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Lukatska Ya. S.,

*Teacher at the Philological Department
Dnipro State Agrarian and Economic University*

PEDAGOGICAL SUPPORT OF FOREIGN STUDENTS IN THE EDUCATIONAL PROCESS

The concept of pedagogical support appeared in the pedagogical science along with the development of humanism and its impact on education. This concept was studied by O. Gazman, I. Karapuzova, Sin Chzhefu, L. Nikolenko, N. Moskovchuk. Pedagogical support of foreign students in the educational process should be a system of interconnected, consistent actions, starting with the study of personal qualities; then the difficulties of the adaptation period to the social conditions of the new environment are

identified; the teacher should analyse the obtained data and following work is planned based on it, which includes conferences on adaptation issues with the participation of teachers working with foreign students; creation and implementation of interactive technologies to provide pedagogical support to students, including technologies of supervision, facilitation, coaching.

Pedagogical supervision is individual guidance which is aimed at identifying and solving problems related to difficulties in the educational process. The teacher-supervisor does not only accompany students' learning, he also helps them to overcome crises and conflict situations, motivates to use personal resources [1].

Supervision helps to carry out creative analysis of problems that arise in educational process, to create new approaches to solving these problems. According to Ye. Yakovlev, N. Yakovleva, the structure of the supervision process consists of four stages [3]:

diagnostic – determining the problem that has arisen, finding ways and methods to solve it;

designing – development of an individual support plan, determination of the necessary educational and methodological tools for this;

practical – observation, control and correction of activities;

reflexive – assessment of achievements and generalizations of experience.

Supervision is manifested in the form of consultation, conversation, workshop, webinar, demonstration of experience, trainings. This technology provides an opportunity to stimulate the internal cognitive activity of foreign students, creates a favourable psychological climate, teaches skills of self-control, self-analysis, helps to develop creativity and motivation.

Facilitation technology is the organization of collective problem solving under the guidance of the facilitator; it is both a process and certain skills that allow to organize effectively the discussion of problems in a short time and perform the planned actions with the involvement of all participants. The purpose of this technology is to organize the effective work of students on the basis of humanism, self-development of personality, constructive interaction [1]. The teacher-facilitator plays an important role in this process, he helps, accompanies all decision-making processes, gaining experience, he promotes the development of skills, but he always stays away. Facilitation technologies can be the basis for providing pedagogical support to foreign students, with their help the teacher gets the opportunity to provide successful group communication, it increases cognitive activity of students, optimizes the processes of personality development and socialization. The teacher-facilitator with the help of his influence promotes the adaptation of foreign students and provides effective interpersonal interaction in the new society.

Among the facilitation methods we can mention «World Café», «Appreciative Inquiry Summit», «Open Space», «At the same time next year», «Future Search», «Paradigm of positive change», «Brainstorming», «Dynamic facilitation», «Mind-mapping» etc.

Coaching is a method of counselling or training when a coach, instructor or teacher creates certain conditions which are aimed at revealing the personal potential of each student to help him achieve important goals in a particular field of knowledge in the optimal time [2]. Coaching aims to reveal the inner potential of each student, develop personality, achieve a high level of awareness. Coaching is a collaborative process, it focuses on decision-making and results-oriented.

According to R. Hurevych et al. [3], coaching includes the method of case study, the method of projects, the method of emotional stimulation, the method of cognitive discussion. These methods complete harmoniously the practice of pedagogical and professional-personal support of students, they allow to achieve effectively the goal not only in the educational process, but in the formation of future professional competences.

Coaching technologies stimulate the desire of foreign students for self-education, reveal their potential, because the teacher does not give ready-made solutions, answers to their questions, does not indicate what and how to do, he helps to find answers, make decisions. This creates pedagogical support, which facilitates the process of adaptation of foreign students and has a positive impact on the educational process as a whole.

Thus, we can conclude that the technologies of supervision, facilitation, coaching influence positively the educational process and provide pedagogical support for foreign students.

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