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PEDAGOGY

(Problems of specialists' preparation)

MAIN APPROACHES TO FUTURE TEACHERS' TUTORING IN UKRAINE

In a rapidly changing world, the problem of future specialist's compliance with the needs of society is exacerbated. Society needs a teacher who is able to think flexibly and acts in a non-standard way in a dynamic changing sphere of a modern education. Training and professional development of such a teacher is a long, holistic, continuous process focused on the formation of personal qualities, professional abilities, knowledge, skills and abilities that would meet standards of a modern teacher.

At the same time, the current situation often indicates a lack of young teachers' competence: there is a lack of competent, energetic teachers with perfect knowledge, formed skills of the independent activity, able to combine theoretical knowledge gained during their studies in institutions of higher education with a pedagogical practice.

Adaptation or entry of a young teacher into a profession is the most difficult period in the life of a young specialist. Specially organized work is needed to overcome these difficulties. On the side of the young teacher, it should be aimed at understanding the personal attitude to the profession and making professional choices through self-perception. On the side of other participants of the educational process in the modern society - teachers, it is to provide young teachers with a pedagogical support.

The problem of preparing teachers to support educational activities is widely spread in the works of the Ukrainian scientists, such as: P. Blonsky, P. Bunakov, V. Vodovozov, N. Pirogov, D. Semenov, K. Ushinsky, I. Yakovlev, and others. The essence of tutoring, the teacher's functions in providing tutoring, were considered in the

works of N. Borisova, V. Davydov, C. Dudchyk, T. Kovaleva, A. Tubelsky, P. Osipov, T. Surnina, D. Elkonin, and others.

The term “pedagogical support” was used at the first time by O. Gazman and according to its definition its essence is to join with the student in determining interests, goals, opportunities and ways to overcome problems which prevent him from maintaining human dignity and achieving positive results in learning, self-education, communication and a lifestyle [3, p. 68]. This definition includes not only a wide range of a pedagogical reality - from goal setting to technology of their implementation, but, which is especially important for us - reflects the process of activity aimed at creating psychological and pedagogical conditions for future teachers’ successful development and self-development. Pedagogical support means a technology for organizing personal interaction between a qualified teacher and a future teacher, a pedagogical support, the process of creating psychologically comfortable conditions for a personal development, an educational technology. Pedagogical support is considered as a complex, something new, but at the same time, a system of a pedagogical interaction in the modern educational process, as a multidimensional process focused on a positive aspect and benefits of a person, helping to raise faith in themselves and their abilities, factors, creating optimal conditions for a personal development.

Thus, the concept of a “tutor” comes from the English “tutor” and Latin “tueor”, which means “observe” and “care” (assistant, mentor, student’s lawyer) [1, p. 72]. According to a foreign experience, tutors teach in a specialty and educate students in extracurricular activities and in the classroom too. Future teachers individually, rarely in small groups (3-5 persons) independently, under the guidance of a tutor work on certain tasks, answer questions, analyze different pedagogical situations, receiving the necessary advice, consultations and assistance.

The tutor is a person who organizes self-determination and self-realization of a future teacher in a profession, rendering the help in the development of an individual educational paradigm, which provides success of individual professional attempts. If we

mean the tutor of a pedagogical education, it is a qualified teacher who accompanies the personal and professional development of future teachers throughout the process of their higher education.

The analysis of methodological and theoretical approaches of the problem allows us to identify: compensatory scientific approach, which focuses on issues of a success, discipline, adequate forms of leisure for young people. Tutors carry out cognition and different features of student's personality at perception by the person and the world, the purpose, motivation of training, the decision of educational tasks, correction of means of interaction, definition of ideals is conducted. The tutor tries to eliminate or compensate for such factors that rearward learning, such as the teacher's misunderstanding of the student, disregard for his intellectual, physiological and psychological characteristics, superficial or traditional judgment, difficulties in a personal development, perception or rejection of the social environment.

We chose the second approach, which is associated with a stronger "dehumanization of education". According to scientists' points of view, education is designed to develop a technique of "test yourself and your strength to establish how the individual soul relates to the world around" [2, p. 115]. Therefore, tutors in the pedagogical retrospective accompanied the student not only at the university, but delved into his life, leisure, helped in private individual lessons. It should be mentioned that in the beginning of main functions of the tutor were educational, gradually priority was given to educational, and today - again educational and theoretical justification of this area of the tutoring function.

The third modern approach to the problem of a tutoring is to combine general and individual methods, forms and activities of the tutor and his students. On the one side, human thinking and activity exist in history and culture in the form of norms and patterns, and on the other - exacerbates the problem solved by the tutor - the search for content, methods and criteria for individualization of their assimilation and moral

worldview of a particular student. All scientific approaches have a right to exist and need further theoretical substantiation.

The urgency of tutoring today is due:

- firstly, to the fact that a tutoring technology is aimed at the educational needs of a future teacher, country and society, their harmonization;
- secondly, it clearly demonstrates the dependence of the country's development on the results of education of individuals and is aimed at their elevation;
- third, it is determined by the need of a personality-oriented pedagogical interaction;
- fourth, in this regard, the personification of a pedagogical education, the construction of its own program, which is carried out according to the individual capabilities;
- fifth, the need for the formation of subject-subject relations of participants in the pedagogical process, accompanying the personal and professional development of future teachers.

Thus, the future teacher's tutor in institutions of higher education is marked to combine students in various types of an independent work, such as design, research, organizational activities, amateur, etc., which contribute to a critical understanding of their achievements, awareness of unresolved problems, constant testing in individual activities, its reflection, formulation of own tasks and correction of actions.

Tutoring is also a mean of informal transferring of knowledge, skills and abilities, the tutor is forced to be in a situation of a constant search, the result of his work can be individual student training programs, which are confirmed, for example, by improving the quality of knowledge and student's rating.

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