation requires preparing instructors and developing strategies for integrating facilitation into educational programs.*

Keywords: *facilitation, educational process, interactive teaching methods, student motivation, group work, communication skills, critical thinking, competency development.*

Background

Modern education faces the challenge of adapting to new demands and needs arising during the transformation of the educational environment. In the context of a changing educational paradigm that is student-centered, methods that promote active participation, the development of independence, critical thinking, and teamwork skills in students have become particularly relevant. Traditional methods of organizing the educational process often do not meet these requirements, as they are typically focused on transmitting knowledge from the instructor to the student, rather than fostering competencies for independent material mastery and collaborative interaction. In this regard, facilitation, as a tool for supporting and developing educational interaction, has gained particular significance. The use of facilitation technologies enables the creation of an educational environment where students not only acquire knowledge but also learn to apply it in practice, developing key skills that meet the demands of modern society and the labor market. **The aim of the study** was to analyze the effectiveness of applying facilitation in the educational process of higher education institutions and to determine its impact on students' learning motivation.

Literature review. A significant contribution to the exploration of facilitation has been made by researchers such as Andreiko S., Bobukh V., Groot, Kryshchuk B. S., Maarleveld, Muhametzyanova F., Omelchenko S., Romanyshyna O. Y., Trukhan, H. V., Fisun O. V., Khairutdinov R., and Shulik T. In particular, Andreiko S., in examining the importance of implementing facilitation technology in the educational process, defines the term "facilitation" as a complex, integral process organized by an authoritative educator to purposefully influence a group of students to enhance their academic productivity and personal development (Andreiko, & Bobukh, 2022). According to Groot and Maarleveld, "facilitation is related to

managing situations, not managing the learning process" (Groot, & Maarleveld, 2000). Bobukh considers facilitation to be an important tool for implementing the concept of collaborative learning, which requires all participants in the educational process to develop teamwork skills, which are particularly essential for students (Andreiko, & Bobukh, 2022). Omelchenko S. also emphasizes the importance of studying pedagogical facilitation, considering the priority of a human-centered approach in the regulatory acts that govern educational activities, particularly in the Ukrainian laws "On Education" and "On Higher Education." Shulik T. justifies how pedagogical facilitation influences the interaction between educators and learners, as well as the features of communication among participants in the educational process (Omelchenko, & Shulik, 2018).

The relevance of the topic of facilitation in education is determined by the growing need to adapt traditional teaching methods to modern demands. In a rapidly changing world and the development of information technologies, classical approaches to education, which are based on the transmission of knowledge from instructor to student, are no longer sufficient. Today, it is necessary to foster in students the skills of independent thinking, critical evaluation of information, teamwork, and communication. These tasks can be addressed through facilitation, which is an important component of interactive learning.

Results

The concept of facilitation is an integral part of various aspects of life and many disciplines. It plays a crucial role in the effective coordination of ideas and collaboration within large groups. Through facilitation, designated individuals create an environment conducive to meaningful discussions. The definition suggests that facilitation is based on the understanding that learning occurs naturally with the support of a facilitator. Facilitation can act as an innovative form of learning that emphasizes the individual's

choice in realizing their potential, while the instructor-facilitator transitions from being a mere knowledge transmitter to an active participant in the process. The field of facilitation development relates to enhancing the qualifications of the target audience with the help of a discussion mediator or other external agents. In addition to discussions, facilitation also encompasses projects. Project facilitation is described as "an adaptive and co-created process that incorporates local experience and practical knowledge to achieve strategic objectives while using recognized project management practices to achieve agreed-upon results" (Lannon, & Walsh, 2020). A key component of this type of facilitation is skill development. As Díaz-Puente et al. (2014) note, "the facilitation process aims to solve the audience's problems by encouraging the use of skills through various tools implemented by the facilitator". Many scholars have tried to simplify the definition of "facilitation" to improve its application. Kaner traces the origins of facilitation to the traditions of Quakers and the philosophy of Gandhi. He characterizes facilitation as proactive, audience-oriented, and task-focused. In his comprehensive study of the term, he defines its Latin root from the adjective "facilis," which translates as "easy, convenient" (Kaner, 2014). Sarah Bulbul explored the fundamental elements of facilitation and concluded that "the essence of facilitation is the willingness to take responsibility for everything, striving to empower each individual to make a meaningful contribution." This viewpoint is shared by both scholars and international organizations.

Facilitation is an important skill for anyone who wants to effectively conduct meetings, seminars, or other group activities. A competent facilitator can create an environment where participants feel heard and engaged and can help ensure that the group remains focused and productive (Facilitation First, 2023). By using the term "facilitator," it is important to outline its meaning. Analyzing a sample of definitions, we can conclude that a facilitator is an individual who helps guide a group through a structured process to achieve specific goals or outcomes without the teaching process. Facilitators typically maintain a neutral and impartial stance, using various methods to encourage interaction and collaboration, ensuring that participants feel heard and their contributions are acknowledged (Deborah Rim Moiso, 2024).

The main goal of facilitation, derived from the English verb "facilitate" (to assist, ease, enable), borrowed from Latin, is to organize effective student work based on humanistic principles, personal self-development, and a constructive approach. The concept of pedagogical facilitation is relatively new but is already actively discussed in pedagogy and psychology. Pedagogical facilitation encompasses the processes of interaction between the teacher and the student, based on the principles of humanism, poly-subjectivity, and tolerance. A teacher's ability to create such an educational space becomes an indicator of their professional mastery. At the same time, focusing on the subjective experience of students is a key facilitating factor, as only under such conditions can their personal development occur (Omelchenko, & Shulik, 2018).

Rogers and Freire (1987) identified three key attitudes of a teacher-facilitator. The first is congruence, which refers to authenticity and sincerity, meaning the facilitator's ability to be aware of, manage, and genuinely express their emotions. It is important to maintain harmony between feelings, perception, and expression. The second attitude is unconditional positive regard for the participant, which

reflects the teacher's internal belief in each student's potential and abilities. The third is *empathy*, defined as the facilitator's capacity to understand the inner world and behavior of a participant from their own perspective.

Key personal characteristics of an effective teacher-facilitator include a student-centered approach, commitment to the learning process, the ability to create opportunities for group members to share their experiences, advocacy for participants' interests, creation of a safe learning environment, removal of learning barriers, and positioning themselves as a team member (Rogers, & Freire, 1987).

Instead of actively participating in discussions or offering solutions, the facilitator's role is to help the group generate its own ideas and solutions. This is achieved through a combination of effective facilitation techniques, well-structured planning, and the creation of optimal conditions for productive collaboration. Facilitators usually work in group settings rather than one-on-one interactions. Although individual conversations may occur during interviews or client meetings, most of their work involves group dynamics.

This distinction is useful in differentiating the role of a facilitator from that of a leadership coach. A facilitator is responsible for supporting group processes by guiding activities, initiating key discussions, and posing critical questions. The content generated during facilitation emerges from the participants themselves, contrasting with scenarios involving public speaking or traditional teaching. Facilitators remain neutral regarding content while actively managing the process. Their role includes ensuring that diverse perspectives are represented in discussions, without favoring specific viewpoints or providing ready-made solutions. Even though facilitators may have their own opinions, it is essential that they set them aside to prioritize the group's perspectives. In short, the facilitator is responsible for designing and leading group processes aimed at enabling all participants to contribute toward a shared goal. They often possess skills in coaching, mediation, or teaching, each serving different purposes (Facilitation First, 2023).

The teacher-facilitator is not a traditional educator. The distinction lies in their approaches to teaching. A conventional teacher is often viewed as a "knowledge carrier" who directs students along a predefined path, whereas a facilitator focuses on guiding participants toward discovering answers independently. While traditional teaching emphasizes information delivery, facilitation encourages questioning, which fosters deeper understanding.

Additionally, a traditional teacher may fear mistakes, perceiving them as negative, while a facilitator views mistakes as a valuable part of the learning process. In the context of facilitation, personal success gives way to team achievement, emphasizing collaboration over competition. The focus on outcomes in conventional education is replaced by the development of communication and teamwork skills, which are essential in modern learning environments.

Among the core values of a facilitator acting as a guide are empathy—which helps in understanding participants' needs and creating a comfortable atmosphere; adaptability—the ability to adjust to changing conditions and participants' needs, ensuring effective process management; and neutrality, which involves remaining objective and not taking sides. Facilitators accept all ideas, refrain from judging, and leave evaluation to the group. Communication skills, especially active listening and the ability to guide conversations, are also essential, as they help articulate participants' ideas clearly. In this role, leadership does not

imply dominance, but rather the ability to unite and motivate people toward a common goal, while fostering cooperation and partnership to support the growth of each participant's resources and capabilities.

Participants must also be prepared to embrace uncertainty, allowing them to remain open to new ideas. It is important that the facilitator demonstrates genuine interest in the group's knowledge and the insights that may emerge. Trust in the collective wisdom of the group is key: only by listening to all perspectives can a complete, multifaceted understanding emerge. The facilitator is responsible for organizing the discussion—not merely following a plan but ensuring active interaction among participants. If the facilitator lacks confidence in the group's potential, it will inevitably impact the discussion atmosphere. They must be ready to accept diverse responses and avoid trying to "decode" abstract statements, as doing so may prematurely close the discussion. This behavior could negatively affect the participant experience and reduce their willingness to engage in future sessions (Yakovenko, 2024).

To improve the outcomes of facilitation sessions, Khilko (2016) outlines several principles that characterize the facilitation method in educational practice, as opposed to traditional approaches. The first is the principle of unconditional positive regard, which contrasts with the conditional acceptance typical of conventional models, where participants' actions are evaluated as successful only if they meet predetermined standards. In contrast, facilitation emphasizes each participant's right to their own perspective within the collective group. Another important principle is "order through chaos," which opposes the traditional approach of gradual, linear change. While classical pedagogy views the learning process as linear and reversible, facilitation theory suggests that individuals can achieve higher levels of development through nonlinear, irreversible chaos. The principle of uncertainty further implies that the style, pace, and outcomes of group processes are unpredictable, emphasizing the dynamic nature of learning. Lastly, the principle of collective subjectivity highlights the importance of group collaboration (Khilko, 2016).

Returning to the theoretical framework of facilitation, Lukashova (2019) asserts that facilitation activity is grounded in a set of alternative concepts aimed at creating high value for all participants in the educational process. One such concept is the Theory of Constraints, which is based on the idea that every real system has at least one limitation that prevents it from achieving its maximum potential and affects its overall performance. This theory enables the author to propose a formula to express this idea:

$$\text{Productivity} = \text{Maximum Potential} - \text{Constraints.}$$

Another relevant concept is the Box Theory, grounded in the principles of *Kaizen*, which emphasizes continuous and systematic improvement by identifying root causes of problems and making well-informed decisions. Also noteworthy is the Six Sigma methodology, which provides tools for system enhancement and defect elimination by focusing on key principles such as quality, quality standards, and variation. According to Six Sigma, quality standards are binary—either met or unmet, with no intermediate states. Additionally, Master Thinking Theory is introduced as a complementary framework in this context (Lukashova, 2019).

Facilitation within higher education institutions plays a critical role in enhancing the multifaceted and complex nature of the educational process, which includes various learning dimensions. It enables more effective interactions not only between teachers and students but also among

students themselves. In the higher education setting, the facilitator's role involves organizing learning activities directed toward achieving academic objectives, coordinating students' efforts, and motivating them to participate actively. Facilitators help create environments conducive to idea exchange, foster the development of critical thinking and creative problem-solving skills, and support the growth of social competencies such as communication, collaboration, and teamwork.

An analysis of bachelor's and master's programs at Taras Shevchenko National University reveals that facilitation can significantly contribute to raising awareness of key topics during the learning process. Within higher education, facilitation supports high-quality instruction by cultivating students' core competencies, such as analytical thinking, decision-making, and effective communication. Higher education is expected to prepare professionals who not only possess theoretical knowledge but also demonstrate practical skills, work effectively in teams, and engage in complex discussions. Facilitation enhances the overall educational experience by creating a learning environment where students not only acquire knowledge but also actively analyze and apply it.

Facilitation supports a personalized learning approach, allowing each student to express their opinions and collaborate on joint projects. The facilitator's role is to activate the educational process, foster a psychologically supportive environment, and create conditions conducive to students' self-development and self-realization. The primary goal of pedagogical facilitation is to ensure that each participant experiences success, regardless of their starting knowledge level. The group format of facilitation sessions emphasizes collaborative cooperation over grading or evaluation.

In professional development courses—often attended by adults with diverse expertise—there are challenges in forming balanced groups, as experienced individuals may be critical of collaborating with less experienced peers. Therefore, it is vital for the facilitator to prepare in advance, assess the audience, and design sessions that are engaging and relevant for all participants, regardless of their professional standing (Yakovenko, 2024).

A review of academic literature on the topic confirms that facilitation sessions in universities can significantly improve interaction between instructors and students, leading to deeper understanding of course content and enhanced critical thinking. Interactive educational technologies now play a pivotal role in modern education, promoting active student participation and the development of both social and cognitive skills. Interactivity allows students to engage in collaborative learning processes, analyze information, and exchange ideas and experiences—an approach that contrasts with traditional passive learning formats.

To support interactive learning, various methods and tools are employed, such as discussions, group work, case studies, brainstorming, and role-playing. These methods require facilitators not only to master appropriate techniques but also to effectively structure the learning environment so that each student has the opportunity to express themselves and actively engage in the process (Omelchenko, & Shulyk, 2018).

We suggest applying the L.E.A.P.S. model as a practical guide for facilitators. This acronym highlights the key facilitation practices: Listen actively, Embrace neutrality, Ask questions, Paraphrase, and Summarize (Facilitation First, 2023).

In the context of interactive technologies, facilitation aims not only to organize student activities but also to motivate, foster mutual understanding, and develop collaborative skills. When analyzing current interactive

facilitation technologies, we can identify the following core facilitator functions: Motivational – creating a supportive environment that fosters student engagement and interest; Coordinating – structuring the learning process, assigning tasks, and maintaining focus on educational goals; Corrective – adjusting discussion flow or task direction and assisting with problem-solving as needed; Monitoring – overseeing the learning process and tracking student progress to ensure the achievement of intended outcomes (Omelchenko, & Shulyk, 2018).

An analysis of the survey conducted among facilitators in October–November 2024 provides valuable insights into their experiences, challenges, and approaches to using interactive technologies in the educational process. The survey also identified key factors that influence the effectiveness of facilitation.

A total of 21 top-level facilitators participated in the study. These individuals work with youth across various international, national, and local projects, offering a broad perspective on facilitation practices. The collected data allows for the evaluation of the diversity of facilitation experience and supports conclusions regarding the ongoing needs for professional skill development and improvements in training programs.

The overall facilitation experience among respondents ranges from a few months to several years. On average, participants reported 2.5 years of experience, indicating that the majority are at the early stages of their professional

journey, where foundational knowledge and skills are crucial. The median experience was 2 years, meaning that half of the participants had 2 years or less of facilitation experience. This suggests a growing demand for training and professional development tailored to emerging practitioners. The most frequently reported level of experience among respondents was also 2 years, which appears to be a common milestone at which facilitators have typically acquired core facilitation skills but are still in the process of refining their methods and developing their personal facilitation style. The range of experience – from 4 months to 13 years – demonstrates significant diversity among participants. The standard deviation of approximately 3.6 years indicates substantial variability, with some respondents just beginning their careers and others having over a decade of experience. This variation reflects a broad spectrum of facilitation approaches and highlights the importance of adapting training programs to accommodate varying levels of experience. Based on the results, it can be concluded that facilitators with less than three years of experience would benefit most from introductory courses and basic skill – building programs focused on developing core competencies. Meanwhile, more experienced facilitators require advanced training programs designed to enhance specialized techniques, explore innovative tools, and strengthen the use of interactive technologies for effective engagement, especially when working with youth. The results are presented in Fig. 1.

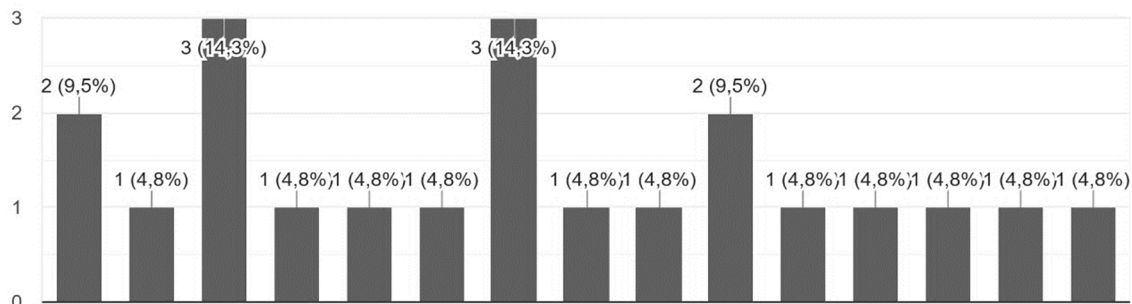


Fig. 1. Distribution of respondents by duration of facilitation experience

During the survey, respondents were asked which interactive teaching methods they use most frequently during facilitation sessions. As shown in the analysis of the diagram (Fig. 2), group discussions emerged as one of the most widely used methods, mentioned by approximately 90 % of facilitators. This indicates a strong demand for approaches that promote the exchange of ideas among participants, encouraging active discussion and interaction. Group discussions help create an environment conducive to exploring important topics, sharing experiences, and developing collective solutions. Game-based methods, including simulations and role-playing, were also highly popular, mentioned by around 85 % of respondents. These techniques allow participants to develop practical skills in settings that simulate real-life scenarios and help reinforce learning through emotional and cognitive engagement. This contributes to increased motivation and more effective knowledge acquisition. Brainstorming was highlighted as a key tool for idea generation and decision-making, referenced by 76 % of respondents. This method engages all participants in the creative thinking process, enabling the generation of diverse ideas and the exploration of non-standard solutions to challenges. Interactive presentations

were used by 52 % of facilitators. This approach is effective in visualizing information, engaging the audience, and fostering dialogue between the facilitator and participants. These presentations often incorporate real-time interactive elements, allowing participants to engage directly with the material, questions, and tasks. Dialogue-based meetings and the World Café method were mentioned less frequently—by 24 % of respondents. These approaches are typically employed in contexts where deep, open conversations are required and aim to create informal spaces where participants can express their perspectives more freely. The method of observation and analysis was the least cited, mentioned by only 5 % of respondents. This suggests its lower popularity, likely due to its more specific application and reduced level of interactivity compared to other techniques. Based on these findings, group discussions and game-based methods are the most commonly used tools among facilitators, highlighting their effectiveness in developing communication skills, generating ideas, and fostering integration within the learning process. Dialogue-based methods, the World Café, and observation techniques are used less frequently, possibly due to their niche application or a general need for

further development among facilitators. The data suggest that to improve facilitation sessions, greater emphasis should be placed on expanding interactive learning opportunities—particularly through role-playing and

brainstorming, which have demonstrated high effectiveness in engaging participants and developing practical skills. The results are presented in Fig. 2.

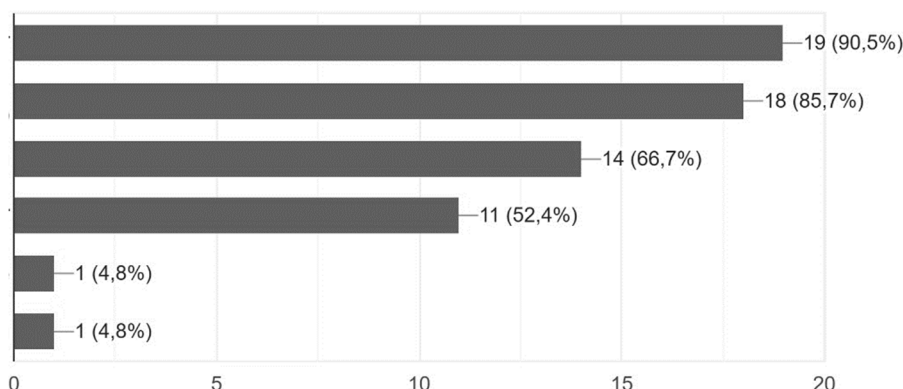


Fig. 2. Interactive teaching methods most frequently used during facilitation sessions

The analysis of data on the difficulties faced by facilitators during sessions highlights several main issues. In particular, the lack of technical equipment is the most common difficulty mentioned by approximately 43 % of respondents. This can include problems with equipment, internet connectivity, or necessary programs, which limit the opportunities for conducting effective sessions. Such technical issues can significantly affect the quality of the facilitation process, delaying or complicating interactive interaction. Another important issue often mentioned is resistance from participants, which is noted by 28.6 % of respondents. Resistance may manifest as participants' unwillingness to actively engage in the process, participate in discussions, or be open to new ideas and changes. This creates significant difficulties for facilitators, as interaction with participants is a key condition for effective facilitation. Respondents also highlighted the lack of time for preparation as a problem, with approximately 28.6 % of respondents indicating this issue. A shortage of time to thoroughly prepare materials and plan sessions can lead to a superficial exploration of the topic and a decrease in the effectiveness of learning. Overall, these difficulties emphasize the importance of adequate preparation both for facilitators and for the organizational conditions necessary for conducting sessions. To minimize technical difficulties, it

is essential to provide participants with the necessary equipment and resources. To reduce resistance from participants, it is important to create a positive atmosphere of mutual trust and involvement. To address the time issue, facilitators should be given enough time for preparation and the development of effective training programs. The results are presented in Fig. 3.

Respondents also emphasize the importance of employing diverse teaching methods to enhance the effectiveness of the educational process. The most commonly utilized approach is group work involving tasks of varying levels of difficulty, which was supported by 81 % of respondents. A significant proportion of participants (66.7 %) identified the use of supplementary materials as an effective teaching tool. Additionally, individual consultations and task differentiation by complexity were recognized as important methods, with 38.1 % of respondents endorsing each. Conversely, only 4.8 % of respondents indicated that they employed these approaches exclusively to diversify the learning process. The findings suggest a need to tailor the learning process to accommodate varying levels of student preparedness, as well as underscore the significant role of supplementary materials and individualized work in ensuring high-quality feedback. The results are presented in Fig. 4.

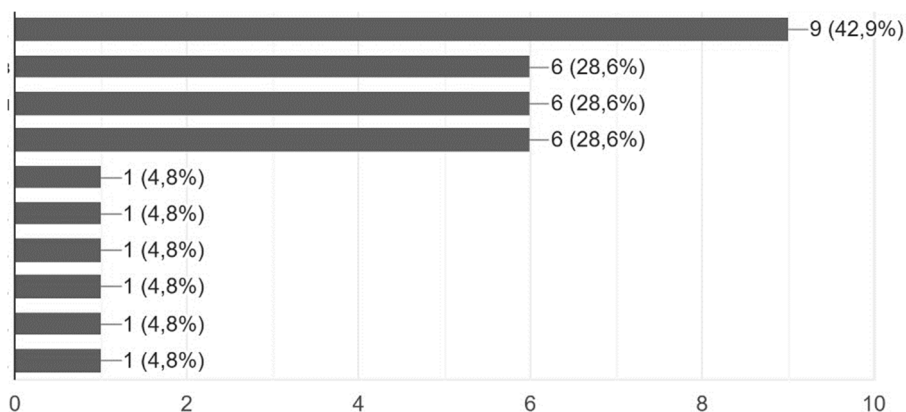


Fig. 3. Assessment of difficulties encountered by respondents during facilitation sessions

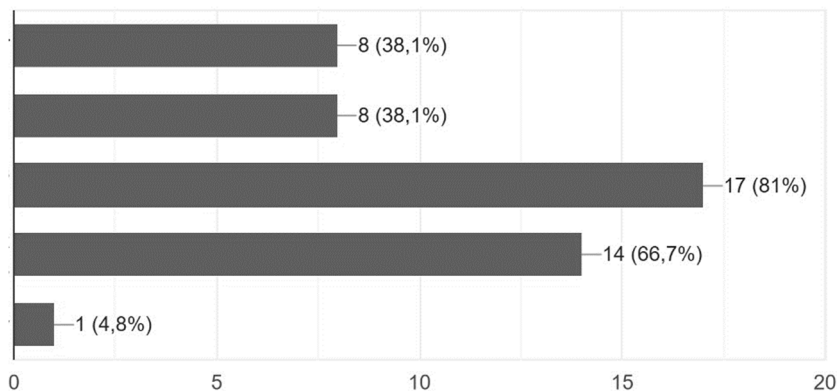


Fig. 4. Respondents' Evaluation of Methods for Adapting Interactive Technologies for Different Groups of Participants in the Process

The survey results confirm the effectiveness of facilitation in the educational process. 52.4 % of respondents believe that facilitation methods are significantly more effective than traditional ones. Another 14.3 % of respondents indicated that they are somewhat more effective. Meanwhile, 28.6 % of participants consider all methods to be equally effective, indicating the importance of a comprehensive approach to learning. A smaller portion of respondents chose the answer indicating that the effectiveness of the method depends on the goal, emphasizing the need for flexibility in the educational process. The data obtained support the appropriateness of systematically integrating facilitation into curriculum design, as it encourages active student participation and the development of their analytical and communication skills. Respondents also specifically highlight the need for instructor training. Before implementing facilitation, instructors should undergo relevant training that covers both theoretical aspects and practical skills. Without proper training for instructors, the successful implementation of facilitation methods is not feasible. To test facilitation, it is suggested to implement pilot projects, such as trial lessons, to demonstrate the effectiveness of the method. Based on the results of these tests, successful practices can be scaled and integrated into the curriculum. It is also important to ensure flexibility in the implementation process, allowing methods to be adapted to different student groups. The results are presented in Fig. 5.

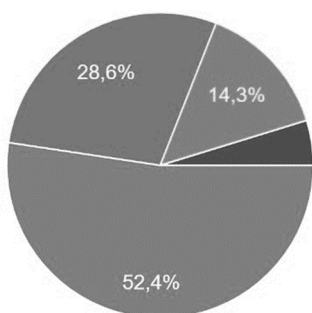


Fig. 5. Evaluation of the Effectiveness of Facilitation Compared to Traditional Methods

Based on the analysis of Fig. 6, it can be concluded that the primary method for providing feedback during facilitation is real-time feedback during the sessions, mentioned by 71.4 % of respondents. This indicates that most communication and adaptation of the learning process occur in real time, allowing facilitators to quickly respond to the

needs of participants and adjust teaching materials accordingly. Regular surveys are used by 14.3 % of respondents, helping to gather a generalized understanding of the group's dynamics and needs. The analysis of completed tasks (9.5 %) serves as another evaluation tool that helps determine the level of material mastery and adjust the subsequent stages of the learning process. Individual consultations account for only 4.8 %, which may suggest their selective use or that the main focus is on group interaction formats. Overall, this structure of feedback supports a flexible and adaptive approach in the learning process, allowing for the effective consideration of participants' needs and enhancing their engagement. Regarding specific methods, respondents highlight several approaches that can be successfully used in higher education institutions. These include workshops for team collaboration, debates and roundtable discussions for addressing current topics, gamification to increase motivation, project-based learning to develop practical skills, and mentoring sessions for leadership development. Other notable methods include case studies for developing analytical thinking, brainstorming for idea generation, situational modeling techniques for practical exercises, and interactive approaches such as "World Café" and "Open Space" for engaging students in discussions. Almost 20 % of respondents were unable to provide answers to questions about methods, suggesting the complexity and insufficient exploration of this issue.

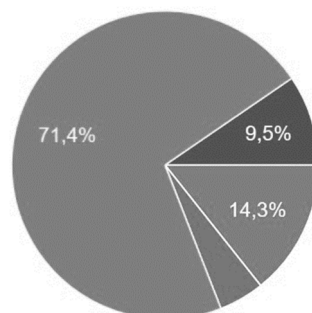


Fig. 6. Methods of Providing Participant Feedback During Facilitation

In general, facilitation contributes to creating a more interactive, flexible, and effective educational environment. Participants in the study emphasize that facilitation should not be the primary method but serves as an excellent complement to traditional teaching, creating a safe space for idea exchange, self-expression, and skill development. The success of this approach depends on a comprehensive

strategy, including initial teacher training, development of a clear implementation concept, adaptation of methods to student needs, and continuous monitoring of effectiveness.

As evidenced by experience, educational policy should emphasize the importance of professional development initiatives that include facilitator skills, recognizing their ability to improve educational conditions and outcomes. Thus, facilitation training programs must be tailored to the specific goals of university education, including ongoing professional development, equity in education, and sustainability and scalability. To effectively implement facilitation training programs, educational institutions must adopt a structured approach, collaborating with the Ministry of Education and Science to align with educational regulations, secure necessary funding, and integrate facilitation skills into teacher training curricula. Additionally, offering targeted workshops focused on advanced facilitation techniques is crucial for equipping educators with the skills needed to meet diverse educational needs and foster a culture of facilitation within the university. An important aspect of the educational process is also the development of diverse feedback mechanisms between instructors and students, which, on one hand, supports the preservation of student autonomy and freedom, while on the other hand, allows instructors to gain a deeper understanding of students' inner worlds and perceive them as they truly are. It is also necessary to establish free communication within groups, which will enhance the level of psychological culture in interpersonal interactions and bring personal attitudes to the forefront. Furthermore, it is essential to explore and creatively apply pedagogical ideas from international experience and adapt them to new socio-cultural contexts. The transition from traditional schooling to the New Ukrainian School requires significant changes in the education system and the adaptation of each teacher's activities to new demands. Therefore, we agree with Omelchenko, S. and Shulik, T., and find it appropriate to offer recommendations that will optimize the process of pedagogical facilitation in the modern educational environment. Teachers should focus not only on changing content and teaching methods but also on developing and strengthening key personal attitudes, as well as on the teacher-facilitator's continuous personal growth (Omelchenko, & Shulik, 2018). Given this, changes should be made to the curricula of pedagogical programs, including a dedicated course on training future facilitators.

In advancing the importance of developing recommendations for implementing facilitation sessions in higher education institutions, we can address key aspects such as preparation for classes, the formation of group dynamics, the use of facilitation techniques, and the organization of reflection.

Our observations of the activities of instructors who already incorporate elements of facilitation in their lessons highlight the importance of careful session preparation. Instructors must clearly define the learning objectives that students are expected to achieve during the discussion and plan the structure of the facilitation process. For example, to use time effectively, it is advisable to prepare several key questions in advance that will help guide the discussion in the right direction. It is crucial to focus on formulating open-ended questions that encourage students to analyze and engage in discussions. Another aspect is creating a positive group dynamic. To achieve this, the facilitator should encourage active participation from every participant, such as by forming small groups to tackle specific tasks or discuss certain topics. This approach fosters the free exchange of ideas, reduces anxiety among less confident

students, and creates an environment in which every opinion matters. Depending on the topic, the instructor may use different techniques, such as brainstorming, the "World Café" method, "Six Thinking Hats," or other methods that promote the expression of various viewpoints on a single issue. The third aspect involves using facilitation techniques to develop students' independence and critical thinking. It is important for the facilitator to encourage students to formulate their own conclusions and hypotheses, maintaining neutrality and guiding their thoughts rather than imposing ready-made solutions. For example, the "Pair Discussion" technique allows students to exchange ideas with a partner, and "small group discussions" enable them to dive deeper into a topic before a larger discussion. This increases engagement and promotes a more detailed exploration of the material. The final stage of every facilitation session is organizing reflection, during which students analyze the knowledge and experience gained, discuss challenges, and share insights. The instructor can use feedback methods, ask self-reflection questions, or ask students to write a brief review of the discussion. This not only consolidates the material but also develops self-analysis skills, which are necessary for ongoing learning. International partners are working to provide collections of technologies that can be used during facilitation.

Learning conditions are in a state of constant transformation, requiring more adaptive teaching methodologies and strengthening instructor leadership. Conventional teaching strategies that focus on a single approach are becoming increasingly ineffective in our diverse and interactive classrooms. Currently, both students and instructors benefit from more immersive learning opportunities based on experience. Facilitation in education serves as a guide for more dynamic teaching practices, allowing educators to evolve from passive knowledge transmitters to proactive facilitators engaging students. Facilitation training can be specifically tailored to cultivate educator-leaders and expert mentors, which is vital for maximizing potential. This method prioritizes active student participation, encouraging them to engage with learning content through exploration, inquiry, and discussion, all under the guidance of their instructors. This pedagogical transition is significant for fostering critical thinking and problem-solving abilities in students. Facilitation training is crucial for promoting leadership among instructors and expert mentoring—both of which are essential for creating a supportive educational environment. Teacher-leaders are critical in transforming universities into learning communities where innovative practices and a culture of collaboration thrive. Facilitation sessions provide these educators with the skills necessary for curriculum and teaching methodology development, managing professional learning communities, guiding colleagues, fostering professional growth, and leading complex initiatives within the university to enhance student engagement and improve learning outcomes.

As evidenced by our research, expert mentorship plays a vital role, especially in systems that implement teacher induction programs for new educators, often supported by specific funding sources.

Through facilitation training, experienced instructors can acquire the following skills:

1. Novices improve their group leadership and teaching abilities.
2. Cultivating professional development and self-confidence among new educators.
3. Using reflective practices that promote continuous learning and adaptation.

As the analysis of scholarly sources suggests, facilitation is crucial for achieving educational goals that emphasize interactive and inclusive learning environments. Such teaching equips instructors with the necessary skills to:

1. Change teaching approaches, as facilitators learn to adjust their teaching strategies according to the diverse needs of their students, thereby supporting differentiated learning and inclusion.

2. Implement engaging learning experiences, teaching instructors to use more student-centered, interactive methods. Schools can increase student engagement and motivation, leading to improved academic performance.

3. Encourage critical thinking and innovation, with the aim of engaging students in critical and creative thinking, posing challenging questions, and creating a safe space for students to explore and formulate their own innovative ideas (Voltage Control, 2024).

The implementation of facilitation as a technology in universities involves a systemic approach, covering several key stages to ensure the effective integration of facilitation practices into the educational process. The first stage is preparing the teaching staff for facilitation activities. This includes conducting workshops and training sessions where instructors learn key facilitation techniques, such as creating a safe environment for discussions, organizing interactive interactions, and managing group processes.

The next stage is adapting curricula to the facilitation technology, which involves embedding facilitation methods into course structures. This may include transforming lectures and seminars into interactive sessions, group discussions, debates, and brainstorming activities. Instructors also develop special cases and tasks that allow students to interact with one another, exchange ideas, and collaboratively solve problems, which fosters critical thinking and teamwork skills. At this stage, it is important to introduce a system of methodological support. Instructors are provided with recommendations and materials on the practical application of facilitation methods for various subjects. These may include step-by-step instructions for conducting sessions, as well as tools for evaluating the effectiveness of such activities. Methodological materials help make facilitation an integral part of the educational process, ensuring its adaptation to specific learning objectives and the characteristics of each discipline. The fourth stage is monitoring and feedback. During the facilitation sessions, feedback is gathered from students and instructors to assess outcomes and adjust methods. Surveys and focus groups are conducted to identify the strengths and weaknesses of facilitation, as well as its impact on student engagement, the development of independent thinking, and group interaction skills.

The final stage is evaluating effectiveness and scaling up. Based on the collected data, the university decides whether to expand facilitation practices to new courses and departments. If the positive impact of facilitation on the educational process is confirmed, it gradually becomes a standard for most courses, integrated into curricula as a fundamental method of interaction.

Discussion and conclusions

Our research implements the use of facilitation sessions in universities, which allows for a more interactive educational process, engages students in a deeper understanding of the material, and increases their motivation for independent learning—an essential component of the modern educational paradigm. Facilitation should be implemented as a teaching technology in universities because it allows for effective organization of the

educational process, focusing on active interaction between students and instructors, the development of critical thinking, and the formation of collaboration skills.

Unlike traditional lecture methods, facilitation creates conditions where students become active participants in the educational process rather than passive listeners. This approach enhances learning motivation, facilitates better knowledge retention, and increases students' responsibility for their own learning. Facilitation also provides instructors with tools to support student initiatives and adapt the material to the specific needs of the group. The use of facilitation techniques, such as "brainstorming", "discussion groups", and "case study solutions," promotes active participation from every student, stimulates problem-solving and decision-making skills, which are important for preparation for real-world professional situations.

Moreover, facilitation fosters the development of students' "soft skills", such as communication, teamwork, tolerance for diverse opinions, and the ability to engage in effective discussions. These skills are crucial for successful integration into the modern job market, where the ability to collaborate in diverse teams is increasingly valued.

The implementation of facilitation also contributes to creating a more democratic educational environment, where the instructor is not just a transmitter of knowledge but a mentor and partner in the educational process. This change in approach allows for a focus on developing students as holistic individuals, encouraging independent thinking, initiative, and reflection. Facilitation makes the educational process flexible and capable of adapting to rapid socio-economic changes, enhancing the ability of universities to respond to new challenges. This is especially relevant in the context of remote learning, where it is necessary to maintain student engagement and ensure effective feedback.

For these reasons, facilitation acts as a modern tool for university teaching, fostering the development of competencies needed for both professional and personal growth.

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Євгеній СПІЦИН, канд. пед. наук, проф.
ORCID ID: 0000-0001-8385-4789
e-mail: spizin.evg@knu.ua
Київський національний університет імені Тараса Шевченка, Київ, Україна

Дарина ІВАНКО, магістрант
e-mail: ivankodarina2003@gmail.com
Київський національний університет імені Тараса Шевченка, Київ, Україна

МІСЦЕ Й РОЛЬ ФАСИЛІТАЦІЇ СЕРЕД СУЧАСНИХ ТЕХНОЛОГІЙ НАВЧАННЯ

Вступ. Розглянуто роль інтерактивних навчальних технологій у закладах вищої освіти, зокрема фасилітації як методу, що сприяє активній взаємодії між студентами та викладачами. Впровадження фасилітаційних сесій робить освітній процес гнучким, інтерактивним та орієнтованим на розвиток критичного мислення, комунікативних навичок і командної роботи. Автор аналізує переваги фасилітації, її вплив на мотивацію студентів і надає рекомендації щодо її впровадження, підкреслюючи важливість підготовки викладачів та інтеграції фасилітаційних підходів у освітні програми. У контексті розвитку вищої освіти зростає потреба в методах, що забезпечують активну взаємодію й розвиток ключових компетентностей. Метою дослідження є аналіз ефективності використання фасилітації в освітньому процесі закладів вищої освіти та визначення її впливу на навчальну мотивацію.

Результати. Фасилітаційні методи підвищують мотивацію, активізують навчання та вдосконалюють комунікативні вміння й здатність до командної роботи. 90 % учасників використовували групові дискусії, 85 % – ігрові методи, 76 % – мозковий штурм. Основні труднощі: технічні проблеми (43 %) та опір учасників (28,6 %). Рівень задоволеності становив 52,4 %, а респонденти наголошували на важливості адаптації методів для різних груп. Основним способом зворотного зв'язку була дискусія (71,4 %).

Висновки. Результати підтвердили ефективність фасилітації як інтерактивного методу навчання. Використання фасилітаційних підходів підвищує мотивацію та сприяє розвитку критичного мислення, розв'язання проблем і комунікації. Успішне впровадження потребує підготовки викладачів і розроблення стратегій інтеграції фасилітації в освітні програми.

Ключові слова: фасилітація, освітній процес, інтерактивні методи навчання, мотивація студентів, групова робота, комунікативні навички, критичне мислення, розвиток компетентностей.

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