



Natalia DEMYANENKO

Doctor of Pedagogical Sciences, Professor,
Head of the Department of Pedagogy
and Psychology of the Higher School,
National Pedagogical Dragomanov University
Доктор педагогічних наук, професор,
завідувач кафедри педагогіки та психоло-
гії вищої школи, Національний педагогічний
університет імені М. П. Драгоманова
<https://orcid.org/0000-0001-5932-2862>

Ключові слова: тьютор, професій-
на підготовка тьютора, індивідуалізація
освітнього простору, тьюторський су-
провід, індивідуальна освітня програма,
самовдосконалення, саморозвиток.

*Сучасні тенденції розвитку ци-
вілізації зумовлюють процеси ціло-
життєвої освіти, проєктують ін-
дивідуальність освітнього шляху
на засадах гуманізації і відкритос-
ті, вмотивовуючи появу нових тех-
нологій його реалізації, породжуючи
нові педагогічні професії. Відповідно
замовлення на професію тьютора,
тьюторський супровід в освітньо-
му просторі України пояснюєть-
ся прагненням людини до освітньої і
професійної мобільності, осмисленої
побудови власної освіти, самовдос-
коналення і саморозвитку.
Системний аналіз проблеми тью-
торингу з урахуванням історич-*

UDK 378

DOI 10.31392/NPU-VOV.2020.2(77).09

TUTORING AS PEDAGOGICAL ACTION AND NEW PROFESSION: SYSTEMATIC APPROACH TO THE PROBLEM

© Demyanenko N., 2020

*ного розвитку феномену та сучас-
них наукових позицій педагогіки су-
проводу (Н. Белякова, А. Зоткін,
Т. Ковальова, М. Кулагіна, Н. Пи-
липчевська, Н. Погрібна, Т. Швець,
P. Benson, L. Dam, H. Knauf,
R. Pemberton, O. Smolnikova,
K. VanLehn) дозволив трактувати
його як педагогічну дію у зв'язках-
залежностях понять: «тьютор»,
«індивідуалізація освіти», «освіт-
ний маршрут», «індивідуальна
освітня траєкторія», «індивідуаль-
на освітня програма», «тьютор-
ський супровід». Тьютор професійно
супроводжує процес конструюван-
ня педагогічного середовища у фор-
мальній, неформальній та інфор-
мальній освіті, обґрунтування інди-
відуального освітнього запиту, пла-
нування індивідуальної освітньої
траєкторії, розроблення, методич-
не забезпечення і реалізацію індиві-
дуальної освітньої програми. Із роз-
витком університетів проєктно-
дослідницького типу, які головну
цінність освіти вбачають у вмінні
працювати з керованим майбутнім,*

а тьютор починає інтегрувати позицію наставника, асистента і проєктувальника.

Опертя на контекстно-науковий відносницький підхід (А. Бойко, І. Бех) сприяло визначенню тьюторингу інноваційною освітньою технологією, а основою і умовою її впровадження – педагогічно доцільні суб'єкт-суб'єктні партнерські відносини тьютор-тьюторант. Наголос при цьому здійснено на індивідуально-соціалізуючому характері тьюторства, оскільки тьютор несе відповідальність не лише за рівень знань і компетентностей, а й за формування ціннісного виміру особистості.

Problem setting. Current trends in the civilization development shape life-long educational processes and, thus, design an individual educational way based on open education that motivates to create new technologies and even new pedagogical professions. The above mentioned is determined by a number of contradictions: between social need to educate an active, initiative, highly developed citizen and the lack of theoretical and practical organization of the educational process aimed at personality development; between labor market need for innovative, responsible professionals and educational practice that does not teach to make choices and predict their responses; between desire to build and organize individual educational programs and the lack of educators able to bring them to life and support in professional and personal self-determination and self-growth. Experience shows that no matter how independent a person is in his\her personal and professional development, he\she needs the support of a certain specialist, particularly in choosing a profession, defining a goal, making a decision, etc. And special place here belongs to tutor who provides personality an educational support in the information-oriented society.

З урахуванням зростаючої потреби закладів освіти України у педагогах-тьюторах обґрунтовано перспективність їх фахової підготовки, необхідність введення назви посади «тьютор» до національного Класифікатора професій. Представлено узагальнений досвід професійної підготовки викладача-тьютора випусковою кафедрою педагогіки і психології вищої школи Національного педагогічного університету імені М. П. Драгоманова в рамках магістерської освітньо-професійної програми 011 Освітні, педагогічні науки (Педагогіка вищої школи. Тьюторство).

Analysis of the publications and relevance of the research. In the domestic and foreign science tutoring was partly developed by N. Beliakova, N. Demyanenko, M. Kulahina (historical experience of tutoring in British higher school, its interpretation for Ukraine, justification of tutoring as an individual support for professional development of students), A. Boiko, T. Kovaliova, A. Zotkin, N. Pylypchevska (internationalization of educational processes, idea of tutoring and problem of personality in education, tutoring theory and practice), N. Pohribna, T. Shvets (introduction of tutoring into higher schools), S. Vetrov (theoretical approaches and establishment of the Ukrainian Tutors Association) and others.

Systematic scientific analysis includes: 1) modern processes of higher education development in Ukraine (small number of entrants; low occupancy of student academic groups; low regular attendance by students of academic studies due to the professional employment, and, at the same time, objective need for updating professional knowledge, completing education, retraining, etc.); 2) available scientific and theoretical generalizations, publications in tutoring that

allow to conclude that profession of tutor and his professional training are of high importance, particularly at higher schools.

The purpose of the scientific report is a systematic author's approach to tutoring in European history, including modern foreign and domestic educational theory and practice with generalizing the experience in training teacher-tutor at National Pedagogical Drahomanov University and benefits from introducing the "tutor" occupation to the dictionary of occupational titles of Ukraine.

The core content. In the context of the defined purpose, we should refer to the interpretation of the concept "tutor" and historical development of such phenomenon as "tutoring". "Tutor" (teacher-mentor, comes from the English "tutor" and the Latin "tueog" that means "to watch", "to care" (assistant, mentor) is a central figure, and tutoring is an officially recognized component of the British education system. Tutoring was considered to appear at the universities of the United Kingdom. This phenomenon took shape in the 14th century at the universities of Oxford and subsequently of Cambridge. At that time self-education was essential in gaining university knowledge and tutoring, being a form of university mentoring, provided support for this. In the late 16th century, tutor became a central figure in university education, mainly responsible for the education of his students [7, pp. 23-35]. By the 17th century, tutor's functions expanded and tutoring was officially recognized as a part of the English university system. Tutor became the student's closest adviser and assistant in overcoming the difficulties of personal and professional development. There were three main directions of tutoring at the English universities of that time: educational, training and leisuring [9, p. 82-91]. Between the 18th – 20th centuries, tutoring did not only worsen its position, but, conversely, took a central place in the education provided by the oldest universities of England [3, p. 30-33]. At the universities of Oxford and Cambridge tutors still work as full-time employees, providing the feedback between student, teacher and all

teaching staff, and therefore maintaining the integrity of academic education [10, p. 34-35].

Over time, the school education of England began to use tutoring. In particular, it took a prominent place in the public schools where tutors tutored students' individual study. Among the most famous educational institutions were Winchester (1378), Eton (1441), Shrewsbury (1551), Westminster (1566), Rugby (1567), Harrow (1571), St. Paul's School (16th c.), Merchant-Tailors School (16th c.), Charterhouse (1609). The development of public schools was linked to the rather democratic trends in teaching in Late Tudor England that ensured a relatively equal access to the education for both nobility and gentry. As a rule, English youth studied in classical schools composed of socially democratic students. The further formation of public schools was greatly influenced by the introduction of ethical education (character building) that focused on the leadership qualities (first introduced by T. Arnold at School of Rugby). In public schools, students of different ages were not only divided into classes but also into "school houses" (boarding schools) with student government. A particular attention was paid to religion and sports. The aim was to prepare students for entry into the elitist universities of Oxford and Cambridge, to educate future state and political figures, senior industrial staff, etc. [3, p. 31–32].

The second half of the 19th century was marked with the level of school funding. In this case, boarding students paid for living in the territory of school but not for education [5, p. 110]. It is at this time that tutoring became a system. An increase in the number of boarding students gave an impetus to its active development. In Eton, for example, this led to the active placement of Dames houses in the territory of the school [1, p. 65]. Tutors were selected by some ways. As a rule, well-to-do families selected mentor for their child among 8 to 10 teacher's assistants. At the same time, there were cases when aristocracy was dissatisfied with selected person. Therefore, they sent to school their own tutor who

worked as a teacher and tutor. In the mid-19th century Eton banned outside tutoring, only full-time college staff had the right to tutor. Tutoring became a tool to realize educational goal in public schools and improve students' social skills in the school environment. This tutor's activity helped consolidate students and reproduced the principle of indivisibility of education and upbringing, linguistically united in the term "education" in English [3, p. 30–33].

It should be noted that tutoring at public schools and universities of the United Kingdom has always been an ambiguous phenomenon. If study at universities (the second level of education of English aristocrats) had no analogues, then the first level was considered an alternative, and debate on this issue continued for more than a century and half. An alternative was home-schooling, available exclusively to the aristocratic families and focused on individual pedagogical support that immediately made it elitist. The development of tutoring (the definition of "tutor" was used for both home and school tutors) gave the nobility an opportunity to provide their children the first degree of education or to enroll them to a privileged school (among the most prestigious in the 18th century were Westminster, Winchester, Eton) or to teach them at home [1, c. 68]. In this regard, it should be recalled that there were debate between advocates of school and home education. The benefits of the latter were proved by famous philosopher, educator and public figure John Locke in his work "Some Thoughts Concerning Education" (1693). The key word in the original of this edition was education. The term, as noted, in the English tradition combined education and upbringing. Gentleman J. Locke put upbringing in the first place in the educational system. The author rightly pointed to the shortcomings of school tutoring where the main one was the lack of individual approach to student. At the same time, he considered the shortcomings of home education (such as "shyness, lack of sociable skills", which, in his view, "could be helped")

less harmful in comparison with laissez faire attitude in schools. As for education content, the educator believed that the knowledge acquired needed to be constantly updated, helping student to be current in the public and political environment, while ethical basis laid down in childhood remained unchanged. The latter, from his point of view, was easier to cultivate in home education. Thus, John Locke laid the idea of the applied nature of education which later became the core area of English pedagogical concept. The discussion mainly focused on methods of achieving this goal. And, if initially the supporters of home education won, then in the 18th century school education challenged the palm. In the Enlightenment, the all-English discussion of teaching methods grew into the global race of French (closed aristocratic education) and English (public schools) education models. Public model of secondary education, or school tutoring that played significant and supportive part in the personality's education and gave it an individual character eventually won [5, p. 106–116].

Modern European research institutes consider the ability to work with managed future to be the key value of education. Accordingly, tutoring with tutor acting as a developer of educational projects, programs and consultant in educational services, combining mentor, assistant and designer functions is again in demand.

Today, this profession is actualized in many Western European countries (Italy, Germany, Poland, France) [13; 14; 15; 16]. It is also formally introduced into the dictionary of occupational titles of the post-Soviet countries. In Ukraine, the social and personal order for tutoring is growing. Firstly, this need is based on the development of civil society and fundamentally new position of person in it. The society supports the modernization of the education system within the framework of European agreements, as there is a desire for educational and professional mobility. The idea of life-long education that includes continuous human education strengthens this position. It also recognizes the value

of thoughtful building by person's his\her education, including general and professional. Secondly, those who study have steady educational requests. Modern person has a growing need for self-actualization, self-education and self-realization. Search for a new path in profession, acquisition of original style, need to develop and implement a personal educational, professional, life program, and thus, promotion along individual education trajectory become relevant.

In the modern educational space tutoring is based on teacher-student, tutor-student relations. On the other hand, pedagogically effective, subject-subjective, moral-aesthetic relations are a condition to introduce tutoring and they form personality-oriented activity of two equal partners - tutor and student. It should be noted that tutoring is individual and socializing practice. Tutor is responsible not only for the level of knowledge, but also for the formation (education) of the personality [2, p. 45–47].

Modern tutoring is a pedagogical activity based on the individualization of education and it is aimed at identifying and developing the educational, value-oriented motives and interests of the personality, searching for educational resources to create an individual educational program and forming educational reflection of the person. This includes: organization of educational environment; support for student in implementing an individual education program; methodological support of the process [7, p. 1–18]. Tutoring is provided in accordance with the peculiarities of students' age (from preschool) [11, p. 48–55] and includes pedagogical support for independent setting and realization by the person of educational goals, stimulation and motivation of independent educational activity.

Since 2007 scientific approaches to the organization of tutoring and training of teacher-tutors have been justified in the professional articles [3; 5, etc.]. Between 2015 and 2025, the Department of Pedagogy and Psychology of the Higher School of the National Pedagogical Drahomanov

University trains tutors under the Master's educational and professional program 011 Educational, pedagogical sciences (Pedagogy of higher school. Tutoring) licensed by the Ministry of Education and Science of Ukraine. Learning and methodical complex on professional training for masters in 01 Education, 011 Educational, pedagogical sciences (Pedagogy of higher school) under context-tutorial technology with additional specializations "Andragogy", "Tutoring" was published in 2017 (Kyiv, 2017, p. I, II). The benefits from introducing the "tutor" occupation (with qualification profile) were prepared and submitted to the Ministry of Education and Science of Ukraine.

Future tutor is trained on the basis of the so-called inconsistent pedagogical master's degree program. Bachelor's degree in any, including non-pedagogical, qualification is necessary for admission to the master's degree program. Master's students are involved in mastering and introducing tutorial support technologies into the practice of educational institutions. In accordance with the educational and professional master's program, they study the following subjects: "Tutoring and tutorial technology" [4, p. 160–179], "Organization of self-study of students and consultative activity of teacher-tutor", "Grant policy, international projects and development programs in higher education", "Scientific school and personalized experience in the world educational dimension" and others [4]. Professional program is methodologically based on social, personality-oriented, systematic activity, synergistic and competence approaches in education. It is assumed (according to the qualification profile) that future master-tutor should use individualization pedagogy, didactics, age pedagogy and psychology, developmental psychology, pedagogy of further professional training (in tutoring). Future tutor should be able to organize an educational space focusing on openness and variability; to design and create subject-learning environment: to process and systematize information, to own methods of communication, including

organizational and online. He should expand knowledge and awareness of motives, interests, goals, educational inquiries of his students and take into consideration learning difficulties, peculiarities of cognitive (educational) activity and motivation of students of different categories (by age, gender, etc.). Future tutor should be able to organize, to implement and develop pedagogically appropriate aesthetic partnership (subject-subjective) relations "teacher-student", "tutor-student" by introducing active and interactive forms of educational activity, open education technology, tutorial action resource schemes, software for group and individual planning and conducting activities, technology of educational route guidance in forming and implementing individual educational trajectory and program. Mastering the techniques of reflection organization, examination, monitoring of educational results and achievements, self-organization and self-development of personality are also important [4].

Based on tutor's activities within the framework of his professional training the Department of Pedagogy and Psychology of the Higher School of Drahomanov NPU holds job (research, scientific and pedagogical) trainings. Master's students are trained in innovative quasi-professional (situational) modeling technology, individual context-oriented programs. This all forms in future tutor the ability: to plan joint activities with student based on his position; to jointly develop individual education programs for student and tutor; to build and maintain a trusting relationship with student and his environment; to create conditions for joint cognitive activity, communication and reflection; to use different methods and techniques of manifestation and completing of educational request; to correlate student's actions with the development of culture, science, education, professional environments, etc.; to organize methodically correct individual and group tutorials; to search and analyze social, pedagogical, economic, cultural and other information;

to analyze educational and professional standards, to monitor their requirements for student's educational competencies; to develop maps of personal needs, goals, requests, interests, aspirations; to use communication and teamwork technologies in accordance with value-oriented, age and individual characteristics of the students, with content and situational conditions of routing and implementation of the individual educational program.

The main functions of tutor are: at the initial stage – to identify and support the educational interests of the personality, to involve student in the project, playing, author's activities during supplementary or basic education, to assist student in educational initiative, design, review and presentation of his own educational achievements; at the implementation stage - to organize individual and group self-preparation, to hold tutorials (individually, in groups), to analyze educational successes and difficulties, to ensure an effectiveness of students' attempts in various activities and in transitions from trial to effective action; at the evaluation stage – to monitor student's educational activity and to assist him in evaluation of training efficiency, to provide feedback to other subjects of the educational process [4]. In various forms of counseling tutor helps student to reflect on his own educational steps and pick up further education. Tutoring is also a form of non-formal means of transmitting knowledge, developing skills, competencies (lifelong education). One of the main focuses of tutorial support is not only providing personality with timely assistance and support in education, but also training to overcome the difficulties of this process, to be responsible to his own development, that is, this includes assisting in education of the personality as a full-fledged subject of educational, professional, public life. The importance of the problem led to the pilot project "Tutoring as a means of realizing the principle of individualization in education" by the Ministry of Education and Science of Ukraine in 2015–2020 [12, p. 26–27] that demonstrated the benefits from individual

educational support and need for professional tutor training.

Findings and prospects for the study of the problem. Therefore, in today's context, only tutor is able to effectively ensure the effectiveness and continuity of all educational stages. He can provide pedagogical support for development of the personality in formal (institutions of pre-school, complete general secondary (elementary, basic, specialized), extracurricular, professional (vocational-technical), professional pre-higher and higher education), as well as in non-formal and informal lifelong education. Tutor provides individualization of educational activities aimed at personal and professional self-determination and self-growth. He designs and organizes educational environment within and beyond educational establishment, provides individual educational request, forms individual educational trajectory, develops methodological support and implementation of individual educational program in the forms of institutional (full-time (daytime, evening), correspondence, remote, network, mixed); individual (external, home education, pedagogical casework, in-service training) and dual education [6]; analyzes and cogitates the results of implementation of the individual educational program. In the educational area he can also work as tutor-consultant (individually, in groups), tutor-moderator, tutor-coach (trainer), tutor-facilitator, tutor-mediator, etc. Therefore,

tutor must receive master's degree or master's degree in in-depth psychologic-pedagogical training. Such training is available in higher teacher-training establishments as a major or minor or supplementary specialization within the master program for professional training 011 Sciences of Education (Pedagogy of Higher School). It is suggested that necessary competences can be developed in non-formal education and improved in practical educational activity.

Thus, the problems of world mobility, labor market need for initiative, responsible professionals focused on lifelong personal and professional self-development and self-improvement, with innovative thinking, determine the need for effective mechanisms of introduction of personality-oriented educational technologies and education based on individual students' pathways and therefore, provide professional support for their implementation. Today, the number of Ukrainian educational institutions ready to invite professionally educated for individual support tutors is growing. This demand is expected to grow from year to year. All this determines the necessity to introduce the "tutor" occupation to the dictionary of occupational titles of Ukraine and the prospect of special professional training of tutor capable of providing pedagogical support for person in his professional and personal self-determination and self-growth.

ЛІТЕРАТУРА

1. **Белякова Н. Ю.** Исторический опыт тьюторства в британской высшей школе. Высшее образование сегодня. 2006. № 8. С. 64–68.
2. **Бойко А. М.** Індивідуальні тьюторські завдання для самостійної роботи студентів II–V курсів (інтегрований курс теорії та історії педагогіки). Київ; Полтава, 2010. 400 с.
3. **Дем'яненко Н. М.** Историчні витоки і сучасна модифікація тьюторства у вищій школі України. Вища освіта України. 2007. № 2 (дод. 1), т. 1. Тематичний випуск «Педагогіка вищої школи: методологія, теорія, технології». С. 30–33.
4. **Дем'яненко Н. М.** Тьюторство і тьюторська технологія: навчальна програма. Навчально-методичний комплекс фахової підготовки магістрів га-

REFERENCES

1. **Beliakova N. Yu.** Istoricheskii opyt tiutorstva v britanskoi shkole [Historical tutoring experience at British higher school]. Vyshshee obrazovanie sehodnia. 2006. № 8. S. 64–68. (in Russian)
2. **Boiko A. M.** Indyvidualni tiutorski zavdannia dlia samostiinoi roboty studentiv II – V kursiv (intehrovanyi kurs teorii ta istorii pedahohiky). [Individual tutoring tasks for self-study of 2–5-year students (integrated course of theory and history of pedagogy)]. Kyiv-Poltava, 2010. 400 s. (in Ukrainian)
3. **Demyanenko N. M.** Istorychni vytyky i suchasna modyfikatsiia tiutorstva u vyshchii shkoli Ukrainy. [Historical origins and modern modification of tutoring at the Ukrainian higher school]. Vyshcha osvita Ukrainy. 2007. № 2 (appendix 1), vol. 1. Tematychnyi vypusk «Pedahohika vyshchoi shkoly: metodolohiia, teoriia, tekhnolohii» [Thematic issue "Higher education

лузі знань 01 Освіта, спеціальності 011 Науки про освіту (Педагогіка вищої школи) за контекстно-тьюторською технологією (спеціалізації «Андрагогіка», «Тьюторство») / за ред. Н.М. Дем'яненко; Нац. пед. університет ім. М.П. Драгоманова. Київ, 2017. Ч. II. С. 160–179.

5. **Дем'яненко Н. М.** Тьюторство – технологія супроводу особистісно-професійного розвитку студентів. Історико-педагогічні студії: наук. часопис НПУ імені М.П. Драгоманова. 2008. Вип. 2. С. 106–116.

6. Закон України «Про освіту». Київ, 2017.

7. **Зоткин А.** Идея тьюторства и проблема субъектности в образовании. Тьюторство: концепции, технологии, опыт. Томск, 2005. С. 23–35.

8. **Ковальова Т. М.** Тьюторское сопровождение в образовании: Образовательная программа для повышения квалификации. Томск, 2008. 18 с.

9. **Кулагина М. Г.** Рождение и воспитание детей в среде английской аристократии в XVII–XVIII веках. Вестник всеобщей истории. 2009. Вып. 2. С. 82–91.

10. **Пилипчевская Н. В.** Тьюторская деятельность: теория и практика. Красноярск, 2009. 114 с.

11. **Погрібна Н.** Упровадження тьюторської діяльності в практику роботи закладу освіти. Інформаційний збірник МОН України. Київ, 2017. Вип. 23–24 (69). С. 48–55.

12. Про проведення дослідно-експериментальної роботи на базі загальноосвітніх навчальних закладів України. Інформаційний збірник МОН України. Київ, 2017. Вип. 23–24 (69). С. 26–27.

pedagogy: methodology, theory, technologies”]. S. 30–33. (in Ukrainian)

4. **Demyanenko N. M.** Tіutorstvo i tіutorska tekhnolohiia: navchalna prohrama. Navchalno-metodychnyi kompleks fakhovoi pidhotovky mahistriv haluzi znan 01 Osvita, spetsialnosti 011 Nauky pro osvitu (Pedahohika vyshchoi shkoly) za kontekstno-tіutorskoіu tekhnolohiіeu (spetsializatsii «Andrahohika», «Tіutorstvo») / zared. N.M. Demyanenko [Tutoring and Tutorial Technology: educational program]. A series of teaching materials for professional training of masters in 01 Education, specialty 011 Sciences of education (Pedagogy of higher school) on context-tutorial technology (“Andragogy”, “Tutoring” specializations)/by N.Demyanenko; Nats. ped. universytet im. M.P.Drahomanova. Kyiv, 2017. P. II. S. 160–179. (in Ukrainian)

5. **Demyanenko N. M.** Tіutorstvo – tekhnolohiia suprovodu osobystisno-profesiinoho rozvytku studentiv. [Tutoring as a technology of personal and professional support of students]. Istoryko-pedahohichni studii: nauk. chasopys NPU imeni M.P.Drahomanova. 2008. Issue 2. S. 106–116. (in Ukrainian)

6. Закон України «Про освіту» [The Law of Ukraine “On Education”]. Kyiv, 2017. (in Ukrainian)

7. **Zotkin A.** Ideia tіutorstva i problema subiektnosti v obrazovanii. Tіutorstvo: kontseptsii, tekhnolohii, opyt [The idea of tutoring and the problem of subjectivity in education. Tutoring: concepts, technologies, experience]. Tomsk, 2005. S. 23–35. (in Russian)

8. **Kovaliova T. M.** Tіutorskoe soprovozhdenie v obrazovanii: Obrazovatelnaia prohramma dlia povysheniya kvalifikatsii [Tutoring in education: Educational programme for professional development]. Tomsk, 2008. 18 s. (in Russian)

9. **Kulahina M. H.** Rozhdenie i vospitanie detei v srede anhlisnoi aristokratii v XVII – XVIII vekakh [The birth and education of children of the English aristocracy in the 17th and 18th centuries]. Vestnik vseobshchei istorii. 2009. Issue 2. S. 82–91. (in Russian)

10. **Pilipchevskaia N. V.** Tіutorskaia deiatelnost: teoriia i praktika [Tutoring: theory and practice]. Krasnoiarsk, 2009. 114 s. (in Russian)

11. **Pohribna N.** Uprovadzheniia tіutorskoi diialnosti v praktyku roboty zakladu osvity. Informatsiinyi zbirnyk dlia dyrektora shkoly ta zaviduvacha dytiachoho sadka [The introduction of tutoring in the educational institution. Information collection]. Kyiv, 2017. Issue 23–24 (69). S. 48–55. (in Ukrainian)

12. Про проведення дослідно-експериментальної роботи на базі загальноосвітніх навчальних закладів України. Інформаційний збірник для директора школи та завідувача дитячого садка [Conducting of research and trial work on the basis of secondary schools of Ukraine. The order of the Ministry of Education and Science of Ukraine dated July 15, 2015. No 764. Information collection]. Kyiv, 2017. Vyp. 23–24 (69). S. 26–27. (in Ukrainian)

13. Faculty success through mentoring: A guide for mentors, mentees, and leaders / Bland C. J. et. al. Lanham: R&L Education, 2009. 228 p.

14. **Knauf H.** Tutorenhandbuch. Einführung in die Tutorenarbeit. Bielefeld: Universit tsverlag, 2005. URL: <https://www.zvab.com/9783937026343/Tutorenhandbuch-Einf%C3%BChrung-Tutorenarbeit-Livre-allemand-3937026347/plp>

15. **Smolnikova O. G.** Self-control and reflective self-assessment as the basis of second language autonomous learning in higher education. Nowoczesna edukacja: filozofja, innowacja, doswiadczenie. Modern education: philosophy, innovations and experience. Nr 1(5). Lodz, 2016. P. 179–185.

16. **VanLehn K.** The Behavior of Tutoring Systems. International Journal of Artificial Intelligence in Education. 2006. Vol. 16, Issue 3. P. 227–265.