**Zhang Jing**

**PREPARATION OF TEACHERS FOR THE IMPLEMENTATION OF TUTORING TECHNOLOGIES IN PROFESSIONAL ACTIVITIES**

**CONTENT**

CHAPTER 1. THEORETICAL BASIS OF TEACHER TRAINING FOR THE IMPLEMENTATION OF TUTORIAL TECHNOLOGIES IN THE MODERN EDUCATION SYSTEM

1.1 Improvement of professional pedagogical activity in the conditions of change of needs of modern system of education

1.2 The content of the activities of teachers who implement tutoring technologies in the modern system of professional education

Conclusions to chapter 1.

CHAPTER 2. TEACHER TRAINING SYSTEM FOR THE IMPLEMENTATION OF TUTORIAL TECHNOLOGIES ON THE BASIS OF PSYCHOLOGICAL AND PEDAGOGICAL COMPETENCES

2.1. Basic principles of activity of a teacher who implements tutoring technologies

2.2. Psychological and pedagogical competencies of teachers as a basis for their preparation for the implementation of tutoring technologies

Conclusions to chapter 2.

СHAPTER 3. TUTOR TEACHER TRAINING SYSTEM

3.1. Organization of teacher training for the implementation of tutoring technologies

3.2. Analysis of the system of teacher training effectiveness for the implementation of tutoring technologies

Conclusions to chapter 3.

CONCLUSIONS

REFERENCES

**INTRODUCTION**

Increased mobility of the world community has led to the development of cooperation between European countries and Ukraine in the field of higher education. The purpose of such cooperation was to create a pan-European educational space, the main features of which are:

• mobility of students and teachers;

• ensuring the quality of higher education;

• diversity and flexibility of content and technologies for the implementation of educational programs;

• openness and accessibility of education.

All this puts before Ukraine the task of modernizing the national higher school. Under these conditions, the teacher must teach to navigate, creatively process and analyze a variety of information, highlight the main points, draw conclusions, apply it in practice, ie to form a critical, competency-oriented, capable of independent living personality. Thus, to ensure the implementation of such a key characteristic of the educational space as mobility, it is necessary to create an institute of tutoring. Its purpose is to assist students in developing individual educational trajectories, conscious choice of disciplines and teachers throughout the study period. The solution to the problem of mobility is facilitated by the development of open education, the main principle of which is to give students the opportunity to choose a place, time, pace, level of education.

The content of education is at the first place, as the competence of the graduate, which is formed due to his active educational position. Today it is not enough to provide a student with a certain amount of professional knowledge - the educational process should be aimed at ensuring that graduates are able to act independently and actively, make decisions, adapt to changing living conditions flexibly.

Meanwhile, the dynamic development of the labor market requires constant updating of professional knowledge and education "throughout life". Changes in the type of activity are becoming more frequent, therefore, people of all ages and in various forms need to improve their skills and acquire new professional knowledge: from short-term refresher courses and specialized professional trainings to receiving a second education with a possible change of profile. In this regard, the most important in the organization of the educational process is to provide support to students at all stages of their educational activities. Analysis of the current educational situation shows that the most popular is pedagogical activity based on the idea of humanization of education, when the teacher helps more, promotes the student, in new conditions organizes the educational process focused on the needs of the learner. However, the main features of the existing educational system are still the focus on the content of education and the attitude to students as objects of educational activity.

Thus, the need of modern society for competent professionals is in conflict with the existing system of their training, which is characterized by insufficient implementation of personality-oriented approach and technologies of active learning in the educational process.

Providing assistance, support to students and conditions for their self-development in world practice is defined by the term "tutoring". Thus, the implementation of tutoring technologies that enable students to determine their educational goals and means independently, to build individual learning trajectories is an important area of improving the activities of modern teachers both from the standpoint of meeting the needs of society and in terms of integrating the Ukrainian education system.

Despite the fact that the pedagogical community is aware of the need for changes in professional pedagogical activities to help and support students, there is still a lack of understanding of the ways and nature of these changes, insufficient willingness of teachers to implement these changes. Thus, there are contradictions between the need for changes in professional activities and the lack of readiness of freelance teachers to implement tutoring technologies, as well as between the identified need for such specialists and the lack of a system for their training.

The above contradictions allowed us to formulate the problem of our study: what should be the system of teacher training for the implementation of tutoring technologies in professional activities?

The **aim of the master's research** is to develop a system of teacher training for the implementation of tutoring technologies in professional teaching.

The **object** of research is the process of preparing teachers for professional activities.

The **subject** of research is the system of teacher training for the implementation of tutoring technologies.

It was to set the following **research objectives**:

1. to analyze the theoretical foundations of training and determine the content of teachers who implement tutoring technologies in the modern system of professional education.

2. to identify the basic principles of implementation of tutoring technologies aimed at meeting the needs of society and meet the standards of quality of pedagogical activities.

3. to determine the psychological and pedagogical competencies of a modern teacher, necessary for the implementation of tutoring technologies.

4. to analyze the system’s of teacher training effectiveness for the implementation of tutoring technologies in professional activities.

**Research methods**. To achieve this goal and solve problems there was used a set of theoretical and empirical research methods, including analysis of philosophical, pedagogical, psychological literature in order to determine existing approaches to changing the situation of pedagogical practice; content analysis of scientific sources to identify the general characteristics of tutoring; method of modeling the activities of tutors and the educational process for their training.

The analysis of scientific works allows us to state that the definition of the essence of the technologies of tutoring is not scientifically structured. The tutoring system was covered as an aspect of the general problem of modernization of education in the works of A.M. Boyko, N.M. Demyanenko, L.A. Semenovska, T.M. Kovaleva, M.P. Cheremnykh, S.V. Dudchyk. A significant contribution to the development of the problem of scientific understanding of the category of tutoring was made by foreign researchers A. Bell, K. Blackburn, R. Wedgerie, L. Davey, J. Miller, M. G. Moore, M. Soybee, G. Horst, D. Ellson. Some aspects of teacher training for tutoring were touched upon by such scientists as E.E. Gordon, P.S. Koskinen, K.R. Kolos, A.V. Nikolaeva, O. V. Popovych, N.O. Shalimova, R.V. Sharan and others. V.V. Osadchy, K.P. Osadcha, D.M. Bodnenko, V.P. Tikhomirov, V.I. Soldatkin, Yu. V. Trius, S.L. Lobachev deal with the issue of introduction of information and communication technologies in higher educational institutions. Also, the problem of tutoring is considered in terms of individual research projects: features of the tutor in the distance learning system (A. Teslinov, V. Kukharenko, V. Ovsyannikov, G. Chernyavskaya, E. Komrakov, L. Bendova, O. Andreev, O. Ishkov, O. Popovych, S. Shchennikov, S. Fedotova, T. Koycheva and others); implementation of tutoring in school (A. Adamsky, A. Reshetnikova, V. Konev, E. Voloshin, E. Kovrygo, L. Dolgov, M. Cheremnykh, N. Mikhailov, N. Rybalkin, O. Plakhotnik, P. Shchedrovitsky, S. Derendyaev, S. Manuylova, T. Kovaleva and others); implementation of the technology of individual tutoring in the framework of specialized training (V. Yeroshin, N. Nemova, T. Afanasyeva, T. Pudenko, T. Rodenkova and others.

However, the issue of selection of information and communication technologies in accordance with the functions performed by the tutor in the higher education system remains insufficiently covered.

**Scientific novelty of the research.**

The content of the teacher’s activity who implements tutoring technologies as an assistant, consultant, organizer of educational activities and environment is determined.

• The principles of tutoring technologies implementation that correspond to the modern educational paradigm are identified and substantiated: systematization; taking into account the needs of each student, his individual psychological characteristics; cooperation; adaptability of educational materials to the independent use of students.

• Based on the identified principles, the psychological and pedagogical competencies of the teacher, necessary for the implementation of tutoring technologies in order to maintain an active position, self-determination and self-development of students.

• The conditions for the implementation of the system of training tutors are identified: the use of tutoring technologies by the teacher who conducts training; accounting for individual characteristics and the initial level of students; use of information and communication technologies and teaching materials adapted for independent work; no strict time limits.

• Indicators of efficiency of the system of teacher training for the implementation of tutoring technologies are formulated.

**The theoretical significance** of the master's study is that:

• selected and substantiated principles of tutoring determine the current direction of improving pedagogical activities in the modern educational space;

• developed psychological and pedagogical competencies ensure the implementation of tutoring technologies by teachers within different levels and forms of professional education, regardless of the disciplines taught.

**The practical significance** of the study. Developed psychological and pedagogical competencies of the teacher-tutor are presented in the form of an algorithm of his activity, which gives teachers the opportunity to analyze their own pedagogical experience and outline ways of professional growth.

The tutoring system allows students to observe the application of tutoring technologies in practice and to adopt the initial experience of tutoring already in the learning process.

The structure of the master's study: the work consists of an introduction, three sections, conclusions, a list of sources used, numbering 76 positions. The volume of the main text of the master's thesis is 62 pages.

**CHAPTER 1**

**THEORETICAL BASIS OF TEACHER TRAINING FOR THE IMPLEMENTATION OF TUTORIAL TECHNOLOGIES IN THE MODERN EDUCATION SYSTEM**

* 1. **Improvement of professional pedagogical activity in the conditions of change of needs of modern system of education**

The problem of professional training, teachers’ professional development can not be considered in isolation from the process of development of the education system, because it is teachers, being direct organizers and participants in the educational process, are designed to provide quality training of modern professionals. The requirements of society to the qualification of specialists are changing, the tendencies of development of education and, consequently, the system of professional development of pedagogical staff as a reflection of the educational system as a whole are determined. That is why the system of advanced training is characterized by the same pedagogical approaches, methods and tools (both traditional and modern) as for the implementation of teacher training in the same educational environment. In this regard, to identify possible areas and ways to improve professional teaching, it is necessary to analyze the features of modern educational space, existing teaching practices, as well as to consider the attitude of students to their own position in the educational process.

The concept of educational environment, or space, is one of the most important for understanding the process of interaction between teacher and student as key figures in educational activities. Educational space means, first of all, a set of sources of information that are necessary and possible to use in educational activities, as well as a variety of methods and forms of learning [46].

Modern educational environment is a complex system that integrates traditional forms of organization in educational activities (such as university lecture, seminar, laboratory work), and new, constantly evolving and updated learning tools (Internet resources, projection equipment, electronic versions of educational materials, tools computer simulation, etc.). In other words, at present, sources created on the basis of modern information technologies are actively added to traditional teaching aids and familiar sources of knowledge, such as textbooks and lecturers, without diminishing the importance of traditional forms. In these circumstances, it is important to realize that the information function of these tools and sources - significant, but not unique and not leading.

Due to the fact that the main purpose of education at the present stage can be considered to assist students in self-development, along with the traditional importance of introductory, problem-based and generalizing lectures, which are designed to help students navigate the large information flow, build their own knowledge based on analysis of various sources. The task of the lecturer in such a situation is to create an approximate basis for the necessary knowledge, to support and guide the student in further independent search.

The current educational situation is characterized by the fact that today the need to obtain and improve their educational level arises in all categories and age groups. As the classical model of the latter is not available to everyone who wants to get an education, various forms and levels of education are in demand: from short-term professional courses to special long-term programs, which are often implemented remotely. And even those who receive education in the classical form, have to work independently for a longer period of time. In such conditions, the provision of the entire volume of theoretical material in the form of lectures, firstly, is not always possible, and secondly, does not contribute to the development of skills for independent search and analysis of information, decision-making.

The state of the educational environment is currently determined by the development of the modern model of education, which is called open [42]. This model is based on the openness of the world, the processes of cognition and education of man. Traditional forms of education (full-time, part-time, external) in the system of open education can be integrated into a single educational space that provides learning conditions "for life". Open education is defined as a system in which the learning process is implemented and carried out by the individual to achieve and confirm educational qualifications [42]. The basis of the educational process in open education is purposeful, controlled, intensive independent work of the student.

The purpose of open education is to prepare students for full and effective participation in the social and professional spheres of life in the information society. The most important principle of open education is the principle of freedom of choice, which is based on all the characteristics of this concept:

• non-competitive admission to a higher education institution;

• open learning planning - the freedom to draw up an individual training program by choosing from a system of courses;

• freedom to choose the time and pace of study - admission of students to the free economic system throughout the year, the lack of fixed terms of study;

• freedom to choose a place of study - students may be physically absent from classrooms most of the time, can choose where to study;

• transition from the principle of "education for life" to the principle of "lifelong education";

• the transition from the "learners go to knowledge" to the reverse process i.e. “knowledge goes to the person”

• free development of individuality.

The practical implementation of the above principles becomes possible only if the educational environment changes, as well as the teacher, because to make successful choices, productive independent work in open education, in addition to various ways of obtaining information by students, requires constant support from the teacher. The open model of education is the result of the historical evolutionary path of development and formation of the information civilization and, as an integral part of it, implies the inevitable use of modern information technologies in such a model. In turn, the use of information technology determines not only new ways of presenting information, but also new forms of organization of the educational process, among which there is electronic (distance) learning [19, 24, 30].

The combination of the above factors creates a new educational environment i.e. an environment of open education, the key concepts in the characterization of the teacher, who works in this environment, are help and support.

The information function in the teacher's activity takes a back seat, giving way to joint work with students on building an individual learning trajectory, finding the necessary information, determining the most successful ways to work with it.

Simultaneously with the changes in the educational environment, both the formed pedagogical practice and the attitude of students to their own position in the educational process are changing.

We formulate the basic goals of modern education as human education:

• it is able to independently choose life goals, avoiding both the extremes of collectivism and the extremes of individualism;

• it focused on progressive social and personal development within the ideas that society chooses for itself;

• it quickly adapts to changing living conditions and is ready to actively influence these conditions to achieve both social progress and personal success.

Ensuring the conditions for achieving these goals is the main task of modern education and, first of all, the teacher as the main organizer of the educational process aimed at achieving the competencies demanded by society by students.

Unfortunately, it is not easy to create new learning conditions instead of the existing ones. Increasingly, there is criticism of the classroom system that exists in school education, which provides the transfer and consolidation of the same information for all [12]. It should be noted that the system of higher education has the same shortcomings. First, higher educational establishments (hereinafter HEE) work with school graduates who already have experience in the classroom system, when the main goal and indicator of student success is a more or less accurate reproduction of "presented" information. Secondly, the forms of training in higher education are mostly also focused on providing information (lecture) and its consolidation (practical and laboratory classes). The usual organization of the educational process, and, consequently, the activities of the teacher, not only do not help students to overcome the existing school stereotypes, but rather consolidate them.

Despite the large number of pedagogical technologies, a sufficient number of technologically unarmed teachers still emerge from pedagogical free economic zones [35]. Moreover, pedagogical activities in most free economic zones are often carried out by specialists and scientists who do not have special pedagogical education and rely only on their own past learning experience, solve pedagogical problems by trial and error, without using a research approach [60].

The negative aspects of educational practice may include the fact that the lack of a clear purpose of learning, repressive forms of stimulating educational activities (fines, training, the threat of deprivation of scholarships), the dominance of reproductive forms of learning over productive lead to a situation where quality of education depends not so much from the teaching system as from random factors (a good teacher, a good student). As a result, a good specialist is more likely to go against the existing education system than because of it. Despite the fact that the understanding of the need for changes in the education system and, above all, in the activities of the modern teacher has already developed, it is not entirely clear the path of these changes. Today there is a certain practice of introduction of modern pedagogical technologies focused on the development of the personality of students, which include the use of design, game and problem-based teaching methods, information and communication technologies. However, these modern pedagogical technologies have not yet become widespread, remaining only foci of innovation.

Some resistance to innovation is associated not only with some stereotypes of teaching, but also with the lack in some cases of the need to make changes. Many teachers, due to the heavy workload do not delve into their essence, do not try to take a certain position.

Overcoming these negative stereotypes can go in the direction of humanization of education, focus on the interests of students and their practical activities with a departure from the information-controlling approach in the organization of the educational process.

One of the conditions of humanistic orientation of modern education presupposes the orientation of the educational process on the possible full development of those abilities of the individual that are needed by him and society, involvement in active participation in life, "connection of individual existence with culture" [67, p. 163]. Meanwhile, the important characteristics of the educational process should be the friendly attitude of its participants to each other, respect for the personality of all its participants.

Modern researchers note that a sign of the emergence of educational personality-oriented situation is a change in the position of the learner in relation to educational activities, on the one hand, and on the other there is a change in the position of the teacher in relation to the learner [3, 8, 10, 20, 21, 25, 29, 60, 61]. Interest and attention to the personality of the student, his needs should be higher than the desire to fit the student under the scheme built by the teacher, to transfer to him all the experience and knowledge.

It is extremely important to involve students in activities to understand their own mistakes, already committed or potentially possible. By developing the ability to identify and analyze their own mistakes critically, the student prepares for future professional and social activities. Evaluative, reflective components, which provide for the formation of skills in choosing strategies, optimal technology to achieve results, are currently needed by specialists in any professional field [51].

The task of changing the educational situation must also meet the use of modern educational technologies. Representatives of the scientific and pedagogical community, teachers-practitioners in recent years have done a great job of presenting, systematizing, generalizing, interpreting technologies used in education, choosing from among them innovative and most productive. The implementation of this approach requires new competencies of the teacher to intensify the activities of students, providing them with assistance in independent work.

Meanwhile, the search for new educational strategies should be accompanied by a deep understanding of the peculiarities of the socio-cultural situation, cultural and psychological foundations of the construction of the educational process.

The dynamically developing information society, as mentioned above, requires people to replenish knowledge and skills and lifelong learning constantly, which determines the change in the attitude of students to their own position in the educational process. In these conditions, the learner can not remain a passive consumer of knowledge, he is faced with the need to independently search for appropriate forms and levels of education, new sources of information. In this regard, the teacher is faced with the task of taking into account the new needs of students, the organization of such an educational process in where these needs can be met [8, 10, 14, 61].

According to the views of the humanities, the learner is initially a carrier of unique experience, and in education there is a "combination" of existing and experience, in the coordinates of which are built "individual trajectories of development" [63]. It is on the construction of such individual trajectories of development of students should be aimed at pedagogical activities.

The humanistic approach differs in a fundamentally different understanding of the role of man. Respect for the learner's personality, his dignity, acceptance of his personal goals, requests, interests, experience, creating conditions for his self-determination, self-realization, self-movement and development - a prerequisite for a humanistic approach to education.

The actual implementation of the personal approach in education, placing the student at the center of the entire educational process today is the most pressing problem, the solution of which requires from teachers the ability to enhance the cognitive activity of students. Analysis of publications on this issue has shown that an obstacle to its solution may be the own unwillingness of teachers to provide the necessary conditions for the implementation of a personal approach, as well as underestimation of students' willingness to become active and independent. The attitude to students as an object to which a certain amount of knowledge should be transferred, does not allow to take into account their needs and existing life and educational experience [1, 2, 25, 52, 53, 60, 64, 65]. Moreover, students themselves are perceived by a significant proportion of teachers as poorly prepared, passive, not interested in their own achievements (in obtaining good grades), who have a weak idea of future professional activity.

Meanwhile, as noted in the works of several authors [32; 68], the main content of the value orientations of modern students is:

• in their own prestige, i.e. gaining recognition in society by meeting certain social requirements;

• in a high financial position, i.e. addressing the factors of material well-being as an important meaning of existence;

• in creativity, i.e. the realization of their creative potential, the desire to change the surrounding reality;

• in active social contacts, i.e. the establishment of favorable relations in various spheres of social interaction, the expansion of their interpersonal relationships, the realization of their social role;

• in the development of themselves, i.e. knowledge of their individual characteristics, sustainable development of their abilities and other personal characteristics;

• in achieving, ie setting and solving certain life tasks as the main life factors;

• in spiritual satisfaction, i.e. guidance of moral and ethical principles, the predominance of spiritual needs over material ones;

• in preserving one's own individuality, i.e. the predominance of one's own thoughts, views, beliefs over the generally accepted ones, protection of one's uniqueness and independence.

Summarizing the above value orientations, we can say that the modern student thinks, above all, about personal growth, expansion of their life and professional opportunities. Young people today are more focused on the individual than on society. Besides, they show a desire to independently determine priorities, to have more opportunities to choose the forms, methods, levels of their education.

Modern society is characterized by rapid socially significant changes, and the more they occur, "the more complex the mechanisms of cultural transmission from older to younger, the more selective attitude of younger to social and cultural heritage" [3, p. 81]. Thus, pedagogical activity should be aimed not only at transferring young people's own knowledge and beliefs, but also at preparing them for independent activity and decision-making in changed conditions. This fact must be taken into account by the modern teacher when choosing the forms and methods of organizing the educational activities of students.

Thus, the needs of the modern educational system, the need for widespread implementation of personality-oriented approach, as well as the changed position of the modern student, focused on personal development and professional self-determination, do not allow the teacher to remain in position, justify the need for guidance , which is characterized by the position of assistant teacher and consultant. Thus the process of improvement of professional pedagogical activity should be provided with constantly operating and dynamic, progressive system of training of teachers.

* 1. **The content of the activities of teachers who implement tutoring technologies in the modern system of professional education**

In world educational practice, the most appropriate position to support students is the experience of tutoring. Tutoring is not a cultural innovation. Translated from English, the word "tutor" means "home teacher, tutor, mentor" (school), or "student group leader" (English university), "junior university lecturer" (American), "caretaker" ( legal English) [39, p. 752]. The function of mentoring exists as long as human culture exists, with the only difference that it occurs mostly spontaneously, and only in some cases takes an institutional form. Tutoring as a cultural precedent, specially created in the history of the English universities of Cambridge and Oxford, presented the world-famous model of "Cambridge" and "Oxford" higher education [4].

The tutor is based on the medieval tradition of disputes and debates. Rather, the tutor helped to develop the ability to think logically and understand the information that the student received during lectures or visits to the library. The actual tutoring is a collegial reading (including in a situation of complete absence of professorial lectures). Tutoring also meant tutoring (supervision) and moral mentoring, which provides support for the student's life at the university.

In the modern educational situation, tutoring seeks and masters new forms of institutionalization, it is understood as the embodiment of the idea of humanization of education in the professional activity of a modern teacher [52]. Today, a lot of work is being done to introduce tutoring technologies in the general education system.

The idea of tutoring is the idea of pedagogical search carried out together with the ward [52]. A teacher who implements tutoring technologies is not one who can replace the effort of his own search for an education seeker, but one who, along with him, makes an effort to find a way to acquire knowledge, skills, experience, who helps to find a basis for self-determination.

A teacher who implements tutoring technology, in contrast to the teacher in the traditional, familiar sense, may not have the ready knowledge that he must pass someone, there may not be a predetermined way of forming the image of the tutee. But they (samples of knowledge and norms) are the subject of interaction between the teacher-tutor and the tutee, a means of forming knowledge about the method of teaching [52].

Understanding tutoring assistance, support, mediation, we outline the following main functions of the tutor [1]:

• assistance in self-determination (mediation);

• creating conditions for searching, testing yourself, etc.;

• planning and organizing the activities of students;

• organization of independent work, not homework.

Despite some differences in the understanding of the term "tutor", there is an aspect that unites all these definitions - the mediating function, the role of the teacher who implements tutoring technology as an assistant and consultant. Here are some different definitions of tutoring used in modern pedagogical practices.

1. “The tutor is a consultant to the student, he can help him develop an individual educational program, self-determination to the learning process and to individual elements of this process, and on the other hand, he can answer questions about how to use learning outcomes and how to translate this the curriculum itself, educational activities in the process of individual development of this particular person "(general education system) [1].
2. “The tutoring system is designed to meet the specific needs and research interests of students in the best way. During the work, both the tutor and his assistants constantly guide the student in his research activities. Thus, from the first year the student develops research experience and certain work skills, which in continuing education or in a scientific career after graduation will be simply irreplaceable "[11].
3. “A tutor is a teacher-consultant who participates in the educational process of distance learning and simultaneously performs the functions of a teacher, consultant and organizer (manager) of the educational process "[66].
4. The description of the concept of "distance education", first of all, highlights the new role of the teacher: he is entrusted with such functions as coordinating the cognitive process, adjusting the course taught, advising on individual curriculum, management of educational projects and others. He leads study groups of mutual support, helps students in their professional development "(system of higher professional education) [31].
5. "A good tutor should be both a manager of the educational process, and a traditional teacher, and management consultant, and an experienced user of computer information technology (text editors, electronic databases, spreadsheets, e-mail, Internet, interactive computer training programs), as well as game technicians "[49].
6. “A high school tutor becomes a mediator in building an educational program. The tasks of the high school tutor:

- to promote self-determination of the learner in this or that subject area;

- to help the applicant to make the project of the educational trajectory in the chosen area, adequate to the declared purposes;

- to present to the child the problems of their own area, different approaches and points of view, to organize their discussion;

- to create conditions for the organization of educational and research activities taking into account individual programs;

- show the regional situation and prospects for the development of this subject area;

- to expand the educational space of the applicant outside the educational institution;

- to help the learner to master the techniques of self-organization necessary for the implementation of their project "(general education system) [1].

Summarizing the above ideas about tutoring in various educational fields, we can determine the content of the modern teacher who implements tutoring technology as an assistant, consultant, organizer of educational activities and an environment in which the learner has the opportunity to determine their educational goals and means, build individual learning trajectory. Thus, tutoring corresponds to the urgent tasks of modern education of all forms and levels, and the concept of "tutoring" can be accepted as one of the most important areas of improving the professional activities of modern teachers.

Teachers-practitioners of secondary vocational education also formulate the following warnings [1, 52], which must be taken into account when implementing tutoring technologies in modern educational practice.

• It is not easy to stay in the position of a tutor, because as you find many ways to master the cultural content, there is a temptation to make them the norm and broadcast, that is, to become a traditional teacher.

• A common idea of ​​tutoring is the idea of ​​expanding freedom in education. What are the governance mechanisms that can hold such an increase in degrees of freedom?

The identified reservations about the idea of ​​implementing tutoring technologies in general and secondary vocational education are largely limited by the framework of classroom organization. In the system of higher professional education, objectively, there are more opportunities for the development of the educational environment, more attention is paid to the organization of independent work of the student, which determines the feasibility of using tutoring technologies.

Important for the modern understanding of tutoring in education is the fact that the positions of the teacher who implements tutoring technology and his tutee can be defined as equal, partnership, despite the obvious differences in the level of knowledge and experience. The traditional learning process is always asymmetric. In the current educational system there is a circle of relations between teacher and student, and in this respect the latter is always a passive part, he is always forced to listen to what the teacher tells him, although, of course, may not hear it [16].

A completely different situation arises when education is understood as understanding the life trajectory and building your own way through managing your life. In this case, a broader task is to create conditions for active student participation in the management of their own educational trajectory in the learning process, to provide support in developing their own equipment, techniques needed to build an individual educational program. This understanding of education sets and supports another target orientation in pedagogy - the process of individualization.

An individual educational trajectory can be considered as a sequence of images-projects that are conceived and implemented by students together with their tutor. The individual educational trajectory is realized through one's own order for the learning process and gives the opportunity to form one or another strategy for continuing education. The proposed approach does not deny the importance of knowledge, but "knowledge is not seen as an end in itself, but as a means of solving problems relevant to the individual" [67].

The position of a teacher who implements tutoring technologies in building individual educational trajectories is extremely important. In the conditions when Ukrainian education is part of the European educational space, the practice of tutoring, aimed at maintaining the active position of students, becomes even more popular, as an important condition is participation in the transformation of students as competent, active and creative partners. In this case, one of the main principles of implementation of entry into the European educational space is the principle of ensuring the mobility of students and teachers, which implies the construction of individual educational trajectories.

The experience of organizing modern educational programs demonstrates that in such a program the student should be exempted from the need to have a common schedule and semester curriculum with other students. He must be able to plan their educational work independently, choose when, which classes and which teachers to attend, in what order to study the disciplines of the basic curriculum (within the established restrictions) [28]. In this regard, there is a need to provide a wide range of courses to study and the possibility of choosing teachers, creating a student support service - the institute of tutoring. Meanwhile, the implementation of the principles of the Bologna Agreement, without changing the essence of tutoring, determines the additional functions of the tutor (curator) in the educational program, which are to assist students throughout the study period in solving the following tasks:

- choice of academic disciplines and teachers;

- drawing up an individual schedule;

- time control of the curriculum;

- tracking the balance of educational and other interests of the student.

Thus, in the system of higher professional education as an elite form, higher educational level, tutoring is in demand and should be developed quite actively, in particular, in the implementation of modern educational programs that give students some freedom of choice and based on innovative educational technologies. The use of tutoring technologies in the professional activity of a modern teacher will overcome the contradictions between the existing scheme of organization of educational activities and the changing needs of modern education, providing the necessary support to students.

The above tasks of a teacher who implements tutoring technologies can be described as organizational, methodological and pedagogical. Meanwhile, in modern literature, the term "tutor" is most often used to describe the activities of an e-learning specialist, who is primarily delegated the function of organizational support of distance learning process based on the use of information technology [19, 23, 67]. The main emphasis in the training of distance learning tutors is only on the ability to use modern information technology. Without denying the usefulness of this approach, it should be noted that the problems of training and retraining of teachers in modern conditions can not be considered in isolation from the general problems of teaching, because the most important in the teacher-tutor is its pedagogical component, invariant for different levels and forms of education . This component includes skills in planning the educational process, the use of innovative pedagogical technologies to enhance learning activities and support students.

It is understood that the latest technical means and technologies will not bring the expected results [47], if preserved:

• information approach in teaching;

• direct translation of existing educational materials into electronic form, without proper rethinking and restructuring;

• subject-centrism (as opposed to using comprehensive courses and working as a team in the educational program);

• control, in which the main attention is paid to the reproduction of texts;

• mainly reproductive methods of educational activities, performing tasks "on the model";

• focus only on the end result, not on the quality of the organized learning process;

• disregard for the current needs and goals of students.

Thus, an important task is the retraining of teachers in the development of tutoring technologies, psychological and pedagogical grounds for their use in the educational process. Moreover, the main attention in such training should be paid to the organization of student support, taking into account their needs and interests.

**Conclusions to chapter 1.**

The analysis of the current state and trends in the development of vocational education revealed the following.

Changing the attitude of students to their position in the education system, the demand for lifelong learning, the widespread use of modern educational and information technologies, expanding the educational environment, focus on the principles of open education require new competencies of teachers to apply a person-centered approach to learning, providing assistance and support to students in intensifying their educational activities, independent work.

The broadcast of the information-control approach, the existing stereotypes about pedagogical practice largely determine the lack of readiness of the modern education system to respond to public expectations related to the preparation of graduates capable of adapting to rapidly changing living conditions in society.

To overcome the contradictions between the existing scheme of organization of educational activities and the changing needs of modern education will allow the use of tutoring technologies in the professional activities of teachers, aimed primarily at supporting students, therefore, tutoring can be considered as one of the most important areas of teaching. The orientation of the national higher education system to implement the principles of the Bologna Agreement determines the expansion of the scope of tutoring, as it requires the support of students not only in the development of specific disciplines, but also in choosing individual trajectories within the educational program as a whole.

The content of the activities of a teacher who implements tutoring technologies can be defined as the activities of an assistant, consultant, organizer of educational activities and an environment in which the student has the opportunity to determine their educational goals and means, to build an individual learning trajectory.

**CHAPTER 2**

**TEACHER TRAINING SYSTEM FOR THE IMPLEMENTATION OF TUTORIAL TECHNOLOGIES ON THE BASIS OF PSYCHOLOGICAL AND PEDAGOGICAL COMPETENCES**

**2.1. Basic principles of activity of a teacher who implements tutoring technologies**

To identify areas for improvement of the modern teacher, it is necessary to compare the main characteristics of the modern educational paradigm with traditional approaches that have existed and worked for a long time. The modern educational paradigm is a model within the framework of which changes in the activity of a modern teacher are considered. If the old paradigm, which existed for decades, corresponded to the stability, the absence of the need for constant changes in the education system, the features and peculiarities of the modern educational paradigm are determined by changing social relations and are in a process of continuous formation thus most of them are revealed in scientific works and only partially implemented in practice.

Table 2.1, compiled on the basis of the analysis of literature sources on education, compares the traditional approach and current trends in education.

Table 2.1.

Comparison of the traditional approach and modern trends in education

|  |  |
| --- | --- |
| **Traditional approach** | **Current trends** |
| ... the educational process is focused on students (the one who is taught is sure that the teacher knows what he needs) | ... the educational process is focused on students (they themselves know what they want to get in the learning process) |
| ... are formed .... (personality, knowledge, skills) | ... personal knowledge is acquired, ... needs and motives are recognized, assistance in self-development is provided |
| ... teach to answer correctly the questions asked by the teacher | ... teach to ask questions independently, seek help from a tutor |
| ... teach to acquire knowledge about the stock ("suddenly needed") | ... teach to acquire knowledge in activities that model the future professional or any other |
| ... teach mastering everything that the textbook (or teacher) consistently "teaches" according to a known plan | ... teach to participate in determining their own educational trajectory and level of education |
| ... teach the assimilation of "ready" (formulated, found) information | ... prepare for continuous education, search for new information |
| ... the obligatory set minimum of the information, the maintenance of education is guaranteed | … various information is provided in accordance with the principle of "redundancy", which students choose and evaluate independently |
| ... when assessing the quality of the educational process, the formal results of students' achievements are taken into account | ... when assessing the quality of the educational process, along with other indicators, the level of satisfaction of the customer of educational services is taken into account |
| ... orientation of teachers and students on constant and inevitable control from above | ... participants in the educational process, above all, are constantly focused on introspection and self-correction |
| ... educational and methodical materials are focused mainly on the content, require a large amount of accompanying work by the teacher | ... educational and methodical materials to a greater extent assume the function of managing the cognitive activity of students |

Since the modern educational paradigm includes a fairly wide range of provisions [62], Table 2.1 shows only the most significant of them, which determine the changes in the activities of the modern teacher. The study of the nature of professional pedagogical activity shows that an individual teacher can implement only some of the positions that are in the right column of table 2.1. Basically, its activities are determined by the provisions on the left. It is obvious that the content of the teacher's activity, which implements tutoring technologies, given in the first chapter of the research, most precisely corresponds to the characteristics of the new educational paradigm and is fundamentally different from the traditional approach. Based on the provisions of the modern educational paradigm highlighted in the right column of Table 2.1, we will formulate and substantiate several main principles that are the foundation for the implementation of tutoring technologies in professional pedagogical activities.

The principle of systematization involves providing assistance to students at all stages of educational activities, maintaining their active position in the educational process, providing conditions for timely self-monitoring of achievements. This principle is fundamental in the concept of tutoring, as the educational process is seen as a holistic system that has a number of integrative qualities and requires a comprehensive impact on its interconnected elements. If the teacher plans to use tutoring technology, he needs to think in advance, before direct interaction with students, the system of their support, to predict what kind of help and at what point they may need [70]. Assistance from time to time, as you seek it, does not guarantee success, as students may not know who to turn to and at what time. The support system should be planned in several stages and include a number of measures [40]. The following stages of support are formulated on the basis of the analysis of works of foreign experts in the field of tutoring.

At the first stage, before the start of training, the most relevant is the mandatory informing of students about the objectives of training, the peculiarities of the organization of the process, the materials used and methods of access to them, the requirements for final training, etc. It is also necessary to provide methods for determining the initial level of student training, analysis of their needs and motivation, to plan the use of propaedeutic materials. The quality of the teaching materials used should also be assessed in advance, as the results of the assessment are important in determining the nature and extent of the support provided to students.

In the second stage, directly in the learning process, support includes the organization of ongoing consultations (including the use of modern information technology), answers to students' questions, the use of various methods of finding and providing educational information. Support at this stage should also include the use of techniques to enhance students' cognitive activity and additional activities selected depending on the received assessment of the quality of educational materials.

At the third stage, after graduation, it is important to determine adequate ways to assess the achievements of students, to help them implement the acquired competencies, to identify prospects for development. Upon completion of the course, a thorough analysis should be conducted and measures planned to improve the educational process, the materials used and the actual activities of the teacher (in accordance with the principle of continuous improvement available in the quality management system).

Support for the active position of students in the educational process should also be carried out systematically. Ensuring their active position is based on giving them the opportunity to choose where and how to study, focusing on the competencies that are formed at the end of the educational program, choose an individual trajectory and form of learning, which is the implementation of the Bologna Process and open education. As already mentioned in the first section of the master's study, the activity, independence of the student is regarded as a necessary condition for his success in the established practice of distance learning.

Unfortunately, the existing education system retains the traditional forms of organization of the educational process, where the field for students to be active, as a rule, is small.

Independent formulation of questions by students, participation in the discussion of educational problems - this is the most important form of activity in the classroom. In order for students to ask questions on their own, not to feel awkward, afraid to show their ignorance, special types of teacher activity are needed, as well as the use of tutoring technologies.

In order to ensure the activity of students in the educational process, the tutor teacher must be able to stimulate their initiative in formulating questions, participate in joint discussions of problems and tasks, to promote student interaction in the classroom, organizing their activities. The principle of systematization also implies the provision of conditions for self-assessment and self-monitoring of student achievement, which plays a crucial role in the organization of the educational process. Positive or negative assessment by the teacher can significantly affect the further success of the student. Obviously, one final assessment is absolutely not enough to correctly diagnose the learning success of certain people. The educational process is multifactorial and requires constant monitoring of student progress

The activities of a teacher who implements tutoring technologies should be aimed not so much at monitoring, but at helping each student to realize their own success, in self-assessment.

The ability to carry out adequate self-assessment is a must in the characterization of any modern specialist. Self-assessment and self-control become a necessity in distance learning, when the teacher does not have the opportunity to constantly monitor the student's work process. This statement is also true for work in large streams, and for courses in which most of the time is allocated to independent work of students. In all these cases, materials for self-control are a way to support students' interest and desire to learn, to give them the opportunity to orient themselves in the course and further professional activity.

2. The principle of taking into account the needs of the learner, his individual psychological characteristics. According to the modern educational paradigm, the educational process should be placed at the center of the educational process. This means that to organize support for a teacher who implements tutoring technology, it is necessary to know the needs, motives, level of initial training and individual psychological characteristics of the student.

The initial level of training is usually determined at the entrance to the course or educational program. In order to provide equal conditions for students with different levels of training, the tutor may provide in the course of the so-called "propaedeutic part", i.e. additional materials to eliminate the gap.

Free surveys, questionnaires, and interviews can be used to find out students' needs.

At the initial stage of the educational process in the activities of students, external motives of teachers who are undergoing advanced training are noticed more often. These include the desire to obtain a certificate of education or training, associated with career changes; promotion or retraining. Such motives are quite powerful, but insufficient for the successful implementation of cognitive activity. In order to form an internal motivation, it is necessary to interest the student in the subject and the learning process itself. Working on the creation and development of their motivation is a mandatory part of the teacher’s activities for those who implements tutoring technology. The help of a teacher-tutor in the awareness of students of their own goals and immediate goals, in choosing ways to achieve them is a necessary pre-condition for creating internal motivation.

Thus, to take into account the needs and individual characteristics of students, the teacher must be able to recognize them and use this knowledge to eliminate the initial gap (if necessary), to organize an individual educational trajectory. This approach, in turn, creates conditions for the development of both external and internal motivation of the student.

3. The principle of cooperation and mutual respect includes focusing on increasing the satisfaction of all participants in the educational process. The implementation of the principle of building the educational process on the basis of mutual trust and respect is an important characteristic of the pedagogical activity of a modern teacher, which indicates the use of tutoring technologies.

If students perceive the teacher as an assistant, interested in achieving common goals, feel that their life experience, needs are not ignored, and the teacher is open to communication, ready to answer any question, it becomes easy and pleasant to learn.

In creating an atmosphere of mutual respect plays a significant role the teacher's ability to act as an employee, an accomplice to what is happening, to demonstrate confidence in the success of students, which certainly helps to ensure a positive emotional mood of all participants in the educational process. Positive emotions that arise in the learning process, contribute to the active perception of information, support of interest from students [5, 8, 9, 25, 37].

The respectful attitude to students is evidenced by the orientation of teachers to increase their satisfaction, which corresponds to the main principle of quality management i.e. the principle of consumer orientation [38]. According to the recommendations for the application of general quality management standards in education, organizations depend on their customers and therefore must understand their current and future needs, meet their requirements and strive to exceed their expectations [64, 67]. If we consider this principle in relation to the educational process, its main participants and consumers, of course, they are teachers and students.

From the point of view of quality management, the growth of satisfaction of all participants in the educational process, its course and results, is an indicator of quality improvement. Traditionally, the main results of the educational process are usually reflected in quantitative indicators of student achievement. The opinion of internal consumers of educational services (students) about the quality of the educational process as an indicator of the quality of teacher activity in the traditional education system has not been used before.

In the last twenty years, in connection with the strengthening of the integration processes of Ukrainian education with the world educational space, as well as with the construction of quality management systems, the principle of taking into account the views of consumers has been actively applied again.

According to the accepted norms, the educational process is qualitative if the teacher ...

- knows his subject well and knows its place in the educational program (this applies to the conditions, not to the process itself, but is extremely important);

- competently formulates the goals and objectives of his subject and builds it in accordance with these goals;

- organizes the presentation of information not "on stock", but to address specific situations;

- successfully organizes the activities of students in the classroom (and not only presents information and organizes behavior);

- takes into account the initial training of students, their individual characteristics (needs, values, features of memory and thinking);

- shows confidence in the success of students, respect for them;

- organizes the learning process not only in order to assimilate the proposed information, but also focuses on its constant search;

- reasonably uses information technologies.

Meanwhile, the educational process is high quality, if students ...

- study with interest (note this in the survey);

- ask their questions to the teacher actively;

- express their opinion on the information on their own initiative, defend it, participate in the discussion;

- do not engage in extracurricular activities, do not have extraneous conversations;

- are in class in a good mood;

- willing to engage in self-control, do not hide their ignorance;

- are aware of their own productive algorithms of cognitive activity, can formulate them;

- interact with each other during the learning process actively.

The learning process is also high quality if all participants in the learning process are satisfied with its course and results.

It is very important for a teacher who implements tutoring technologies to pay attention to such an indicator of the quality of the educational process and his own professional activity as "consumer satisfaction" of educational services. Methods of assessing students' opinions may be different, according to the form of organization of the educational process, the type of educational institution, accepted quality standards, etc., but the assessment itself must be carried out.

4. The principle of adaptability of educational materials to independent use. For the successful implementation of tutoring technologies it is very important to develop new approaches to the evaluation and development of educational materials used. Modern teaching materials should focus on quality requirements and be adapted for use in any form of organization of the educational process.

In this regard, it is important to understand that teaching materials, including those developed using modern information technology, can be used by a tutor not only to deliver information to distance learners, but also to organize independent work, to intensify cognitive activity in face-to-face classes. Qualitative teaching materials, on the one hand, take on an informational function that allows the teacher to pay more attention to the actual support of students, on the other hand, such materials can be adapted for independent work, i.e. focused not so much on content as on productive techniques work with information.

The formulated principles correspond to the provisions of the modern educational paradigm and determine the current direction of improving pedagogical activities through the range of practical knowledge, skills and experience that they must have a teacher who implements tutoring technology, i.e. through his competencies.

**2.2. Psychological and pedagogical competencies of teachers as a basis for their preparation for the implementation of tutoring technologies**

The most relevant, close to the concept of the teacher who implements tutoring technology as an assistant, consultant, employee is the theory of contextual learning, developed by A.A. Verbytsky [8]. In turn, the theory of contextual learning is one of the directions in development of the activity theory of assimilation of social experience.

According to the theory of contextual learning A.A. Verbitsky, "learning the content of learning is not by simply passing information to the student, but in the process of his own, intrinsically motivated activity aimed at objects and phenomena of the world" [8]. The theory is based on resolving a number of specific contradictions of vocational education, of which the most significant are the following:

• the student takes an "appropriate" position, showing activity in response to the actions of the teacher (answers questions, performs tasks, etc.), while in production he is required to be active and initiative depending on the specific tasks;

• the student "exploits" mainly attention, perception, memory and motility separately, while in the work he acts as a whole person;

• the student receives static educational information, and in professional activity it is used dynamically in time and space according to technological process.

As a result, a teacher who implements tutoring technology:

• studies the needs of students and helps in their awareness;

• identifies and promotes the formation of motivation, both internal and external;

• discusses with students their personal goals, helps to reconcile them with the goals stated in a particular course;

• assists in the selection and implementation of specific types of educational activities that are adequate to the goals and model future professional activities;

• provides students with the necessary means of access to educational information and means of interaction between all participants in the educational process;

• helps in finding the necessary information, in understanding the productive methods of activity;

• organizes a continuous assessment of student achievement throughout the course, not just an assessment of the end result.

Thus, the organization of activities and assistance to students is, as it was already mentioned, a certain general direction, the main purpose of the teacher-tutor, and these activities are the basis of his *competencies*.

In Ukrainian educational science and practice, the terms "competent", “competency” and "competence" have not been widely used before. Recently, on the contrary, these concepts are being introduced in all areas of education, and there is an opinion about the need to finally replace the usual knowledge, skills and abilities with the concepts of "competency" and "competence". In fact, such a replacement does not occur if we turn to the definition of these concepts.

Webster's dictionary [76] understands competency as acquired knowledge, skills and experience in a certain field (subject, social, cultural, etc.), and competence is the ability or willingness to perform professional tasks based on the existing set of competencies [34, 26 , 41, 54, 55, 62].

Thus, the concept of competency is integral to "knowledge", "skills", "abilities", but does not contradict them, but includes all their constructive significance [34].

The competency approach in teaching and assessing the quality of graduate training puts forward new priorities in education that meet the requirements of the post-industrial information society and contribute to the acquisition of vital qualities by students.

Summarizing the views of Ukrainian and Western researchers, we say that in the competency approach, learning outcomes and competencies are at the heart of education reform. In this case, the competency approach is understood as a method of modeling the results of education as a norm of its quality, which means "reflection in a systematic and holistic form of the image of the result of education; formation of results as signs of readiness of the student / graduate to demonstrate the corresponding competences; determining the structure of the latter "[34, p. 8].

Meanwhile, competencies (knowledge, subject skills and abilities) are a necessary basis for gaining experience in solving specific problems, the range of which is put forward by modern post-industrial society. In this regard, the task was to determine the competencies of the teacher, which would be the norms of quality of his pedagogical activities and include certain knowledge, skills and experience necessary for the implementation of tutoring technologies.

To determine the possible competencies of the tutor, along with the selection of activities to organize student support in accordance with the theory of contextual learning, a comparison of the characteristics of a teacher who uses traditional approaches to learning, and a teacher who implements tutoring technology. The obtained results are summarized and presented in table 2.2.

**Table 2.2.**

**Comparison of features of traditional teacher’s activity**

**with features of the tutoring teacher’s activity**

|  |  |
| --- | --- |
| **Peculiarities of traditional teacher's activity** | **Peculiarities of the tutoring teacher’s activity** |
| Teach | Support |
| "Teaches" educational material | Answers questions, adjusts the process of self-study and learning material |
| Pays great attention to the final control | Pays attention to the organization of self-control, adjusts the further work of students as needed |
| The activity of the teacher in the classroom, as a rule, exceeds the activity of students | Applicants - active, teacher - assistant, consultant |
| Focuses students to the unconditional acceptance of the goals formulated in the course | Focuses students on setting their own goals and choosing ways to achieve them, helps to coordinate them with the stated goals of the course |
| Focuses students to master the "stock" of established knowledge | Focuses students on acquiring knowledge to solve specific situations related to future professional activities |
| Is usually the only source of knowledge | Helps students get information from a variety of sources, being just one of them |
| Coordinates the actions of students to master the material | Coordinates the interaction of all participants in the educational process |
| Available to those who study only at scheduled times | Available for those who study at almost any time (thanks to the use of modern information technology) |
| When conducting seminars, it acts as a kind of "filter" of all ideas and opinions, which promotes its own solution. | When conducting seminars acts as an equal participant in the discussion, organizer of independent cognitive activity of students |
| At the center of the educational process - often the teacher himself (student - performer) | At the center - the applicant (teacher-tutor only assistant, consultant) |
| Insufficient use of information technology to search for information, for contacts with colleagues and students | Typically, widely uses information technology to provide ongoing feedback to students, providing them with support, search and delivery of information materials |
| In mass training there is no need to study and constantly take into account the motivation of those who are in the audience | Constantly takes into account the motivation of students, helps to form it |
| Monitors the implementation of a common curriculum for all | Helps students to organize an individual schedule and trajectory of study |
| Conducts the educational process in accordance with the set schedule | Individually plans the stages and ways to support students |
| Personal contact of the teacher with students is necessary, cannot be replaced by anything | Partial or complete absence of personal contact of the teacher with students can be compensated by the correct organization of educational process and use of modern information technologies. |
| Uses in the educational process educational and methodical materials developed within the information approach | Uses in the educational process educational and methodical materials developed (adjusted) in accordance with modern requirements and assume the organizational function |

Peculiarities of the tutor's activity, given in the right part of table 2.2, were formulated as provisions characterizing pedagogical activity in modern conditions of education development, which complement and develop traditional approaches. It is obvious that the provision of support to students is seen in them as the main direction that corresponds to the definition of tutoring, i.e. the formulated provisions can serve as a basis for determining the competencies of a teacher who implements tutoring technology**.**

When developing the competencies of a teacher who implements tutoring technologies, it is also important to analyze the external requirements for the training of such specialists. Since there is currently no qualification of "teacher-tutor", we analyze the national standards of higher professional education in specialties, which to some extent are characterized by elements of such activities (011 Educational, Pedagogical Sciences, 015 Vocational Education).

Combining and selecting from the above requirements those that best meet the characteristics of the teacher who implements tutoring technology, we obtain the following knowledge, skills and abilities:

• be able to stimulate the development of independent activities of students taking into account the psychological and pedagogical requirements for education and training;

• be able to analyze their own activities in order to improve them and improve their skills;

• know the basics of social psychology, psychology of interpersonal relationships, psychology of large and small groups;

• know the objective relationship of learning, education and personal development in educational processes and society; to possess modern educational technologies, ways of application of pedagogical theory in various spheres of life;

• know the possibilities of using new information technologies in education, be able to implement them in the practice of the educational institution;

• have forms of business correspondence, have the skills to prepare text documents, the rules of official business written language, the characteristic methods and techniques of selection of language material in accordance with different types of language communication;

• be able to work with original literature in the specialty; have vocabulary skills.

Since the training of teachers for the implementation of tutoring technologies is considered as additional education, retraining or advanced training, the above requirements for graduates of higher education institutions are necessary (possibly incoming), but not sufficient to characterize the competence of such a specialist. In particular, it is necessary to add the competence of designing educational programs and disciplines, the use of communication skills, or the competence of communication, as well as some knowledge in the field of psychology to formulate at the level of "be able".

Considering tutoring, first of all, as cooperation, interaction and using offers of experts in the field of social interaction, we will specify the maintenance of competences of communication:

• be able to plan joint (joint) activities, independently develop cooperation;

• interact in different roles (those who limit, support, develop), avoiding destructive interaction;

• show trust, tolerance, empathy, respect for human rights and freedoms, reflection in cooperation with other people.

Thus, the following most important groups of competencies of the teacher who implements tutoring technologies are selected [43, 56]:

• general cultural competencies (literacy, oral and written skills, tolerance, ability to empathize, respect for human rights and freedoms, the ability to analyze and adjust their own pedagogical activities);

• subject competencies (good mastery of the subject, methods and means of solving problems in the professional field, the ability to obtain new information, including the ability to work with original literature);

• psychological and pedagogical competencies (the ability to select and develop teaching materials, assess their quality in terms of modern norms; the ability to use in the educational process of modern pedagogical technologies that meet the objectives of the course or educational program as a whole, stimulating student activity; provide assistance and support to students, create motivation, resolve conflicts, develop cooperation);

• competencies in the field of modern information technologies (ability to use modern information technologies for the presentation and delivery of educational materials and organization of interaction of participants in the educational process).

General cultural, subject and information competencies are important components of a teacher's competence. At the same time, the main difference between the activities of a teacher-tutor from the traditional one is determined by the formation of psychological and pedagogical competencies. The psychological and pedagogical competencies developed in the research, necessary for the implementation of tutoring technologies, are conditionally divided into two groups: organization of the educational process and providing support to students; assessment of the quality of used educational and methodical materials.

Competences necessary for the organization of the educational process and providing support to students include the ability to:

• to inform students about the peculiarities of the organization in the educational process and the requirements for final training;

• recommend the choice of individual learning trajectory in accordance with the initial level of training of students, their educational needs and motivation;

• determine the scope and content of support provided depending on the goals and quality of the teaching materials used, plan the stages of support;

• when organizing classes to stimulate asking questions, answer more than ask;

• participate in a joint discussion of approaches to solving specific situations, tasks and problems;

• stimulate the emergence of positive emotions in students, encourage, maintain interest in learning;

• together with students to carry out purposeful search of educational information;

• evaluate students' achievements at all stages of education, create conditions for self-assessment;

• take into account student satisfaction with the course and results of the educational process;

• promote interaction between students in the learning process.

Competences related to assessing the quality of teaching materials used:

• know the inherent characteristics of modern educational materials that meet accepted standards;

• be able to use the method of assessing the quality of educational materials;

• be able to formulate recommendations to the authors of educational and methodical materials on their correction in accordance with accepted norms.

Thus, the developed psychological and pedagogical competencies determine the main difference between the implementation of tutoring technologies from the traditional, as they are in demand in the professional activities of teachers, regardless of the form of education, therefore, they should form the substantive basis of tutoring training.

**Conclusions to chapter 2.**

The analysis of the provisions of the modern educational paradigm allowed to formulate the following basic principles of the teacher who implements tutoring technologies:

- systematic, which provides assistance to students at all stages of educational activities, maintaining their active position in the educational process, providing conditions for timely self-monitoring of achievements;

- taking into account the needs of each student, his individual psychological characteristics;

- cooperation and mutual respect, which is manifested in the focus on increasing the satisfaction of all participants in the learning process;

- adaptability of educational materials to independent use by students.

Based on the analysis of existing scientific approaches, quality standards of the educational process, the requirements of national standards for higher professional education, which have a pedagogical orientation and take into account training in information technology, developed psychological and pedagogical competencies of modern teachers.

Competences needed to organize the learning process and provide support to students include the ability to:

- to inform students about the peculiarities of the organization of the educational process and the requirements for final training;

- recommend the choice of individual learning trajectory in accordance with the initial level of training of students, their educational needs and motivation;

- to determine the scope and content of the provided support depending on the goals and quality of the used educational and methodical materials, to plan the stages of support;

- when organizing classes to stimulate asking questions, answer more than ask;

- participate in a joint discussion of approaches to solving specific situations, tasks and problems;

- stimulate the emergence of positive emotions in students, encourage, maintain interest in learning;

- together with students to carry out purposeful search of educational information;

- evaluate the achievements of students at all stages of education, create conditions for self-assessment;

- take into account student satisfaction with the course and results of the educational process;

- to promote the interaction of students with each other in learning process.

Competences related to assessing the quality of teaching materials used:

- know the inherent characteristics of modern educational materials that meet accepted standards;

- be able to use the method of assessing the quality of educational materials;

- be able to formulate recommendations to the authors of educational and methodical materials on their correction in accordance with accepted norms.

**CHAPTER 3**

 **TUTOR TEACHER TRAINING SYSTEM**

**3.1. Organization of teacher training for the implementation of tutoring technologies**

The main purpose of teacher training is to prepare them for the use of tutoring technologies in professional activities. It should be implemented on the basis of a systematic approach, when in addition to the actual content of training also determines the necessary conditions, technology of teaching and teacher activities. The relationship of these components forms a system of teacher training for the implementation of tutoring technologies.

The model of the tutoring system is developed on the basis of previously formulated principles of implementation of tutoring technologies, which fully determine the composition of all its components: conditions, content, learning technology, as well as the main expected results. The substantive basis of training is the psychological and pedagogical competencies of teachers, necessary for the implementation of tutoring technologies. The expected learning outcomes are formulated based on the needs of modern education considered in the first section and the conditions of their diagnosis, they include the following positions: change of values ​​of teachers in relation to the organization of the educational process, readiness to implement tutoring technologies in their professional activities; mastering the basic elements of tutoring technologies and gaining initial experience of tutoring activities (in the organization of the educational process and assessment of the quality of educational materials used); high level of teachers' satisfaction with the course and results of tutoring; increasing the level of student satisfaction with the course and results of the educational process organized by teachers with the use of tutoring technologies.

Let's consider the basic conditions of the organization of preparation of teachers for realization of tutoring technologies in more details.

1. The use of tutoring technology in the activities of the teacher who conducts training.

This is the most important condition for the implementation of the course, when the facilitator himself works as a tutor, is an assistant and consultant, and his activities correspond to the competencies identified in section 2.2. Those who study under such guidance, teachers, have the opportunity to "see" and "appropriate" the approaches, techniques, methods used in the course. Thus, the course is a kind of model that demonstrates the real implementation of the principles of implementation of tutoring technologies, specific techniques that can be used by teachers in their professional activities.

2. Accounting for individual characteristics of students, the initial level of their training.

To find out the needs of students in the training of tutors, the method of preliminary surveys is used using questionnaires about difficulties in teaching and attitudes to the methods of tutoring. It is also important to discuss the goals of the course with the tutor. This helps teachers, beginners, to accept the set goals, to correlate them with their expectations, which, in turn, makes further work to achieve goals more meaningful and productive. The teacher-tutor, the course leader, for his part, based on the results of such a discussion makes certain adjustments in the construction of classes, for example, otherwise sets the previously outlined priorities.

3. The use of teaching materials adapted for independent work.

In the modern educational space the place of educational and methodical materials in the organization of educational process becomes more significant, especially against emergence of new technical means and technologies. This necessitates the compliance of the materials used with modern quality standards. Despite the fact that educational institutions formulate norms in their own way, placing certain accents on the basis of established traditions and trends of their development, among the proposed approaches can be identified general requirements for education.

Nowadays, it is widely believed that for a quality organization of the educational process on the course, most of the teaching materials the teacher must develop independently. This significantly increases the burden on the teacher and often becomes an obstacle on his way to the use of tutoring technology. At the same time, independent development of educational and methodical support is not obligatory, it is enough to be able to select correctly materials on the basis of their estimation.

As a rule, at the initial stage of selection of educational materials to assess the severity of a characteristic that ensures compliance with quality standards, it is quite difficult. In this case, it is important to understand that the implementation of such characteristics uses specific techniques, the set of which is essentially limited. Seeing the methods of implementation of norms in educational materials, we can assess the quality of the latter.

Table 3.1 illustrates this approach and shows the methods of implementation of some quality standards.

**Table 3.1.**

**An example of the implementation of some quality standards of educational materials**

|  |  |
| --- | --- |
| **Quality standards of educational materials** | **Methods of implementation in the manual** |
| The goals are formulated clearly, in terms that allow verification (diagnosis) of their achievement | Goals are formulated in terms of student achievement, most of them belong to the category of "be able" |
| The content is structured: selected modules, blocks, topics, there is a "navigator" with goals distributed by modules | The content is divided into modules according to the number of stages of preparation of materials. Developed "Navigator", which is a dynamic picture of the structure of the course. Each module has its own branched structure. The objectives of the course are arranged in modules of the structure, which allows you to get a clear idea of what semantic load each module carries (there are no "pointless" modules) |
| The learning activity (what the learner does) is stated and meets the goals | Each module of the manual provides a comprehensive learning task that meets the objectives. |
| he organization of educational material, ways of working with it correspond to the idea of modern learning "*good teaching / learning*" (I study, I know what I need) | There are various forms of presentation of material and corresponding to these forms of student activities:• imitation of dialogue, conversation;• questions that precede the texts (students can choose these questions from those suggested by the authors);• students' free choice of trajectory and depth of study of the material;• division of information into basic and additional |
| Materials for self-control meet the stated goals, are used to create motivation | Each module begins with materials for self-control, which are organized in different ways:• conversation (learning questions and comments of the author);• the task of choosing the correct answer with comments on each alternative;• evaluation table, after filling in which the student can get one or another conclusion. |
| The style of advice, recommendations for working with materials demonstrates trust and respect for students, stimulates interest in the successful development of the program | • the first module includes a motivational interview and a questionnaire to find out students' satisfaction with work with help;• tips, hints and recommendations are formulated in a friendly manner, addressed to each student |

Thus, highlighting specific techniques in educational materials, we can note their compliance with quality standards, which, in turn, allows us to determine the nature and scope of support needed by education seekers. Meanwhile, the less the training materials meet the set requirements, the greater the amount of support the tutor has to provide.

4. The use of information technology in the educational process. In the model of the tutoring system, information technologies are used to ensure the accessibility and clarity of educational material, as well as for close interaction of all participants in the educational process. The implementation of this condition allows teachers to demonstrate the possibilities and ways of using modern information technology in the real learning process. In other words, the use of information technology allows to ensure the availability of the teacher, to provide students with modern teaching materials, to model professional situations. However, it should be noted that information technology plays only a supporting role in tutoring.

5. No strict time limits.

Of fundamental importance for the implementation of an individual approach to students is the condition of removing severe time constraints by organizing tutoring in full-time and distance learning.

The most important element of learning technology is the development of theoretical knowledge in the context of solving professional problems. The use of professional context in training is a very productive pedagogical technology [8, 58], while the theoretical consideration of professional tasks should be complemented by the practical activities of students to solve them.

The course on preparation of teachers for realization of tutoring technologies has a pronounced practical orientation. By discussing specific situations with the course leader, performing tasks related to their own professional activities as tutor teachers, students not only acquire a certain set of knowledge, but also gain some initial experience in this field, ie master tutoring competencies. The emphasis on independent work in preparing teachers for the implementation of tutoring technologies is placed consciously. A teacher with established ways of behaving in the profession, formed attitude to life should be able to look at themselves and their professional activities in a new way, to overcome outdated stereotypes, to show the best. Here it is important that the educational activities of future teachers-tutors simulate real professional situations and allow to gain some experience in the implementation of tutoring technologies already in the learning process.

It is not enough to act within the framework of an informational approach, providing only some information about tutoring techniques.

The technology of tutoring is presented from the standpoint of the teacher who leads the course at the table 3.2.

**Table 3.2**

**Implementation of training technology from the position of the teacher who leads the course**

|  |  |
| --- | --- |
| **Elements of training technology** | **Ways of activity of the teacher conducting a course** |
| The activity of the course leader is determined by the psychological and pedagogical competencies necessary for the implementation of tutoring technologies. | • organizes the educational process, in the center of which - the activities of students, provided with educational materials (tutor - assistant, consultant)• uses a variety of methods to enhance the cognitive activity of students• provides support to students at all stages of their educational activities |
| Providing theoretical materials in the context of solving professional problems | • together with students considers and discusses different approaches to solving problems and tasks of their professional activity, helps in finding the necessary information• evaluates the quality of solving specific situations and non-standard tasks |
| Provision of conditions for students to gain initial experience | • defines tasks for students to solve specific situations related to the implementation of tutoring technologies• takes into account the pedagogical experience of students and its connection with tutoring competencies• creates conditions for solving individual professional tasks that students have identified as a priority |
| Use of information technologies in the educational process | • provides access to used educational materials in electronic form (network version, electronic media)• organizes the work of the electronic forum• communicates with students by e-mail• provides assistance on technical issues (within its own competence) |
| Accounting for individual characteristics of students, the initial level of their training | • Finds out the needs of students and their initial level of preparation• helps students to organize an individual schedule and choose the trajectory of study• constantly takes into account, uses different methods of forming students' motivation and their encouragement• Finds out the degree of student satisfaction with the learning process and its results |
| Use of educational and methodical materials developed on the basis of modern requirements | • uses different types of educational materials in accordance with the selected pedagogical technologies• provides access to materials for the period of study |
| No hard time limits | • determines only the approximate time frame of the course• conducts individual consultations at a time convenient for students• organizes the interaction of students with each other, the exchange of views on the problems to be solved |

The methods of the course leader are quite universal and can be used to some extent in the educational process in any discipline. The exception is the implementation of the principle of "absence of strict time limits", which is fully possible only in the framework of full-time and distance learning.

However, some techniques, such as the organization of individual consultations at a convenient time for students, their interaction with each other, including on the basis of information technology, can be used during the educational process in person. Thus, the technology of preparing teachers for the implementation of tutoring technologies can also be extended to the organization of the educational process in any discipline for any form of education.

In general, the model of the system of teacher training for the implementation of tutoring technologies in accordance with the purpose logically determines the content, technology, expected results, learning conditions, based on the basic provisions of the modern educational paradigm and aimed at developing tutoring competencies.

**3.2. Analysis of the effectiveness of the system of teacher training for the implementation of tutoring technologies**

Evaluation of the effectiveness of the system of teacher training for the implementation of tutoring technologies is based on surveys of teachers trained at the Ternopil Regional Center for Retraining and Advanced Training of Public Authorities, Local Governments, State Enterprises, Institutions and Organizations.

There has been an increase in difficulties with the goal-setting process, which is usually perceived by teachers only as a formal requirement. During the training, the work on formulating goals and selecting content according to them allowed teachers to assess the complexity of this process, and most importantly, the place of goals as the most important element of the organization of learning.

The fact that teachers who have undergone tutoring becomes more difficult to obtain the necessary information for professional growth, due to the need to acquire knowledge not so much in the subject area as in the field of psychological and pedagogical competencies, and indicates a change in their values, attention to prospects of own professional activity.

Teachers name as the most used those elements of tutoring technologies which form a core of a course on preparation of teachers: the organization of support, the individual approach, activization of cognitive activity of students. The resulting high satisfaction rates are explained by the fact that during the training of tutors their opinion was constantly analyzed, taking into account not only the content of the course, but also its organization: agreed on the time of classes and consultations, provided additional materials and comments. Applicants were generally satisfied with the work, outlined the direction of changes in their own professional activities in accordance with tutoring competencies.

Changing teachers' attitudes is one of the most important expected learning outcomes.

**Table 3.3.**

**Changing the values of teachers who have undergone tutoring**

|  |  |
| --- | --- |
| **Attitudes of applicants to educational problems at the beginning of training** | **Attitudes of applicants to educational problems after training** |
| The provisions of the modern educational paradigm are practically unsuitable for the existing educational practice in the higher educational establishments | It is a requirement of time to focus on some features of the modern educational paradigm in one's pedagogical activity |
| The ratio of lecture and practical hours in the course in practice can not be changed | There are many lectures, but not all of them are necessary, some of the material can be given for self-study |
| Students must have theoretical material in advance to solve the practical tasks planned in the course | Pre-read "material" does not guarantee success. Theoretical material is mastered if it was required by the student to solve practical problems |
| We have to pay attention to the mood of students in class, to organize their behavior | When students' activities are organized in class (rather than their behavior), students have more time to do and understand |
| Formally provided the opportunity for students to contact the teacher at almost any time | Teacher availability is a necessary but insufficient condition. In order to turn to the teacher, students must be sure that they will be given an answer that they are not in danger. |
| Students do not ask questions in class (or ask them a little), because the teacher explained the material well, students understand everything | The reason for students' silence in class is usually due to anxiety to show their own ignorance or inability to ask questions |
| The teacher knows the educational needs of students better than they do (he is well versed in the subject, and students are not) | Discussion with students of their educational needs before the start of the course allows the teacher to adjust the course in time, the student - to better understand their own needs. |
| The reasons for poor student performance - in themselves. Students are passive, have poor initial training, are not interested in subjects, prefer to work, and are present at the university only to obtain a diploma | Today's students have a number of positive qualities, such as the desire for career growth, independent position, the ability to communicate with people, use different sources of information. It is necessary to organize the learning process so that these qualities help the student, not hinder him |
| To solve the problems arising in the activity, teachers need pedagogical training (the lack of special pedagogical education at teachers of economic, technical higher educational establishments is affected). | In itself, knowledge of pedagogical technologies, teaching methods does not guarantee success in teaching. Necessary practical skills, work in the conditions of concrete professional situations which gives confidence in own forces, allows to define a direction of necessary changes in pedagogical activity. |
| Designing your own course, defining learning goals is something external, separate from the real learning process.Students do not need the program, it is enough to acquaint them with the objectives of the course in the introductory lesson | Design is one of the most important activities of a teacher, which pays off in full. Formulation of learning goals in terms of student achievement is necessary for all participants in the learning process |
| Existing teaching materials are quite suitable for teachers and students | For the organization of independent work of students, activization of their cognitive activity the educational materials developed taking into account modern requirements are required |
| Student satisfaction with the course and results of the educational process is usually not an indicator of the quality of the educational process (depends on many factors) | "Consumer satisfaction" is one of the main indicators of the quality of education |

According to Table 3.3, the most important in the activities of teachers who have received tutoring training are the focus on the educational needs of students; intensification of their cognitive activity, including through the use of modern educational materials; attention to such an indicator as "satisfaction" of students with the course and results of the educational process. Thus, the choice of teachers to improve their own professional activities, readiness to use the most important principles of tutoring and implementation of tutoring technologies.

**Conclusions to chapter 3**

The developed system of tutoring training, based on the implementation of psychological and pedagogical competencies, includes relevant goals, content, technology, expected results of training and is ensured by the implementation of the following conditions: the use of tutoring technology by the teacher who conducts training; accounting for individual characteristics and the initial level of students; use of information and communication technologies and teaching materials adapted for independent work; no strict time limits.

The proposed system of tutoring training allows teachers to observe the application of tutoring technologies in practice and gain initial experience of tutoring already in the learning process.

The proposed training technology contains a procedure for assessing the conditions of the educational process for compliance with the initial level and needs of students, aimed at implementing competency and personality-oriented approaches, involves the development of theoretical information in the context of professional tasks, includes algorithm for selecting activities to support students in teacher’s professional activity.

The analysis reliably confirms that there was an awareness of teachers of difficulties in their own pedagogical activities in the following positions: to formulate specific goals for the study of the subject; to design the course, to define its maintenance taking into account the set purposes; show moderate emotionality, restrain irritability against the audience as a whole and individual students; based on the achievements of psychological and pedagogical theory, to analyze the activities of students, their needs, individual characteristics; to obtain the information necessary for professional growth.

Teachers show readiness to use the following elements of tutoring technologies: assessment of the quality of teaching materials used in the course; planning the main stages, nature and amount of necessary support provided to students; assistance to the latter in the organization of individual schedule and trajectory of study; providing the necessary information about the subject from various sources, assistance in its search; learning the ability to independently formulate and ask questions during the learning process; organization of students' interaction with each other, exchange of views on solved problems.

The analysis shows a change in the values of teachers who have been trained. The most important points in the activities of a teacher-tutor are:

- focusing on the educational needs of students;

- intensification of their cognitive activity, including through the use of modern educational materials;

- attention to such an indicator as "satisfaction" of students with the course and results of the educational process.

**CONCLUSIONS**

The following main results are obtained in the master's research.

1. As a result of the analysis of theoretical bases of teachers’ preparation for realization of tutoring technologies, possibilities of the modern educational environment, the relation of students to own position in educational process, the established pedagogical practice, expediency of tutoring technologies use in professional activity of a teacher as an assistant, consultant, organizer of educational activities and environment is substantiated.
2. In accordance with the basic provisions of the modern educational paradigm, identified and substantiated the following principles of the teacher who implements tutoring technologies, the focus of which provides support for self-determination and self-development of students: systematic, providing assistance to students at all stages in the educational process, providing conditions for the timely self-control of achievements, taking into account the needs of each student, his individual psychological characteristics; cooperation and mutual respect, which provides a focus on increasing the satisfaction of all participants in the learning process; adaptability of educational materials to independent use by students.
3. Psychological and pedagogical competencies necessary for the organization of the educational process and providing support to students, as well as to assess the quality of educational and methodological materials that determine the characteristics of the teacher who implements tutoring technology. The competencies of the teacher-tutor are presented in the form of an algorithm of his activity, which gives teachers the opportunity to analyze their own pedagogical experience and outline ways of professional growth.

Competences needed to organize the learning process and provide support to students include the ability to:

- inform students about the peculiarities of the organization of the educational process and the requirements for final training;

- recommend the choice of individual learning trajectory in accordance with the initial level of training of students, their educational needs and motivation;

- determine the scope and content of the provided support depending on the goals and quality of the used educational and methodical materials, to plan the stages of support;

- answer more than ask when organizing classes to stimulate asking questions;

- participate in a joint discussion of approaches to solving specific situations, tasks and problems;

- stimulate the emergence of positive emotions in students, encourage, maintain interest in learning;

- carry out purposeful search of educational information together with students;

- evaluate the achievements of students at all stages of education, create conditions for self-assessment;

- take into account student satisfaction with the course and results of the educational process;

- promote the interaction of students with each other in learning process.

1. The system of training tutors provides appropriate goals, content, conditions, technology, expected learning outcomes and is based on the implementation of psychological and pedagogical competencies. The system allows you to gain initial experience of using tutoring technologies directly during the learning process. The technology of teaching under the guidance of a tutor is aimed at implementing competency-based and personality-oriented approaches, involves the development of theoretical information in the context of solving professional problems and assessing the conditions of the educational process to meet the initial level and needs of students.

The results of the study indicate that the use of tutoring technologies in professional activities leads to an increase in the level of student satisfaction with the course and results of the educational process.

**REFERENCES**

1. Abramovskyh N. V., Kazaeva E. A. T'jutorstvo: ystoryja y sovremennost' [Tutoring: history and modernity]. Vestnyk Shadrynskogo gosudarstvennogo pedagogycheskogo ynstytuta. 2013. № 3(19). P. 10−16.

2. Arhypova S. P. Osnovy andragogiky : navchal'nyj posibnyk [Fundamentals of andragogy: tutorial]. Cherkasy; Uzhgorod, 2002. 158 p.

3. Bederhanova V. P. Stanovlenye lychnostno-oryentyrovannoj pozycyy pedagoga: monografyja [Formation of a personality-oriented position of a teacher: monograph]. Krasnodar, 2001. 220 p.

4. Beljakova N. Ju. Ystorycheskyj opyt t'jutorstva v Brytanskoj vysshej shkole [Historical experience of tutoring at British Higher School]. Vysshee obrazovanye segodnja. 2006. № 8. P. 64–68.

5. Bogdanova E. L. Ja y Drugoj: dyalog yly konfrontacyja? Lychnost' v paradygmah y metaforah: mental'nost' – kommunykacyja – tolerantnost' [Me and the Other: Dialogue or Confrontation? Personality in paradigms and metaphors: mentality - communication - tolerance.]. Tomsk : Yzd-vo Tom. gos. un-ta, 2002. P. 192–202.

6. Bojko A. M. Integrovanyj kurs teorii' ta istorii' pedagogiky: indyvidual'ni t'jutors'ki zavdannja dlja stud. II-V kursiv: navch.-metod. posib.[ Integrated course of theory and history of pedagogy: individual tutoring tasks for students. II-V courses] Poltava, 2007. 358 p.

7. Brovars'ka O. A. Rol' t'jutorstva u organizacii' osvitn'ogo procesu VNZ v umovah suchasnogo informacijnogo suspil'stva: perevagy ta problem [The role of tutoring in the organization of the educational process of universities in the modern information society: advantages and problems]. Zbirnyk naukovyh prac' Hmel'nyc'kogo instytutu social'nyh tehnologij Universytetu «Ukrai'na». № (1) 15. P. 16–19.

8. Verbyckyj, A. A. Razvytye motyvacyy studentov v kontekstnom obuchenyy: monografyja [Development of student motivation in contextual learning: monograph]. M.: Yzd-vo yssled. centra problem kachestva podgotovky specyalystov, 2000. 200 p.

9. Volobujeva T. Rol'ovi vektory suchasnogo pedagoga [Role vectors of a modern teacher]. Upravlinnja osvitoju. Kyi'v: Shkil'nyj svit, 2011. №11. P. 12–16.

10. Voloshyna O. V. Pedagogika innovacij u vyshhij shkoli [Pedagogy of innovations in high school]. Navchal'no-metodychnyj posibnyk. Vinnycja, 2014. 161 p. URL: https://library.vspu.edu.ua/polki/akredit/kaf\_4/voloshina2.pdf

11. Volchenkova K. N. T'jutorskoe soprovozhdenye kak osnova subъekt-subъektnыh otnoshenyj t'jutora y studenta [Tutor support as the basis of the subject-subject relationship between a tutor and a student]. Vestnyk JuUrGU. 2013. № 3. P. 71–76.

12. Gershunskyj B. S Fylosofyja obrazovanyja dlja XXI veka: (v poyskah praktyko-oryentyrov. obrazovat. koncepcyj) [Philosophy of education for the XXI century: (in search of practical guidelines. Educational concepts)]. M.: YnterDyalekt+, 1997. 697 p.

13. Gordon Э., Gordon Э. Stoletyja t'jutorstv [Centuries of tutoring]. Yzhevsk, 2008. 321 p.

14. Davydov V. V. Teoryja razvyvajushhego obuchenyja [Developmental Learning Theory]. M.: Yntor, 1996. 542 p.

15. Dem’janenko N. Arhitektonika t'jutoryngu u vyshhij shkoli [Architecture of tutoring in high school]. Pedagogika. 2018. № 2. P. 13–17.

16. Dem’janenko N. M. T'jutorstvo i t'jutors'ka tehnologija: navchal'na programa: navch.-metod. kompleks fahovoi' pidgotovky magistriv galuzi znan' «Osvita». [Tutoring and tutoring technology: curriculum] Kyi'v, 2017. Ch. II. P. 160–179.

17. Dem’janenko N. M. T'jutorstvo u vyshhij shkoli: vid konceptual'nogo obg'runtuvannja do vprovadzhennja [Tutoring in higher education: from conceptual justification to implementation]. Osvita. 2016. № 13–14 (5708-5709). P. 6.

18. Derazhne Ju. L. T'jutor v otkrytom obuchenyy: uchebno-metodycheskoe posobye [Tutor in Open Learning: Study Guide]. M.: Yzd-vo Departamenta federal'noj gosudarstvennoj sluzhbы zanjatosty naselenyja Moskovskoj oblasty, 2007. 58 p.

19. Dystancijne navchannja jak suchasna osvitnja tehnologija: materialy mizhvuzivs'kogo vebinaru (m. Vinnycja, 31 bereznja 2017 r.) [ Distance learning as a modern educational technology: materials of the interuniversity webinar] / vidp. red. L. B. Lishhyns'ka. Vinnycja: VTEI KNTEU, 2017. 102 p. URL: http://www.vtei.com.ua/images/VN/31\_03.pdf

20. Dychkivs'ka I. M. Innovacijni pedagogichni tehnologii': navchal'nyj posibnyk. [Innovative pedagogical technologies: a textbook] K.: Akademvydav, 2015. 304 p. URL : https://eltutor.at.ua/Podskazki/Dychkivska.pdf

21. Encyklopedija pedagogichnyh tehnologij: posibnyk [Encyclopedia of pedagogical technologies: a guide] / Avtor-ukladach N. P. Navolokova. Harkiv: «Osnova», 2009. 176 p. URL: https://docviewer.yandex.ua/?url=http%3A%2F%2Fosnova.com.ua

22. Zhylyna M. Ju. Obrazovatel'noe sobыtye: varyanty prochtenyja. Organyzacyja t'jutorskogo soprovozhdenyja v obrazovatel'nom uchrezhdenyy: soderzhanye, normyrovanye y standartyzacyja dejatel'nosty t'jutora [Educational Event: Reading Options. Organization of tutor support in an educational institution: content, regulation and standardization of the tutor's activities]. M., 2009. P. 47–51.

23. Zhornova O. Naukovo-metodychne zabezpechennja navchal'nogo procesu u vyshhij shkoli: ustaleni normatyvy ta suchasni vymogy [Scientific and methodological support of the educational process in higher education: established standards and modern requirements]. Visnyk Knyzhkovoi' palaty. 2012. No2. P. 6–9.

24. Zhuravleva O. B. Upravlenye Ynternet-obuchenyem v vыsshej shkole: monografyja [Online Learning Management in Higher Education: Monograph]. Novosybyrsk: Vedy, 2005. 225 p.

25. Zagvjazins'kyj V. I. Teorija navchannja i vyhovannja: posibnyk [Theory of teaching and education: a guide]. URL: https://stud.com.ua/47371/pedagogika/teoriya\_navchannya\_i\_vihovannya

26. Zymnjaja Y. A. Kljuchevyie kompetentnosty kak rezul'tatyvno-celevaja osnova kompetentnostnogo podhoda v obrazovanyy [Key competencies as an effective-target basis of a competency-based approach in education]. M.: Yzd-vo yssled. centra problem kachestva podgotovky specyalystov, 2004. 40 p.

27. Zotkyn A. Ydeja t'jutorstva y problema sub’jektyvnosty v obrazovanyy [The idea of tutoring and the problem of subjectivity in education]. T'jutorstvo: koncepcyy, tehnologyy, opыt. Tomsk, 2005.

28. Il'chenko A.M. Vyshha osvita i Bolons'kyj proces: Navchal'no-metodychnyj posibnyk [Higher education and the Bologna process]/ Avtory-ukladachi: Il'chenko A. M., Shejko S. V. Poltava: RVV PDAA, 2014. 316 p.

29. Kamenjeva T. M. Teoretychni osnovy navchannja: Navchal'no-metodychnyj posibnyk. [Theoretical foundations of teaching: Training manual] K.: MNUC, 2018. 282 p.

30. Kobal' M. Tehnologii' dystancijnogo navchannja v osvitn'omu procesi Ukrai'ny: problemy ta perspektyvy [Distance learning technologies in the educational process of Ukraine: problems and prospects]. Visnyk LNU im. T. Shevchenka. 2017. №7 (312). P. 160–174.

31. Kojcheva T. I. Pidgotovka majbutnih uchyteliv gumanitarnyh special'nostej jak t'jutoriv dlja systemy dystancijnoi' osvity: avtoreferat, dys. ... na zdobuttja nauk. stupenja kand. ped. Nauk [Training of future teachers of humanities as tutors for the distance education system]: spec. 13.00.04. Odesa. 2004. 20 p.

32. Kocharjan O. S. ta in. Struktura motyvacii' navchal'noi' dijal'nosti studentiv: navch. posib. [The structure of motivation of educational activity of students: textbook]: Nac. aerokosm. un-t im. M. Je. Zhukovs'kogo «Hark. aviac. in.-t», 2011. 40 p.

33. Kraevskyj V. V. Osnovы obuchenyja [Basics of learning. Didactics and methodology]. Dydaktyka y metodyka. M.: Akademyja, 2007. 347 p.

34. Lisova S. V. Profesijna pedagogichna osvita: kompetentnisnyj pidhid: monografija [Professional pedagogical education: competence approach]. Zhytomyr : Vyd-vo ZhDU im. I. Franka, 2011. P. 34–53.

35. Lola V. G. Tehnologichna kul'tura vchytelja: sutnist' i model' formuvannja [Technological culture of the teacher: the essence and model of formation]. Donec'k : LANDON-HHI, 2013. 166 p.

36. Lukina T. O. T'jutor. Encyklopedija osvity [Tutor. Encyclopedia of Education] / gol. red. V. G. Kremin'. K., 2008. P. 924.

37. Masharova T. V. Modelyrovanye uchebnыh sytuacyj v lychnostnoj oryentyrovannoj obrazovatel'noj srede [Modeling learning situations in a personality-oriented educational environment]. Ekaterynburg, 2002. 96 p.

38. Momot O. I. Menedzhment jakosti ta elementy systemy jakosti: Navch. Posibnyk [Quality management and elements of the quality system:Tutorial]. K.: Centr uchbovoi' literatury, 2007. 368 p.

39. Mjuller V. Velykyj anglo-ukrai'ns'kyj ta ukrai'ns'ko-anglijs'kyj slovnyk [BigEnglish-Ukrainian and Ukrainian-English dictionary]. K.: Arij, 2012. 1080 p.

40. Neborachko O. V. Pozycija t'jutora v suchasnij systemi osvity [The position of the tutor in the modern education system]. KVNZ „Zaporiz'kyj pedagogichnyj koledzh”. Zaporizhzhja, 2018. URL: http://intkonf.org/neborachko-o-v-pozitsiya-tyutora-v-suchasniy-sistemi-osviti/

41. Ovsijenko L. Kompetentnisnyj pidhid do navchannja: teoretychnyj analiz [Competence approach to learning: theoretical analysis]. Pedagogichnyj proces: teorija i praktyka. 2017. № 2 (57). P. 82–87.

42. Otkrыtoe obrazovanye. Termynы y opredelenyja [Open education. Terms and Definitions]. URL: http://www.info.mesi.ru/program/glossaryOO.html

43. Osadcha K. P. Teoretyko-metodologichni zasady profesijnoi' pidgotovky majbutnih uchyteliv do t'jutors'koi' dijal'nosti: avtoreferat dys… na zdobuttja naukovogo stupenja doktora pedagogichnyh nauk [Theoretical and methodological principles of professional training of future teachers for tutoring]. Zaporizhzhja, 2020. 43 p.

44. Osadchyj V. V. Teorija i praktyka stvorennja virtual'nogo predstavnyctva pedagogichnogo universytetu [Theory and practice of creating a virtual representation of the pedagogical university]. Naukovyj visnyk Donbasu. 2020. № 2. URL: http://nbuv.gov.ua/UJRN/nvd\_2010\_2\_6.

45. Osadchyj V., Osadcha K. Informacijno-komunikacijni tehnologii' u procesi rozvytku vizual'nogo myslennja majbutnih uchyteliv [Information and communication technologies in the process of developing visual thinking of future teachers]. Naukovyj visnyk Melitopol's'kogo derzhavnogo pedagogichnogo universytetu. Serija: Pedagogika. 2014. № 1 (12). P. 128–131.

46. Pedagogika: pidruchnyk [Pedagogy: textbook]. K.: Vyd-vo «Lira», 2016. 608 p.

47. Pedagogycheskye tehnologyy dystancyonnogo obuchenyja: ucheb. posobye dlja stud. vыssh. ucheb. zavedenyj [Distance learning pedagogical technologies]/ E. S. Polat [y dr.]; pod red. E. S. Polat. M. : Akademyja, 2006. 400 p.

48. Perevozna T. O. Do vyvchennja psyhologichnyh skladovyh t'jutors'koi' modeli osvity u vyshhij shkoli [To study the psychological components of the tutoring model of education in higher education]. Visnyk Harkivs'kogo nacional'nogo universytetu. Harkiv. 2014. №1095. P. 39–41. URL: file:///C:/Users/Elena/Downloads/VKhIPC\_2014\_1095\_53\_9.pdf

49. Pogribna N. T'jutors'ki tehnologii' jak chynnyk modernizacii' suchasnoi' osvity[Tutoring technologies as a factor in the modernization of modern education.]. Ridna shkola. 2016. № 1. P. 78–79.

50. Podpl'ota S. T'jutors'kyj suprovid jak vazhlyvyj komponent procesu navchannja ta vyhovannja v umovah rozvytku informacijno-komunikacijnyh tehnologij [Tutoring as an important component of the learning process in the development of information and communication technologies.]. Ukrainian Journal of Educational Studies and Information Technology. 2017. № 3. P. 84–91.

51. Pometun O. Encyklopedija interaktyvnogo navchannja navchal'nyj posibnyk: navch. posib.[ Encyclopedia of interactive learning textbook] Kyi'v, 2007. URL: https://nvk-licey.at.ua/\_ld/0/2\_BTn.pdf

52. Popova (Smolyk) S. Ju. T'jutor y ego kompetencyy v systeme vysshego professyonal'nogo obrazovanyja. T'jutorskye praktyky: ot fylosofyy do tehnologyy [A tutor and his competence in the system of higher professional education. Tutoring practices: from philosophy to technology:]: Materyalы Mezhregyon. nauch.-prakt. konf. Volgograd, 2010. P. 41–48.

53. Profesijna osvita: andragogichnyj pidhid: monografija [Professional education: andragogic pidhid: monograph] / kol. avtoriv; za red. O.A. Dubasenjuk. Zhytomyr: Vyd. O. O. Jevenok, 2018. 452 p.

54. Raven Dzh. Kompetentnost' v sovremennom obshhestve: vыjavlenye, razvytye y realyzacyja [Competence in modern society: identification, development and implementation]: per. s angl. M.: Kogyto-Centr, 2002. 396 p.

55. Savenkova L. O. Teoretyko-metodychni osnovy pidgotovky majbutnih pedagogiv do profesijnogo spilkuvannja: Monografija [Theoretical and methodological bases of preparation of future teachers for professional communication: Monograph]. K.: KNEU, 1997. 128 p

56. Savchenko O. Kljuchovi kompetentnosti − innovacijnyj rezul'tat shkil'noi' osvity [Key competencies are an innovative result of school education.]. Ridna shkola. 2011 № 8/9. P. 4–8.

57. Sadovs'ka E., Jaroshenko A. Formuvannja profesijnoi' kompetentnosti social'nogo pracivnyka v umovah vyshhogo navchal'nogo zakladu [Formation of professional competence of a social worker in a higher education institution]. K.: Nacional'nyj pedagogichnyj universytet imeni M. P. Dragomanova, 2018. 113 p.

58. Selevko T. K. Pedagogycheskye tehnologyy na osnove aktyvyzacyy, yntensyfykacyy y эffektyvnogo upravlenyja UVP [Pedagogical technologies based on revitalization, intensification and effective management]. M.: NYY shkol'nыh tehnologyj, 2005. 284p.

59. Semenovs'ka L. Metodychni aspekty realizacii' t'jutors'kogo suprovodu vyvchennja pedagogichnyh dyscyplin [Methodical aspects of realization of tutor support of studying of pedagogical disciplines]. Estetyka i etyka pedagogichnoi' dii'. 2014. № 8. P. 121–133.

60. Skok G. B. Ob’jekt issledovanyja – dejatel'nost', prepodavatelja [The object of research is the activity of a teacher]. Problemы vыsshego tehnycheskogo obrazovanyja: mezhvuz. sb. nauch. tr. / pod red. A.C. Vostrykova. Novosybyrsk: Yzd-vo NGTU, 1997. Vyp. 10. 104 p.

61. Skok G. B. Kak proanalyzyrovat' sobstvennuju pedagogycheskuju dejatel'nost': ucheb. posobye dlja prepodavatelej [How to analyze your own pedagogical activity: textbook. teacher's guide]. M.: Pedagog, o-vo Rossyy, 2000. 102 p.

62. Skok T. B. Novaja gumanystycheskaja obrazovatel'naja paradygma kak osnova avtomatyzyrovannoj podsystemy upravlenyja kachestvom v oblasty uchebnogo processa y dejatel'nosty prepodavatelja [A new humanistic educational paradigm as the basis of an automated subsystem of quality management in the field of the educational process and teacher's activities]. Problemy vysshego tehnycheskogo obrazovanyja: mezhvuz. sb. nauch. tr. Novosybyrsk: Yzd-vo NGTU, 2003. Vyp. 24. P. 15–21.

63. Slobodchykov V. Y. Psyhologyja cheloveka. Vvedenye v psyhologyju sub’jektyvnosty. Uchebnoe posobye [Human's psychology. An introduction to the psychology of subjectivity]. M.: Pravoslavnyj Svjato-Tyhonovskyj gumanytarnyj unyversytet, 2014.

64. Teoretyko-metodychni zasady pobudovy monitoryngovyh system ocinjuvannja jakosti zagal'noi' seredn'oi' osvity: monografija [Theoretical and methodical ambushes inducing monitoring systems for assessing the quality of foreign middle education: monograph] / za red. O. I. Ljashenka, Ju. O. Zhuka. K.: TOV «KONVI PRINT», 2018. 192 p.

65. Teoretychni osnovy suchasnoi' ukrai'ns'koi' pedagogiky: navch. posib.[ Theoretical foundations of modern Ukrainian pedagogy: Tutorial] / O. Vyshnevc'kyj. URL: https://westudents.com.ua/knigi/356-teoretichn-osnovi-suchasno-ukransko-pedagogki-vishnevckiy-o-.html

66. T'jutory: prepodavatel', konsul'tant, menedzher, sertyfykacyja [Tutors: teacher, consultant, manager, certification]. URL: http://cde.usue.ru/tutors/

67. Upravlinnja jakistju osvity u vyshhyh navchal'nyh zakladah: navch. posib.[ Management of quality of education in higher educational institutions: textbook]: u 2 ch. Ch. 1: Teoretychni zasady formuvannja system upravlinnja jakistju nadannja osvitnih poslug / kol. avt.; za zag. red. chl.-kor. NAN Ukrai'ny V. S. Zagors'kogo. L'viv : LRIDU NADU, 2011.

68. Shhepova D. R. Cinnisni orijentacii' suchasnogo ukrai'ns'kogo studentstva [Value orientations of modern Ukrainian students]. Visnyk Zaporiz'kogo nacional'nogo universytetu. 2010. № 2. P. 181–184.

69. Delors Jacques et al. Learning: The Treasure Within. Paris: UNESCO, 1996. URL:

[http://unesdoc.unesco.org/images/0010/001095/109590eo.pdf.](http://unesdoc.unesco.org/images/0010/001095/109590eo.pdf.%2070.%20)

[70.](http://unesdoc.unesco.org/images/0010/001095/109590eo.pdf.%2070.%20) Planing and Managing a Support System: Dg 1. Modul 3 / hr. W. F. Kugemann; FIM – Psychologie Un-t Erlangen-Numberg. Nürnberg, 2000. 42 [28] s.

71. Cawelti G. Tutoring. Handbook of Research on Improving Student Achievement. Educational Research Service. Arlington, VA, 1995.

72. Contreras Y.A.H., Ayala S.R.V. The role of problematizing tutoring in the development of EFL students' writing skills. Mextesol Journal, 2019, vol. 43(1).

73. Gruzdeva M. L., Prokhorova O. N., Chanchina A.V., Chelnokova E. A., Khaznina E.V. Postgraduate information support for graduates of pedagogical universities. *Advancec in Intelligent Systems and Computing*. 2018. vol. 622. pр.143–151.

74. Ilyashenko L. K., Smirnova Z. V., Vaganova O. I., Prokhorova M. P., Abramova N. S. The role of network interaction in the professional training of future engineers. *International Journal of Mechanical Engineering and Technology*. 2018. vol. 9(4). pp. 1097–1105.

75. Stevenson D. Information and Communications Technology in UK Schools. An independent inquiry. London, UK: The Independent ICT in Schools Commission, 1997. URL:

[http://web.archive.org/web/20070104225121/http://rubble.ultralab.anglia.ac.uk/stevenson/ICT.pdf.](http://web.archive.org/web/20070104225121/http%3A//rubble.ultralab.anglia.ac.uk/stevenson/ICT.pdf.%2076.%20)

[76.](http://web.archive.org/web/20070104225121/http%3A//rubble.ultralab.anglia.ac.uk/stevenson/ICT.pdf.%2076.%20) The New Webster’s Encyclopedic Dictionary of the English Language. New York, 1997. 750 p.