

Tutoring of pedagogical activity and new ideology of teacher training in the higher education institution

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Abstract. The research aimed at determining the place of tutoring in new ideology of teacher training. Thus the object of the research was experience of carrying out tutoring in Russia and abroad. The experiment was conducted in Kazan University. In the role of mentors were the teachers themselves. Separately participants discussed the questions of support of the educational activities. Were studied the issues of support of creative activity. The study established regularities of tutoring students' creative activity. These patterns can be taken into account when building a new ideology for teacher training.

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Introduction

The implementation of Federal educational standards, based on competency building approach, credit units, module technologies, presupposes the introduction of additional link to the process of specialist training, which is aligned with the times. According to European experience, a tutor (from Eng. *tutor* – a teacher, a home teacher, a coach, a guardian) can become such link.

The problem of creativity, especially the problem of support (tutoring) of personal creative development is a problem, connected with philosophy, psychology, pedagogics, culturology: the philosophy studies the essence of creativity, the psychology studies the psychological parameters and stages of creative process, the culturology studies the creativity as a value, the importance of which is different in different types and kinds of culture.

However, in Russia tutoring is mainly associated with the support and assistance of educational activity, but not the creative activity in the direct meaning of this word. At present, to support and assist the educational activity, special corrections were implemented to the regulatory and legal framework. In particular, the appearance of the post "tutor" among the posts of general, higher and supplementary education (the decrees of the Ministry of Healthcare and Social Development of the Russian Federation dated May 5, 2008, # 216 and 217, registered with the Justice Department on May 22, 2008, # 11 731 and 11 725) and approval of qualification profile for this post (A unified skills guide for positions of managers, specialists and non-manual workers, section " Qualification profile for posts of educators", approved by the decree of the Ministry of Healthcare and Social Development of the Russian Federation, dated August 14, 2009, # 593) assign the official status of tutoring in Russia.

1. Investigation

The functioning of tutoring centers in different large educational structures (for instance, a Center of Tutoring Assistance in the Academy of Advanced and Further Training of Educators in RF in Moscow, a Center of Tutoring Assistance of Educational Process in Moscow Institute of Open Education, Tutor Association in Tomsk, a Tutoring Center in Volgograd Academy of Advanced Training), the development and testing of professional development tutoring programs show the wide practical outspread of this phenomenon in Russia.

For the last decade, the experience of successful tutoring activity appeared in some educational institutions, and it was formed to some extent. Thus, the International Institute of Management LINK has a developed system for tutor training, their performance review and advanced training, what determines the success of tutors' activity. However, it is necessary to analyze this experience for its further updating and distribution.

1.1. The analysis of notion

A tutor is a special type teacher, who plays a role of consultant, coach, organizer of students' individual activity to acquire the course content and personal-professional development and self-development. As a rule, tutoring involves either the specialists of that activity, which is being acquired by the students (for instance, managers in industry, service sphere, medicine etc.), or the high school teachers. The first, as a rule, do not have special professional qualification for pedagogical activity, and, frequently, the experience of tutorage; the second have such experience, but frequently, it cannot be transferred into new educational form. Thus, a tutoring institute, which is being formed at present, is characterized by the fact, that its subjects

are not ready to fulfill their functions due to lack of special qualification for tutoring activity. Insufficient professionalism of tutors is directly reflected both in the quality of their own labor, and in the quality of educational results in whole.

The word *tutor* comes from the Latin *tutor* "defender, guardian", derived from the verb *tueri* "to look after, to observe, to guard". The Russian tutor (rarely tuter) is borrowed from English, and it is associated with the functions of mentor, tutor and coach. At that, mentoring is a tradition of American school, based on individual work with listeners, mainly with junior staff (postgraduates, assistants in the higher education institution). Tutoring, a tradition of British school, based on individual work with pupils, exists from the XII century. Tutoring admits the participation of graduates, who showed abilities in mentorship, together with the teachers. At that, it is necessary to take into account that a tutor is a special historically formed pedagogical position, which provides the development of individual educational programs for pupils and students, and accompanies the process of individual education in school, higher education institution, in the system of supplementary and continuous education.

That is why in Russia *tutoring* is frequently understood as the educational-project practical activity on individualization of education, aimed at revelation and development of analytical interests and abilities of students. Hence, the individualization of education is understood as the activity of the student (pupil, student, audience) and tutor on alignment of personal educational space and individual route. Open educational space is also rethought. It becomes a double-sided process, where, firstly, the academic program, single for all, is implemented, and, secondly, the behavior of the student is determined by the ability to bring the variety of educational suggestions into harmonic personal educational route.

1.2. Project development of the concept

The tutoring problem in Russia is being studied in many works. For instance, E.V. Belitskaya [1] determines and describes the main trends in usage of functioning experience of tutoring system in native pedagogics, which involve the following: the organization of clear structure of tutoring educational system, clear indication of official duties and directions of activities both for tutors and their students; the implementation of most effective and prospective types of tutoring (online, students'); the use of recommendations and pieces of advice for private tutors and their students; the creation of methodological recommendations (instructions) for tutors by different educational institutions; the use of

tutoring educational system at all levels of education etc.

That is not to say that there was no such work in Russia. It existed, developed, but it had a spontaneous, even illegal character. Let us assume that sociological interviews, held by us in the period from 200 to 2013, show that 80% of talent tutors carry out their activity in secrecy, hiding from the taxes and unkind relation of their colleagues. The successful tutors, providing high results in passing of the Unified State Examination or the win at Russian or International academic competitions and contests etc., admit, that they work with talented children, but these children are unable to learn that material in that tempo, dictated by the standard, program or teacher: for some children this tempo is too fast (80%), for the others it is too low or inconsistent, incomprehensible etc (20%).

At that, the majority of teachers (87%) does not want to be tutors at the lesson or in legal tutoring center (development center), as there are no conditions for it. Nobody of the teachers wants to tell about his procedure to work with children. The official pedagogical science does not know about such technologies, and, it seems, that does not want to know: declaration, compilations, stamps from foreign sources prevails in scientific literature.

It is interesting, that so-called tutors-illegal aliens (in Russia) maximally correspond to the indicators of high professional growth: the indicators of high professional self-fulfillment of their students are expressed at high level, as well as the demonstration of empathy towards the student, the indicators of reflexive (emotional, developing), cognitive (value-conscious), interactive (non-standard), core (per the type of communicative core), nature-aligned (personified), integrative (interrelated), attractive (eye catching), resultative (focused on final result) type [2]. The degree of manifestation of these indicators was established in that time, when these teachers worked at school (there are a lot of teachers of high qualification grade, Honoured Teachers of Russia and teachers with science or doctor's degrees). Many talented teachers left the school, torn by new requirements, and fulfill their tutoring activity at home, but, at that, they have a high rating and good material profit in illegal tutoring world.

Thus, a modern tutoring concept in Russia consists in the fact, that it (tutoring) is a special interaction technology of a tutor and a student, and it can be presented in many forms: individual and group, distant or face-to-face lesson, asynchronous and in real-time. The tutor's forms of work can involve the individual tutoring consultation (conversation); group tutoring consultation; tutorial

(training tutoring seminar); training (tutoring); organization of large communicative event (presentation, round table, tutoriada).

1.3. The procedure of experiment

Experimental investigations in the form of practical events (conferences, contests, academic competitions etc) among the talented children during 20 years (1993-2013) in Tatarstan and other subjects of Volga federal district (covered more than 3 thousand people) show, that the individual work with children is executed as per practically all directions of pupil's subject training: in Physics and Chemistry, Biology and Physical training, Mathematics, Russian language, Russian literature, History and Social studies, English language, Culturology and Spiritual-Moral Culture, Geography and Economy, Information-Communicative technologies and even in Psychology and pedagogics (in classes of pedagogical orientation).

1.4. A technology of expert evaluation

Expert evaluation of pupils' creative work (1800 works), before and after "test procedures", was executed in accordance with special technology "Creativity - creative activity - creative self-activity". The essence of this technology lies in not stating the creative effect, but in determination of pupil's self-organization mechanism according to the types of creative self-activity. The matter is that the fullest revelation of human abilities (pupil's, student's, teacher's) is possible only in socially significant activity. At that, it is important that the fulfillment of this activity was determined not only from outside (school, family etc), but also by the inner demand of the personality. Personal activity in this case becomes the self-activity, and the fulfillment of abilities in this activity gets the character of self-fulfillment. The peculiarity of demand for self-fulfillment lies in the fact, that meeting its demands in singular acts of activity (for instance, writing of essay, research work), the personality never satisfies it fully. Meeting the basic demand in self-fulfillment in different types of activity, the personality pursues its life goals, finds its place in the system of social relations. That is why it is important to construct the single model of personal self-fulfillment: self-fulfillment does not exist "at all". Various people have different forms, ways, types of self-fulfillment. Rich human individuality is revealed and gets development in polyvalent demand for self-fulfillment. That is why, analyzing the works, the experts, jury members paid attention not only to the richness and variety of personal abilities, but (what is also important) to the richness and variety of demands, the satisfaction of which results in many-sided human self-fulfillment. That is why, the creative activity itself was not the

main one; it was important for us to see the creative self-activity in it.

1.5. The results of expert evaluation

Unfortunately, that is not to say that children from special schools - for gifted - are the best. The best are those, who have a good tutor (coach, mentor). 89% of pupils - the winners in different academic competitions, contests, conferences - consider that the high result was provided by a good tutor.

Russian teachers, performing a function of tutor, can make from the child, who cannot enter the elite school as per his abilities, a quite successful and talented person, whilst everybody knows, that aptitude is an integrative manifestation of abilities for the purpose of specific activity, the talent is the intensity of aptitude expression, at that, there are no ungifted children [3]. That is why it is necessary to investigate the tutoring technology, as a generally accepted European (and American) model and a shadowy, but effective experience of individualization, personification of education in Russia; it is also necessary to study, how to design the tutoring technology, it shall be acquired in the pedagogical educational institute.

2. New ideology of teachers training

In the beginning of 2014, the Ministry of Education and Science of the Russian Federation developed and published a project of new pedagogical education in Russia [4]. According to the concept, much attention will be paid to practical orientation of education; the independent communities of professionals will test and certify the graduates. The concept authors suggest to refuse the "linear path of training" of the future teacher. They suggest opening the schools of psychology, pedagogics and methods of teaching for students and bachelor degree graduates, for teachers and specialist of other professions.

In Russia, as is underlined in the concept, an old system for pedagogical staff training is used; it is effective only in conditions of regulated labor market. This system allowed implementing the obligatory distribution of graduates, strictly regulated the number of students and did not support the mobility of the trainable group. The results of the last monitoring, held by the Ministry in autumn of 2013, showed that 30 from 42 pedagogical higher education institutions (71,43%) and 29 from 37 of their branches (78,38%) were named as the ones, bearing the marks of inefficiency [5].

One of the concept authors, a rector of Moscow pedagogical State University, named after A.Semenov, underlines [6] that the main accent is made on the teacher training in applied Bachelor's program. It is necessary for the future teachers to

spend more time at school, and for their knowledge to be connected with future activity.

The authors of the document admit the existence of "double negative selection, when not "the best" (in academic meaning) school leavers enter the pedagogical institutes, and not "the best" graduates become the teachers" [5, 6].

The concept of support of the pedagogical education development presupposes several key elements: applied Bachelor's program, implemented in networking cooperation of organizations of secondary vocational education and higher education institutions; the training of teachers at 3 and 4 courses after two courses of non-pedagogical Bachelor's program; wide Bachelor's program in pedagogical higher education institutions, implying the purposeful pedagogical training of the best students (intensification of development of practical competencies, based on new professional standard, including the long-term study placement in partner schools). Master's program for teachers-methodists and managers, providing an opportunity for people without pedagogical education to enter into the profession; qualification exam, based on new professional standard, simplifying the involvement into profession, and providing an opportunity to evaluate the quality of training.

A new ideology of teacher training is translated through three projects:

Project 1. Intensification of practical orientation of teacher training. Project tasks: 1. The development and testing of main educational pedagogical Bachelor's programs in comply with the new standard of the teacher's professional activity to increase the usability of future teacher training due to the mechanism of school-university partnership, organization of special study placement. 2. The development and testing of main educational pedagogical applied Bachelor's programs in comply with the new standard of teacher's professional activity to increase the usability of future teacher training due to network interaction of organizations of secondary technical and higher vocational education.

Project 2. A variative training of teachers. Project tasks: 1. The development and testing of wide Bachelor's programs in pedagogical higher education institutions, providing purposeful training for pedagogical activity of the best and motivated students and training of "the left" graduates of these programs for another professional activity. 2. The development and testing of the pedagogical training model for motivated students, who finished 2-3 courses of non-pedagogical Bachelor's program.

Project 3. The provision of educational system with the highly-qualified specialists. Project

tasks: 1. The development and testing of research Master's programs for teachers-methodists training. 2. The development and testing of the applied Master's programs with inserted long-term study placement in educational organizations. 3. The development and testing of Master's educational management program.

Each of these projects is interesting in its own way, and, in point of fact, exists in life, but not in isolation, but in combination with the others. However, the tutoring problem is not put forward in no one of these projects. The implementation of tutoring does not require the discussions, but money, as it is the whole staff of people, who work on the quality of education. If in well-known European higher education institutions, the tutoring staff involves several thousands of people, then, in our country, if one or two names are called, no one can explain, what they do.

Furthermore, M.Tchoshanov writes: "following the development of innovative pedagogical technologies, the common apprehension of pedagogy and didactics as "the art and science of teaching and instructional theory" evolves together with the development of learning theories. In the digital age, traditional learning theories – behaviorism, constructionism and cognitivism are supplemented by new approaches, for example, connectivism, which suggests learning in the process of communication and connection within a distributed network" [7]. Thus, *connectivism*, mentioned by the author, presupposes the education both in the communication process and in the distributed network.

3. The results of investigation

Pedagogical communication requires special pedagogical skills [8, 9].

In the course of testing the indicators, determining the quality of pedagogical skill of the teacher not in the frontal (for the whole group), but in the individual (for one student) regime, the specific regularities and principles of formation of the student's creative activity were revealed [10, 11, 12, 13, 14].

The first regularity is that the tutoring of development of the student's creative activity, as a form (technology) of not the group, but individual interaction, shall be executed against the background of the teacher's developing lessons, the quality of which is determined by the indicators of professional skills (personal, empathic, reflexive, cognitive, interactive, core, integrative, nature-aligned, attractive, resultative).

The second regularity is that the effectiveness of the creative activity is determined by the structuring ways of content, methods, forms and

technologies of its organization and implementation; it is implemented through the following principles: the formation of creative activity on the basis of special types of training tasks; variability and integrity, dialogization.

The third regularity is that the process of formation of creative activity results in the building of individual path of student's development; it is implemented through the following principles: the reflexively developing interaction of subjects of mutual creative activity; personalization and self-fulfillment in the process of creative activity; the orientation of creative activity at subject development and self-development.

The fourth regularity is that the leading responsibilities of management functions are gradually transferred from the teacher to the student in the process of creative activity formation; it conditions the following principles: the compliance of external management of creative activity to the internal potential of the subject, its constituents; the unity and integrity of organization and self-organization in the process of creative activity formation, the development of the student's creative potential.

The fifth regularity is that the effectiveness of creative activity formation depends on the degree of concordance and interaction of inner personal potential and external conditions, where it takes place; it is implemented through the following principles: system determination of creative activity formation; continuity of creative activity in the process of its formation; complementarity of environment (both external and internal).

Conclusions

Thus, tutoring of development of the student's creative activity shall differ significant from the tutoring of ordinary educational activity. At that, the tutor here shall be the bearer of creative idea, the creative person himself. Such person, in our opinion, shall be in the center of new ideology of teacher training in the higher education institution.

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