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*I. Horbachevsky Ternopil National Medical University***HISTORY OF TUTORING AS EFFECTIVE METHODS
OF EDUCATIONAL PROCESS****I. I. Ворона, Г. Я. Кітура***Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України***ІСТОРІЯ РОЗВИТКУ ТЬЮТОРСТВА ЯК ЕФЕКТИВНОЇ МЕТОДИКИ
НАВЧАЛЬНОГО ПРОЦЕСУ**

Abstract. The article deals with interpretation of terminological concepts of tutoring as effective methods of educational process individualization. Changes in learning models contribute to expansion of teacher's role, who serves not only as educator, but also provides pedagogical support of individual curricula for the learners are characterized in this article. Tutoring covers these tasks and the tutor is a co-developer of academic projects and programs, an advisor in education services, combining the roles of a mentor and developer of educational schemes. The main stages of tutoring origin in the context of historical development are clarified. It is emphasized that the implementation of tutoring is an integral aspect of individualization of education in medical schools and is carried out by mastering the ability to motivate educational and pedagogical activities of students. Attention is placed on the need to analyse various methods and approaches to the implementation of tutoring trends in the educational process. The most important criteria of educational process, created by the tutor and student are examined: implementation of the successful tutorial support of training, formation of the personality and lifestyle of the future specialist; multiplicity and variability of educational proposals satisfaction; design and implementation of an individual educational and training program. The basic skills necessary for valuable professional activity are characterized: the formation of fundamental methodological knowledge and the ability to apply them in the process of professional activity; the ability to deal with pedagogical problems and perform tasks in the methodology of teaching subjects in higher educational institutions; mastering of strategies for the implementation and using of information and communication technologies in the educational process; ability to design and project activity; skills to motivate learning activity; ability to manage project activities of students; motivation for continuous self-education and self-improvement.

Key words: tutoring; history of development; educational process; abilities and skills.

Анотація. Стаття присвячена обґрунтуванню термінологічних концептів тьюторства як ефективної методики індивідуалізації навчального процесу. Охарактеризовано зміни моделей освітніх практик, що сприяють розширенню ролей педагога, який має виконувати не лише освітньо-виховні функції, а й здійснювати педагогічний супровід індивідуальних освітніх програм суб'єктів навчання. Такі завдання може забезпечити тьюторська діяльність, де тьютор виконує функцію співрозробника освітніх проектів і програм, консультанта у сфері освітніх послуг, поєднуючи ролі наставника й проектувальника освітніх систем. З'ясовано основні етапи зародження тьюторства в контексті історичного розвитку. Наголошується, що впровадження тьюторства є невід'ємним аспектом індивідуалізації навчання у медичному ЗВО і здійснюється шляхом опанування умінь мотивувати навчально-пізнавальну та виховну діяльність студентів. Увага акцентується на необхідності аналізу різноманітних методик та підходів щодо впровадження тенденцій тьюторства у навчально-виховний процес. Розглядаються питання найважливіших критеріїв створеного тьютором і студентом освітнього простору: здійснення успішного тьюторського супроводу навчання, формування особистості й способу життя майбутнього фахівця; багатоманітність і варіативність задоволення освітніх пропозицій; конструювання і здійснення індивідуальної освітньої та виховної програми. Охарактеризовано основні вміння, якими повинен володіти тьютор: сформованість фундаментальних методичних знань і здатність застосовувати їх у процесі професійної діяльності; засвоєння стратегій упровадження й використання інформаційно-комунікаційних технологій у навчальному процесі; здатність до конструктивно-проектної діяльності; уміння мотивувати навчально-пізнавальну діяльність; здатність керувати проектною діяльністю студентів; мотивація до безперервної самоосвіти й самовдосконалення.

Ключові слова: тьюторство; історія розвитку; навчальний процес; навички та вміння.

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Introduction. The current reform of national education for integration into the European education space involves changes in future specialists training. This is caused by the fact that contemporary competitive education system should efficiently and quickly satisfy the demands of society and the labour market as well as promote development of general and special competencies of university graduates.

Conceptual ideas and strategies of modernization of contemporary education are aimed at finding common tools and mechanisms for development of a single world education space, important for international education communities as well as for national education system. Development of education in Ukraine and analysis of world experience require introduction of new forms and methods of work with students. Training of highly professional specialists should be carried out taking into account the acquired domestic and foreign experience, using effective modern innovative technologies [11, p. 12]. Significant spread of the concepts of developmental teaching, student-centred education, contextual and modular learning as well as games all over the world actualized the need to revise the ideas about teaching, new status and role of a teacher.

Changes in learning models contribute to expansion of teacher's role; thus, the teacher serves not only as educator, but also provides pedagogical support for individual curricula for the learners. Tutoring covers these tasks and the tutor is a co-developer of academic projects and programs, an advisor in education services, combining the roles of a mentor and developer of learning schemes. The tutoring in education was initiated in English universities of Cambridge and Oxford. At present it successfully works in the top universities, colleges and schools of England, the USA, Japan, Germany, France, Finland, etc.

The aim of the study was to determine the status, role and tasks of the tutor in the context of historical development of this concept, as well as its peculiar features. The following tasks were set to achieve it: analysis of world experience of tutoring; theoretical foundations and scientific approaches regarding the concepts of "tutor" and "tutoring"; increasing significance of tutoring in the internationalization of education; tutor's tasks.

Theoretical framework. The fundamentals of tutoring, its forms and methods are presented by world researchers J. K. Bailey, D. Bushsel, R. Wedgery, L. Davy, Ch. Kingsley, J. K. Kitchens, J. Miller, M.G. Moore, D. Palfreiman, R. Peppy, D. Pickering,

J. Pollack, D. Rowntree, N. Furbank, L. Haras, K. Hibbert, D. Ellson, T. Kovaliova, P. Shchedrovtskyi, H. Yastrebova, as well as Ukrainian scientists A. Boiko, T. Lukina, A. Zhulkivska, O. Litovka, O. Popovych, I. Semenenko, N. Shalimova, R. Sharan and others.

Tutoring is an Oxford-Cambridge phenomenon that was established in two well-known universities in England in the 14th century. The term "tutor" is a teacher, mentor, derived from the English "tutor" and the Latin "tutor", which means "to advise", "to support", "to guard", "to care" [10, p. 276]. These universities were the initiators of tutoring. At that time, free forms of education were applied: professors delivered lectures, assistant professors gave classes, but there were also individuals who assisted students in development of individual academic programs and supported students to make a right choice in learning.

There were no courses and faculties in medieval universities. The future students were involved into unstructured space. It was a kind of medieval analogue of today's Internet. The student entered a university in which suggested 20 professors delivering lectures as a compulsory course. It was clear that it was impossible to be present at all the lectures at the same time, so it was necessary to make a decision on what course to take and ask someone for advice. It was possible to choose lectures and change courses. There were only requirements for exams at universities, but the methods and means to achieve excellent knowledge of a subject were optional. That is the student must have gained an individual amount of information at the university. The tutor was the person, who helped the student comprehend that information.

At first, these were the so-called "lifetime students", who did not leave the university for a long time, took various courses and lectures, and knew the university and learning requirements very well. Once they were suggested to help other students develop a curriculum for them for a minor fee. That was the first time that tutoring was initiated as well as tutors; their mission was to develop an individual academic program. Afterwards this practice transferred into the system of general education, where tutoring gradually was introduced at schools.

The tutor was a moderator between the university in the person of a professor and the student. This mediation was necessary for both parties, because at that time freedom was the most value, and it was difficult for a free professor to deal with a free student and vice versa. Therefore, the tutor was very important and necessary because he adjusted the student's

personal preferences to the professor's requirements. In addition, another important task of the tutor was the control over the process of self-education of a student.

Since the 17th century, the tutor have had more and more tasks regarding the learning process as the main "advisor" of the student through the labyrinths of the education: they advised the students what courses to take. It was in the 17th century that tutoring became the official teaching "institute" and was established as an integral part of the English system of education: tutors not only adjusted students' activities and helped them, but also prepared them for exams. N. Rybalkina proves that today about 90 % of classes in Oxford university and 75 % in Cambridge university are given by a tutor [8, p. 131].

In the Elyzavethrad Gymnasium there was a teacher, who, according to the instructions of 1871, had to thoroughly study their pupils: personal features, their skills and faults, and constantly guide them, be aware of their environment, etc.

T. Pakhomova studied the system of pedagogical support in the Baltic schools and identified four main models of tutor's activities:

1. The "expert" model – children who have difficulties in learning are referred by subject teachers to specialists, e.g. a psychologist, a personal counsellor.

2. The "tutor" model – each student has a personal advisor during studying at school. The tutor does not necessarily teach the class where the child is studying; they take care of several dozen students from other classes.

3. The "class tutor" model – each class has a tutor, who is responsible for all children in the class, as well as for each child separately. The class tutor gives lessons in the class, regularly holds discussions with the pupils, as well as with parents and teachers.

4. The "section group" model – the class is supported by a group of teachers. Learning and tutorial support are integrated into the learning process; all teachers are responsible for solving pupils' personal difficulties [7, p. 223].

These different notions have the only essence of tutors' activities, which is for assistance to the pupil or student in compiling an individual curriculum, consultations on their skills and abilities, recommendations for independent solution of difficulties.

According to H. Bespalova, the traditional structure of tutoring abroad covers three components: management of classes (supervision), which provides students training during the holidays; moral mentorship regarding support of student life at the university in

a loose sense; the tutoring, which facilitates student's learning during the trimester or academic year [2, p. 56].

Tutoring as an independent pedagogical phenomenon in Ukraine was initiated in the late 90s of the last century at the time of reforming the entire system of national education. The majority of scientists paid much attention to teacher's activities in distance learning (H. Molodykh, T. Koicheva, V. Kukharenko, N. Syrotenko). T. Koicheva defines that "tutor is a new specialization of professional activity of a teacher, which is implemented in terms of distance learning" [6, p. 8]. According to V. Kukharenko, the tutor is a key figure of distance learning; they synthesize and accompany resources for the student and provide access to knowledge [5, p. 12].

Tutoring is an attempt to re-organize learning of pupils and students. The tutor gradually learns the role qualitatively different from their previous experience; it is the role that requires skills of self-organization, the ability to take the initiative in some uncertain situations, development of paradoxical thinking, etc. The tutor becomes a kind of a role model, demonstrating to students some orientations and techniques for self-improvement [4].

In the dictionary "Terminology in the system of supplementary pedagogical education" the meaning of the term "tutor" is defined as "a person who facilitates the learning process, whose role is to be a knowledgeable partner of their students" [1, p. 74].

Today the tutoring is considered as an aspect of general modernization of education (N. Demianenko, L. Semenovska, E. Kolosova, N. Rybalkina); as a method of humanization of pedagogical activity (T. Kovaliova, M. Cheremnykh, S. Manuilova); as a method of cognitive interest development (S. Dudchuk).

Tutors teach in the specialty and educate students extracurricular or during class time. Future specialists individually, rarely independently in small groups, work on solving tasks, asking and answering questions, analyzing challenging situations under supervision of a tutor; thus they receive necessary advice and recommendations.

The mission of the tutor is to form self-determination, self-realization, self-fulfillment of a person regarding their occupation by assisting in development of an individual education paradigm; that is they arrange for successful individual professional attempts. If we have in mind the tutor of medical education, it is the subject that accompanies personal and professional

development of raising physicians during the whole their studying at the university.

The tutor facilitates student's learning taking into account the personality of a student in their perception of the human and the world, their goals, motivations for studying, solving problems. The tutor tries to eliminate the factors that hinder studying, i.e. misunderstanding of the student by the teacher, disregard of their intellectual, physiological and psychological features, difficulties in personal development [3].

Unlike a teacher, who works with a team of the same age or with different age groups and teaches them all, a tutor is a teacher who assists in gaining knowledge. We can assume that there is a forming pedagogy: the teacher is the one who assists in development of some skills ("there are some skills you are not endowed with – and we will develop it"). There is a pedagogy that accompanies. That is why we need someone who can accompany this development to make it more conscious and less chaotic for the student. Such pedagogues are called tutors. The tutoring is based on the idea of honesty of the student, who strives for knowledge, and the tutor supports and encourages the student to new knowledge. The difference between a tutor and a teacher or lecturer is that they want to know the listener better, to understand their personal goals, desires and feelings. The tutor accompanies the learning process if necessary: they guide, support or motivate.

In this regard, the mission of a tutor in higher education is to involve students in various independent work, such as project development, research, organization and self-management that contribute to a critical understanding of their achievements, awareness of unresolved issues, constant testing in individual activities, formulation of tasks and correction of the actions. Since tutoring is also a means of informal transmission of knowledge, development of skills and abilities, the tutor also has to constantly self-develop and self-improve; student individual learning programs are the result of their work.

N. Rybalkina notes that pupils and students need a guide in learning and life; in this regard, the tutor is a mediator between the general cultural and the individual, personal and corporate [8]. Only those, who have profound knowledge, large experience of self-education and self-development, which they pass on to the advisee, can be a tutor. In our opinion, the tutor integrates not only training, self-education, self-creation of a professional, but also forms the systems of their values, the whole way of life, that is, they are a

kind of a role model. Moral and aesthetic relationships of cooperation and co-creation between the tutor and the student are really important.

Today, the need for tutoring for organization of individual independent work of students, the volume of which is greater and greater each year, has significantly increased. Due to the large pedagogical workload, teachers often unsystematically check the students' independent work.

The authors of the textbook "Professional training of a tutor: theory and methodology" [9] note that the teacher-tutor must first and foremost have competencies in pedagogy, psychology, teaching methods and distance learning. The researchers define the most important pedagogical competencies regarding the techniques of pedagogical communication and corresponding personal features; ability to take part professionally in joint teaching process; current approaches to teaching and features of teaching in institutions of higher education; methods of psychological and pedagogical diagnostics, awareness of peculiarities of students' activities and their age features; ability to analyze pedagogical situations, to arrange and plan pedagogical activities; ability to organize the learning process, its regulation and correction; positive attitude, disposition, steady interest, willingness for pedagogical activity and understanding of the essence and significance of the profession; methods and forms of teaching and education; strategies of effective implementation of pedagogical technologies into the learning process and the ability to solve problems regarding their design, maintenance and use in a single information and education space; aims and types of pedagogical assessment, methods of academic assessment, ability to demonstrate them with specific examples, ability to self-esteem.

While working with students, the tutor uses the following technologies and techniques: case study (teaching method of analysis of practical situations); portfolio (a method of presenting academic results); debates (a method of organization of a public discussion, in which person's point of view should be argued with evidence-based proofs and refute the opposite one). Tutor support is always of individual character, therefore flexibility and variability must be observed in its implementation and a choice of the form, adequate interaction with a student.

Conclusions and Prospects for Research. Thus, after analysing the presented material, we have established that by developing the concept of tutoring we can come to a fundamentally new project of

learning process based on the personal development of an individual in mutual understanding and support.

The tasks of tutoring are: qualitative delivery, control and support of individual training of students. In other words, tutor is a personal curator: he corrects and controls the process of knowledge acquisition, helps to plan an easy schedule and deal with other organizational issues, effectively guides and instructs students, motivates them and engages them into the learning process, monitors the advancement, provides detailed reviews and assesses the result. Tutor is a subject expert and is engaged, first of all, into consolidation and application by students of the acquired knowledge and developed skills in practice, provides individual consultations, corrects unproductive work, organizes and manages group interaction, gives feedback, carries out current knowledge assessment.

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Development of skills of self-education and creative solving of professional tasks, studying the effective methods of development and implementation of research projects in different spheres of practical activities of students is the main aim of tutoring. Therefore, this form of learning process organization provides for mostly individual consultations, use of project and game methods, and introduction of information and case technologies.

These theoretical aspects necessary for introduction of tutoring as an effective technique of individualization of the learning process, without doubt, do not exhaust the variety of forms and methods of tutor's work. Many issues of improvement and implementation of the trends of tutoring into higher education are coming up to be developed in both theoretical and practical terms.

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