

UDC 137.013

DOI: 10.34670/AR.2023.69.89.016

**Mentoring as an integral part of modern education system of Russia****Lyudmila A. Deikova**

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**Abstract**

Mentoring today is considered to be a sought-after and vital practice in the social and education fields. The efficiency of the mentoring institution in the solution of upbringing, educational, career-guidance and other important tasks is proved and recognized on the state level. The aim of the research is to reveal the peculiarities of mentoring as a tendency of modern education and a pedagogic technique. The article describes specific features of mentoring, history of this phenomenon. It also gives the main ideas of mentoring as a social and pedagogic instrument. Different methods of applying mentoring in education let develop the interaction of participants of educational process as well as involve new and complex practices in teaching. The given models of mentoring can help build different initiative groups for professional purposes or for a wider range of tasks. Today mentoring is undergoing a new cycle of life acquiring traces characteristic of modern society needs. Thus, it is shown that the main aim of a mentor is to help young teachers implement themselves, develop certain individual characteristics, communicative and management skills. Mentoring is a special duty based on the principles of voluntary work. A mentoring teacher should possess high professional qualities, communicative abilities, have respect of the colleagues, pupils, parents.

**For citation**

Deikova L.A., Myasnikov A.A. (2023) Mentoring as an integral part of modern education system of Russia. *Pedagogicheskii zhurnal* [Pedagogical Journal], 13 (5A), pp. 131-137. DOI: 10.34670/AR.2023.69.89.016

**Keywords**

Mentoring, practices, mentor, supervised person, professional mastering.

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## Introduction

Mentoring today is considered to be a sought-after and vital practice in the social and education fields. The efficiency of the mentoring institution in the solution of upbringing, educational, career-guidance and other important tasks is proved and recognized on the state level.

The introduction of in the Federal State Educational Standards and Professional pedagogic standards, as well as State educational policy and the paradigm “life-long education” demands new qualities of a teacher’s activity.

The introduction of mentoring practices has certain rules and algorithm in accordance with established tasks. Nowadays schools need not a teacher who gives knowledge but a mentoring teacher who is able to clear up the zones of pupils’ effective development as well as the best ways of learning certain material. It’s the mentor who helps find independent answers, who instructs, observes, supports and builds an individual way of studying.

## Literature sources review

The phenomenon of mentoring roots in ancient life practices of people. The very term “mentor” comes from Homer’s *Odyssey* where Mentor was the teacher of Telemachus, *Odyssey*’s son. Further the name of Mentor became nominal and started to denote a wise counselor able of guiding, teaching, winning universal respect. Plato and Jean Jacques Rousseau underlined the fact that the interaction of a mentor and a disciple is a complicated art of their communication on equal terms. However, the principles of mentoring appeared long before the Greek civilization.

The phenomenon of mentoring came to life due to the group activity of ancient people. Collective dwelling, hunting, gathering were the terms for the survival of *Homo sapiens*. Elementary forms of mentoring of an ancient man concerned teaching children – how to tell eatable berries from uneatable, for instance. The most vivid example of mentoring can be the ritual of initiation. Rituals let separate a person from his former environment (childhood, household chores and even his family). This way the bases for age pedagogics were established.

Traditionally the role of a mentor and spiritual teacher is rather high in religious practice. It’s not for nothing that clergymen kept the holy knowledge and passed it to their disciples. Mentors and sapients were given a special social status.

In Russian pedagogics the problem of mentoring has always been given certain emphasis. In the XIX century K.D. Yushinskiy paid attention to this problem. The founder of Russian pedagogics stressed upon the fact that there’s direct dependency of professional adaptation of personality and the level of professional mastering and mentor’s knowledge. He wrote: “The aim of upbringing is to bring up such a person who was an independent particle in the social life, who was ready for solo life in the society” [Clarín, 2016].

In the basis of a mentor’s activity lies the compensation of a certain educational lack of a supervised person. In these terms the activity of a mentor is close to the pedagogical support which theoretical, methodological, scientific and practical basics were outlined in the works by Russian authors of 1990-2000th, such as O.S. Gazman, S.S. Gill, N.B. Krylova, N.N. Michailova, S.M. Jusvin and others. According to the opinion of the majority, the essence of a mentor’s support is to give help to a man who is to overcome some outer barriers. An example of this barrier can be the lack of resources for realization of initiative or the lack of organizational or other mechanisms [Lapshova, Sundeeva, Tatarenko, 2017].

An important contribution to the research of a mentor's role in the shaping of a young teacher as well as the importance of mentoring in a young teacher's adaptation are revealed in the works by V.A. Sukhomlinskyi, U.V. Krytchevskyi, O.E. Lebedev, A.A. Mezentsev, N.V. Nemova, V.M. Sheppel and others.

### Methods

There are two main efficient methods in a mentor's job – the organization of activity of a supervised person and collective discussion. In the focus of a mentor's attention are:

- Individuality of a supervised person and his inner world;
- Basic processes of an individual development, socialization, self-identification, adaptation of a supervised person in the social and educational environment;
- The activity of a supervised person;
- The system of social interactions of a supervised person according to the context of his/her activities.

The specificity of a mentor's activity also appears in its duration. Reaching the aim of mentoring which is connected with the fulfillment of some educational lack is impossible in the course of one or two events (a workshop or a consultation, for instance). It requires a prolonged interaction of a mentor and a disciple in the process of a certain activity.

The correct finish of a mentoring period needs fixing the fact that a supervised person fulfilled his inner educational lack and a vivid indicator of it is a complex of stable changes in behavior. According to this the common practice of attaining a mentor for a fixed period seems dubious.

The peculiarities of mentoring described above determine an extremely wide range of mentors' activities in the system of education including different levels of school education as well as professional education, informal educational and profession-oriented practices [Clarín, 2016].

The mentor's activity includes the solution of a number of tasks such as:

- Translation of a value-semantic attitude of the mutual activity of a mentor and a supervised person;
- Detection and actualization of strong motivation of a supervised person;
- Pedagogic counseling of a supervised person in the process of his/her learning a certain activity;
- Creating the conditions of mastering an activity which combine psychological comfort and motivating discomfort – a certain degree of risk necessary for shaping the independence and responsibility of a supervised person.

There are the following methods of a mentor's activity:

- Organization of a supervised person's activity which serves the factor of his development and gain of valuable experience;
- Organization of discussions in the course of which evaluation and consolidation of experience take place;
- Creating specific situations which expand a supervised person's experience and update development processes;
- Creating outer conditions as well as the environment of mastering a certain activity;
- Methods of diagnostic and developmental evaluation including switched on observation, conversation, questioning, sociometry, etc.
- Methods of managing interpersonal relations in the group of supervised persons;
- Networking as a way of organizing the interaction with supervised persons;

- Methods of actualization of individual motivation and facilitation;
- Personal example of a mentor as a model of efficient educational strategies, professional excellence, etc.;
- Informing and consulting.

## Results and discussion

Considering everything given above there may be distinguished several models of mentoring [Lapshova, Sundeeva, Tatarenko, 2017]:

*Traditional model* – “face-to-face” mentoring;

*Situational Mentoring* – supposes a mentor’s help every time a supervised person needs instructions and recommendations;

*Peer Mentoring* – both participants of mentoring program are in equal terms;

*Group Mentoring* – one mentor supervises a group of 2-6 disciples;

*Short-Term or Goal-Oriented Mentoring* – mentor meets a supervised person according to the fixed timetable for solving short-term tasks;

*Speed Mentoring* – single meetings with a more advanced mentor for developing the cooperation among people united by some common problems and interests;

*Flash Mentoring* – a short session of mentoring during which mentors may share life experience and give some recommendations;

*Virtual Mentoring* – the usage of information and communication technologies for mentoring;

*Self-Directed Mentoring* – when experienced staff members become mentors on their own initiative;

*Reverse Mentoring* – when a junior staff member becomes a mentor for a senior one;

*Team Mentoring* – when two or more mentors work with a group of people helping them to reach certain aims of development.

## Conclusion

Thus, the main aim of a mentor is to help young teachers implement themselves, develop certain individual characteristics, communicative and management skills. Mentoring is a special duty based on the principles of voluntary work. A mentoring teacher should possess high professional qualities, communicative abilities, have respect of the colleagues, pupils, parents.

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## **Наставничество как неотъемлемая часть современной системы образования России**

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### Аннотация

Целью исследования является попытка рассмотреть особенности наставничества как тенденции современного образования, а также и как педагогической технологии. Данная статья дает описание особых черт наставничества, раскрывает историю этого явления. Также в ней раскрываются основные идеи наставничества как социального и педагогического инструмента. Авторы показывают, как различные методы применения наставничества в образовании позволяют развивать взаимоотношения участников образовательного процесса, а также вовлекать новые сложные практики в обучение. Рассмотренные модели наставничества могут помочь создавать различные инициативные сообщества для профессиональных целей, а также для решения более широкого спектра задач. Авторы исследования делают вывод, что наставничество сегодня проходит новый виток развития, приобретая черты, отвечающие требованиям современного общества.

### Для цитирования в научных исследованиях

Дейкова Л.А., Мясников А.А. Mentoring as an integral part of modern education system of Russia // Педагогический журнал. 2023. Т. 13. № 5А. С. 131-137. DOI: 10.34670/AR.2023.69.89.016

### Ключевые слова

Наставничество, практики, наставник, наставляемый, профессиональное совершенствование.

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