Information, Pedagogical and Facilitation Technologies in Teaching a Special Philology Class at Non-Specialized Faculties of Higher Education Institutions

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Abstract: The article describes several technologies of teaching a special class "Psychology of Folklore and Psychologism in Classical Russian Prose Fiction" at non-philology faculties of higher education institutions. The article presents information pedagogical technologies, reveals insights into the meaning and advisability of using facilitation technologies in organizing and conducting multi-level classes at a higher education institution, and contains methodology guidelines for carrying out project activities. The article also describes in detail the methods of organizing a class activity aimed at studying a writer's biography that are based on facilitation technologies. The group activities are based on "The World Café" model that makes it possible to process and comprehend a large amount of information, as well as to model or make up a plan of further activities on studying the works of an author in question. "Group memory", one of a facilitator's main tools, is used to maintain the thinking process in groups.

Keywords: pedagogical technologies, facilitation technologies, teaching methods, organization of class activities, psychologism in literature, folklore, comprehension of prose fiction.

I. INTRODUCTION

Today, such notions as "educational space", "multicultural educational environment", or "educational technologies" have become a part of the scientific usage, yet a great many problems of education remain unsolved – control over the level of students' knowledge and skills,

learning new skills of working in the information field, complying with the conditions of being involved in the process of students' independent work (searching for and processing information), etc.

In her work "Educational Space as a Category of Pedagogy", Pugacheva (2007) notes that "multidimensional and polyfunctional education (educational space) created using efforts of all subjects of the process of education and able to be an integrated condition of the professional and personal growth of a person (both the educator and the educatee)" may be characterized by various parameters, for instance, such as the quality and the content of educational services or developing culture in all living environments, yet the student-centered parameter and the commitment to the priorities of humanistic education are the most significant (Masood et al., 2019; Kuznetsova et al., 2019; Voronkova et al., 2019; Ponomareva et al., 2019; Plaskova et al., 2017).

The article presents several technologies of teaching a special class "Psychology of Folklore and Psychologism in Classical Russian Prose Fiction" at non-philology faculties of higher education institutions. The authors also relied upon the theoretical research methods, such as modern methods of facilitating group activities and simulating the learning activity during classes at higher education institutions, or the interdisciplinary analysis of didactic, methodological, psychological, and facilitation technologies, and empirical methods, such as methodological description or hermeneutical methods of interpretation (Monni et al., 2017; Meier, 2019; Salimova and Sabitova, 2019; Jones, 2019; Boutelier, 2019; Titova et al., 2019; Bykanova et al., 2017, 2018; Bozhkova et al., 2019; Prodanova et al., 2019a,b).

"The World Café" and "Group Memory" technologies presented below are classified as facilitation technologies that were transferred from business training to the educational space. Facilitation (from English "facility") is understood as "strengthening of dominant responses or actions in the presence of other people – observers and co-actors" (Keiner, 2017). Pedagogical facilitation means increasing "the productivity of education (training, upbringing) and development of the subjects of the pedagogical process by means of their special communication style and the teacher's persona" (Grakhova & Nasonova, 2017, pp. 191-192).

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The modern information environment, new education technologies, and student-centered education models have led to applying the facilitation techniques in organizing activities in classes at secondary and higher education institutions ("to facilitate" – to make something easier, to encourage, to contribute, to create favourable conditions)" (Dimukhametov, 2006; Karpov, 2004; Silalahi and Yuwono, 2018; Voronkova et al., 2019; Akhmetshin et al., 2018; Kayumova et al., 2019; Gabidullina et al., 2018).

The theoretical basis of the research are the works by Yesin (2011), Karpov (2004), Keiner 2017; Pugacheva, 2007; Uskova (2003); Polat & Bukharkina (2011); Grakhova & Nasonova (2007), Berry (2001); Brown and Isaacs (2007); Deresh (2005) et al.

II. METHODOLOGY

One of the strategies of teaching a special class "Psychology of Folklore and Psychologism in Classical Russian Prose Fiction" is "creating stable methods of mental efforts" (Uskova, 2003). The methods of mental efforts are understood as "a set of intellectual techniques and means that change the mode of human brain functioning in a favourable direction". In her work "Cognitive-Ergonomic Aspects of Building Information Models of Knowledge on the Example of the Genre Features of a Sonnet", Uskova notes that students most often do not have "clearly defined forms and methods of mental efforts", and the traditional education places great emphasis on learning rather than acquiring sustainable skills in learning activities" (Uskova, 2003, p. 138).

Good results in the teaching of literature can be achieved by using informational pedagogical technologies in teaching, which include both electronic means of educational purpose and the methodology of the educational process, requiring a new approach to existing teaching methods (Korableva et al., 2019; Shatunova et al., 2019). It is this construction of the educational process that contributes to the formation of valuable qualities of thinking (structuredness, operationality, willingness to experiment, and orientation flexibility). The research puts forward a hypothesis according to which a student's knowledge base formed in the learning process is considered on the basis of information system models in the framework of structural (algorithmic) and object-oriented analysis (Uskova, 2003, p 139).

Here are some examples of tasks focused on structural (algorithmic) and object-oriented analyses of the writers' works.

Example 1: Analyse Pechorin's character according to the following plan:
a) portrait;
b) background and social status;
c) good character traits;
d) reasons that made Pechorin "a clever uselessness" (the reflective monologue "Why did I live? Why was I born…");
e) lack of purpose in life, waste of the richest forces on trifles, insignificance of vital interests;
f) Pechorin's egoism;
g) Pechorin's actions as the cause of unhappiness of people around him;
h) Pechorin's disappointment and emptiness, his thoughts of death;
i) internal duality of the hero.

Example 2: Means of portraying the inner world of Tolstoy's heroes:
a) what is "the dialectics of the soul"?
b) internal monologue and its functions;
c) the role of the landscape in portraying the state of mind;
d) reality and symbolism of dreams.

Example 3: Find Pechorin's confession in the text of A Hero of Our Time, his monologues-reflections and monologues-self-confessions. How the specific features of the hero's character and the inconsistency between his character and his actions are displayed in those?

Example 4: Write out from the text 2-3 examples of "expressed" and "hidden" psychologism (portrait, the author's characteristics, speech of heroes (outer and inner), their attitude towards nature, mutual characteristics, author's notes in monologues and dialogues, etc.).

Creative tasks are focused on the formation of skills to generalize and draw conclusions:

Example 1:
Write a scientific report or a paper on one of the following topics:
– L. Tolstoy's excellence in psychological analysis (based on War and Peace).
– The dialectics of a person's soul as portrayed by L. Tolstoy (based on one of the War and Peace characters).

Example 2:
Write a paper on one of the following topics:
– The system of Chekhov's psychologism.
– The psychologism of the implied sense of Chekhov – the narrator.
– The topic of a person's moral degradation in Chekhov's prose.
– Portrayal of the state of mind of one of Chekhov's characters (A Doctor's Visit, The Lady with the Dog, The Grasshopper or another work of your choice).
– The flow of the day-to-day psychological life (based on Chekhov's short stories).

Example 3: A paper on "Psychology of "movement" and "rest" in Oblomov by Ivan Goncharov".

Example 4: Write a reflective composition on "What is the essence of psychology of a Russian folk tale?"

III. RESULTS

In teaching a special class "Psychology of Folklore and Psychologism in = Classical Russian Prose Fiction", both approaches (structural (algorithmic) and object-oriented analyses of the writers' works) presented in Uskova's work were used; in addition, one of the directions of the authors' research was a debatable, in many respects even controversial, methodology for the development of test tasks for the named discipline. All aspects of the developed methodology are briefly presented below:

1) structural (algorithmic) analysis is effective in working with the text of a literary and artistic work and allows selecting in it structural units and phenomena that contradict/do not contradict the existing ideas (Gabidullina, and Khaliullina, 2017; Morozova et al., 2019; Sycheva et al., 2019; Zhundibayeva et al., 2013; Thalassinos et al., 2011, 2012), establishing logical-substantive and causal relationships. The use or compilation of tables, schemes (logical-semantic, logical-structural or flowcharts), and supporting-logical notes helps to study the theoretical material of the topic "Forms and techniques of psychological portrayal";

2) object-oriented analysis as "the methodology of the process of cognition based on the selecting objects from the flow of information, each of which is an instance of a particular class, and the classes form a strict hierarchy" [9, p. 140] can be successfully applied in the process of forming a holistic view of what forms of psychological portrayal organize the fabric of an artistic text (See: object-oriented Fig. 1 "Nikolenka's resentment");

3) Test tasks were developed taking into account the capabilities of the software, rather than the personal factor (this is a drawback of a test system that aims to test existing knowledge, and only last of all to harmonize it). Test questions and tasks on the topic "Forms and techniques of psychological portrayal" can be organized in various ways, but it must be remembered that tests allow conducting the current control of the general, "middle" level of knowledge, and do not aim to understand the specifics of literature or folklore as a kind of art. Thus, literary (folklore) education that involves studying the artistic values, forming ideas about verbal folk art and literature as a social and cultural phenomenon, developing emotional culture of an individual and special artistic and creative abilities (creative, recreating, imaginative and associative thinking, ability to enjoy art in an aesthetic manner), training emotional and intellectual responsiveness and reflection in the perception of a literary text remains an unattainable ideal yet.

Figure 1. Nikolenka's resentment (*Childhood*, by Leo Tolstoy)

During classroom activities under the program of the special class "Psychology of Folklore and Psychologism in the Classical Russian Prose Fiction", test tasks were used that allowed students to reflect on the characters and their actions, to follow the movement of their thoughts and experiences (identification of motives for actions and experiences); to think about the role of a separate episode, image, artistic means, or method of psychological analysis in the text, and to disclose the author's position. Variants of test questions:

what is the form of portraying the characters "by naming, extremely brief indication of the processes that take place in the inner world";

which literary term emphasizes the immediacy of the fixation and reproduction of the character's thoughts, to a greater or lesser degree imitating the real psychological patterns of inner speech (using this technique, the author, as it were, "eavesdrops" on the character's thoughts in all their naturalness, unintentionality and rawness);

what term defines the portrayal of the character's inner life in its dynamics and development (and this development itself is caused by internal contradictions in the character and his or her inner world);

name the most active methods of psychological portrayal, etc.

Here is an example of a test to identify theoretical knowledge:

1. "Deep penetration into the character's inner world, a detailed description and analysis of various states of his/her mind, and attention to the shades of experiences" is:
    A. portrayal of personality;
    B. psychological validity;
    C. psychologism.

2. The combination of the stable features of a person is:
    A. an image;
    B. a personality;
    C. a psychological type.

3. Name the form of the psychological analysis according to Strakhov's definition: "Portraying characters ... through artistic cognition of the inner world of the characters expressed through inner speech, images, memory, and imagination":
    A. portraying characters "from inside" ("direct" form);
    B. portraying characters "from outside" ("indirect" form);
    C. "summary-designating" form.

4. Name the form of the psychological analysis according to Strakhov's definition: "A writer's psychological interpretation of expressive speech patterns, speech behaviour, mimic and other means of external manifestation of the psyche":
    A. portraying characters "from inside" ("direct" form);
    B. portraying characters "from outside" ("indirect" form);
    C. "summary-designating" form.

5. The form of portraying characters "by naming, extremely brief indication of the processes that take place in the inner world" is:
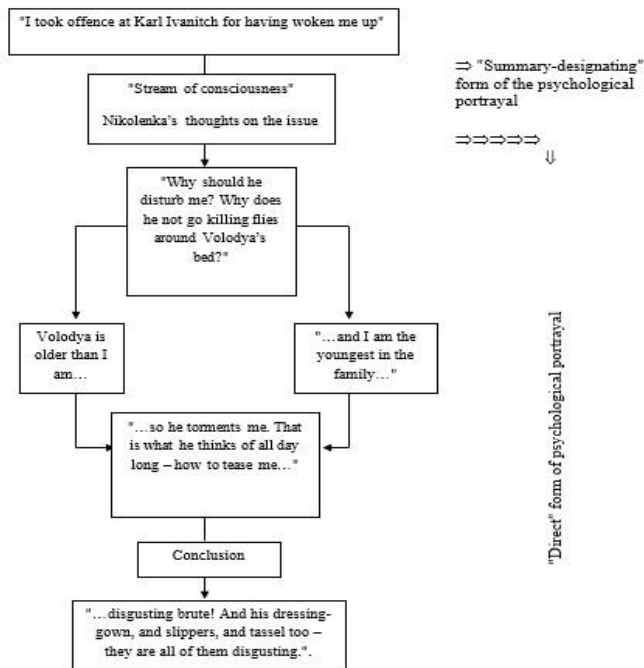   A. "direct" form;

B. "indirect" form;

C. "summary-designating" form.

6. Define the form of psychological portrayal by the following quotation "I took offence at Karl Ivanitch for having woken me up" (*Childhood* by Leo Tolstoy):

A. "direct" form;

B. "indirect" form;

C. "summary-designating" form.

7. The endeavour to reveal the inner world of a character through his/her appearance is:

A. the psychological portrait;

B. personality;

C. psychological analysis.

8. What are the outer manifestations of inner life? Underline as appropriate.

Facial expressions, gesticulation, portrait, speech discriminants, dreams, physiological changes, internal monologue, "psychological inaction".

9. The psychologism of this kind of literature is limited by its inherent convention. As a rule, it is impossible in it to "look from the outside" at the inner life of a person. This is:

A. drama;

B. lyric poetry;

C. epic poetry.

10. The psychologism of this kind of literature is expressive. The subjectivity of psychologism makes this kind of literature, on the one hand, very expressive and deep, and on the other hand, limits its ability to understand a person's inner world:

A. drama;

B. lyric poetry;

C. epic poetry.

11. Direct fixation and reproduction of the character's thoughts that to a greater or lesser degree imitates the real psychological patterns of inner speech; using this technique, the author, as it were, "eavesdrops" on the character's thoughts in all their naturalness, unintentionality, and rawness.

A. internal monologue;

B. stream of consciousness;

C. dialogue.

12. A literary portrayal of the character's inner life in its dynamics and development; moreover, this development itself is caused by internal contradictions in the character and his/her inner world.

A. psychological self-analysis;

B. dialectics of the soul;

C. stream of consciousness.

13. What are the techniques of the psychological portrayal? Underline as appropriate:

Third-person narration; stream of consciousness; portraying the character "from inside"; dialectics of the soul; psychological self-analysis; portraying the character "from the outside"; inner monologue.

14. An extreme form of inner monologue. This technique creates the illusion of an absolutely chaotic, disordered movement of thoughts and experiences.

A. psychological self-analysis;

B. dialectics of the soul;

C. stream of consciousness.

The authors express their absolute agreement that the object-oriented approach in teaching literature is very useful, contributes to the development of verbal-logical, intuitive, and figurative thinking, and organizes the "learning process", yet it should be noted that the culture of mental efforts is formed rather slowly, and the process of its formation in universities is not fully represented.

In teaching the special class "Psychology of Folklore and Psychologism in Classical Russian Prose Fiction", the problem of studying the writer's biography at a higher education institution was not avoided. Most often, getting to know a writer's life and works is reduced to a brief informative reference. The information for students is offered in a ready-made form, as a teacher's overview lecture or as an illustrative presentation with brief comments (Dobrovolskienė et al., 2017). However, studying the writer's biography performs the function of psychological and aesthetic preparation for the study of literary works (Ige, 2019). It will not be effective if it fails to arouse the students' interest in the personality of the writer and his work; therefore, it is extremely important to take a responsible approach both to the selection of the necessary material and to the way it is presented in class.

Some models of the facilitation technology (Berry, 2001; Brown & Isaacs, 2007; Akhmetshin et al., 2019; Mohd Tahir and Mohd Salleh, 2018; Frolova et al., 2019; Akhmadeev et al., 2018a,b; Bekebayeva et al., 2019; Diržytė et al., 2017) that helps in organizing and conducting special classes are proposed below. One of the techniques is the World Café used for organizing learning activities in practical classes in order to study the writer's biography. Facilitation (from English "facility") is understood as "strengthening of dominant responses or actions in the presence of other people – observers and co-actors" (Berry, 2001). Pedagogical facilitation means increasing "the productivity of education (training, upbringing) and development of the subjects of the pedagogical process by means of their special communication style and the teacher's persona" [Ibid.].

Learning activity organized in an atmosphere of collective reflection, "in a situation of discussion and joint search, when students discuss various options for solving a problem" (Chipsanova, 2007; Yesin, 2011; Tarman, 2017; Puryaev, 2015; Goloshchapova et al., 2018; Trofimova et al., 2019), is seen as productive. Learning is based on interactive communication: "teacher – student", "student – student". Gradually, "the internalization of these collective actions takes place, turning into an individual solution of educational tasks" [ibid, 3]. Such activities lead to an improvement in the quality of schoolchildren's education through the organization of group work (Grakhova & Nasonova, p. 192).

Here is an example of the method to organize learning activities at a lesson devoted to studying the writer's biography based on the facilitation technology World Café.

Table 1. The parameters of using the World Café in group activities

Goal	explore/discuss a well-defined topic or question/series of questions

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Size of a group	20i30 students
Room	A classroom where groups of 4-5 students can be placed at separate tables

"The World Café" is defined as a way to organize a lively conversation on the main topic of the meeting in a relaxed atmosphere.

Models of the lesson (fig.1, fig. 2):

Model 1

(1) Divide the main topic into sub-topics (according to the number of subgroups).

(2) Distribute the students into working groups (preferably equal in number, taking into account their interests).

(3) Work in subgroups. Students prepare materials on their subject and write them on a blackboard or flipchart sheet (from 15 to 30 minutes).

(4) Presentation of the results of activities:

(4.1) Recorded group results are posted in the audience.

(4.2.) Working groups are transformed for the presentation of results (for example, participants in working groups count off by twos: the first numbers form a new group, all the second – the next, etc.).

(4.3.) Groups move around the classroom from the results of one group to the results of another group until they pass all the submitted materials. A representative of the group who participated in obtaining these results makes the presentation. Thus, there will be a new presenter from the presentation team at each demonstration board.

(5) Reflection (summing up). The initial groups are combined to summarize the performed work and outline an action plan for the next lesson.

Figure 2. Model 1 of the lesson

Model 2

1. To decide on the topics of discussion (one topic for each round table).

2. Students are invited to become the "Host" of the round table and receive "guests". The "Host" of the round table should be a student who is interested in the topic and is ready to work with it during the lesson.

3. Students go to the round tables they are interested in and start discussing questions on the topic. "The Host" records the results on a flipchart sheet. Time – 15 minutes. Upon the end of the discussion, the participants move to other tables.

4. At another table, the "Host" briefly describes to the newly arrived the results of the previous conversation. Based on the materials received, the new group talks on the stated topic and the "Host" records the results.

5. Reflection (summing up). Each "Host" of the round table summarizes the discussion results of all participants.

Figure 3. Model 2 of the lesson

When passing from one "round table" to another, students bring with them a "thread" of the previous discussion and "weave" it into the web of conversations of other "guest-travellers". Each new round makes the discussion deeper and more meaningful. Actual information is accumulated, becomes overgrown with "living history", and is reinforced by the empathy of the participants themselves. The "HOST" of the table discovers that with each arrival of the new subgroup, he or she "opens" more and more to the novelty and variety of comments.

Discussions at one table reflect the integrity obtained during a conversation at another table. The last phase of the Café involves creating an image of the overall integrity available to each participant. For this, the subgroups are given time for a generalizing conversation, during which the participants systematize all the material received. To do this, one can prepare sheets of questions that can become vectors of reflective activity. The obtained generalizations are recorded and presented during the joint classroom conversation.

Participation of individual students in the group is uneven. It happens that some perform more, while others take the position of listeners. It is possible to change such a conversation format with the help of the facilitation tool "The Power of Group Memory" (Kreiner, 2017, p. 62).

Required tools: flipcharts, drawing paper, coloured stickers, markers.

Writing ideas on flipcharts and drawing paper and placing those on the walls forms a kind of "group memory" for the participants. The concept of "group memory" belongs to Joff Ball, a California-based specialist in dealing with multilateral conflicts (Kreiner, 2017, p. 62). This format of activity is aimed at strengthening the full participation of everyone in the work of the group. The following methods of work can be applied in training:

1. Writing down words, ideas, conclusions, hypotheses, etc., of the participants confirms the right to the existence of such thoughts. Recording students' thoughts is the message that "This is a valuable idea." "If ideas are valued, then people feel valuable. This is the main advantage of group memory " (Kreiner, 2017, p. 62).

2. Group memory helps the human brain to capture more information. Studies have shown that "most people can store no more than seven information blocks in a short-term memory. As soon as the short-term memory of a person is full, a person is simply unable to remember other information without forgetting what was previously stored in the memory" (Kreiner, 2017, p. 62).

This may lead to certain difficulties in working with the group. Group memory allows one to solve this problem. Students know that if they have forgotten something, they can return to the records on a flipchart or paper.

It is important that group memory is not just a tool for preserving ideas; it is a way to organize the full participation of students in discussion, the search for new knowledge, problem solving, etc., ensuring the balance of group members and increasing the productivity of activities. Group memory is a tool for supporting the process of thinking in groups.

During the studies of the special course, students worked on creating a project. Project activities are firmly established in the educational process of both higher and secondary schools.

Here are the examples of some of the project topics that were offered by students (students could suggest their own topics):

- Russian classical literature in the practice of a psychologist;
- The solution of "eternal" problems by Russian classic writers. Their experience in the practice of the psychologist;
- "Divine sparks" in a man: the psychologism of Dostoevsky.
- Prophecies of Dostoevsky: the psychology of modern society.
- Prophecies of Dostoevsky: the problem of the "random family".
- Prophecies of Dostoevsky: a "mortified" man.
- Lessons from Tolstoy: the psychology of relationships.
- Lessons from L.N. Tolstoy: the psychology of the family.
- Warnings of Lermontov: the problem of loneliness.
- "And what would Turgenev say?": The relations of "fathers" and "children".
- Daily psychology of life. What has changed since Chekhov's time?
- The possibilities of fiction in the scientific and practical work of psychologists and teachers.

Guidelines for the project implementation

Algorithm of work on the project

Stage 1 – Preparatory:

- defining the theme, goals, and objectives of the project;

- selecting a working group (in case the project is a group project).

Stage 2 – Planning:

- analysing the problem;

- identifying sources;

- determining the form of the project;

- determining the evaluation criteria;

- distributing tasks and responsibilities among team members (if the project is a group project).

Stage 3 – Research:

- collecting the information;

- solving intermediate tasks;

- the main tools: interviews, surveys, observations, etc.;

- choosing the optimal solution to the problem.

Stage 4 – Execution:

- implementation of the intended activities;

- execution.

Stage 5 – Presenting the project (a report):

- preparing the report;

- justifying the design process;

- presenting the project;

- participating in a collective assessment of results.

The results of the project activity can be as follows: research work, development of textbooks, books, reference books, development of reference issues and tables, multimedia products (for example, development of slides), etc.

Project presentations can be held in the form of a business game, slideshow, press conference, advertising, role-playing, etc.

Table 2. Flowchart for project activities (example)

Topic	
Practical issue	
Type of product	
Form of presentation	

Project Evaluation Criteria

Execution and implementation of the project:

1. Relevance of the topic and proposed solutions, reality, practical orientation and significance of the work.

2. Volume and completeness of findings, independence, completeness, preparedness, and significance of the work.

3. The level of creativity, originality of the disclosure of the topic, approaches, proposed solutions.

4. Reasonableness of the proposed solutions, approaches, conclusions, completeness of the bibliography, citation rate.

5. Record quality: execution, compliance, rubrication and structure of the text, quality of sketches, diagrams, drawings; quality and completeness of reviews (fig.4).

Presentation:

1. Quality of the report: composition, completeness of presentation of work, approaches, results; reasoning, thesaurus volume, persuasiveness, and conviction.

2. The volume and depth of knowledge on the topic, erudition, interdisciplinary links.

3. Pedagogical orientation: the culture of speech, the use of visual aids, the manner, the sense of time, improvisational beginning, holding the attention of the audience.

4. Answers to the questions: completeness, reasoning, persuasiveness and conviction, friendliness, the desire to use the answers to successfully uncover the topic and strengths of the work.

5. Business and volitional qualities of the speaker: a responsible decision, the desire to achieve high results, goodwill, rapport.

Figure 4. Presentation

Table 3. Assessment sheet ASSESSMENT SHEET for project presentation

Name _____

Group_____

Teacher_____

‒

Date _____

Course _____

Criterion (parameter)	Identified drawbacks and notes (comments)	Max score
I. PROJECT QUALITY		
1. The conformity of the work to the task		2
2. Grammatical correctness and quality of work execution		2
3. Independent performance of the work, the depth of study of the material, the use of recommended and reference books		2
4. Structuredness (of a lesson or a program)		2
II. PROJECT QUALITY		
1. The compliance of the program content to the requirements of the Federal State Educational Standard for General Education		4
2. Selection of the main stages and their content in the methodological aspect		4
3. The quality of the developed sections with regard to their practical implementation		2
III. ANSWERS TO ADDITIONAL QUESTIONS REGARDING THE WORK		
Question 1		2
Question 2		2
Question 3		2

FINAL GRADE FOR THE PRESENTATION: 24

The grading scale by parameters (max – 2 points):

Fully corresponds – 2 points,

Partially corresponds – 1 point,

Does not correspond – 0 points.

The evaluation scale of the project (taking into account the accumulated amount of points for all parameters: max – 24 points):

Excellent – 21–24 points,
Good – 18-20 points,
Satisfactory – 15-17 points,
Unsatisfactory – less than 15.

IV. CONCLUSION

The presented information and pedagogical and facilitation technologies help in organizing and conducting multi-level classes at a higher education institution. The detailed methods of organizing learning activities in studying the writer's biography and works that are based on "The World Café" and "Group Memory" facilitation models make it possible to process and comprehend a large amount of information, as well as to model or make up a plan of further activities on studying the works of an author in question, and the project work – to summarize the knowledge gained and present it in a new format.

The proposed models for organizing learning activities correspond to the technologies described above and do not contradict the requirements for the organization of studies at higher education institutions.

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