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## **INNOVATIVE PRINCIPLES OF FACILITATIVE TEACHING USING MODERN APPROACHES IN TEACHING ENGLISH IN PRIMARY SCHOOLCHILDREN**

**Abstract.** In the article it is emphasized that there were many factors (both internal and external) that should be taken into consideration while we were engaged in the teaching process. Under “the internal factors” we mean factors which are inside the classroom. They are: *Effective instructions*. In this way we mean teaching practice due to the attention to individuals of pupils leading well-planned instructions, which tend to enhance a great order and effective process of studying. *Setting and implementing rules*. In this case the goal is to achieve maximum result of learning within minimum of time. *Feedback according to appropriate behavior*. It is a good point to remember that praise of behavior would be more effective if it was linked with well-planned and well-done performance. *Emphasizing on classroom environment*. Well-managed classrooms will increase pupils’ desire to study in such supportive learning environment. *The best teacher’s Approach*. The best way to teach pupils is to develop their activity that lets them to create the rules, instead of telling the schoolchildren what the rules are. *Disabilities*. If one pupil has a disability to study this subject, the teacher may need to spend more one-on-one time with this pupil or allow the development of technician to provide the activities with him/her.

It was shown that external factors were these ones that were outside the classroom. In this way they affect classroom management, such as: planning, developing teacher’s personality, organizing parent-teacher meetings and emphasizing on psychological factors.

**Keywords:** innovative principles, Facilitative Teaching, contemporary approaches, effective instructions, setting rules, implementing rules, feedback, classroom environment, disabilities, classroom management, primary schoolchildren

**Problem statement.** In the scientific literature scientists often disagree with each other according to their definitions of Contemporary approaches and methods for teaching English young learners. They disagree when they tell about different actions of teachers with the purpose to create educational environment for the academic and social emotional learning of pupils of primary school. Usually scientists describe five types of actions. In order to attain a high quality of classroom management, teachers have to: 1) *develop caring, provide supportive relationships with and among pupils*; 2) *organize and implement instructions in a way that optimizes pupils' access to learning* (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019). The importance of developing a favorable teacher for pupils' relationships is also expressed by researchers (Arbuthnott & Frank, 2000). In such a way they state that teachers would: *encourage pupils' engagement in academic tasks*, which can be done by using group management methods. Teachers have to *promote the development of pupils' social skills and self-regulation*.

We refer to this point of view making pupils responsible for their own behavior. Finally, scientists (Ferreira, Henderson, Anes, Weeks & McFarlane, 1996) emphasize that teachers should be able to use appropriate interventions to assist pupils with behavior problems. The last two actions indicate that effective classroom management improves accurate pupil's behavior. From this point of view classroom management is an insight interaction between teachers and their pupils. In such a way E. Batel (2020) presents a similar definition, saying that classroom management refers to actions taken into account creative actions and it maintains a learning environment which is also conducive to successful instructions (arranging the physical environment, establishing rules and procedures, maintaining pupils' attention to lessons and a great engagement of their activities)". Both definitions emphasize the importance of actions taken by the teacher to facilitate the process of learning among the pupils.

**The aim of the research** is to describe innovative principles of Facilitative Teaching in using contemporary approaches for teaching English young learners. **The main tasks of our research** are: to find out the factors (both internal and external) that should be taken into consideration while we are engaged in the teaching process; we'll describe the psychological factors affecting classroom management; to show contemporary approaches' and methods' strategies to provide a multi-faceted activity which is extended beyond the traditional behavior management techniques recommended to deal with pupils with disruptive behavior; to describe classifications ("types") of classroom management interventions, based on their main focus; to explain the

role of teachers in providing contemporary approaches and methods for teaching English young learners.

**Presentation of the main research material.** Even though there are many factors (both internal and external) that should be taken into consideration while we are engaged in the teaching process. Under “the internal factors” we mean factors which are inside the classroom. They are:

***Effective instructions.*** In this way we mean teaching practice due to the attention to individuals of pupils leading well-planned instructions, which tend to enhance a great order and effective process of studying.

***Setting and implementing rules.*** In this case the goal is to achieve maximum result of learning within minimum of time.

***Feedback according to appropriate behavior.*** It is a good point to remember that praise of behavior would be more effective if it was linked with well-planned and well-done performance.

***Emphasizing on classroom environment.*** Well-managed classrooms will increase pupils’ desire to study in such supportive learning environment.

***The best teacher’s Approach.*** The best way to teach pupils is to develop their activity that lets them to create the rules, instead of telling the schoolchildren what the rules are.

***Disabilities.*** If one pupil has a disability to study this subject, the teacher may need to spend more one-on-one time with this pupil or allow the development of technician to provide the activities with him/her.

External factors are these ones that are outside the classroom. In this way they affect classroom management, such as: *planning, developing teacher’s personality, organizing parent-teacher meetings and emphasizing on psychological factors.*

External factors of organizing teaching English are distinct because they deal with behavioral problems in classroom management whereas the latter deals with a way how teachers teach and pupils learn. While dealing with pedagogical approaches (we mean, first of all, learning-teaching process) teachers deal with the behavioral matters in general. All these factors are just like pieces of a pie that make the main person in a case of successful classroom management all these factors provide a successful teaching and learning process (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych & Khupavtseva, 2020).

So, the teachers’ role in managing a classroom successfully is of much importance since a teacher should consider different factors in order to make a successful class management. And as a result of this fact we’ll consider some of the psychological factors which influence the classroom management too.

In a way of providing, increasing innovative approaches and proliferating knowledge, “lifelong” learning is an important educational objective. To address effectively the impact of the information explosion on the preparation of young pupils for their future, studying, professional teachers need to utilize instructional methodologies that not only help pupils to acquire content knowledge and to develop problem-solving and reasoning skills, but also to develop their lifelong learning skills. We help our pupils most effectively when

we help them to learn how to learn; not to teach what to think, and to make and to do the next years; but to teach pupils what to think and how to learn for those years of their life and professional experience that will help schoolchildren in their future.

So, we'll describe the psychological factors affecting classroom management.

### ***1. Pupils' Motivation to Study English.***

Unfortunately, as children grow, their passion for learning English frequently seems to shrink. Learning often becomes associated with drudgery instead of misunderstanding. A large number of pupils – more than one from four persons – leave school without understanding motivation to study this or that subject. Many schoolchildren are physically present in the classroom but in a great degree they are mentally absent; they fail to invest themselves in their experience of studying.

Pupils' motivation naturally has to do with pupils' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in the process of academic activities. Although pupils may be equally motivated to perform some tasks, to use the sources of their motivation, which may differ. So, there are pupils who are **INTRINSICALLY** motivated and other ones who are **EXTRINSICALLY MOTIVATED**.

A schoolchild who is intrinsically motivated undertakes his/her own activity for its own sake, for the enjoyment it provides. In a case when a pupil is extrinsically motivated he/she performs in order to obtain some rewards or avoid some external punishment, such as gifts or teacher's approval.

So, teachers can do enough with pupils who are extrinsically motivated in order to make a successful management and to organize a successful classroom in general. N.Mykhalchuk & O.Kryshevykh (2019) found that when pupils were confronted with complex intellectual tasks, it provides them the intrinsic orientation which is more logical from a side of information-gathering and decision-making strategies which schoolchildren had done when they were extrinsically oriented.

Pupils with an intrinsic orientation also tend to prefer tasks which are moderately challenging, whereas extrinsically oriented pupils preferred to do these ones which have low degree of difficulty (Mykhalchuk & Ivashkevych, 2019). Extrinsically oriented pupils are inclined to put the minimal amount of their efforts, and it is necessary to get the maximal reward in such a case.

Although every educational activity cannot, and perhaps should not be intrinsically motivating. These movements suggest that when teachers can capitalize on existing intrinsic motivation, there are several benefits in teaching potential.

### ***2. Disciplinary Interventions.***

We have to note that lack of discipline is the most serious problem facing contemporary schools today. Many of different strategies and influences having been used to address discipline issues at school or at classroom level are

administrative in their nature. These strategies and approaches involve the school interventions or classroom management. Examples of these strategies and interventions include suspension policies, teacher's activity, contracts, daily communication, debriefing and family group conferencing. The staff and administration of each school need to consider carefully the use of these procedures and to develop policies for their usage.

### ***3. Teacher-Pupil (or Subject-Subject) Relationships.***

If a teacher has good relationships with pupils, then pupils more gladly accept the rules and procedures, and also the disciplinary actions which follow their actions. Without the foundation of good relationships, pupils commonly resist different rules and procedures along with the consequent disciplinary actions. The goal of teacher-pupil relationships should be a balance between a High Cooperation and a High Dominance of a teacher and pupils.

### ***4. Mental-Set and Meta-analysis of new information.***

This is probably the most unusual element, at least in terms of its title – Mental-Set. Mental-Set or “mindfulness” is a heightened sense of situational awareness and conscious control over one's own thoughts and behavior which is relative to that or this situation. It is a tendency to only see different solutions which have worked in their past. This type of so called “fixed thinking” can make it difficult to come up with solutions and can impede the problem-solving process. Meta-analysis shows that this element has the largest effect in its size. These mental sets can sometimes lead to rigid thinking and can create difficulties according to the problem-solving process. That's why in many cases we can use our past experiences which help us to solve the issues we face. It can make us difficult to notice creative ways of fixing current problems at the lessons.

The teacher usually asks himself/herself a question: “What can be done to overcome these factors?” The first step for teachers is to recognize the problem that causes the pupil to be unmotivated or passive, and then to interrupt it by assigning him/her with homework he/she likes accomplishing. The next step is to give him/her a choice of assignment (we have to determine three assignments and then let pupils to choose one of them). This choice makes schoolchildren feel happier. There is also a process called “attribution retraining”, which involves modeling, socialization and practice exercises. It is sometimes used with unmotivated pupils.

The goals of attribution retraining are used to help pupils to: 1) concentrate on the tasks rather than becoming distracted by fear of failure; 2) respond the situations of frustration by retracing their steps to find mistakes or figuring out alternative ways of approaching a problem instead of giving up; and 3) attribute their failures to provide insufficient effort because of lack of information, or reliance on ineffective strategies rather than to lack of their ability. Because the potential payoff-having students who value learning for its own sake – is priceless, it is crucial for parents, teachers, and school leaders to devote themselves fully to engendering, maintaining, and rekindling pupils' motivation to learn.

So, these behavioral challenges can usually be addressed by school management and discipline practices. Many of these difficulties can be addressed by having well-developed school with wide approaches in general. Interventions at this level usually involve the Core Team and the In-School Team. Each school develops appropriate strategies and interventions for pupils with discipline problems, these basic practices should be kept in mind of each teacher.

In such a way classroom management is a multi-faceted activity and it extends beyond the traditional behavior management techniques recommended to deal with pupils with disruptive behavior. Teachers should develop caring, provide supportive relationships with and among pupils; organize and implement instruction in ways that in a great degree optimize pupils' access to learning; they may use group management methods which encourage pupils' engagement with academic tasks; promote the development of pupils' social skills and self-regulation; and use appropriate interventions to assist schoolchildren who have behavioral problems.

Some scientists also believed (Mykhalchuk & Bihunova, 2019) that if pupils were engaged into their lessons, they would be less likely to misbehave. If lessons are precise and completed at a steady continuous pace, pupils will have little time to misbehave or to get into conflicts. In a case when schoolchildren are engaged, they are concentrating at the lesson and focus on learning, and it prevents different problems. It is important for the pupils to be the part of the decision-making processes. If pupils are having fun, they will be engaged. When they are engaged in a lesson, they will not think about misbehaving, and will be focused on the task they are solving.

Pupils should play an active role in setting classroom rules. By allowing the pupils to help creating the rules, the pupils are participating in classroom management. Everyone is working together and is able to understand the rules clearly.

A Facilitative Teacher needs to focus his/her attention on entire classes and he/she has not to talk over pupils' chattering. Sometimes silence can be effective. Pupils should know what is going to happen in the class and they often monitor to check their progress. A Facilitative Teacher should move around the room, so pupils have to pay their attention more readily and give pupils non-verbal signals. Lessons should be planned by a teacher in such a way to ensure pupils that the period of studying is filled with learning activities. A Facilitative Teacher should have a knack to memorize pupils' names as quickly as it is possible. It enhances class control and confidence of a Facilitative Teacher.

As it was stated above, class management is the creation of appealing environments for pupils' studying. Classroom management strategies are tools which the teachers can use to create such an environment, ranging from different activities the aim of improving the relationships between a teacher and pupils, with rules for regulating the pupils' behavior. Only in this age when management efforts are not successful, teachers need to resort to use reactive and controlled strategies in pupils' activities. Therefore, it is important to distinguish between

preventive and realistic classroom management strategies. There is a great difference between strategies which are used to prevent behavioral problems and strategies having been used to respond to behavioral problem. For example, the establishment of rules and procedures for favorable relations between pupils and teachers are considered to be preventive strategies, while disciplinary interventions, such as prevention or punishment, are considered by us to be reactive strategies. In this case we generally believe that prevention strategies are more effective than reactive, sometimes reactive strategies are needed to reduce the destructive or other undesirable behavior of the learner.

In this case we have to emphasize that studying English requires a Facilitative Teacher to help the pupils understand the educational materials. What the teachers observe in the learning environment is that many pupils do not stay passive but they are active.

Thus, the teachers need to create an environment that pushes the pupils to learn the educational materials. This beneficial environment can give a scope for the pupils to participate actively in the process of studying materials. Active participation is likely to help the teacher for better guidance that can enhance performance and success of pupils.

Firstly, we have to remember that education should be organized by keeping in mind the requirements and needs of any improvement activities to be done.

Nowadays we have to make pupils love the lessons, to help them to study good manners otherwise each pupil may hate both a teacher and a lesson and as a result he/she will not achieve a good result and will fail. A Facilitative Teacher wouldn't behave himself/herself just as an officer that does his/her job regarded with the curriculum, and after the lesson the teacher gets away, but providing his/her behavior as a parent helping the pupils, who loves them and do facilitating things, which would be more useful during the process of difficult lessons.

Of course as such situations happens usually extremism is not good, even in a case when our pupils wouldn't find everything ready, when we help them and we should keep the balance otherwise schoolchildren will become lazy and want to find everything ready. Pupils might think that we don't need to study hard and do a lot of efforts however our teacher will help us, and could not make mental exercises with a great humor we'd like to say ("to think a lot"). Again, if the teacher does not help pupils and let them to study alone, this situation may push them to pessimism and may not provide a great success. It might become pupils to be despair and then give up.

In this aspect, the soft language, a friendly face and an optimistic heart facilitate pupils to gain a great success in the training course. A separate group of Facilitative Teachers is a group of persons who propose for schoolchildren unforeseen situations that represent various reinforcement strategies with the aim to improve pupils' behavior or activities of pupils. These situations include preventive and reactive strategies. These group situations can be classified into three types: independent ones, interdependent situations and dependent group.

Independent situations refer to provide reinforcement interventions that apply the same assessment criteria and reinforcements to each child. *Dependent group situations* refer to different interventions that require a single pupil (or a few schoolchildren) to reach a designated criterion in order for the whole group to receive such type of reinforcement (e.g., when a pupil attains a 100 percent score for the test, the teacher will hand out sweets to the whole class, but not to one pupil). *Interconnected group* of unforeseen situations require that whole groups of pupils reach a certain criterion for obtaining reinforcements (for example, team members need to cooperate for a team project, and the whole team gets an estimate for their final product). Returning to *preventive-reactive classification*, both preventive and reactive strategies can be applied to the whole class (for example, by discussing class rules or giving group conclusions) or to some individuals (for example, allowing a pupil, who is easily distracted, to sit alone during independent form of the activity or placing a pupil to be temporarily outside the classroom when showing disruptive type of the behavior).

Improving pupils' behavior (for example, their abilities for self-control) there is an important goal in many school management programs at the moment, while this group of components is not sufficiently represented according to various classifications having been mentioned above. In addition, many activities are used both preventive and reactive strategies. Therefore, there are the following classifications ("types") of classroom management interventions, based on their main focus:

1) Teachers' behavior focused on Facilitative interventions. The main focus of the intervention is to improve the management of teachers (for example, the maintenance of order, the introduction of rules and procedures, providing disciplinary measures), and all these points change not only pupils' and the teachers' behavior greatly.

2) Teacher-pupils relationships are focused on Facilitative interventions. The main focus of this type of intervention is to improve the interaction between teachers and pupils (teacher-pupil interaction), and consequently, this situation can develop caring and supportive relationships between teachers and pupils. Only preventive interventions are included into this category.

3) Pupils' behavior is focused on different types of Facilitative interventions. The main focus of the Facilitative intervention is to improve the pupil's behavior, for example, through actualizing group unforeseen events or improving the self-control of all pupils. Both preventive and reactive interventions are included into this category.

4) Pupils' social-emotional development is focused on Facilitative interventions. The main focus of such type of intervention is to improve the social and emotional development of pupils, such as strengthening the feelings of empathy for other children. Both preventive and reactive interventions are included into this category.

It is also clear that the appropriation of learning activities has a great impact on studying and achievements. The selection, creation or adaptation of such types of the activities is largely informed not only by the profile of the learner



himself/herself, but also by the way in which teachers perceive themselves and their role in the society. These self-images, in their turn, influence teachers' Facilitative strategies and behavior in the whole class. In this sense successful teaching depends on the teacher's: optimal involvement into the educational material; personal interest in the learner; development of some personal traits, such as relaxation, openness, originality and spontaneity.

Some contemporary approaches and methods for teaching English young learners may fit onto more than one of these categories; the types of Facilitative teachers are not considered to be mutually exclusive. Proposed classification has to be used in the paradigm of meta-analysis of Facilitative role of teachers to identify the differential effects of different types of interventions. We have to add that one particular type of Facilitative intervention might be more effective than others.

So, the facilitative role of a teacher is not to grade a pupil and to control him/her. The main role of the teacher is to help every pupil to reach the highest possible level of educational achievements. The long-term goal of any classroom management program is self-management. The procedures typically involve the use of classroom management program which can be positively reinforcement, negatively reinforcement and time to time have different interventions. Effective classroom management has to be aligned with instructional goals and activities. We have to note that in a case when teachers identify what a good pupil behavior looks like, they can work backwards from desired outcomes to determine which management systems will be the most effective. Arriving in class and being in one's seat in time, being prepared for a lesson, paying attention, volunteering information and responding to different questions lead to effective class control. Accepted types of pupils' behavior may vary for different classroom and unique strategies, may be adopted for different contexts and environments which are used in the classrooms.

Also in this article we'd like to describe the role of teachers in providing contemporary approaches and methods for teaching English young learners. When pupils ask questions and find the answers for themselves, they began to be get involved in their own process of studying. The facilitative teacher is one who guides, instigates, and motivates pupils to learn. In such a way, the teacher is the facilitator, rather than the source of learning. In addition, the facilitative teacher understands that learning is a complex process which involves an interaction between the curriculum, the instruction, the pupil and the teacher. Further, the Facilitative Teacher effectively implements appropriate instructional strategies and creates a positive learning environment in the classroom. This positive environment, referred to as "the invitational education", is based on four principles: all children "are able, valuable and responsible"; and "this potential can be best cooperative activity"; children "possess themselves relatively according to untapped potential"; and "this potential can be realized by so called inviting development in the best way". Finally, the facilitative teacher has to be as a guide and a resource person, encouraging the pupil to reflect and bring his/her own meaning to show different experiences.

The pupils' positive attitudes toward schooling creates positive self-concepts, a high level of motivation and successful achievements (Beauvillain, 1994). The child's self-concepts is firstly based on how others perceive him/her. Teachers then have to behave in a manner that conveys positive attitude for pupils and high expectations for both their achievements and behavior. The relationships between a teacher and a pupil plays the important role in developing the child's perception and self-concept.

Firstly, teachers have to adapt to a new way of teaching by managing more open paradigm of discovery by pupils. This means shifting roles from a lecturer to a facilitator who provides resources, monitors' progress and encourages pupils to problem solving. Facilitative Teachers have benefits when they see how excited their pupils are about applying their knowledge to solve this or that a problem.

Secondly, facilitative learning requires that pupils do different types of the activities. However, many pupils, especially those ones who prefer to know "how to get Excellent", are uncomfortable with the open-ended design of facilitative learning. These pupils are not familiar with projects that require them to apply their knowledge and problem solving. So, at first, pupils can get frustrated. Teachers have to teach pupils to manage their own process of studying. The result will be positive when pupils who are more creative and able to apply their learning to life's challenges. So called "added" benefit is that teachers find once the shift to facilitative learning which is implemented, and pupils are more motivated in the classroom resulting in solving few discipline problems.

Thirdly, facilitative learning requires pupils to apply their knowledge across different subjects and that requires teachers in different disciplines to provide their activities together. Teachers feel comfortable managing according to their own classrooms but sometimes they may not be used different types of activities with their pupils. In these cases teachers have to use facilitative skills to find the most positive ways of working with a single project with teachers in other disciplines. As a result, teachers find that different activities with their pupils offer them more resources and ideas to share with each other in their classrooms.

Besides being responsible for providing pupils the access to information and transforming it into knowledge, teachers also have to act as facilitators of dialogues and exchange the information. This happens both in the traditional classroom and in the virtual one, with the difference that in the latter plays this role which seems to be more important than the other one described in the beginning of our article. If the focus shifts from "teacher" to "monitor", since knowledge is transferred is no longer then the primary goal of education, in the process of learning the teacher has a need to take a step back which becomes even more obvious. Through the nature of the environment, in the absence of direct contact teachers should create space for great interactions and discussions. This can be seen as fulfilling a social role, that of building a learning community and thus enhancing the chances for the pupils to stay motivated throughout the course and to engage in discussions actively.

In the context of online learning Facilitative Teachers develop their virtual management techniques; this involves organizing and moderating the debate, encouraging pupils to participate and critically assessing their participation, maintaining a separate, neutral reactions, without forgetting about the basic pedagogical goals.

Teachers have a great opportunity to create a safe space for “trial and error”, a virtual space in which pupils interact with each other, with other teachers and with pupils. This is the type of learning experience that supports this education environment. In order to maximize this potential, the teachers as Facilitators have to understand carefully and fulfill their role. The role of the Facilitator can be seen from different points of view. On the one hand, the teacher plays the role of a “Coach”. This involves the constant preparation and motivation of pupils, encouraging them to take a great initiative and responsibility for their own learning. On the other hand, the Facilitator can also be seen as a Guide and a Co-learner.

The traditional classroom model has been, therefore, changing, and the teachers take also the role of pupils, always updating and upgrading their knowledge, sharing it with other schoolchildren. This collaborative approach replaces the one-way training, which allows much more flexibility and non-hierarchical learning experience.

The knowledge-building teachers are also Facilitators, but they demonstrate additional characteristics which have been developed over the years. Such Teachers appreciate the social connectedness between people, talk about the learning processes with colleagues as well as with their pupils, plan activities, link curricula, invite others to their classroom, collaborate with subject of studying and instruct teachers inside and outside the school, document their experiences in journals, record pupils’ activities, collect data in their classrooms, participate in the discussions and present all their knowledge at conferences. The knowledge-building schools are heading by principals who show leadership in learning and in applications of technologies, supporting and encouraging teachers and raising expectations when teachers and pupils share their knowledge.

**Conclusions and perspectives of further research.** So, the transition from Teacher-Facilitator to Knowledge-Builder assumes that the Facilitative Teacher acts within a great space of practice, which requires collective will and favorable or supportive leadership. In such cases where participants take risks, reflect on experience of others and share their experiences, they create organizational knowledge and develop their individual skills. The knowledge-building role was well-developed mostly at Primary School, where the training teams use collaborative planning, reflective journals and video conferences. At the Secondary Schools teachers were experimenting with new technologies, but they usually did not systematically reflect their practice or their roles, not always they collaborate in their daily types of the activities, partly because of the pressure they have perceived to fulfill their individual teaching responsibilities of the series of different lessons. So, in our further researches we’ll propose such

author's new technologies, on the background of which there will be the transition from Teacher-Facilitator to Knowledge-Builder.

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## **ІННОВАЦІЙНІ ПРИНЦИПИ ФАСИЛІТАТИВНОГО НАВЧАННЯ ІЗ ВИКОРИСТАННЯМ СУЧАСНИХ ПІДХОДІВ У НАВЧАННІ МОЛОДШИХ ШКОЛЯРІВ АНГЛІЙСЬКОЇ МОВИ**

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**Анотація.** В статті наголошено, що існує багато чинників (як внутрішніх, так і зовнішніх), які слід враховувати під час організації вчителем навчального процесу в закладах середньої освіти. Під «внутрішніми чинниками» маються на увазі такі, що знаходяться в межах класного оточення. Це – такі чинники, як: *ефективні інструкції*. В даному випадку мається на увазі викладацька практика завдяки неабиякій увазі щодо тих учнів, які виконують чітко сплановані вчителем інструкції, що, як правило, забезпечують порядок в освітньому середовищі та фасилітують ефективний процес навчання. *Встановлення та реалізація правил*. У цьому випадку метою вчителя є досягнення максимального результату навчання протягом мінімального періоду часу. *Відгуки педагога щодо відповідної поведінки учнів*. У цьому аспекті слід пам'ятати, що похвала поведінки школярів була б більш ефективною, якби вона була пов'язана з добре спланованою та добре виконаною навчальною діяльністю. *Наголошення на значенні оточуючого школярів середовища класу*. Добре скеровані шкільні аудиторії суттєво посилюватимуть бажання учнів навчатися в найбільш сприятливих умовах навчання. *Фасилітативний підхід вчителя до школярів*. Найкращий спосіб навчити учнів – це фасилітувати виконання ними освітньої діяльності, яка дозволить їм самостійно створювати правила опанування знаннями, замість того, щоб розповідати школярам, які саме правила слід використовувати у даному випадку. *Фасилітація розвитку спеціальних здібностей школярів*. Якщо один учень має недостатній рівень сформованості спеціальних здібностей для вивчення іноземної мови,

викладачеві, слід приділяти більше часу із цим учнем з метою забезпечення продуктивної пізнавальної діяльності з ним.

Описано зовнішні чинники, які великою мірою впливають на вивчення школярами іноземної мови. Зазначено чинники, що впливають на управління класом, зокрема, планування виконання учнями пізнавальної діяльності, розвиток особистості вчителя, організація батьківських зборів та актуалізація психологічних чинників виконання освітньої діяльності.

Схарактеризовано психологічні чинники, що впливають на здійснення управління класом, зокрема: мотивація учнів до вивчення англійської мови; дисциплінарні заохочення; взаємостосунки вчитель-учень (або суб'єкт-суб'єкт); ментальний вибір та мета-аналіз школярем нової інформації.

Окрім відповідальності вчителя за надання учням доступу до інформації та перетворення її у набуті знання, вчителі також мають виступати як фасилітатори діалогів та обміну інформацією. Цей процес відбувається як у традиційному освітньому процесі, так і у віртуальному. Якщо акцент переміщається від «вчителя» до «помічника», оскільки передача знань перестає бути основною метою освітньої діяльності, то в процесі вивчення школярами іноземної мови за умов відсутності безпосереднього контакту із її носіями вчителі мають створювати віртуальний простір для інтерактивних взаємодій та дискусій. Останнє можна розглядати як виконання педагогами соціальних ролей, фасилітація входження школярів до більш широкої освітньої спільноти і, таким чином, збільшення шансів для учнів залишатися вмотивованими протягом усього курсу вивчення іноземної мови та активно брати участь у навчальних дискусіях.

В контексті онлайн-навчання вчителі-фасилітатори винаходять свої віртуальні методи управління класом; це передбачає організацію та модерацію дебатів, заохочення учнів до участі в обговореннях та критичну оцінку їхньої участі, підтримку окремих, навіть нейтральних реакцій школярів, не забуваючи при цьому щодо основних педагогічних цілей.

**Ключові слова:** інноваційні принципи, фасилітативне навчання, сучасні підходи, ефективні інструкції, встановлення правил, впровадження правил, зворотний зв'язок, середовище класу, недостатній рівень сформованості здібностей до вивчення іноземної мови, управління класом, молодші школярі.

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