

Structure and Content of Mentors Psychological and Pedagogical Training Curriculum

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Abstract: The purpose of the research is to develop the structure and content of modern enterprises mentors psychological and pedagogical training curriculum aimed at their psychological, pedagogical, methodical and coach-competencies forming for skilled and timely transferring of professional knowledge and experience to young staff in accordance with the modern manufacture requirements. As a basis of mentors corporate training curricular development there is an integrative approach, revealing the andragogical, acmeological, psychological-pedagogical and scientific-methodical aspects of modern mentoring. The content of the proposed curriculum for mentors "Psychological and pedagogical component in the activity of a modern mentor" is directed to knowledge acquisition on pedagogical ethics, knowledge about the unity of the education, upbringing and developing functions of training, knowledge of methods and practice transmission of professional experience, knowledge in the field of andragogy, acmeology and psychology of adults, knowledge in the field of management of adult teaching; development of skills of constructive use of foreign technologies for mentoring implementation, skills development and adjustment of corporate training curricular, ability to make timely pedagogical diagnostics.

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1. Introduction

Enterprises specialists mentoring activities include such activities as pedagogical, organizational, managerial, communication and etc. that require a high level of their psycho-pedagogical competence development. Due to lack of initial teacher education of the enterprises specialists they have great difficulties with their own experience and do errors learning teaching knowledge and skills, which are necessary for training process organization (Masalimova, 2013). Besides of it, they have to combine teaching practice with their main manufacture duties, confining their educational opportunities in education to limited problems (Mukhametzhanova, 2010; Shaidullina, 2009). In this respect, specialists corporate training has a great importance, because they do not have special pedagogical education, but they have to fulfill mentoring activity (Mousavi et al., 2013; Plotnikov and Skuridina, 2014), and this fact determines the relevance of operating program development to improve engineers and technical workers qualification

on the course "psychology-pedagogical component in mentoring".

Pedagogical science offers a variety of options for training content structuring: content making in accordance with scientific disciplines historical development sequence (such method is not applicable for specialists in-company training content development, as it provides a lot of information, aimed at erudition development, but which is not of an applied character and do not contribute to the psycho-pedagogical competence forming). In addition, the sequence of educational materials presentation can reproduce the logical structure of scientific discipline modern state development. This method allows allocate the main important regularities, which allow use them in technical specialists in-company training process who do not have special pedagogical education, but have the purpose their psycho-pedagogical competence forming (Arbuzova, 2007).

2. Materials and Methods

As course content selection and design principles aimed at enterprises specialists psychological-pedagogical, methodological and coach competence forming for effective mentoring fulfillment, the following principles are defined:

Principle of integration, assuming interdisciplinary, integrative ties and activities integration(educational, vocational and research) at the level of complex, integrating and private didactic purposes hierarchy (Chernova, 2009).

The principle of modularity, assuming the course content selection, the teaching material of which is divided into informational and organizational completed training units, which combine the components of a unite educational content.

Concentric principle assuming such course content selection that provides multiple references to studied topics with a gradual enlargement and deepening of their content.

Problematic principle, assuming problems and tasks present in the course content, which can activate the company's representative motivation to study this course, aimed at their psycho-pedagogical competence development.

The complexity principle, assuming the course content selection on the basis of which different activities interconnected teaching is possible (psychological, educational, research, management, engineering and other) (Masalimova, 2012).

If the presented principles of enterprise specialists' corporate training content selection determine the ideal model of the content, which is necessary and sufficient to achieve the objectives, the principles of its design reflects the didactic organization of this course. As such principles the following are suggested:

Integrity and stages principle, assuming, on the one hand, designing mentors corporate training content, aimed at creation of necessary competences for mentoring implementation, as a unite process, and on the other hand, the obligation of all design stages studying.

The principle of discontinuity and continuity is based, on the one hand, on a discontinuity of the design process and obtaining a specific result that corresponds to actual conditions, and at the same time, on the other hand, assuming the continuity of the project activities related to the design result in line with changing requirements to the course content (Onalbek et al., 2013; Nurgaliyeva et al., 2014), aimed at psychological-pedagogical, methodological and coach competences forming.

Predictability and realism principle is characterized by the ability to predict and simulate the result, to assess its practical significance and to fulfill activities on its further correction, but at the same time the principle, assuming appropriate safeguards of the project objectives achievements (Seddigi et al., 2009).

The principle of innovation and tradition, which means, on the one hand, the need of constant mentors corporate training design processes innovating in accordance with the latest achievements of pedagogical theory and practice, and on the other hand, taking into account and relying on existing conceptual ideas, regulations and traditions in the field of mentors corporate training.

The principle of dynamic and stability, assuming such mentors corporate training content construction, aimed at psychological-pedagogical, methodological and coach competences forming that would easily ensure the possibility of quick and easy changing due to the needs of specialists, which, however, does not imply opposition to the further development of the design process, but provides its steady state and allows him effectively develop himself in the conditions of external and internal conditions, while retaining the structure and main quality parameters (Klucharev and Pakhomova, 2008).

3. Results

Basing on the requirements for internal training and professional advancement curriculum development, selection and training content structuring principles, relevant literature analysis, as well as, taking into account JSC "Tatneft" employees personal interests, logically four independent modules were identified:

Module 1. Mentoring in the conditions of modern enterprises, revealing advantages and disadvantages of mentoring in the Soviet period, the continuity of mentoring, mentoring impact on modern enterprises corporate culture, goals, objectives, functions of modern mentoring, requirements for modern mentors competences; organizational and methodological aspects of mentoring activities; domestic and foreign technologies, forms and methods of young personnel corporate training; postgraduate forms of young personnel corporate training; system-complementary interaction features between trainees and mentors;

Module 2. Principles of andragogy, which includes adults training and education peculiarities; psychological and pedagogical features of the educational and training activities at enterprises; adults educational processes design peculiarities;

methodical recommendations on optimization of psychological-pedagogical and methodical support of adults educational activity;

Module 3. Pedagogical management, suggesting the specialists acquaintance with the basic concepts, the essence and characteristics of the pedagogical management, problems of gender approach to educational process organization, the reasons and ways of conflicts overcoming in the

team and their diagnosis, methods of mentors teaching skills;

Module 4. Psychology of professional activity aimed at the acquaintance with modern mentor's psychological and technique skills, communication management in adult teaching, the specifics of the psychological climate in the team, psychology of labor and engineering psychology (Sakhieva, 2012).

Table 1. Course curriculum "Psychological and Pedagogical Component in modern mentor activity"

№	Topic name	Number of hours			
		all	lectures	Seminars	Individual work
	MODULE I. MENTORING IN MODERN ENTERPRISES CONDITIONS	20	14	4	2
1	Mentoring goals, objectives, functions. The impact of mentoring on the enterprises corporate culture.		2		
2	Mentoring organization and control. Organization of the Mentors Council. Mentors appointment.		2		
3	Mentoring as a mechanism of social and professional adaptation and career development for enterprise young specialists. Normative legal acts for young employees. A regulations reminder of mentors' responsibilities.		2		
4	Demands to mentor personality. Necessary competencies for an effective mentoring implementation.		2		
5	Modern domestic and foreign technologies, forms and methods of corporate training		2	2	
6	The role of postgraduate support modules in the process of corporate training.		2		
7	The mechanism of system and complementary interaction between trainees and mentors. Design mentoring methods using.			2	
8	Features of registration making on the reports about the results of mentors work.		2		2
	MODULE II. FUNDAMENTALS OF ANDRAGOGY	18	8	6	4
9	The theoretical-methodological bases of adults training and education.		2		
10	Educational and psychological peculiarities of educational activity in enterprise conditions.		2		
11	Designing of adults educational process		2	2	2
12	Adults corporate training technology		2	2	
13	Methodical recommendations on optimization of psychological-pedagogical and methodical support of adult educational activity.			2	2
	MODULE III. PEDAGOGICAL MANAGEMENT	18	10	6	2
14	The basic notions of the pedagogical management, their essence and characteristics		2		
15	The problem of gender approach to educational process organization at the enterprise		2		
16	Mentors characteristics as of a main participant in young employees' educational and professional activities management.		2	2	
17	The causes, nature and ways of overcoming the conflicts in the team. Their diagnostics.		2	2	2
18	Mentors pedagogical skills. Diagnosis of mentor personality's readiness and adaptation to fulfill mentoring activity.		2	2	
	MODULE IV. PSYCHOLOGY OF PROFESSIONAL ACTIVITY	16	8	6	2
19	Psychological skills of modern mentor		2		
20	Communication management in adult teaching		2	2	
21	The psychological climate in the team		2	2	
22	Labor psychology and engineering psychology		2	2	2
	Examination test				2 hours
	totally:	72	42	22	8

None of the allocated modules can be regarded as basic one. To find a way out of this difficult situation can help the principle of generalization application. Generalization can be understood as a generalization, the transition of the private in total one; the subordination of particular phenomena to some general principle (Moskvin, 2008). According to this principle the most common, basic module should contain an overview of all independent modules content, the study of which provides training for productive in-depth study of each of them, ensuring unification of separate independent modules in a holistic education system. This module can vary in volume, depending on the specific requests.

The developed modular course is an enterprises mentors training curriculum, designed for 72 hours, and aimed at special psychological-pedagogical, methodological and coach competencies forming required for effective mentoring implementation.

The list of tasks of the curriculum include: the knowledge acquisition about teaching ethics, knowledge about teaching, educational and

developmental functions unity of training process, knowledge on methodology and practice of professional experience transferring, knowledge of andragogy, acmeology and psychology of adults, knowledge in the field of adult teaching management; skills forming for constructive use of foreign technologies in mentoring implementation, skills forming for corporate training curricular correction and abilities development to make timely pedagogical diagnostics and other.

Forming stage of the experimental work included the course "psychology-pedagogical component in modern mentor activity" implementation.

Special attention in content construction of the course "psychology-pedagogical component in modern mentor activity" is given to psychological, pedagogical, methodological and coach competencies forming of mentors.

At the final stage of experimental work, after refresher courses' passing, a repeated testing of candidates who pretended to be mentors was held to identify the levels development dynamics of these competencies (table 1).

Table 2. The results after diagnostics the levels of special competencies development for candidates to be mentors before and after the courses, %

Levels	Psychological and pedagogical competences		Technique competences (methodical)		Coach competencies	
	Before training	After training	Before training	After training	Before training	After training
low	56,0	11,9	38,1	23,9	15,7	3,0
medium	38,1	41,8	46,3	40,3	75,4	58,2
High	6,0	46,3	15,7	35,8	9,0	38,8
χ^2	31,2		30,7		30,9	

The results indicated significant changing in the levels of mentors psychological-pedagogical, methodological and coach competencies development after the course completion (table 2). Thus, after the results diagnostics we can conclude that a developed modular training course for JSC "Tatneft" enterprises mentors contributes to levels increasing of special skills development, which are required for effective mentoring activity implementation.

4. Discussions

Earlier studies in the field of mentors corporate training, mainly are devoted to their professional and pedagogical competence forming. A special attention deserves the model of mentors professional and pedagogical competence forming developed by A.N. Plotnikov (2006). The content structure of mentors training includes four basic

modules (motivation, information, operational, analytical) which are implemented during the mentors training, and each of which has its purpose, content and structure. The first module is focused on the levels identification of mentors professional-pedagogical competence development; individual job mastering curriculum and educational trajectory development. The structure of the second module includes invariant and variant small modules, aimed at fundamental basic knowledge in pedagogy ensuring. The third module is directed on practical skills forming for certain work situations solving and team pedagogical project development. The fourth module is a theoretical and practical mentoring activity self-reflection.

Barieva D. (2011) in her research offers a course that includes the following sections: "Introduction to mentoring", including mentors job responsibilities, their mission and role in young

employees training, prospects of career trajectory; "Mentoring system at the enterprises", which includes the mentoring system main regulations, functional duties of all the participants in mentoring system, and mentors incentives and moral encouragement; "Mentors key business qualities, skills and abilities" including mentors advanced experience, systematization of psychological and pedagogical knowledge. This training course implementation during a year allows increase the share of workers under 30 years of age by 2.5 %, and significantly to improve the quality of new employees training, which is the main goal of mentoring system implementation.

Popova E. (2013) offers the following mentors corporate training curriculum: there is an awareness of being a trainee at the first stage of the training ("I am in the role of a trainee") and of the training process ("How knowledge, skills transfer to me"); the second stage - "mentoring", "mentoring process stages", and other notions introduction, theoretical bases using at practical activities of the training participants; the third stage - the team members plan making of penetrating into a new status; the fourth stage – when the coach, being a mentor, shares his beginners teaching experience, correlating his or her practical experience with mentoring theoretical foundations and using thus the mentoring stages; the fifth stage is the question answering that should be given by each member of the group, - what qualities must have a mentor and what should he do in order to become a successful teacher for a beginner.

However, such training does not fully reveal modern mentoring andragogical, acmeological, psychological-pedagogical and methodological aspects for the beginner mentor.

By the authors team from the Institute of additional professional education FSBEI (Federal State Budget Educational Institution) "Kazan national research technological University" mentors corporate training curriculum was developed, directed on their professionalism and competence level increasing (Ivanov et al., 2010; Starshinova et al., 2007).

However, the presented curricular do not completely take account of mentoring management aspects and require revision of its methodic (technique) part to optimize adults educational activities psychological-pedagogical support.

5. Conclusion

Thus, for effective mentors corporate training their training curricular should be aimed at urgent integrated knowledge obtaining associated with both the employees professional tasks and their

mentoring activities; be implemented as a combination of on-and without separation from their professional activities; include modern and innovative domestic and foreign technologies of corporate training; take account of enterprise specialists- mentors needs; contain a list of teaching materials used in its implementation; be implemented with qualified teachers participation, who possess great scientific-pedagogical and practical experience on the studied disciplines by profile.

6. Recommendations

The results of this article can be recommended to teachers and advanced training centers consultants, students of pedagogical profile at higher educational institutions of professional education and the mentors in enterprises young personnel corporate training.

Further researches should be focused on the problems of selecting and structuring the content of training curricular and advanced training of teachers and consultants professional skills, who are involved in mentors' corporate training curricular realization, aimed at teachers' optimal choice of relevant content and effective technologies of mentors' corporate training. Such curricular should be developed with higher educational institutions teachers and the professional community representatives' participation, as well as research institutions should be involved in scientific curricular generalization; curricular contents and process components should be discussed at seminars and conferences.

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