Online Training Using Distance Learning Technologies in the Context of Implementing the Concept of Pedagogical Facilitation

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ABSTRACT

The author of the article considers the experience of development and implementation of electronic educational and methodological complexes of educational disciplines in the system of online education in higher education institutions. The topic of the article is relevant to the current situation of the pandemic, when students and teachers are in self-isolation, forced to carry out online training. The article presents examples of conducting online lectures and online seminars in the context of implementing the author's concept of pedagogical facilitation based on the study of K. Rogers. A teacher acting as a facilitator creates a situation of success for each student, helps them reach their potential and realize their abilities in the learning process, including online learning. The author of the article has implemented and considered pedagogical conditions for facilitating students in the online learning system: intersubjective interaction between teachers and students; control and evaluation function as a diagnostic and corrective one (using success spreadsheets); innovative pedagogical technologies; application of an electronic textbook.

Keywords: online training, electronic educational and methodical complex, the concept of pedagogical facilitation, online lesson-cooperation, intersubjective interaction, electronic success table, electronic textbook

1. INTRODUCTION

The relevance and demand of online learning using distance technologies is confirmed by the current situation in the world, including Russia – a pandemic, the consequence of which is the training of students in conditions of self-isolation [1]. It should be noted that the author of the article has been realizing online training using remote technologies at the Ural state University of Economics (Yekaterinburg) for a long period of time, working in such electronic educational information systems as "E-learning", "MS Teams", "Prometheus", etc.

This article presents the author's experience in the development and implementation of electronic educational and methodological complexes of academic disciplines ("Organizational behavior", "Communication technologies", "Manager Facilitation in professional activities") in the online learning system using modern distance technologies.

National scientists (E. F. Zeer, I. V. Zhizhina, M. N. Dudina, V. V. Kolpachnikov, R. V. Ovcharova, L. N. Kulikova) confirmed the value and significance of the facilitation concept both in theory and in practice. It is noteworthy that in the didactics of modern higher education there is a transition from tradition to innovation [2]. It should be noted that the author of the article has

been conducting experimental work at the University for a number of years on the development and implementation of the concept of pedagogical facilitation.

Turning to the research of modern foreign authors [3, 4], we have found that the issues of pedagogical facilitation are solved in various ways, including in the framework of online professional development of teachers of higher educational institutions, where "ICT technologies are effectively used and provide the necessary experience of teaching students" [5, p. 122]. In facilitating the work of novice teachers their leadership properties are studied in such conditions when "the school culture of cooperation, establishing relationships with teachers, as well as recognizing the leadership of teachers" become a completely solvable task [6, p.141].

2. RESEARCH METHODOLOGY

The purpose of the research is to identify the effectiveness of the use of modern distance learning technologies in the study of academic disciplines at the University, in the implementation of the author's concept of pedagogical facilitation.

Research objectives:

- continue the use of electronic educational and methodological complexes of educational

disciplines that meet the requirements of online learning using distance technologies;

- continue experimental work on the implementation of the author's concept of pedagogical facilitation in the online learning system using distance technologies;
- conduct a survey of students in order to get "feedback" and identify the effectiveness of the use of modern distance education technologies in the implementation of the author's concept of pedagogical facilitation.

Research methods: theoretical-analysis, synthesis, comparison, generalization; empirical-analysis of documents; pedagogical observation; self-assessment; experimental work; content analysis.

3. RESULTS OF RESEARCH

On the website of the Ural state University of Economics the Portal of electronic educational resources (EER) was created where teachers place relevant educational materials for various academic disciplines (electronic educational-methodological complexes), and students may have an access to these materials on the site of the relevant discipline of a particular teacher [7, 8].

For example, the author of the article has developed and uses electronic educational and methodological complexes, which include: working programs of disciplines ("Organizational behavior", "Communication technologies"); lecture materials (including presentations for online lectures, video lectures, a brief overview/synopsis of lectures); practice-oriented tasks adapted for online learning using distance technologies (for online seminars and for performing different tasks in the EER system; test works for current evaluation; control tasks for intermediate evaluation of students; literature and Internet sources/resources are recommended to students for completing tasks and studying academic disciplines; the criteria for evaluating of each task are given here, as well as the timing and the types of control. On the Portal of electronic educational resources of the University, students have an opportunity to update the necessary information on the academic discipline at any convenient time; to send and receive files, to discuss/ask questions in a chat, send and receive messages promptly. Thus, the online learning system provides intersubjective interaction between the teacher and students.

In the online learning system, we continued the implementation of the author's concept of pedagogical facilitation, based on the principles of K. Rogers 's phenomenological theory. [9, 10]. Using the dictionary, we determine the etymological meaning of the term: "facilitate –make it possible or easier, ease, alleviate; facilitation – relief, alleviation; facility- ease; facilities for study-conditions for learning)" [11, p. 209]. We present the definition formulated by the author of the article: the concept of pedagogical facilitation is a methodological, theoretical and practical basis for a humanistically oriented

educational process based on the principles of trust, empathy, unconditional acceptance, the implementation of which in the content and interactive methods, innovative pedagogical technologies actualize the personality of students in a situation of support and cooperation.

It should be noted that the fundamental principles of facilitating learning, according to the teachings of K. Rogers, are: congruence (authenticity), trust, unconditional acceptance [9, p.122]. Facilitating learning creates a situation of freedom, creativity and responsibility, since the facilitator shares responsibility for the educational process, educational planning, and management with students, parents, and public representatives [9, p.188].

We conducted a survey on the topic "Distance learning: students' opinions" among full-time students of the 1st and 2nd courses, the course of study "Management". The age: 18-21 year old University students, 86 people. To the question "what will distance learning be like in the future", 74 % of respondents said that "distance learning will be used in combination with traditional learning in the future". And 26 % of respondents believe that "distance learning will replace traditional learning in the future".

Then the students named the positive and negative aspects of distance learning. Among the positive aspects the students defined the following: "the ability to use many resources in order to understand an incomprehensible topic or delve into an interesting one"; "there is no need to spend time and money on the way to the University and back, it is about two hours daily"; "the ability to combine study with personal activities"; "a quiet home environment"; "the ability to plan independently the mode of completing tasks (self-control)»; "the benefits of winning time: the realization of their interests, the ability to adjust the sleep mode and meals"; "the ability to use electronic educational materials at a time when it is convenient for them"; "they can discuss questions in a chat with both the teacher and classmates", etc.

The negative aspects of distance learning, according to students, are: "a noticeably large academic load compared to learning in the classroom"; "lack of external control and self-discipline can lead to failure to complete tasks"; "non-compliance/violation of sleep and nutrition regimes, overeating", "long time at the computer"; "personal contact with the teacher and classmates is lost", etc.

The content-analysis of the survey results has shown that the implementation of educational disciplines in the online learning system in the context of the implementation of the concept of pedagogical facilitation is carried out effectively. The positive and negative aspects of distance learning mentioned by students indicate that for the successful solution of the tasks, both certain traits of personality (self-control, self-discipline, responsibility) and socio-psychological grounds are necessary in the context of communication, when personal contact/live communication is replaced by the Internet communication.

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4. DISCUSSION OF RESULTS

We create pedagogical conditions for facilitating students in the online learning system using distance learning technologies as follows. Let's consider intersubjective interaction and personality-oriented learning as one of the pedagogical conditions for facilitating students, which is implemented in the online learning system. The peculiarity of the implementation of this pedagogical facilitation condition is that an online lecture (or online seminar) is conducted as an online lesson-collaboration, an online lesson-interaction with students, when the teacher acts not only as the main source of information on a particular topic, but also as an interlocutor/co-author. At the same time, the student acts not only as a passive recipient of information from the teacher, but also as an interlocutor/co-author. Moreover, in the online learning system, certain competencies are in demand both on the part of the teacher and on the part of the student. These competencies are: responsibility, cooperation, readiness for pluralism of opinions, openness to innovation, creativity, etc.

From the professional experience of the author of the article, we will give the following example. When studying the discipline "Organizational behavior", the teacher and students alternately act as film coaches, presenting film cases developed according to a given algorithm for discussion (for students, this is a home advance task). The author of the article, for example, developed a film case for the film "What women want" (directed by Nancy Meyers, 2000) on the topic "Values and attitudes of the individual in the organization". The second-year students of the course "Management" K. Omorova, V. Cherepkova developed a film case based on the film" the Devil wears Prada "(directed by David Frankel, 2006) to the theme "Leadership in the organization". We consider such classes as a collaboration lesson or an online collaboration lesson, when the teacher and students teach the lesson together. During the lesson, the teacher gives time (25-30 minutes) to students acting as film coaches to demonstrate video fragments from the film, conduct a joint discussion/polylogue with students of those situations and questions that are presented in the film, based on the theoretical material of the studied topic. In the future, the developed film cases are used both in the online learning system and in the classroom. The development and the use of film cases, in our opinion, allows students not only to consolidate the studied material on the example of watched films, but also to develop the necessary competencies: communication skills, managerial skills, the ability to make independent decisions, conflict resolution skills, etc. The teacher acts as a facilitator, helps students in developing a film case, recommends the use of specific information blocks from the lecture material. In addition, the author of the article has developed and tested an algorithm for developing film cases for classes/online classes (this algorithm is used by students).

Next, let's look at an example of developing a task for the academic discipline "Communication technologies" for an online seminar on the topic "Presentations and self-presentations. Public speech». Students have to complete the following advanced homework: choose and watch 2-3 videos of famous business coaches (for example, A. Piz, R. Gandapas) on the topic "self-Presentation" / "Public performance" (one option is available). 1. Conduct a comparative analysis by criteria: content, availability of information, and practical application of the tips presented in the video (each criterion is 3 points). 2. Prepare and record their own video clip (3-5 minutes), where they have to speak to the student on the topic: "Self-presentation" / "Public performance". 3. Send author's (student's) videos for viewing to two students from the group, get a Review and rating for their video (evaluation criteria: content, application of theory in practice, creativity, each criterion – 3 points, the maximum number-9 points). 4. One week is given for this task. 5. Send Videos and Reviews to the teacher for estimation. Next, the teacher evaluates the work of students' submitted videos (evaluation criteria: thoroughness, validity, application of the theory in practice, each criterion is 3 points, maximum 9 points) and as for students' Reviews (evaluation criteria: thoroughness, validity, each criterion score: 3, maximum – 6 points). When conducting an online seminar, students who have scored the maximum number of points, received the best Reviews from their classmates and recommendations from the teacher, present their work to the entire group. After the presentation, there is a discussion/polylogue, intersubjective interaction between the teacher and students, reflection, receiving "feedback", summing up. This task actualizes such personality traits as: responsibility, self-discipline, openness to new things, tolerance.

The next pedagogical condition of facilitation is the implementation of the control and evaluation function as a diagnostic and corrective one, focused on the development of self-control and self-assessment through the development and the use of success spreadsheets. Carrying out experimental work, the author of the article is developing and applying electronic success tables for various academic disciplines for a long period of time in his teaching activities, in addition, electronic success tables are created for both lectures and seminars (both on paper and in an electronic form). Spreadsheets of success on paper are presented to students for a review at each lesson (in the classroom), in an electronic form - either in the group of the educational and methodological support of the course in the social network Vkontakte (the teacher creates a group and interacts with students, solving emerging issues), or on the Portal of electronic educational resources of the University, where the teacher creates a website for the particular discipline. It should be noted that the success spreadsheets reflect the achievements of each student both in quantitative terms (points received for completed tasks within the framework of the score-rating system developed at the University) and in qualitative terms (high, medium, low level of the task performance). In this case, the level of the task performance is determined by evaluation criteria, for example, for evaluating the solution of the case, the criteria are: content, reasonableness, relevance of information. For each task,

there is a certain set of evaluation criteria presented by the teacher in the electronic educational and methodological complex of the discipline. Success spreadsheets allow students to build an individual learning trajectory, exercise self-control and self-assessment, analyzing their own achievements over the past and present time period, and predicting possible results in the future. The teacher, performing the control and evaluation function as a diagnostic and corrective, offers students who want to improve their results, additional tasks (respectively, the opportunity to get additional points): develop a film case for an online lecture (for example, "Behavioral approach to leadership", "Employee motivation in the organization", etc.); create a video as a training online master class or a content /online group in a social network (Vkontakte, Facebook, etc.), focused on self-development and self-actualization, the development of the student's personal potential (for example, "World of photography", "Draw together", "Poetry club", etc.).

The next pedagogical condition for facilitating students, used both in the classroom and in the online learning system – is the application of innovative pedagogical technologies: case technology (video case, for example, I. Adizes "About leadership"), a business game ("Interview in the organization"), a role-playing game ("Professor-assistant"), a dialogue/polylogue ("Conflicts. Conflict management in an organization"), debates ("Research method in organizational behavior-experiment: pros and cons"), a project technology ("My business idea"), group work ("9 roles in a group" a method, according to M. Belbinu), a point-rating system ofevaluation, the author's course ("Facilitation of the Manager in professional activity"), etc. [12].

The author of the article developed and adapted a practical lesson for the academic discipline "Communication technologies" using distance technologies. To conduct an online seminar on the topic "Interpersonal communication", we suggest reading the roles of the story "Old cook" by K. G. Paustovsky [13]. The teacher sends a fragment of the story to the students or students find it independently (scan / photo / Word text) for an online workshop. During the lesson, students choose the roles of the characters of the story (the old Man, Maria, the Stranger, the Author), sign a card/badge, which should be visible to all participants of the online seminar. Then the teacher suggests choosing a student jury (three arbitrators), which will evaluate students according to the following criteria: an expressive reading (3 points); a meaningful comment on the drawing (3 points); reasoned answers to questions during the discussion (2 points); correct formulation of questions during the discussion (2 points). The teacher evaluates the conscientious work of students in the jury (2 points). Arbitrators place a card on their computer screens that reads "Student jury". After reading the story by role, students draw their associations to a musical accompaniment prepared in advance by the teacher (for example, the musical recording " Seasons." D.A.Vivaldi performed by the modern virtuoso violinist David Garrett [14]). Then students present their drawings, make comments on them, and there is a

discussion/polylogue. Then the teacher summarizes the results, thanks the students for their active work and feedback; comments and evaluates the work of each participant, including the student jury.

Through pedagogical observation and communication, we have found out that students positively evaluate the online workshop by reading the story by role, discussing drawings and the story. Students note that this practical online lesson helps them overcome communication barriers; contributes to the development of communication skills (expressive reading, effective listening, discussion / dialogue/polylogue). It should be noted that this practical lesson is conducted by the author of the article both in the classroom (in the usual mode of the educational process) and in the current situation of online learning using distance technologies.

The use of innovative pedagogical technologies makes high demands on the teacher, since a high level of professional competence is required from him, taking into account that he simultaneously performs the functions of a psychologist-facilitator, a game technician, an expert, etc.

In our opinion, the actual pedagogical condition of facilitation in the online learning system is the use of an electronic textbook. The author of the article has developed an electronic textbook for the academic discipline "Manager facilitation in professional activity" (optional) [15]. As an example from an electronic textbook, we will consider the use of the method of W. Disney for the purpose of facilitating the Manager in professional activities [15, p. 42]. The Walt Disney method is a role-playing game in which participants lose, present a task or situation from three points of view: creative, realistic, and critical. The famous Director Walt Disney acted out the play, embodying various characters-a Dreamer, a Realist and a Critic. The method and the name "Thinking chairs" ("Disney Chairs", "Three chairs method") was later developed by a business coach Robert Dilts, inspired by the ideas of W. Disney. The dreamer offers new ideas and goals, the Realist converts these ideas into concrete proposals/activities, the Critic is a filter and an incentive to improve/modify. The result is determined by the consistency of actions of all participants – the Critic is effective thanks to the Realist, and the Realist predicts the future thanks to the Dreamer. This method is used both in the classroom and in the online learning system. We believe that the use of a particular technique from an electronic textbook is a rational way to use the time factor (at any convenient time) and spatial indicator (you can open an electronic textbook on a mobile device or computer anywhere) in the online learning system.

5. CONCLUSION

The research goal has been achieved. In the course of experimental work carried out by the author of the article, the effectiveness of the use of modern distance educational technologies in the study of academic disciplines at the University, in the implementation of the author's concept of pedagogical facilitation, is revealed. The author of the

article has developed and tested electronic educational and methodological complexes of educational disciplines that meet the requirements of online learning using distance technologies (working programs of disciplines, lecture materials, adapted practical tasks for online seminars, for current and intermediate assessment of students in the online learning system). Electronic educational and methodological complexes of academic disciplines are available on the Portal of electronic educational resources of the University.

We have implemented pedagogical facilitation conditions in the system of online learning using distance technologies: intersubjective interaction of teachers and students during online lectures/online seminars; implementation of control and evaluation functions as diagnostic and corrective ones through the use of success spreadsheets; the use of innovative pedagogical technologies; the use of the electronic textbooks.

We conducted a survey of students in order to get "feedback" and identify the effectiveness of using modern remote technologies in the implementation of the author's concept of pedagogical facilitation in the online learning system.

In our opinion, the implementation of the author's concept of pedagogical facilitation, based on the provisions of the theory of K. Rogers, helps students adapt, study the educational material, and realize their potential in the online learning system. This is confirmed by the fact that the teacher acting as a facilitator creates comfortable, favorable pedagogical conditions for facilitation for each student, when creativity and openness to communication, self-realization and self-actualization of students are possible.

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