

## TUTORING AS A FORM OF PEDAGOGICAL SUPPORT OF STUDENTS' INDIVIDUAL EDUCATIONAL TRAJECTORIES

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### Abstract

**Purpose:** The key provisions on which the tutor relies on the context of his work are the principles underlying open education: transparency; flexibility; continuity; variability; individual approach; individualization.

**Methodology:** The relevance of the study is associated with the processes characteristic of the school system in modern Russia (modernization, optimization, change in the structural foundations), as well as the objective need of society in the search for fundamentally new approaches to the content and construction of the educational process in the educational institution.

**Result:** Tutoring should be considered as a resource of individual evolution of personality, as a form of productive exploitation of open education opportunities for the development of individual educational programs, taking into account the specifics of a particular student. As pedagogical conditions for the implementation of the model of tutor support of the formation of basic school students' research skills should be considered: innovative educational environment; scientific and methodological provision of tutor support of the process of building basic school students' research skills; professional skills of the tutor.

**Applications:** This research can be used for universities, teachers, and students.

**Novelty/Originality:** In this research, the model of Tutoring as a Form of Pedagogical Support of Students' Individual Educational Trajectories is presented in a comprehensive and complete manner.

**Keywords:** *Tutor support, Scientific approaches, Innovative educational environment, Professional skills.*

### INTRODUCTION

The demand for the implementation of tutor support in Russian education is determined by the tasks in the system of basic general education in order to enhance the efficiency and improvement of the educational process to achieve significant personal, subject and interdisciplinary results of the mastering of the basic educational program of basic general education by students, as well as the formation of culture of students' research and project activities and skills of development, implementation and public presentation of the research results, subject or interdisciplinary educational project aimed at solving scientific, personal and (or) socially significant problems, which is fixed in the Federal State Educational Standard of basic general education (FSES BGE). In the national educational initiative "Our new school" it is noted that education should become an effective tool for the disclosure of a person's own abilities and preparation for life in a competitive and highly technical world ([Abdulatipova E.A., Tsakhaeva A.A. 2017](#)). However, this social and state order comes into some contradiction with the traditional educational practice of learning, largely still organized on the principle of uniformity, mostly involving a minimum of social and other activity of students, which practically does not provide for freedom of choice for students. In this regard, the problem of creating favorable conditions for the formation of students' research skills, which is solved by individualizing the learning process in an educational organization through tutor support, becomes significant ([Abuzjarova M.I. 2018; Badakhova I.T. 2017](#)).

### RESEARCH METHODOLOGY

The relevance of the study is associated with the processes characteristic of the school system in modern Russia (modernization, optimization, change in the structural foundations), as well as the objective need of society in the search for fundamentally new approaches to the content and construction of the educational process in the educational institution. The interest of the modern Russian school in the implementation of the TS is due to the challenges facing it to improve the effectiveness of training and education within the framework of basic general education (5th – 9th grades): the achievement of significant results by the teenager at the individual, disciplinary and interdisciplinary levels, as well as the students' mastering of the basic principles of design and research work and skills of obtaining, practical implementation and demonstration of the research results – an educational project that is focused on solving a problem that is important for society and/or for the author himself. These tasks are reflected in the Federal State Educational Standard of basic general education (FSES BGE). According to the project of perspective development "Our new school", secondary education is

obliged to create favorable conditions for: 1) disclosure of the intellectual and creative potential by the personality; 2) his/her effective adaptation to life and functioning in the modern world differing in high competition and constantly growing demand of innovative technologies. However, such an order from society and the state is not fully consistent with the usual, practiced for decades approach to learning. As before, it does not differ in a variety of forms and methods and implies a very low social activity of schoolchildren, which almost deprives the latter of the opportunity to make their own conscious choice (T.M. Kovaleva). Therefore, there is a need for the formation of conditions conducive to the research skills formation of students of the 5th – 9th grades through individualization of the educational process in the educational institution with the help of the TS. Thus, in order to perform the tasks faced by modern national education, it is necessary to make the transition to a new educational model of intensive formation of RA of teenagers, mastering the program of basic school.

It should be emphasized that this transforms the overall functional image of modern education, perceived not only as a process of education and development for the benefit of the individual, society and the state, but also as a set of measures aimed at: the student's awareness of his own attitude to the current socio-cultural paradigm and his place in it; the absorption of values, attitudes, and behavioral norms developed and preserved by previous generations; the formation of personal subjective culture (T.M. Kovaleva). As a result, we can say that the teenager integrated successfully into this society, that is, socialized, that is represented most clearly in the early and meaningful choice of the future sphere of professional activity.

The essence of the reforms carried out in the field of education gives a clear idea of the trends observed in the modern Russian society: the complexity of all aspects of human activity through the increasing role of the intellectual component, the rapid "deactualization" of information and innovations, the need for immediate adaptation to the constantly transforming imperatives imposed by the labor market, and continuous improvement of their own skills both in the relevant courses and through self-education. In connection with these processes, society as never before needs workers who are able to engage in research not only in the field of science but also in almost any other one (except for some specific) ([Bolotin I.S., Mikhaylov A.A., Sorokina N.D. 2017](#); [Borisova I.V., Novoseltseva V.N. 2016](#); [Borisova M.V., Musokhranov A.Yu., Sidorova N.A. 2018](#); [Borovikova T.V. 2017](#); [Gadzaov A.F., Dzerzhinskaya M.R. 2018](#); [Gadzhieva U.B. 2018](#)).

This determines the importance of building the research work of students – an activity that should be considered as key one in the socialization of students and their preparation for the choice of the sphere of professional and personal implementation, and the development of RA, in turn, is required to obtain acceptable interdisciplinary results in the framework of the basic educational program designed for 5th – 9th grades of secondary school. Thus, there is a need for a new type of teacher: not only supplying their students with the necessary information of educational and methodical nature but also able to conduct their own research and create conditions for the implementation of similar activities in the adolescent team. In most cases, the duties of the subject teacher include functions such as familiarization of students with the history of the science taught and the formation of their basic RA, involving a meaningful and systematic use of the principles of scientific thinking in the course of solving the educational task ([Gasanova P.G., Daudova D.M., Kabieva R.A., Tsahaeva A.A. 2017](#); [Ilkevich T.G., Medvedkova N.I. 2017](#); [Kuznetsov A.A., Ignatyeva T.A., Kuznetsov A.O. 2018](#)).

TS of the process of RA building of students of 5th – 9th grades of secondary school meets the needs of the target audience and the requirements for confident individualization of school education and increase the flexibility of curricula, which is designed to increase the level of students' independence.

Recently, many scientists have attempted to create a model of tutor support. Let us list some of them. N.V. Rybalkina – a model of tutor's support of individual educational trajectory. E.A. Alexandrova investigates the influence of tutor support on the development of gifted children. E.B. Kolosova in her works considers tutor support in the system of additional education. E.L. Gavrilova, E.S. Komrakov, S.A. Schennikov offer the basis of the specifics of tutor support of remote postgraduate education. The results of the study of the experience of tutor activity allowed determining tutoring as a resource with great potential in influencing various aspects of the cognitive development of students, including the formation of their research skills, which is an urgent pedagogical problem ([Morozov I.D., Sapozhnick P.A., Pavlov S.M., Rodionova I.P. 2018](#); [Sergeeva M.G., Trubakova D.I. 2017](#); [Tsahaeva A.A., Aminov U.K., Aminova D.K. 2017](#); [Tsahaeva A.A., Aminova D.K., Aminov U.K. 2016](#); [Zulaeva Ts. A., Maslova S.V., Appaeva Ya.B. 2018](#)).

Our research is based on the following scientific approaches:

1. System approach considering the research skills of schoolchildren as a complex multi-level system;
2. Personality-activity approach in education focused on the development of the student-researcher, which determines the conditions of his/her creative activeness through inclusion in the activity;
3. An environmental approach that determines the characteristics of the educational environment that affects the formation of students' research skills.

Aspects of the formation of skills and abilities of the research nature in schoolchildren and students are considered in a large number of works. Thus, attention is paid to the specifics of this process in the classes of physics, chemistry, mathematics, as well as in the context of humanities: history, social studies, etc. Based on the theoretical work and the

results of empirical research, we came to the conclusion that currently, tutor support (hereinafter – TS) is very promising both in terms of providing individual support to the student and from the perspective of mastering of research skills and abilities.

According to the results of a survey conducted among teachers and students of 5th – 9th grades, the tutor is able to influence the disclosure of the research potential of adolescents, taking into account their specificity due to age, psychotype, character, and other factors. It is emphasized that the development of appropriate skills and abilities implies the interest of all participants of the educational process (both teachers and their students), and to build the TS of this process, this problem should be solved both in theory and in practice.

The study of the TS of development of Russian students' research skills is due to the fact that the years of educational reforms led to significant changes – in particular, to a fundamentally different perception of the essence of pedagogical work, the role of teachers in modern society. Along with subject teachers, many modern schools employ social teachers, educators, psychologists, tutors. The latter position is the subject of intense debate. It is noted that a professional tutor should find an individual approach to the student, form a meaningful attitude to their fate, needs, opportunities, ideals, as well as their transformation in connection with various objective and subjective circumstances.

## RESEARCH RESULTS

At the current stage of the Russian society development, the evolution of the educational system, in connection with the entry into force of the new sample educational standards the importance of the school teacher as an active participant in the educational process increases significantly, the requirements for his professional qualities and personal properties, socio-ethical principles and attitude to the chosen profession are tightened, which is presented in a number of key texts: “National educational initiative “Our new school”, “Concept of long-term socio-economic development of the Russian Federation until 2020”, “Concept of innovative development of Russia – 2020”. Nowadays, it is not enough to provide the younger generation with some useful information, it is necessary to teach them to be independent, proactive, intellectually flexible, ready to make decisions and be responsible for them, to take into account social changes and adapt to them. To indicate the actions aimed at supporting the student, the formation of conditions conducive to his self-development, many authors (T.M. Kovaleva, N.V. Rybalkina, P.G. Schedrovitsky, B.D. Elkonin, etc.) use the term “tutoring”. At this stage of development of national education, the word “tutor” is understood differently. Tutoring is a special kind of pedagogical support – providing the process of revealing the individuality of a student in the context of open education. Currently, there is a rapid increase in the number of tutors; new and more advanced mechanisms of managerial and pedagogical nature are designed, described in the works of O.I. Genisaretsky, I.D. Proskurovskaya, P.G. Schedrovitsky, and other modern authors. Based on positional self-identification and the potential of building tutor support for innovative activities of teachers and lecturers in the framework of continuing professional education, these mechanisms can lead to very high results.

Now in our country tutoring is most popular in the context of distance learning. Thanks to this format, tutors have the opportunity to use effectively the advantages of individual consulting, common in leading British universities. The teacher builds the development of the course according to the effective scenario, organizes seminars and conducts consultations, checks written assignments and expresses his wishes. The emergence of the tutor profession should be considered as a kind of reaction to the needs of modern society, which can satisfy the desire of people to enrich the educational environment, understanding their own potential, the right choice of the field of professional efforts and complete self-realization in this way.

Foreign and Russian experience suggests that tutoring is one of the most productive ways to implement pedagogical support, and tutor support is the most important component of the individualization process in the context of open education, existing in harmonious interaction with other components related to pedagogy, philosophy, ethics, psychology, sociology. Under the tutor support of students in the framework of self-education and self-upbringing refers to a form of pedagogical support in which the mentor (tutor) helps the student to implement and analyze their behavior related to self-education. Tutoring should be positioned as an educational ideology, which is based on the ideals of humanistic philosophy, the principle of pedagogical support for students and the approach used in the pedagogy of cooperation.

## DISCUSSION

The tutor in the context of its work relies upon the key provisions, the principles that underlie open education: transparency (i.e., openness); flexibility; continuous character; variety (diversity); individual approach; individualization.

Tutoring should be considered as a resource of individual evolution of personality, as a form of productive exploitation of open education opportunities for the development of individual educational programs, taking into account the specifics (character, temperament, intelligence, etc.) of a particular student.

The main task of modern general education is not only to provide students with relevant information but also to develop their ability and desire to obtain independently this information in a continuously transforming social context.

Education of such personal property as readiness for the independent realization of activity of cognitive nature, formation of research skills and abilities, should be considered as one of the most important functions of modern school.

Nowadays, the research activity of basic school students is one of the main vectors of their preparation for further education and the upcoming choice of profession, and the level of research competence is consistent with the results obtained during the mastering of the curriculum. The involvement of students in research creates favorable conditions for creative understanding of the information received both with outside help and without it, promotes the development of scientific thinking and such important personal properties as intellectual independence, creativity, etc. One of the main functions of the tutor is to stimulate the development of the need for new knowledge in their wards in the framework of educational activities.

We consider the *research activity* of students as a kind of cognitive activity, involving the reference to scientific means and methods and having the result of the assimilation of information about the studied objects. There are components of this activity:

- *Information* (acquisition of information about already existing knowledge, the generalization of this knowledge);
- *Analytical-critical* (understanding and critical evaluation of available knowledge, formulation of scientific problems based on the definition of insufficiently developed or completely unaffected aspects of the study);
- *The actual research* (analysis of theoretical material and the implementation of the experiment for the acquisition of new information, a description of the preliminary (intermediate) outcome of the performed work);
- *Presentation and prognostic* (creation of a message and a kind of scientific document, fixing in writing the final results of the work and newly acquired information).

The formation of research skills of schoolchildren requires the competent building of their research activities within the educational process. Thus, the research skills of primary school students are intellectual and applied skills based on the independent choice and use of research methods and techniques on the material available to adolescents and consistent with the content of educational work at the current stage.

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At the final stage of the experiment in the experimental group (EG) and control group (CG) a comprehensive diagnosis of RA and significantly related parameters, the analysis of the results using correlation, factor, cluster, variance analysis, ranking, distribution of data on the significance was carried out. Interpretation of the received data was carried out.

The generalized scale of measurements is from 1 to 25 points. Criteria for evaluation of the data: 1 - 5 points – low level; 6 - 10 points – below average level; 11 - 15 points – average level; 16 - 20 points – high level; 21 - 25 points – very high level.

The analysis of the data obtained in the course of the experimental study suggests that the process of the RA formation should be: consistent (it is necessary to follow from the basic components to the higher; for exponential growth, the forces of influence are necessary to shift in the dynamics of changes); uniform (the same distribution of forces on all components; with an increase in the intensity of one of the components, it is impossible to allow a significant difference in its dynamics of changes with the others); purposeful (it is necessary to apply special methods of RA development, including them inactivity; it is not provided spontaneous development of RA as it is not productive and there is no significant dynamics of growth); complementary (proceeding from factor features of development of RA, it is necessary that each component was synchronized with the previous); coherent (for significant dynamics of change of space and optimum structure it is necessary high interrelation between RA components).

Compliance with these requirements for the RA formation should contribute to its transformation in conjunction with a uniform distribution, overcoming the negative manifestations of partiality, modification of the influence of components from dichotomous to coherent.

Analysis of the diagnostic results to identify the level of independence of students in educational and search actions showed that in CG 23% of students have a high level, 49% – the average level, 28% – low level, in EG 58% of students have a high level, 33% – the average level, 9% – low level. At the same time, the average values of the EG indicators are in the range of high values, while the CG indicators have not changed much (table 1).

## CONCLUSION

The implementation of our research involves the development of a model through which it is possible to establish and describe the levels of formation of the research abilities of basic school students through tutor support. As the methodological provisions of building a model of tutor support for the formation of research skills of basic school students were the following scientific approaches: system, personal-activity, environmental. The developed structural-content model has the following blocks: target; content-activity; technological; evaluative and effective.

The revealed criteria indicators of the formation of research skills of basic school students were classified by their groups: cognitive, communicative, reflexive and group of social relations.

**Table 1:** Level of RA development at ascertaining and control stages

№	Group of students	MRA (motivating the students towards research activities)		RRA (Readiness of students to implement research abilities)		IRA (Independence of students in training and search actions in the course of the research)		Total value	
		Ascert.	Contr.	Ascert.	Contr.	Ascert.	Contr.	Ascert.	Contr.
1	EG	11.7	16.8	12.8	17.5	11.3	17.1	12.0	17.1
2	CG	11.9	12.2	12.6	12.5	11.6	11.8	12.2	12.3

*Pedagogical conditions* for the implementation of the model of tutor support of the formation of research skills of basic school students should be considered: innovative educational environment; scientific and methodological provision of tutor support of the process of building research skills of basic school students; professional skills of the tutor, contributing to the successful organization of contact with the student, the development and implementation of their individual educational trajectory, the creation and use of educational materials of didactic nature.

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