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TUTORING – PEDAGOGICAL INNOVATION IN PROFESSIONAL AND PEDAGOGICAL TRAINING OF TEACHERS IN HIGHER EDUCATION INSTITUTIONS

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Summary: *The article is devoted to the theoretical substantiation of the expediency of introducing tutoring technology as a type of pedagogical innovation in the professional and pedagogical training of a teacher at a higher education institution. It was found that professional and pedagogical training is an important normative condition within the framework of the pedagogical master's degree in higher education in the preparation of future teachers of the institution of higher education. Due to the considered psychological and pedagogical concepts, which are related to the concept of "individual education", we managed to outline the technology of individualization of education. This made it possible to generalize that professional-pedagogical activity can be implemented in a higher education institution within the framework of a pedagogical master's degree as one of the types of pedagogical innovation based on an individualized approach to learning - tutoring technology. Tutoring is able to fully implement the professional and pedagogical training of a teacher of a higher education institution based on acmeological, humanistic, personal-activity, context-competence approaches. At the same time, ensure flexibility, variability and practical orientation of professional and pedagogical training at various stages of educational and scientific activity.*

Keywords: *professional and pedagogical training of a teacher of a higher education institution under the conditions of a pedagogical master's degree, pedagogical innovation, educational and scientific environment of a higher education institution, technology of individualized learning, tutoring, tutor, individual educational trajectory.*

The education system in Ukraine today needs to modernize the modern professional and pedagogical training of teachers of higher education institutions in connection with the existing imbalance between the public demand for qualified teachers, global technological and informational changes in the current system of pedagogical education, in particular with the level of readiness of teachers of higher education institutions to the introduction of innovative educational reforms in Ukraine. Among the factors of such an imbalance, it is possible to outline the technologies of professional development of future teachers of higher education institutions, which are not focused on personal and professional self-realization, but are based on the formalization of compliance with established requirements in the

state. Which significant changes in professional education are subject to such processes as “the transition to a new personally oriented educational paradigm, in the center of which is a person - a future specialist, who not only receives a certain set of knowledge, but learns the truth. At the same time, the subjects of the educational process – the teacher/students/pupils – must be equal. The peculiarity of the educational process in a vocational school is that its goal is to prepare the competitiveness of a professional mobile specialist that meets the strict requirements of the labor market. Therefore, the level of professional competence of a specialist should optimally correlate with both the interests of the individual and the personnel demand of the industry” [1].

During the years of independence, there was a gradual formation of professional and pedagogical education in Ukraine, associated with the emergence and separation of the profession of "professional education teacher", the definition of its qualification characteristics and professional standard. However, we are currently observing a number of problems in the professional and pedagogical training of teachers of higher education institutions, which negatively affect the functioning of the system of professional training in the institution of higher education as a whole. Among the important reasons is the unpreparedness of the teacher of higher education institutions to apply pedagogical innovation and a complex of psychological and pedagogical technologies in the educational and scientific process, which, in turn, make it possible to review the content and quality of professional and pedagogical training. This involves ensuring the specialist's compliance with the modern labor market. Tutoring can serve as such a type of pedagogical innovation in the educational and scientific space.

The purpose of the article is to theoretically substantiate the expediency of introducing tutoring technology as a type of pedagogical innovation in the professional and pedagogical training of a teacher at a higher education institution.

The research methods are analysis and synthesis (to implement the characteristics of the main conceptual concepts of the research); comparison (for drawing up a comparative description of the elements of tutoring technology as part of a pedagogical innovation in the existing model of professional and pedagogical training); systematization and generalization (for formulating conclusions and recommendations).

Analysis of recent publications and research. N. Demianenko, I. Bendera, N. Nychkalo, O. Kovalenko, etc. deal with the psychological and pedagogical concepts of professional training of teachers of higher education institutions. The issue of individualization is outlined in the works of O. Konoval, O. Lavreniev, O. Malikhin, V. Vantukh, V. Korol, V. Musienko, N. Tokova, etc. Researchers A. Boyko, S. Vetrov, N. Demianenko, T. Lytwynenko, L. Mokalyova and others are engaged in the study of problems of tutoring and professional training of tutors in a higher education institution.

According to the current Law of Ukraine "On Professional (Vocational and Technical) Education" (1998), namely Article 45, it is specified that professional activities can be engaged in by "persons who have appropriate professional education and professional and pedagogical training, moral qualities and physical the condition of which makes it possible to perform the duties of a pedagogical

worker" [2]. Thus, we understand that professional and pedagogical training is an important regulatory condition of pedagogical activity in higher education institutions. In the conditions of the pedagogical master's degree, the master's degree is obtained according to the educational-professional or educational-scientific program, with a volume of 90-120 ECTS credits. At the same time, the professional-pedagogical training of a teacher of a higher education institution in the field 01 Education/Pedagogy will correspond to the following two priority training models, which, firstly, will involve in-depth study of the disciplines of the psychological-pedagogical cycle, with mandatory mastery of scientific-pedagogical and teaching activities; secondly, for masters of other specialties, in addition to the disciplines of professional training, it is envisaged to study the disciplines of the psychological and pedagogical cycle. This makes it possible to form probable readiness for teaching activities [3].

Note that recently there has been a negative trend of withdrawing the disciplines of the psychological and pedagogical cycle from the programs of training students of the master's (second) level of higher education. In other words, it violates the ideality of the master's degree as a level that provides the possibility of teaching by profession.

At the current stage, the priority task for higher education institutions is the training of a qualified specialist as an independent individual who must meet all the requirements of today, a person who is capable of self-improvement, self-education and self-realization. Solving this task is based on the mandatory consideration of the individual characteristics of each student in the process of acquiring knowledge in a higher education institution, which is a special condition for creating development and improvement of abilities, as well as meeting social and personal needs.

One of the most important conditions of the educational and scientific space of a higher education institution is "individualization". It is not surprising that Ukrainian scientists-pedagogues in their works, such as O. Konoval, O. Lavrenieva, O. Malikhin, V. Vantukh, V. Korol, V. Musienko, N. Tokova, emphasized the importance and necessity of focusing on individual characteristics students.

Today, the variety of forms of organization of the educational and scientific process is quite multifaceted. Among all forms, the individual form deserves special attention. The study of the individual form is still relevant today, because the use of this particular form of education in the system of obtaining higher education has increased in the conditions of the implementation of the provisions of the Bologna Declaration.

Yu. Malovanyy regarding the category of "individual form of education" notes "...does not require the presence of a common goal of activity; each of its members works independently of the others; in accordance with his educational capabilities at his own pace. The results of his work are not affected by the results of the work of others" [4].

Based on the statements of scientists, we came to the conclusion that the individual form of education is communication between a student and a teacher in the form of "one-on-one", accordingly, the value of this type of education is the possibility of choosing an individual learning pace, fully individualizing the purpose, goal, content, means, forms and teaching methods, with mandatory provision of

operative correction and systematic control of the student's educational and cognitive activities.

Such psychological and pedagogical concepts as: "individual approach", "individualization of training", "individualized training", "individual training" are closely related to the individual form of training. Let's consider them in more detail.

"Individual approach is one of the main general didactic principles of education" [5]. The basis of the individual approach is to foresee the methods of mastering the educational material for each student. I. Unt, based on her research and analysis of experience, came to the conclusion that the individual approach can be divided into two types, depending on which personality characteristics are taken into account [5].

Based on the statements of scientists, we understand the individual approach as the adaptation of the forms and methods of pedagogical influence to the individual characteristics of the subjects of education in order to ensure the full development of the personality.

The following concept of "individual training" is understood as aimed at providing subjects of training with deep professional knowledge and skills, at the development and satisfaction of personal needs, which is carried out with mandatory consideration of the individual characteristics of students. Accordingly, in the process of individual learning, the student must realize his own advantages and disadvantages of his capabilities and abilities, which in turn contributes to the development and formation of self-awareness, responsible attitude and self-control [6].

The concept of "individualization of education" means "the implementation of the principle of an individual approach in education through the prism of taking into account the individual and psychological characteristics of the subject of education; as a principle of implementing an individual approach in the learning process; as an educational technology directly based on the principle of individualization" [5].

From the review of scientists' statements, we came to the conclusion that individualized education is education according to individual programs, content, forms, means, paces, forms of control and evaluation. Individualized learning should be considered as a learning strategy: from minimal modification in a group to full independent learning.

Professional-pedagogical activity, analyzed from the point of view of resistance to individualization of learning, can be implemented in a higher education institution by one of the types of pedagogical innovation - tutoring technology. Accordingly, consideration of the essence of the concept of "pedagogical technology" becomes important. First of all, the pedagogical technology provides a complete structured system that will cover all stages of the educational and scientific process, at the same time, it will provide for the comprehensive consideration and purposeful development of the components of the psychological and cognitive structure of the individuality of the student of education, as a result - the implementation of a significant impact on the quality of mastering education as a whole. The essence of pedagogical technology boils down to outlining the concept of individualized learning technology, which will involve such an organization of the educational and scientific process, where an individual approach and individual form of learning will be

prioritized, while the growth of the personal and professional potential of future specialists is characteristic [7].

After all, today's modern pedagogical science offers a wide variety of examples of technologies for the individualization of learning. However, we suggest considering the expediency of using tutoring technology.

Tutoring belongs to pedagogical technologies, which was first distributed in pedagogical colleges and elite schools in England, later in Oxford and Cambridge universities, where it took shape. Tutoring as a technology of individualization of learning involves the creation of real conditions for the subject of learning on the basis of his aspirations, motives, capabilities, in particular, management of his individual educational trajectory [8].

In Ukraine, the problem and the need to implement individualization of education has become ripe, since the amount of independent work has increased, self-education is carried out as a component of the remote educational and scientific space in the conditions of military intervention and a pandemic, and, as a result, the role of the teacher in the educational and scientific process has changed, where the teacher must be at the same time assistant, mentor, trainer, facilitator, moderator, coach, instructor, mentor, partner - i.e. teacher-tutor [6; 8].

In our opinion, special attention should be paid to tutoring technology as a type of pedagogical innovation. In general, pedagogical innovation is the study of the creation, evaluation, development and application of pedagogical innovations. It is focused on theoretical substantiation, analysis of various aspects of innovative processes in the integral system of professional and pedagogical training, in the development of practical recommendations and ensuring the optimal mode of functioning in the current education system.

After all, tutoring is a method, a way of implementing individual care for the ward, which is based on long-term and systematic interaction between the tutor and the subject of training, with the aim of achieving full-fledged development according to his motives, interests, abilities and capabilities [9].

Tutorials are the basis of tutoring - these are individual casual meetings between the tutor and the mentee, with the aim of fully realizing the potential of the subject of study [10]. Tutorials can be both individual and group, with a moderate number of supervised students (3-5).

The tutor is a teacher of a new format, who effectively organizes such conditions for the development and realization of an individual educational trajectory, the implementation of which takes place in tutorials. The individual educational trajectory is the personal path of the tutor, with the aim of realizing personal potential.

Tutor support is a pedagogical activity for the individualization of learning, which is aimed at identifying and developing educational motives, interests, desires for the purpose of creating an educational individual development program, for the formation of the student's educational and educational reflection. It is worth emphasizing that tutoring also involves tutoring of students with special educational needs in a higher education institution, which involves comprehensive psychological-pedagogical and social support of the tutor (ward), and must also have a corrective and developmental orientation. Thus, tutorials should take place according to

developed programs, which are specially adjusted for each subject, taking into account his educational needs, in particular, intellectual, physical and psychological capabilities.

Conclusion. In our opinion, tutoring technology should be applied in the professional and pedagogical training of future teachers of a higher education institution, as an effective highly adaptive model (technology) in innovative educational processes that are determined by social need and in changing the educational and scientific environment in which its life cycle is carried out.

Instead, the use of tutoring technology in the professional-pedagogical training of a teacher of a higher education institution in the pedagogical master's degree in Ukraine, as a leading technology of individualization of learning, is a significant implementation and urgent need of society, in connection with the pandemic and military intervention, which leads to an increase in volumes independent work of students in institutions of higher education and the use of distance education.

It is worth noting that tutoring technology, as a type of pedagogical innovation, can be applied not only in the educational and scientific environment of a higher education institution during professional and pedagogical training, but also as a technology in formal or informal professional education. After all, this technology is not characterized by locality or focus on the development of individual professional competences, instead, tutoring is able to ensure the continuity of professional and pedagogical training due to the cyclical and purposeful application of individual and group tutorials with a specifically compiled systematized individual educational route.

Tutoring is able to fully implement the professional and pedagogical training of a teacher of a higher education institution based on acmeological, humanistic, personal-activity, context-competence approaches. At the same time, ensure flexibility, variability and practical orientation of professional and pedagogical training at various stages of educational and scientific activity.

The perspective of the research consists in specifying the criteria for the effectiveness of the introduction of tutoring technology in the professional and pedagogical activities of the institution of higher education, filling them with a specific professional context in accordance with certain specializations.

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