

## **METHODS OF EXTENSION OF THE INDIVIDUAL EDUCATIONAL ROUTE: HISTORY AND CONTEMPORANEITY**

**Irina Andreeva<sup>1</sup>, Tatyana Volkova<sup>1</sup>, Ksenia Vavilova<sup>1</sup>, Olga Petuhova<sup>1</sup>, Svetlana Shalaeva<sup>1</sup>**

<sup>1</sup>Mari State University, Russia.

### **Abstract**

The article emphasizes the importance of finding an individual approach to teaching pupils and students. Another important aspect is the adaptation of young professionals to working conditions. The historical preconditions for the development of such forms of an individual approach as tutorship, tutoring, mentoring are analyzed in the article. The authors describe the differences in the concepts of “mentoring”, “coaching” and “tutoring”. The article reveals the role of a tutor and a mentor in the pedagogical practice of students.

**Keywords:** individual approach, individual educational program, mentor, mentoring, tutor, tutoring.

### **INTRODUCTION**

The current educational situation is characterized by a change in the requirements for the training of students. The introduction of new federal state educational standards generation focuses on developing personally oriented learning. It requires a new approach to the content of education and the emergence of new roles in the education system. Increasingly topicality is explained by the necessity for the individual approach to education, the development of the so-called individual educational route. This applies to schoolchildren, students, including future teachers and young teachers, who should be able to make independent decisions, design and implement an individual program of their own development; they should have a complex of general cultural and professional competencies and be able to adapt to the ever-changing conditions of life.

In this connection, we notice that relatively new terms (for the Russian education system) such as the mentor, the moderator, the tutor and the coach appear. Here we can see a kind of new understanding of the functions and goals facing the teachers. Such changes can be explained and they seem rather evident, logical, natural and regular.

### **DISCUSSION AND RESULTS**

It should be noted that the individual approach to learning has deep historical roots.

Governorship as one of the forms of family education appeared in Europe in the XVIII–XIXth centuries. In Russia home education and upbringing with the help of tutors and governesses, home teachers became widespread during the reign of Catherine II.

The word “governess” (“governess”) is derived from the French “gouverneur” (“gouverner”) – “the educator of children in well-off families ..., usually a foreigner” [4, p. 225]. This word appeared in the Russian language in

the first half of the XVIIIth century. The XIXth - early XXth centuries were characterized by certain requirements to home educators as the tutors were obliged to have attestation, the position of a tutor could be taken by a person who had lived in Russia for at least 5 years with education (tutors, as a rule, were students or graduates of higher and secondary educational institutions). For foreign tutors, preliminary "tests" for the title of "home tutor" were established. In 1834 the governorship was recorded in the "Regulations on Home Teachers, Teachers and Teachers". The Regulations introduced new notions for educators: a home tutor, a home teacher (teacher), a supervisor (supervisor), who must have been Christians and Russian citizens. At the same time, the title of a mentor was considered to be higher than the tutor. The tutors could undergo additional tests and get the title of a tutor. The title of a tutor was equal to the position of the senior teacher of the gymnasium; the length of service was taken into account, which entailed the right to increase wages.

Since the 90-ies of the twentieth century, education and upbringing in the family with the help of professional teachers-tutors in Russia began to revive. The RF Law "On Education" grants parents the right to give the child a preschool, primary general, basic general, secondary general education in the family [8]. The desire to ensure an individual approach to the development of their children encourages parents to hire private teachers, while shifting to them and cares for the home education of the child. This form of individual learning is advantageously different from the technology of mass education. Thus, the profession of the tutor was in demand. The modern tutor has three main functions: teaching, educational and communicative. The main task of the tutor is the development of the individuality of the child.

Individual approach to the student is the main one in the activity of tutors. The tutor (from German repetitor <from French repetiteur <repetier repeating) is "a teacher, usually a home teacher, conducting individual lessons with a student on a particular subject" [4, p. 669].

In pre-revolutionary Russia, not only teachers who helped pupils do their homework, but also students, high school students who not only helped in the development of certain subjects, but also were preparing to enter a gymnasium / university, were also tutors.

Currently, according to the Federal Law "On Education", tutoring is considered as a form of individual entrepreneurship: "Educational activity is carried out by educational organizations and in cases established by this Federal Law, training organizations, and also by individual entrepreneurs" [4]. Tutoring can be either individual or group (usually in small groups). The tutor assists the student not only and not so much in closing the knowledge gaps, preparing for any academic subject, but also in preparing for control procedures (tests, exams), olympiads, admission to the university.

If the tutor is engaged mainly with schoolchildren, then in the practice of training personnel in the Soviet Union, the system of mentoring becomes widely recognized. A mentor is a teacher and educator, a leader, usually an experienced, professionally trained employee who shares his knowledge, skills and experience with beginning workers for a certain time.

The mentor supports the young employee, not only shares knowledge, but helps to adapt to work. Training at the same time occurs directly at the workplace and without interruption from work. The focus of the mentor is primarily on the assimilation of professional competencies, the ability to apply knowledge in practice.

In the early 90-ies of the XXth century mentoring almost disappeared as the priorities had changed. Interest to mentoring revived only later.

Nowadays a great importance is attached to working with young specialists in educational organizations, since the graduate specialist (bachelor, master) still has a long way to adapt to the collective, the profession that is in the educational sphere carried out within the framework of the so-called "Young Pedagogical Schools", whose goal is to identify difficulties in professional sphere and assistance in their overcoming, the creation of organizational and methodological conditions for the development of the professional qualities of young teachers, the development of readiness for self-education and self-improvement.

The main model of mentoring is the "Tell-Show-Do" model. The mentor formulates the goal of training. He stipulates that the employee must be able to finish the training from what he did not know how to do before. The mentor explains the task to the trainee, defining some steps; then he shows how to perform the task, commenting on the progress. The employee himself performs the task. The mentor can ask an employee to take one or another step again if he is not satisfied with the quality of the work. At the end, the mentor provides feedback to the employee and agrees with him on what criteria the skills will be assessed.

In general, mentoring is a process of assistance from employees who have long worked in organizing young employees. On the one hand, mentoring is often carried out on a gratuitous basis, being a public task, which creates an additional burden for the teacher-mentor.

On the other hand, being a subject-subject process, mentoring helps not only the young specialist, but also the experienced teacher to systematize his own knowledge, improve professional competencies, develop professional and creative potential, and learn from young colleagues, constantly learning new things.

Mentoring (from Greek *men* - the person who thinks, *-tor* - suffix, denoting belonging to the male sex; from English *mentor* – a leader, educator) is a model of the transfer of experience in which the mentor serves as an advisor providing opportunities for the development, growth and support of less experienced colleagues.

In the late XX - early XXI centuries various trainings and work-outs became popular (from English training from *train* - to educate), which means “special training mode” [4, p. 791] or the method of active learning, aimed not only at obtaining new information, but also applying the knowledge gained in practice, to developing skills.

In connection with the increasing use of trainings in the education system, a new figure is being spread - the coach.

Popular in various fields of consulting, unlike coaching, does not mean any consultations, but advising manufacturers, sellers, buyers on a wide range of issues in the sphere of financial, legal, technological, technical and expert activities.

Coaching is a method of counseling and training that differs from classical training and classical counseling by the fact that the coach is looking for solutions together with clients (an individual or a team or a team), helping to act productively and accomplish their abilities.

The main thing in coaching is the result, the development of new thinking strategies and the achievement of specific goals. As a result of the coach’s work, the team must learn at the peak of abilities.

The work of the coach and mentor has some common and specific features. Thus, mentoring is primarily based on creating a trusting relationship with a young specialist, whereas a coach can use aggressive methods to achieve learning goals. The process of coaching is often described as “intensive training” (with the help of instructions and illustrative examples). At the same time, coaching is aimed at solving rather narrow and short-term tasks - increasing the efficiency of work, developing special skills and developing the ability to apply the acquired knowledge within a specific position, while mentoring is aimed at the overall professional development of the student and the development of the personality as a whole.

Coaching is divided into situational (aimed at specific improvements in a particular situation), transitive (involving assistance in a stressful situation when moving from one role to another), life (aimed at helping people solve vital, not necessarily professional, problems). Many companies and organizations conduct coaching of these types instead of training their employees or in addition to it.

Eric Parslow notes that coaching is directly aimed at rapidly increasing performance and developing skills through training and instruction. Mentoring is aimed at long-term acquisition of skills in the process of career development with the help of advice and psychological support [6].

There are different approaches to determining the role of the tutor. In the UK school and university education system the tutor is a mentor, educator (from English *tutor* < from Latin - *tutor* – a guardian, *tutor* - to care, protect) [4, p. 801]. Most often, the tutor is the student’s supervisor; consultant, mentor, organizer of the student's independent activity, facilitating the learning process and organizing the conditions for self-education. He coordinates and corrects the individual educational program of the learner, taking into account the propensities, interests, abilities, helps to plan work and solve specific tasks.

Tutoring movement in Russia covers more than 20 years. Nowadays it is extremely topical in the connection of the new Federal State Educational Standard as the main focus is devoted to the need for organizing of the educational process on the principles of individualization, openness, variability, including support for individual educational programs at all levels of education (preschool , primary, general, secondary, vocational, higher).

Since 2008, the position of tutor has been officially described in the lists of positions in the sphere of education [5]. The professional standard “Tutor support in education” was developed and adopted, which defines the basic concepts related to tutoring: IEP (a comprehensive description of educational activities, reflecting individual goals of education, steps and methods for achieving them, methods for analyzing and evaluating results, results); Tutorial support in education (pedagogical activity, which is aimed at implementing the principle of individualization, includes the organization of the educational environment and support for the formation and implementation of IEP); tutor (pedagogical worker who carries out tutorship in education); tutor (subject of formation and implementation of an individual educational program, cooperating

with a tutor); educational resources (elements of the educational environment that the tutor can use in his educational activities, including the formation and implementation of IEP); mapping (the method of graphic display of educational activities, including elements of IOP), etc.

Currently, active work in this area is being carried out by the Interregional Tutoring Association (the president is T.M. Kovaleva), regional centers for the development of tutorial practice in Moscow, the Tomsk Region, the Republic of Udmurtia, the Volgograd Region, the Republic of Chuvashia. Professional training is conducted on Tutorship Master's programs.

A special interest is given to tutoring in inclusive education, the formation of children in socially unfavorable conditions, and in pedagogical work with gifted children. Unlike schools that rely on traditional education, in inclusive education, there is a natural need to create a variety of forms of learning that take into account the different, but in fact, unique opportunities for children, which in this case is more effective than in "ordinary" schools. So it is in the case of gifted children.

The tutor performs the following functions:

- 1) He ensures the manifestation, formation and development by the tutor of his social reference points and social and educational request;
- 2) He organizes the creation and enrichment of the socio-cultural environment for use by the tutor in the process of implementing the social and educational request, design and implementation of an individual educational program, an individual program of professional development and other individual programs;
- 3) He ensures the identification, analysis, use and assimilation by the tutor of the resources of the socio-cultural environment, including through the compilation of personal-resource maps;
- 4) He collaborates with subjects of the socio-cultural environment and the nearest environment of the tutor, organizes reflexive communication, educational events and the feedback of the tutor with the subjects of the socio-cultural environment;
- 5) He organizes analysis and evaluation by a tutor of the effectiveness and effectiveness of the process of self-determination, self-organization, self-education and self-realization in a sociocultural environment;
- 6) He develops and adapts methodological tools and tools for performing tutoring activities, leads working tutoring documentation.

The tutor also works in higher education. The most important stage in the professional training of future teachers is pedagogical practice. As a result of passing the training practice, the student must acquire the necessary theoretical and practical methodological training that fosters the formation of methodical thinking and the mastery of the metalanguage of methodology (linguodidactics) as a science and is the determining condition for future fruitful pedagogical activity. However, the growing demands on the teacher, on the one hand, and the reduction in the number of hours devoted to pedagogical practice in the context of the implementation of the Federal Standard, on the other, make it necessary to change the approach to the organization of the pedagogical practice of future teachers.

Of particular relevance in the educational process is not only an individual approach to students, but in general, the individualization of learning, involving "in-depth diagnostics of the individual ... designing on this basis an individual program of his teaching and development, reflecting the results; 2) providing ... opportunities for individual choice of content and methods, decision-making, self-analysis, self-assessment in the field of training; 3) the activity of the teacher and child in supporting and developing the individuality, independence, intellectual self-building of the individual; 4) increasing the role of independent work of students in the learning process" [2, p. 348-349].

## **CONCLUSIONS**

An important role is played by the support of the practical activities of future teachers. Traditionally, under the guidance of pedagogics, students of philology interact with the faculty and group leaders of practice who carry out general practice management; on the part of the educational organization - the director (his deputies), teachers and class leaders. This unity determines certain features of the organization of work and the interaction between participants in the educational process.

Evidently, the leaders of the practice act as mentors, at the present time the terms "mentoring", "tutoring", "coaching", "training", "consulting" are used which denote similar but not identical concepts.

The goal of teachers - leaders of practice - in the implementation of the principle of individualization is

primarily to help each student in determining his own educational path and accompanying him in building an individual educational program. This type of pedagogical support of an individual educational program is called tutoring.

“Methodist is associated with the methodical centralization of students’ activities, and leader refers to management, decision-making, compliance with requirements, which indicates the administrative center of interaction. ... In this regard, the position of “tutor” most clearly determines the essence of the individual student’s educational path, where special attention is given to attentive attitude to each student, who is allowed to determine “basic” and “arbitrary” in his own activity” [3].

The tasks of the tutor are the decision, together with the representatives of the educational establishment, to organize and conduct pedagogical practice; preparation of necessary materials, drawing up together with students of IEP, working with teachers to ensure their interaction with students, etc .; providing technological and methodological support for the student in the implementation of IEP; analysis of the level of professional competence of the trainee, the motives of pedagogical activity, correction of the process of implementation of IEP.

Teachers and class leaders act as mentors - mentors, who help develop skills in the career development process with the help of advice and psychological support, helping to avoid many professional mistakes.

At the same time, the tutor and mentors should possess not only extensive experience in teaching the subject, but also good organizational and communicative abilities, the ability to support, motivate students who are willing to cooperate. Only a close cooperation between the tutor and mentor can provide support and professional formation of the future teacher.

The training of students in tutoring technologies is rather topical, as tutoring becomes more and more popular not only in school but also in higher education institutions where the tutor is “at the same time the organizer, partner, consultant and mentor of the student with the aim of assisting in self-fulfillment in various microenvironments of the university, in understanding how to further use the results of education in higher education, how to transform educational and professional activities into a process of self-development” [2, p. 161].

## REFERENCE LIST

- The Governer - a Long-standing Profession / E. Onischenko, A. Romanyuk // *Public Education*. - 1999. - No. 5. - P. 255-260.
- Isaev, I.F. Technology of Tutoring Support for the Educational and Professional Self-realization of University Students / I.F. Isaev, V.N. Kormakova // *Scientific Bulletin. Humanities*. - 2012. - No. 12 (131). - Issue 14. - P. 160-167.
- Kolodkina, L.S. Tutorship as a Component of Multi-level Support of Students in the Context of the Varied Pedagogical Practice [Electronic Resource]. - Access mode: [http://www.jeducation.ru/4\\_2010/22.html](http://www.jeducation.ru/4_2010/22.html), free.
- Krysin, L. P. Dictionary of Foreign Words / L.P. Krysin. - M.: Eksmo, 2007. - 944 p.
- On the Approval of the Nomenclature of the Posts of Pedagogical Workers of Organizations Engaged in Educational Activities, the Positions of Heads of Educational Organizations: Resolution of the Government of the Russian Federation of 08.08.2013 [Electronic resource]. - Access mode: No. 678 <http://base.garant.ru/70429490>, free.
- Parslow E., Ray M. Coaching in Training. Practical Methods and Techniques. - St. Petersburg. : Peter, 2003. - 204 p.
- Selevko, G.K. Encyclopedia of Educational Technologies. In 2 vols. V. 1. - M.: Research Institute of School Technology, 2006. - 816 p.
- On Education: Federal Law No. 273-FZ of December 29, 2012. [Electronic resource]. - Access mode: <http://ivo.garant.ru/#/document/70291362>, free.