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MODELS AND PRACTICES OF TUTOR'S SUPPORT IN UKRAINIAN SCHOOL

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The article presents a theoretical analysis of the concept of tutoring in primary and secondary school. The author has summarized the models and practices of tutoring, developed by Ukrainian institutions of secondary education in the course of research and experimental activities. Using the method of content analysis of educational programs and educational concepts of private schools in Ukraine, their systematization and generalization is carried out. It is determined that all these models and technologies are aimed at tutor's support of educational, research, extracurricular activities of the student or their early career guidance. The article suggests author's classification of tutoring practices in schools by functionality and completeness, distinguishing: integrated tutoring techniques; incomplete tutoring techniques; unorganized non-system tutoring practices (the vast majority of private schools in Ukraine, especially smaller ones). We found that the common characteristics of all tutoring practices, regardless of belonging to the definitive group of our classification, are the following: firstly, their being based on the principles of positive psychology, for example, emphasizing the work of tutors with strengths and talents of the child; secondly, individualization of the

mentees' educational trajectory, carried out on the basis of diagnosing their interests, inclinations and requests.

Key words: *innovative social work, private education, private school, socio-pedagogical support, tutor, tutor's support.*

Introduction. In times of accelerated social and technological transformations, along with the development of civilization increases multidimensionality of an individual - their ability to simultaneously perform a large number of social roles – a family man and a professional, a citizen of a national state and the world, a bearer of nationality and culture, a producer and a consumer, a supporter and an opponent, an elected official and a voter, etc. This necessitates the search for new guidelines and approaches to the organization of education in general and social education and upbringing, in particular. The main principle of the 21st century, which reflects the above demands, is individualization of educational process, which presupposes the development of a specific system of relations between a teacher and a student, which ensures purposeful learning and upbringing of the child, taking into account their individual characteristics and needs for self-realization of their individuality.

In response to the demand of modern educational practice for techniques of individualization of education, tutor's support, which was introduced in university education in the UK in the 14th century, spread to other institutional forms of education and geographically, finding its use in many countries, including Ukraine.

Analysis of recent research and publications. Theoretical and practical principles of tutoring in Ukrainian science were established by A. Boyko, M. Ivashchenko, O. Litovka, L. Moskalyova, K. Osadcha, N. Pohribna, S. Podplota, R. Poleshko, O. Stepanenko, S. Tolochko, T. Shvets, Y. Shevchenko, L. Sheina. Theoretical basis for understanding

personal and social development of students is set forth in the research of T. Alekseenko and I. Bekh on the basics of educating a growing personality on their path to values; L. Kyrychenko-Stasiuk dwells on socio-cultural education of students; V. Kovalenko focuses on the shaping social competence in the modern information environment.

The aim of this article is to conduct a research, analysis and summarization of models and practices of tutoring introduced in the educational environment of Ukrainian schools.

Presentation of main research material. With the development of Ukraine's educational potential, pluralism of pedagogical ideas and concepts, methods and technologies, tutoring has become an integral part of educational environment at many private secondary schools, which, while developing, were developing the technique itself. Having risen from home mentoring in antiquity, shaped in Mediaeval universities and adapted in the Ukrainian Renaissance in the form of governorship, tutoring has acquired a qualitatively new role in the 21st century, performing the functions of individualizing educational and personal growth of a child, organizing social and pedagogical support of students who study remotely or online; have special educational needs; show extraordinary academic or research interest; demonstrate a demand for mentoring in their social development.

Today there are several basic interpretations of tutoring that can be summarized as follows:

- as a type of social service aimed at overcoming difficulties of adapting to the new educational environment, finding necessary social information, developing autonomy and independence in decision-making (Sheina, 2014) [12, p. 235];

- as an individual social activity aimed at overcoming the contradiction between creating one's own image and imitating cultural patterns in the

process of creative search for cooperation and co-creation of tutor and their mentee (Boyko, 2011) [1, p. 7];

- as a kind of humane pedagogical support, which enables teacher-mentor to create the conditions for mentee's self-growth (Stepanenko, 2018) [9, p. 200];

- as a comprehensive subject-subject approach to solving problems of learning, education and personal development, which allows to individualize the process of self-knowledge and creative self-realization of the individual (Osadcha, 2019) [5, p. 143];

- as an element of the growing personality's existence, which has traits of integrity in terms of common values, content and result of the interaction of a tutor and mentee (Moskalyova, 2019; Pakhomova, 2012) [4, p. 117; 6, p. 224].

A tutor, as noted by A. Boyko (2011), acquires the role of educator, in a broad sense, who "guides and leads on the way of wisdom and optimality" [1, p. 7].

In order to systematize and compare existing models and practices of tutoring, during 2020-2021, we conducted a focused analysis of educational programs and other types of school documents, commercial proposals and conceptual approaches of 24 most successful and sizeable licensed and alternative private educational institutions of Ukraine.

In the course of research we found that almost a third of private educational institutions in Ukraine, including "Oleksandriiska" Gymnasium, "Prestige" Gymnasium, Kyiv Business Lyceum, "Stolytsia" Gymnasium, Innovative "I-school" Lyceum, "Olimp" Collegium, and a network of private schools "CISC", "Athens" private school, "Liko-school" technological lyceum, Capital Union School) introduce certain elements of socio-pedagogical mentoring – tutoring, mentoring, curation, which consists in:

- implementation of individual educational trajectory through help and control of mastering the curriculum and doing homework, individual work with students according to their personal inclinations;

- creating a psychologically favorable climate in a group of students, conducting classes on personality psychology and hours of communication and reflection;

- personal growth tracking through individual tracking tools – "Journal of success and involvement" (Olympus Gymnasium).

We have concluded that in educational institutions of Ukraine tutoring is provided both in the form of integral unique author models and in the format of implementation of individual tutoring practices, regardless of the type of educational institution and its form of ownership.

The most comprehensive models of tutoring were developed in secondary education institutions that participated in one of the following pedagogical experiments at the national level:

- "Tutoring technology as a means of implementing the principle of individualization in education" (based on 11 institutions of general secondary education in Ukraine);

- "Organizational and pedagogical conditions for the introduction of tutoring technologies in the system of early profiling of lyceum students" (based on Rusanivsky Lyceum of Kyiv);

- "Tutor's support in the system of blended learning" (on the basis of the private school "Athens" in Kyiv);

- a scientific and pedagogical project "School of Tutoring" (on the basis of 9 institutions of secondary education from Volyn, Zaporizhzhia, Kyiv, Kharkiv regions and Melitopol State Pedagogical University named after Bohdan Khmelnytsky).

Thus, it was found that during the experiment "Tutoring technology as a means of implementing the principle of individualization in education",

conducted in 2015-2020, in 10 public and 1 private educational institution a number of models adapted to the conditions, specific features and capabilities of educational institutions were developed, namely: a model of tutor's support for students in extracurricular activities aimed at assisting mentees in the realization of their cognitive interests and individualization of their development; a model of tutoring as a means of identifying and developing educational motives and interests of students; a model of tutoring as a means of implementing the principle of individualization in extracurricular activities of a lyceum; a model of tutoring of project and research activity; a model of tutor's support in ensuring personal educational trajectory of student development; a model of tutor's support in the implementation of personalized education of students in terms of education M. Huzyk; a model of tutoring of an enriched educational environment as the main means of ensuring students' personal development; a model of tutoring as a strategic direction in the self-determination of the subjects of cultural and educational space; a model of tutoring as a tool for shaping students' personal educational trajectory; a model of tutoring as a strategic direction in encouraging students to learn. One of the experimental sites – Kharkiv Gymnasium № 12 – developed a model of beginning teachers' tutoring.

Analyzing the reports of experimental educational institutions, we find that the vast majority of them have developed tutoring models and practices directly related to the individualization of educational process in general: from tutoring aimed at facilitating learning to tutoring aimed at individualization of educational interests in extracurricular and research activities.

An interesting model of tutoring was developed on the basis of Kryvyi Rih Educational Methodic Complex № 126 "Academic Gymnasium-Lyceum". The experiment crystallized the conceptual model of an

educational institution that works according to the author's innovative personality-oriented education system "Development", based on many different types of educational activities, which enables a mentee to get the opportunity to determine personal interests, inclinations and abilities, choose ways of achieving them through self-determination (Pogribna, 2016) [7, p. 78-79].

The multi-component and convergent model "Development", as its developers emphasize, is implemented through 5 educational modules:

- invariant module (its content includes mandatory subjects of the invariant component of the curriculum);
- varied module (individual-corrective classes, workshops, special courses and optional classes);
- health care module (daily walks and breaks, active games, wellness lessons, physical education and choreography);
- developing module (advanced education studies, research laboratories, classes in art culture, Christian ethics, clubs);
- reflexive module (mentees' self-training, workshops and individual corrective classes).

The introduction of such a functional model at the experimental institution determined, among other things, the creation of an open enriched educational environment "Garden – Honeycomb", which, due to the desire for redundancy and meeting the personal and educational needs, interests and abilities of students provides extra-curricular activities.

The main idea of the functional model "Development" is the implementation of tutoring by extending subject, social and anthropological components to the educational process, because only such synergy can secure simultaneous personal growth of mentees in the three areas outlined above. To monitor the effectiveness of tutoring, the participants of the experiment developed and implemented a protocol for tutoring and

pedagogical support, analytical and research diary of tutors and mentors, portfolio of mentee's personal growth and individual resource card (Pogribna, 2017) [8, p. 48-55].

In general, during our experimental examination it was determined that tutoring of students gives the latter a large number of different intellectual, creative and other choices, promotes independence, responsibility, sensitivity, active life position and helpfulness. This conclusion correlates with the results of N. Pogribna's research.

The general results of the experiment "Tutorial technology as a means of implementing the principle of individualization in education" conducted at national level, are assistance in development of classroom and extracurricular work of a tutor, humanization of educational process, active role in mentee's self-education, development of ideas of individual, personality-oriented and developmental learning, partnership and pedagogy of cooperation, the above being national priorities for the development of education according to the doctrine of New Ukrainian School (S. Boyko, 2020) [2].

According to our assessment, the most holistic model of personal tutoring in Ukrainian secondary education institutions is the model of personal tutoring, developed at the private school "Athens" (Kyiv). In particular, during the experimental work of the private school "Athens" the main functions of the tutor were identified (Danilenko et al., 2020) [3, p. 64]:

- diagnostic function, which is implemented in the diagnosis of the dynamics of development of junior high school students in terms of acquired skills and knowledge, level of motivation, changing goals and needs of the child in the learning process;

- planning function, which includes personal goal setting and development of a plan for the implementation of goals and objectives, which is a synthesis of technological and situational planning and helps to ensure

uniform standards of quality of training and adaptation to the needs of the mentee;

- information and content function, which consists in tutor's acquiring the role of an expert source of information, who has knowledge in the necessary field and practice, and who is meant (together with the mentee) to carry out transfer of existing knowledge into practice;

- organizational and activity function, which consists in the organization of the environment of individual and group activities, introduction of group interaction rules and management of group dynamics, using tools for providing and receiving feedback based on dialogue and discussion, ensuring intensive integration of the interaction process;

- reflexive function which consists in tutor's organizing reflective activities at each stage of learning to help students understand the results of their educational activities;

- technological function, which is directly related to the system of blended learning and mainly affects high school students; it is meant to reconstruct the idea of the author of the course and identify educational strategies included in the course and to help students in the process of independent work;

- motivational function, whose implementation lies in identifying the motives and needs of children, involving them in the process of goal setting, positively supporting and motivating them through assistance in understanding personally significant achievements;

- advisory function, within which the tutor's task is to help the mentee to maximize the effectiveness of self-organization and promote his self-determination.

Under the lead of T. Shvets (2017) stages of the tutoring process were worked out [11]:

- learning about the student and building relationships;

- collaborative goal-setting and planning;
- implementation of the individual plan;
- summarizing collaboration.

According to the official report on experimental activities (2020), the results of the introduction of this tutoring technology demonstrated an increase in the number of students with a high level of motivation from 29.8% to 48.7% and a high level of responsibility from 17% to 24%.

In 2019, we conducted an analysis of tutoring practices introduced at the "Liko" Technology Lyceum, "Ecoland" and "Gremium Lyceums", "Optima Private Distance School", such Kyiv Private Schools as "7Fields", DEC life school, "Midgard", "SchoolinG", "TeenagerSchool", "Open European School", "Kitterra" "Spilnoshkola", which confirmed the established understanding of 2 forms or models of tutoring: personal tutoring and class supported by a tutor (Chupahina & Krupakhina & , 2021) [10, p. 45]. The former model presupposes that tutor brings together several small tutoring groups consisting of students from different classes, their common feature being similar average learning pace or the existing level of subject knowledge mastery. The latter organizational form of tutoring in a modern school - class supported by a tutor, is based on a more formal pattern – a certain class is provided with a long-term tutoring, with the tutor providing constant and diverse involvement of students in their work program.

Let's consider examples of both models of tutor's support organization in private schools of Ukraine.

In private technological lyceum "Liko", according to its educational program, tutoring, organized according to the class model, is defined as a "method of individual care for the mentee", based on "mentor-student" relationship and integrated approach where development happens with a focus on the realization of mentee's potential. The tasks of "Liko"'s tutoring

service are designed to help the child understand and fix their own cognitive interests, identify their own strengths and work out an individual development program, whose ultimate goal is crystallization of the child's personality. Tutor's support in this private school is provided from the 4th grade, the interaction of tutors and mentees takes place several times a week, when at individual tutorials there is a discussion of the child's growth zones and opportunities. Tutors help mentees frame their educational requests, create a map of resources, a plan of actions and obstacles, stimulate and motivate to take the first step. Further cooperation consists in tutors distancing from mentees' independent movement and assisting only when necessary. This process ends in understanding of the experience gained and planning of new steps.

"Ecoland Lyceum" also implements a class model of tutoring, which consists not only in individual development of mentees' talents, but also in support and coordination of group processes of the class. Thus, tutors at "Ecoland" attend all classes and monitor the achievements and failures of their mentees, they are responsible for compliance with the schedule, rules and regulations, correct distribution of children in clubs and studios, as well as for organizing primary school students' activities in the afternoon, when tutors are supposed to moderate the process of doing homework, outdoor activities and school events. This model of tutoring requires the tutor to be involved in a large number of operational processes: in particular, in "Ecoland", together with primary school teachers, tutors develop and implement a system motivating children to participate in competitions, contests and school projects ; keep a diary of observations, where they record the results of diagnosis of their mentees (their character traits and temperament, motivation and cognitive interests, values and hobbies, describe the basic principles of communication with peers and teachers, academic achievements). Based on the entries in the observation diary at

the end of each month, together with the primary school teacher, tutors compile an Individual Card for each student, which provides recommendations for their development and learning. The implementation of the road map outlined in the card is carried out through tutorials, for which tutors prepare scenarios in advance; these can be individual, group or even family tutorials, of which minutes are supposed to be kept.

In a private school "DEC life school" the main task of the model of class tutoring, implemented through individual tutoring practices, is to encourage a mentee to self-cognition. Based on the above, the tasks of tutor's support lie in finding, together with the mentee, their strengths and development zones, working on understanding their own feelings and their correlation with needs, finding different strategies to meet them, and finally - promoting harmonious growth of the personality of the junior student - both horizontal - through mastery of new skills, knowledge and competencies, and vertical – through spiritual development). The specific feature of the organization of tutoring activities in "DEC life school "is its focus on the emotional component of the child, building up attachment of mentees to tutors, based on tutor's unconditional acceptance of the child, without which, according to the authors of the concept, the child's personality can not reveal itself, especially in early school age.

Some tutoring practices have been introduced in the TeenagerSchool, where tutoring is a type of individual work with a student, covering 3 areas:

- diagnostic area: determining mentee's potential and educational problems;
- development area: working out of a personal development plan through setting goals and objectives, creating an individual project;
- implementation area, which consists in working on a plan to eliminate problem areas in education.

In private school "Schoolin" tutor's support is introduced for children from 2nd grade and is carried out weekly in the form of the introduction of certain tutoring practices based on the model of personal tutoring. Thus, at the end of the first month of each new term, students and tutors choose each other on the basis of letters of motivation, then enter into a special contract, which defines the goals of cooperation and determines the success of the partnership. The result of such, as its authors call it - developmental tutoring, is successful independent organization of mentees' own time; work with interests, development of ability to learn, improving ability to work with information.

"7 Fields" private school also implements the model of personal tutoring, in which the purpose of tutoring is defined as maximizing individualization of educational process. In this educational institution, the tutor is tasked with mediating between the teachers and the child, analyzing their mentees' interests and problems, tracking and recording what part of curriculum their mentees struggle with, and what, on the contrary, they are good at. The ultimate goal of tutoring is to compile and follow an individual route, whose destination is revealing mentee's true calling. Like in private school "SchoolinG", in "7Fields" school there is a cross-selection of tutors and mentees, resulting in the signing of a special agreement regulating frequency, timing of meetings, goals and objectives of tutoring, ways to achieve them.

Based on the summarization of our analysis of the current state of tutoring practice in public and private institutions of secondary education, it is concluded that the functionality and completeness of the presented models of tutoring can be **classified** into:

- *holistic technologies of tutoring*: tutoring has a clear purpose, objectives and tools, criteria of successful implementation; it is integrated into the overall system of educational institution; the results of tutoring are

measurable and comparable, the process of pedagogical mentoring has a positive effect of pedagogical (socio-pedagogical) influence on mentees;

- *incomplete technologies of tutoring*: tutoring has some elements of techniques, but is poorly integrated into the overall system of educational institution; there are no criteria for assessing the effectiveness of tutor's support;

- *unregulated non-system tutoring practices or conditional tutoring*: tutors are entrusted with the duties of teacher's assistants, educators of the extended day groups; whose functional tasks are limited to control over the daily routine, discipline in the classroom. Tutors are not involved in constructing a developmental educational environment.

Conclusions. Thus, our research also allows us to highlight the unique tutoring concepts introduced in Ukrainian schools. All of them were developed within the framework of research and experimental work or state-level projects coordinated by the Institute for Modernization of Educational Content. However, they are also focused on tutor's support of educational, research, extracurricular activities of students or early vocational guidance. In the course of summarization of the experience of tutoring, we have developed a classification of tutoring practices in schools by functionality and completeness, distinguishing: integrated technologies of tutoring (implemented in "Athens" private school); incomplete technologies of tutoring (in schools that have been involved in research and experimental work at the state level and the national research and development project on tutoring); unorganized non-system tutoring practices (the vast majority of private schools in Ukraine, especially smaller ones).

We found that the common characteristics of all tutoring practices, regardless of belonging to the definitive group of our classification, are the following: firstly, their being based on the principles of positive psychology,

for example, emphasizing the work of tutors with strengths and talents of the child; secondly, individualization of the mentees' educational trajectory, carried out on the basis of diagnosing their interests, inclinations and requests. In general, the introduction of tutoring determines the increase in the number of students involved in research, project, extracurricular activities, raising the level of self-determination concerning their career prospects. At the same time, the sphere of social development of primary schoolchildren is currently far from being among the leaders in terms of tutoring techniques mentioned above on the national market of educational institutions. Moreover, in most schools its development is not even singled out as a sphere of tutor's professional activity.

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