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Tutoring as a pedagogical technology of individualization of studying at the MA course

One of the modern Ukrainian education reformation trends is considered to be its individualization, and tutoring is seen as an opportunity to implement this principle. The urgency of this issue in Ukraine is evidenced by the Order of the Ministry of Education and Science of Ukraine to carry out the experiment "Tutoring technology as a means of realization of the principle of individualization in education" (planned from 2015 to 2020) by the Tutoring Association of Ukraine and the petition of certain universities for the introducing of the position of "a tutor" in the Glossary of Occupations of Ukraine [5, p. 8].

The history, the essence of tutoring, different features of tutoring support, functions of a tutor, training of a tutor, the content of a tutor competence are studied by many foreign (N. Beliakova, P. Czekierda, B. Fingas, G. Edvard, M. Zhilina, B. Karpińska-Musiał, T. Kovaleva, S. Popova, M. Szala etc.) and Ukrainian (A. Boiko, N. Demianenko, O. Komar, O. Los, K. Osadcha, N. Pogribna, S. Podpliota, L. Semenovskaia,

S. Sysoeva, T. Shvets) scientist. However, in their work tutoring is revealed as an instrument for a tutor activity. We believe that the functions of a tutor can also be performed by a teacher of higher education institutions, and therefore there is a need to substantiate this phenomenon as a pedagogical technology, the implementation of which has clear stages and consistency.

The purpose of the article is to justify tutoring as a pedagogical technology, possibilities of its application in the absence of an official position of a tutor in institutions of higher education of Ukraine.

Analysis of the problem allows us to confirm multiple-choice approaches to the concepts of a "tutor" and "tutoring". The most common of them is the understanding of tutoring as a technology of individualization of education, which involves creating the real conditions for each individual with their aspirations and opportunities to join the process of learning as managing of their educational path [1, p. 4].

We suppose that tutoring can be carried out at several levels: 1) at the level of a university, faculty, educational program (majors), a group and 2) at the level of academic disciplines. In the first case, the role of a tutor can be performed by a supervisor of an academic group, a supervisor of ECTS, another representative of a dean's office or a tutor (if an institution can introduce such a separate post). In the second case, the role of a tutor can be performed by a teacher of a higher education institution, which will not involve the introduction of an additional position of a tutor. This will be the teacher who will apply tutoring as a pedagogical technology. That is, in the first case we understand tutoring in the broader meaning, the classical one, which implies an official appointment of a tutor, introduction of the corresponding post. In the second case, tutoring is understood in a more narrow sense, we narrow down the concept to a pedagogical technology, which can become universal and be applied by teachers of any training courses.

We should note that classical tutoring refers to: 1) regular individual group, mostly advisory, tutoring lessons with 1-3 students attached to a tutor for the entire period of their study [2, p. 19]; 2) the activity of a tutor as a developer of educational projects and programs, as a consultant in the field of educational services, as a mentor, assistant, designer, as an intermediary between a student and a particular teacher and the entire professors and teaching staff; 3) the form of university mentoring [5, p. 5, 7], we would say as an art of individualized support of a person during their study at an educational institution.

The "narrowing" of tutoring to a pedagogical technology is due to objective circumstances: in Ukraine, officially (so far) there is no a tutor position; there is an urgent need for the individualization of education; there has been an increase in the volume of independent work of a student and the need to increase control over its implementation. The place, significance and the role of a teacher in an educational process who currently must be simultaneously a mentor, an assistant, a moderator, a coach, a facilitator, a trainer, an instructor, a mentor, a partner, i.e. a teacher-tutor have also changed.

If to draw an analogy with the understanding of tutoring and its kinds by Polish scholars (P. Czekierda, B. Fingas, M. Szala) [11, p. 22, 98], firstly it is a developmental tutoring, and secondly it is a scientific one, although we do not fully agree with such a division, since the development of a student takes place in both cases.

It is worth noticing that there is a large number of approaches to understanding and the very concept of a "pedagogical technology". Close to our understanding is the definition that a pedagogical technology is a model of pedagogical activity concerning designing, organizing and conducting an educational process with the unconditional provision of a comfortable environment for students and teachers (V. Monakhov) [4, p. 184]; it is a regular pedagogical activity, which implements scientifically substantiated project of an educational process and has a higher level of efficiency than traditional methods (M. Chepil, N. Dudnik) [10, p. 12].

As with every pedagogical technology, the tutoring one has: 1) *conceptuality* (the system of support is based on the concept of free choice as a condition for the development of an individual. An individual-social approach can be considered as a starting point for the formation of the theoretical foundations of an individual support in a higher school (A. Boyko). This approach can be realized through personally oriented ways (I. Bech, V. Slobodchikov, I. Yakimanskaia) [2, p.19]; 2) *consistency, reproducibility* (possibility of application in other similar conditions, by other subjects), *manageability*, *efficiency*, *algorithmization*, *projectability*. We believe that implementation of this technology is to provide the following steps, elements:

1. *Preparatory and organizational one*, which provides:

- reading of introductory lectures (one or two), which give a general idea of a purpose, a task of a discipline, its place, meaning and role among other ones, a general description of an entire course. During such lectures a teacher-tutor depicts a general perspective

of studying the subject, creates situations of interest in the subject, motivates students to study the discipline, creates conditions for further interaction;

- holding of one or two seminars, in which a teacher-tutor should foresee the application of methods of studying the individual characteristics of tutoring students to further develop individual educational programs.

Individual educational curricula are understood as a program of educational activity aimed at the personal, professional development of a tutoring student, developed and implemented based on personal, educational, professional interests, needs and requests [2, p. 19]. That is why in the first seminars, a teacher should organize his work so that he has an opportunity to watch, listen, think, not to speak much but to consciously perceive and understand the interlocutor and the situation in order to make a right conclusion about development and formation of each individual [3, p. 5]. In such classes a teacher-tutor can organize conversations, discussions, brainstorming, conduct written interviews, tests to identify the level of knowledge, competences of tutoring students and their psychological characteristics, motivation, readiness for self-development, etc.

2. *Development of a tutoring individual educational program for the study of a discipline*. Since a tutor is called to organize self-determination, self-realization, of a person in a chosen profession, he must know a student and not just his/her personality qualities, but also the specifics of his/her emotional and intellectual sphere, the family, life, and material conditions [3, p. 7], of course, if it is possible. It is during the development of a tutorial program that a teacher-tutor has the opportunity to take into account individual characteristics of students, the level of their pre-training, their interests, abilities, inquiries, plans for the future, and therefore the task of such programs may include involvement of students in various activities according to their interests, self-study, such as project, research, organizational, artistic, etc. activities, carrying out scientific works, participating in scientific discussions, contests, etc., which, in turn, will promote a critical understanding of students' success, awareness of unsolved problems, constant testing in individual activity, its reflection, formulation of their own problems and correcting their actions [3, p. 7]. Development of tutoring individual educational programs will allow them to equally efficiently organize work with both gifted and not successful students, starting, if necessary, from the tasks aimed at "equalization"

of knowledge. Each individual tutoring program can include different tasks by number and complexity, according to reproductive, problem-searching, creative, and interdisciplinary character. In particular, while designing individual tutoring programs, we offer students the following tasks: writing scientific essays, selecting and analyzing characteristics of scientific sources, developing of mini-projects, portfolio, methodological notes concerning various events, various recommendations, etc. In particular, regarding the academic discipline "Grant policy, international projects and programs for the development of higher education", tutoring programs may include such tasks as: to find and select the international educational scholarship program according to tutoring students' own preferences, opportunities, needs, to develop and submit the necessary application documents, make an in-depth examination of the application process; to develop their own project for a grant [6, p. 241 - 244].

At this stage it is important to determine the timing of tutoring according to individual educational programs and schedules of individual and group consultations.

3. *Tutoring support itself*. At this stage, lectures and seminars are continued with the addition of group and individual tutorials.

In the National Pedagogical Dragomanov University Group tutorials (group tutor lessons) are conducted as a form of individual and group work of a teacher (in micro-groups of 4-5 students). Group work enhances the factor of motivation and mutual intellectual activity, and thanks to co-control it increases the efficiency of students' cognitive activity. At tutor lessons there is a group self-examination with the subsequent teacher counseling (correction). Tutoring classes contribute to deepening and expansion of knowledge, the formation of interest in cognitive activity, mastery of methods of the knowledge process, development of cognitive abilities. As a basis, you can take the scheme of tutor lessons, developed by A. Aleksiuk. Consequently, each such tutorial should include a written work, solving pedagogical tasks (concrete situations), discussions, etc.

We should note that part of the workshops can be replaced by group tutorials. In practice, it is enough to have two or three seminars, at which all students are present, and then continue to work in micro-groups.

Individual tutorials provide counseling by the teacher-tutor of students about the implementation of individual educational programs, current evaluation of the work performed. In turn, the assessment of the effectiveness of an individual tutorial can be carried out according to the following criteria: 1) fixing the consequences that arose in the previous

tutorial; 2) an increase recorded in the reflection in one of the directions of the tutorial; 3) the growth of the initiative, responsibility and independence of a student, which manifests itself internally in the a student, as well as in professional and educational activities [2, p. 20].

At this stage, an individual educational program can be specified and corrected. Changes are made depending on the joint analysis of successes and progress of a student on the way of mastering knowledge and formation of competencies. It is worth mentioning that counseling, answers to students' questions can be provided not only within a defined time frame, but also during lectures and group tutorials. Individual tutorials may be scheduled on the day of teacher consultations, which is taken into account by the schedule of the teaching staff of each higher education institution. Also, counseling can be done with the help of information and communication technologies, without which it is impossible to imagine a modern educational process. Interaction between a teacher and a student can be established through e-mail, chat technology, mixed learning technologies, etc. Besides, information and communication technologies can significantly enhance the motivation of students to be involved in research work on the subject studied. Individual and joint projects of students with using ICT involve participants in the educational process already at the stage of preparation, contributing to the widest manifestation of their abilities, activation of their mental activity [9, p. 89 - 90].

It should also be emphasized that the basis of tutoring must consist of subject-subject, moral and aesthetic relations of cooperation and co-creation [3, p. 8].

4. *The final stage* involves evaluation of the work done, advice on further self-education and education in the personal and professional formation of a future specialist, a test (exam).

We should understand that taking such model of pedagogical activity into account tutor support is limited, so to speak, by frameworks of a discipline (although during the development of individual educational programs it can go to the interdisciplinary level) and by terms of the subject study (semester, year). That is, a teacher is a tutor for his/her students within the frames of the discipline he/she teaches, and within the time scale specified by the curriculum. However, he/she should perform main functions of tutoring, identified by A. Boiko: 1) organizational supervision of the educational and cognitive activities of students; 2) determination of their abilities and interests; 3) recommendations in their personal formation, organization of their self-education, formation of a system

of values, a way of life, determination of their personal perspectives; 4) assistance in the correct and effective use of scientific and methodological support on a certain discipline; 5) organization of independent work; 6) ensuring students' knowledge advance; 7) justification of the means and assistance in achieving a high ranking of students; 8) provision of information and exchange of additional literature between students [3, p. 9].

We would like to emphasize that it is very easy to combine tutoring technology with other pedagogical technologies (gaming, interactive, training, debatable, information and communication, etc.). In our previous works we described the experience of using portfolio and design technologies in teaching pedagogical disciplines in MA course [7, 8], that can be combined with tutoring.

According to such organization of the educational process, we believe that conditions will be created for the implementation of the principle of education individualization, increasing the motivation of students' learning, development their creative abilities, formation of a future specialist's personality.

Consequently, tutoring is understood in a broad and narrow sense. In a broad sense, tutoring is a form of university mentoring, which involves the official appointment of a tutor; the art of individualized support of a person during his/her study at the education institution. In the narrow sense, it is a universal pedagogical technology, a model of pedagogical activity on the individualization of study which allows effectively organize the study of a discipline by successful and unsuccessful young people. Tutoring as a pedagogical technology meets the criteria of technological ability (conceptuality, complexity, reproducibility, controllability, efficiency, algorithmic, projectivity). The use of tutoring technology involves four stages (preparatory and organizational, the development of a tutor's educational program for the study of a discipline, proper tutoring support, final stage) and does not imply introducing of a separate position of a tutor, since all functions in this case are performed by a teacher (teacher-tutor). Under such a model of teaching activity tutor support is limited in time and educational content.

It should be mentioned that the technology described above was applied: firstly, at the level of the MA course, where academic groups of students are small (up to 10 people); secondly, pedagogical technology was based on realities of Ukrainian high schools. The effectiveness of the described tutorial pedagogical technology at the undergraduate or other levels requires further research and verification.

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Abstracts

KRAWCZENKO IRYNA. **Tutoring jako pedagogiczna technologia indywidualizacji nauczania na studiach magisterskich.** *Artykuł określa tutoring jako uniwersalną technologię pedagogiczną, model aktywności pedagogicznej w zakresie indywidualizacji edukacji, który umożliwia równie skuteczną organizację studiowania dyscypliny przez uzdolnioną młodzież studencką i studentów, którzy mają pewne zaległości w nauce. Udowodniono, że tutoring jako technologia pedagogiczna spełnia kryteria technologiczności, a jej zastosowanie obejmuje przestrzeganie czterech etapów (przygotowawczo-organizacyjnego, opracowanie indywidualnego programu edukacyjnego w zakresie pewnej dyscypliny, właśnie tutoring, etap ewaluacyjny) i nie przewiduje wprowadzenia odrębnego stanowiska tutora, ponieważ jego funkcje w tym przypadku pełni wykładowca (wykładowca-tutor). Należy zauważyć, że w ramach takiego modelu działalności pedagogicznej wsparcie tutorskie jest ograniczone w czasie i treści edukacyjnej.*

Słowa kluczowe: *tutor, wykładowca-tutor, tutoring, technologia tutoringu, technologia pedagogiczna, indywidualizacja studiów, wsparcie tutorskie.*

КРАВЧЕНКО ІРИНА. **Тьюторство як педагогічна технологія індивідуалізації навчання в магістратурі.** *У статті обгрунтовано тьюторство як універсальну педагогічну технологію, модель педагогічної діяльності з індивідуалізації навчання, що дозволяє однаково ефективно організувати вивчення навчальної дисципліни обдарованою студентською молоддю і невстигаючими студентами. Доведено, що тьюторство як педагогічна технологія відповідає критеріям технологічності, а її застосування передбачає дотримання чотирьох етапів (підготовчо-організаційного; розроблення тьюторської індивідуальної освітньої програми з вивчення навчальної дисципліни, власне тьюторського супроводу, заключного) і не передбачає введення окремої посади тьютора, оскільки його функції у даному випадку виконує викладач (викладач-тьютор). Зауважено, що за такої моделі педагогічної діяльності тьюторський супровід обмежений у часі та освітнім змістом.*

Ключові слова: *тьютор, викладач-тьютор, тьюторство, тьюторська технологія, педагогічна технологія, індивідуалізація навчання, тьюторський супровід.*

КРАВЧЕНКО ИРИНА. **Тьюторство как педагогическая технология индивидуализации обучения в магистратуре.** *В статье обосновано тьюторство как универсальная педагогическая технология, модель педагогической деятельности по индивидуализации обучения, которая позволяет одинаково эффективно организовывать изучение учебной дисциплины одаренной студенческой молодежью и неуспевающими студентами. Доказано, что тьюторство как педагогическая технология отвечает критериям технологичности, а ее использование предусматривает придерживание четырех этапов (подготовительно-организационного, разработки тьюторской индивидуальной образовательной программы по изучению учебной дисциплины, собственно тьюторского сопровождения, заключительного) и не предусматривает введения отдельной должности тьютора, так как его функции в данном случае исполняет преподаватель (преподаватель-тьютор). Акцентировано внимание на том, что при такой модели педагогической деятельности тьюторское сопровождение ограничено во времени и образовательным содержанием.*

Ключевые слова: *тьютор, преподаватель-тьютор, тьюторство, тьюторская технология, педагогическая технология, индивидуализация обучения, тьюторское сопровождение.*

KRAVCHENKO IRYNA. **Tutoring as a pedagogical technology of individualization of studying at the MA course.** *The article substantiates tutoring as an all-round pedagogical technology, a model of pedagogical performance on individualization of education, which allows both gifted and not successful students to organize their studying of a discipline in an effective way. It is proved that tutoring as a pedagogical technology meets all effectiveness criteria and its application involves adherence to four stages (preparatory and organizational stage, development of a tutor's educational program for a studying discipline, proper tutoring, final stage) and does not provide for the introduction of a separate position as a tutor since in this case it's a teacher who performs functions of a tutor (a tutoring teacher). It is noted that according to such a model of pedagogical activity tutor support is limited in time and educational content.*

Keywords: *tutor, teacher-tutor, tutoring, tutor technology, pedagogical technology, individualization of studying, tutor support.*