

# CHAPTER 1

## GENERAL PEDAGOGY AND HISTORY OF PEDAGOGY

### THEORETICAL FOUNDATIONS OF THE PROBLEM OF MENTORING

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**Abstract.** *The article considers the peculiarities of mentoring and preparation for its implementation in higher education institutions. The purpose of the article is to study the possibilities of mentoring in the learning process in higher education institutions. The following methods were used: theoretical - analysis of scientific literature, legal documents, curricula, synthesis, classification, generalization, comparison and systematization of data to study the state of the research problem; empirical - questionnaires, surveys, interviews, in order to study the state of readiness of future professionals for mentoring; methods of Mathematical Statistics - using Pearson's consistency criterion for quantitative and qualitative processing of experimental data, proving the reliability of the obtained research results. The urgency of the problem related to the process of education is shown. For young professionals, the basis of the education system is mentoring, which is the main form of establishing personal relationships between team members. Scientists have determined the place of the mentor in the system of education of beginners. It is determined that the main factor of professional development of a specialist is individual professional position.*

*It is proved that preparation for mentoring is characterized by a number of specific terms: "mentor", "mentoring", "readiness of future professionals for mentoring". This process must meet certain requirements for the mentor: general erudition, professional intuition, intellectual abilities, general culture and morality, professional mastery of specific methods of education. The qualities that characterize the mentor are studied. These include: corporate culture; practical training; understanding of personal responsibility; purposefulness; vision of the end result; formed motivation; being an authoritative person; possession of leadership skills. Professional competence is prioritized by scientists. The ways of influence of the mentor on students / cadets were chosen: focus of activity on achievement of success; joint participation in solving unforeseen situations; organization of events using effective measures; own example. There are several types of mentoring: tutoring, coaching, mentoring, research guidance, supervision. All these types are characterized by individualization of the educational process. Insufficient study of the problem of mentoring has been identified.*

**Keywords:** *mentoring, mentor, future specialists, the main qualities of a mentor, requirements for mentoring, ways to implement mentoring.*

**JEL Classification:** A22, I23

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**Introduction.** The problem of educating the younger generation occupies an important place in the training of future professionals in various specialties. Mentoring plays a significant role in this process. The effectiveness of the educational process depends on the skill of mentors. Therefore, mentoring needs to be taught. There are several ways to do this: courses at institutes of postgraduate pedagogical education,

special seminars, trainings, business and role-playing games, video conferences and other events.

For young professionals, the basis of the education system is mentoring, which is the main form of establishing personal relationships between team members.

One of the areas of organization of mentoring is the implementation of measures of educational and methodological preparation for such activities of future professionals. Such processes need to be carried out while studying at a higher education institution.

However, a comprehensive study of the problem of mentoring and training of future professionals for mentoring has not yet been conducted.

Theoretical principles of mentoring, ways to form mentoring competence and the introduction of effective factors to improve the quality of preparation for such activities require further research.

**Literature review.** Based on the analysis of psychological and pedagogical literature, we determined that the problem of mentoring is researched by scientists in the country and abroad. A. Galimova, V. Georgieva, O. Didenko, L. Romanyshyna, S. Tovt, O. Torichny and others dealt with general issues of this problem. The question of the essence, content and features of mentoring is considered in the works of N. Alyushina, N. Denisenko, M. Zembitskaya, T. Osipova, S. Serkhovets, S. Sinkevich, V. Yarema. The works indicate the role of the mentor in the training of future professionals, ensuring this process during their training, highlighting the basic requirements for the mentor, and his role in the process of education and training.

This problem is also discussed in detail abroad, in the works of E. Alleman, J. Cochran, J. Doverspike & I. Newman, M. Baden, K. Wilkie who emphasize the importance of mentoring in vocational education.

**Aims.** The purpose of the article is to study the possibilities of mentoring in the learning process in higher education institutions.

**Methods.** The following methods were used: theoretical - analysis of scientific literature, legal documents, curricula, synthesis, classification, generalization, comparison and systematization of data to study the state of the research problem; empirical - questionnaires, surveys, interviews, in order to study the state of readiness of future professionals for mentoring; methods of Mathematical Statistics - using Pearson's consistency criterion for quantitative and qualitative processing of experimental data, proving the reliability of the obtained research results.

**Results.** The study of psychological and pedagogical literature has highlighted the main contradictions that hinder the process of formation of mentoring competence of future professionals while studying at a higher education institution. The main contradiction of such a process, in our opinion, is the need for competent mentors and the insufficient level of competence of modern mentors. This indicates that there is a need to train highly qualified mentors and the need to explore ways to increase the competence of such professionals.

Scholars have identified the place of the mentor in the system of education of beginners (starting from the 1st year of study) as the main representative of such a mission. According to S. Tovt [1] the basis of professional development of specialists

is an individual professional position. Therefore, the mentor needs to focus on individual work with subordinates.

Preparation for mentoring has a number of specific terms. Such terms include: «mentor», «mentoring», «readiness of future professionals for mentoring». The list of readiness can be extended for different specialties, as each of them has its own characteristics. We consider the essence of these terms: the concept of «mentor» is defined as a participant in professional activities, who provides direction of personal and professional growth of future professionals based on their own experience [2]. In our research, we have taken into account the scientific definitions of researchers that the mentor should be an authority for future professionals.

These issues are considered in foreign literature. In the works of foreign scholars, the term «mentor» is defined as an experienced person who helps the younger to prepare for all angles of life [3, 4]. According to these scientists, «mentoring» is the transfer of knowledge and psychosocial support for life and work to future professionals.

Among the defining requirements for a mentor, in our opinion, the most important are: general erudition, professional intuition, intellectual abilities, general culture and morality, professional mastery of specific methods of education. We supplemented this list with the following requirements: developed communication skills, positive attitude, mastery of psychodiagnostic techniques. These requirements were chosen because the degree of their development depends on the possession of verbal communication, which greatly affects the effectiveness of mentoring.

Among the above qualities, the most important are organizational and communication. For the organization of educational activities it is necessary to convey their importance to each student personally. Then the effectiveness of the mentor will be positive.

The next important quality is the ability to listen and understand the student. These skills are not inherent for many people, so they need to be taught. The success of mentoring largely depends on this. Additions to the list of qualities are given in the works of M. Morozova: corporate culture; practical training; understanding of personal responsibility; purposefulness; vision of the end result; formed motivation; being an authoritative person; possession of leadership skills [5].

The professional competence of a mentor is indisputable, which involves the possession of specific knowledge and experience of mentoring. The mentor must perform a number of functions: organization of work and planning of the desired results; demonstration of different situations with their further discussion; systematization of mentoring tasks; control measures; availability of feedback; motivation [6].

This follows from the purpose of mentoring - to ensure the adaptation of students / cadets to the learning environment and to prepare for further professional activities. The introduction of mentoring contributes to more effective training of future professionals for professional activities.

We are impressed by the opinion of M. Morozova [5] that «mentoring should be understood as a system that integrates and structures the processes of interaction aimed at the adaptation of young professionals».

Mentoring is seen as «a relationship in which a person with a high level of knowledge teaches, accompanies and develops newcomers to the organization or profession» in the works of foreign researchers [7].

According to I. Kruglova [8], the functions of mentoring include socio-psychological and didactic. This division is related to its role in educating future professionals. The scientist identified the main features of mentoring:

- flexibility in the organization of the educational process;
- professional direction of mentoring;
- providing «feedback».

Scientists identify ways of influencing the mentor on students / cadets as: the direction of activities to achieve success; joint participation in solving unforeseen situations; organization of events using effective measures; own example [9].

The analysis of psychological and pedagogical literature allowed us to conclude that mentoring is crucial in the education of the younger generation. At different stages of training, mentors are called differently, although they perform the same function - educational: educator, class teacher, curator. All of them are performing their function, and have features, depending on age and school.

According to T. Osipova [10], there are several types of mentoring in higher education institutions: tutoring, coaching, mentoring, scientific guidance, supervision. Tutoring refers to pedagogical activities for the individualization of education. The use of one of the principles of didactics - individualization, provides an opportunity to build the content of education according to their own educational program.

Individualization of teaching through the organization of tutoring is carried out through training, which involves their direct use in practice. Modern methods are used during the training: business, role and simulation games, modeling, group discussions [11].

Coaching is a type of mentoring and has common and different characteristics. The main difference is its greater independence. The method of independent search is chosen as the main method. The coach helps to build confidence in ability to perform tasks [12].

Thus, coaching promotes not only the transfer of knowledge, skills development, but also enhances the independent work of the student / cadet.

The term «mentor» is more used in professional pedagogical education, which is characterized by the following features: mentors periodically work either with a group of students or individually [5].

Researchers classify mentoring according to the following characteristics:

- by the number of participants in the process: individual, group, team;
- by the regulation of interaction: formal and informal;
- by the nature of conducting: direct, indirect, remote;
- by the vector of developmental action: collegial, mutual, reverse;
- by duration of the program: situational, corrective [13].

The following types of mentoring are distinguished in the works of scientists: mentoring-supervision; formal mentoring; situational mentoring; informal mentoring [5].

According to T. Osipova's classification, the following types of mentoring activities are studied: educational-cognitive, developmental, diagnostic, corrective, organizational, communicative, career guidance, research, reflective [10]. Each of these types of mentoring performs its function, which is only part of the overall function of mentoring.

Mentoring is based on the following pedagogical approaches: systemic, activity, axiological, humanistic, integration, synergetic [13]. In Ukraine, the concept of «mentoring» was borrowed from Western scholars, where it was presented as a «mentor». The mentor was a wise and responsible man, so he was entrusted with raising children.

Among the main methods that give a positive effect are the introduction of training, role-playing and business games, the principles of differentiation and individualization [14].

Among the tasks of mentoring, we highlight the following:

- improving the quality of professional training of future professionals;
- mastering the basics of independent activity by future specialists;
- reducing the period of adaptation to learning conditions;
- development of professional identity;
- continuous improvement of forms and methods of mentoring.

**Discussion.** To study the issue of the need for future specialists in mentors and their role in becoming a future specialist, a survey of third-year students of Chernivtsi National University named after Yuri Fedkovych was conducted, which addressed the following issues:

1. What is mentoring and what is its role in training future professionals?
2. What qualities should a mentor have?
3. Which of those around you do you want to see as a mentor?
4. What problems worry you the most and can they be solved with the help of a mentor?
5. Do you see yourself in the future as a mentor?
6. Do you have the basic qualities of a mentor?
7. What do you think needs to be improved to be a competent mentor?

An analysis of the responses of future primary school teachers led to the following conclusions: more students reduce the role of mentor to class teachers and curators. They do not understand the broader meaning of the mentor (78 %), and almost all students submitted a complete recalculation of the main qualities of the mentor (92 %). Some teachers are considered to be their mentors (they are not always curators), they mostly choose teachers with about 5 years of experience. In the answers, the fact that not all students see their parents as mentors is alarming and gives food for thought. 34 % of respondents indicated seeing themselves as mentors in the future. They explain this by saying that it is very responsible, because sometimes the fate of a person depends on the advice of a mentor.

When asked what they think needs to be improved, the majority of students (63 %) said that everything will come with experience. Some said that they did not think about it.

This analysis showed the importance of mentoring and the fact that some students are ready to rely on advice all their conscious lives.

**Conclusions.** The analysis of the psychological and pedagogical literature has shown the importance of the problem of mentoring in the formation of future professionals and the formation of personality. The mentor must be a specialist competent in both the profession and in solving various situations. The mentor needs to be taught and educated, prepared for life. In further research, we consider it necessary to study the psychological problems of mentoring, as the work is related to different psychotypes of people, their characteristics.

**Author contributions.** The authors contributed equally.

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