New Technologies for Training Future Specialists in the Context of Competence-Oriented Mentoring

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Summary

New technologies for training future specialists in the context of competence-oriented mentoring are analyzed. Mentoring is interpreted as a type of training, as well as a form of adaptation. Mentorship is considered to be the most effective type and important link of training in an organization. The ultimate goal of a mentoring program is to "create" an effective employee for a particular organization. Under the competence-oriented mentoring of students in modern conditions, we understand a structured, open, dynamic socio-pedagogical process, which is a set of purposeful influences on young personnel who begin their work in various spheres of life, in order to form their professional (service-oriented) competencies; socially significant personality qualities, defined by us as socio-personal competencies; reducing the adaptation period of the student in the workplace and strengthening motivation for the high-quality performance of certain labor functions, continuity of values formed by many years of practice and collective achievements of the institution. The professional competence of the mentor is revealed. The necessary specific qualities inherent in the mentor are highlighted. Common forms of pedagogical mentoring are analyzed. The rapid development of internet communication has contributed to the emergence of a remote form of support for young teachers-electronic mentoring (e-mentoring), which is carried out through communication between mentors and wards via e-mail, on professional forums, blogs or via video conferencing for a long period – from one to several years. Let's focus on e-mentoring.

Keywords:
new technologies, e-mentoring, mentoring, remote form, competence-oriented mentoring, professional competence of the mentor, competence approach, highly qualified specialist.

1. Introduction

Any perfect science is characterized by a system of exact (in the sense of valid, unambiguous, canonized) concepts and categories that are: essentially valid (adequate, meaningfully identified and diluted); unambiguous (their polysemy and synonymy are minimized); canonized (quantitatively necessary and sufficient); revised and supplemented with new concepts due to the modernization of approaches and paradigmatic changes in science in the process of its development. Precise concepts serve as the basis for the formulation of precise laws that objectively reflect the subject under consideration.

The world educational science (analog of which in Ukraine is pedagogical science) should also be as accurate as possible for the sake of its fruitfulness, that is, operate with extremely precise concepts and on their basis with the most specific and objective laws.

The approval of the competence approach, paradigmatic improvement in educational science, is already manifested in strengthening its ability: theoretically and empirically describe, explain and predict the results of Education; scientifically and methodologically ensure the measured quality of Education; create scientifically based foundations for the development of methods and technologies for identifying, standardizing, achieving, and evaluating the results of Education. This approach is necessary for training

future specialists in the context of competence-oriented mentoring [2].

V. I. Luhovyi notes that the approval in the theory and practice of education of a personality-oriented result paradigm based on the competence approach is accompanied by the formation of an appropriate conceptual and categorical apparatus; international standard classification of Education 2011 and the tuning project (the European Commission's project "Setting up Educational Structures in Europe") allow us to clarify the essence and correlation of key concepts of education on a systematic principles; basic (largely new) systematically interrelated concepts of educational science that can characterize education based on a competence approach and a result paradigm, such as: education, training / learning, communication, information, educational results, training results, competence, qualification (educational achievements), educational program, credit (academic). Understanding and applying basic educational concepts within these approaches and paradigms allows us to reliably describe, explain, predict and effectively design productive education systems. [4].

Purpose of the study is to reveal new technologies in the training of future specialists in the context of competence-oriented mentoring.

2. Analysis of recent research and publications

Zembytska M. analyzes the process of adaptation of young professionals to work, which is often complicated by a number of social, economic and psychological factors (a decrease in the social status of a teacher in modern society, low wages, excessive workload, limited educational materials and the latest technical means of training, an unfavorable psychological climate in the teaching staff). It speaks about the haphazardness of methodological support for the professional development of a young specialist, ignoring his professional needs and problems, and the lack of monitoring the professional growth of a novice specialist. Offers the young specialist comprehensive support from the administration, methodological service and teacher-mentor to overcome the difficulties that arise during the first years of work [14].

Denysenko N., Smirnov S. interpret the practice of mentoring, or mentorship (from Latin mentor – educator, manager), as a social institution of adaptation in the educational sphere, or innovative competence of a teacher [5].

Zadorozhna-Kniahnytska L., Reva O. based on theoretical intelligence determined that mentoring is one of the forms of interpersonal subject-subject interaction in joint activities aimed at the mutual development of applied professional competencies of a young teacher and mentor

for the purpose of professional development of a young teacher and mentor [13].

Aliushyna N. interprets mentoring as the supervision of experienced employees over young people who are just learning and are part of the working team [1].

Brodovska V. believes that the term "mentor" means to give advice, teach something; to guide, direct, aim, etc. in the right direction; to steer, to target [3].

Bida O., Mukan N., Goncharuk V. consider mentoring as one of the types of training, as well as one of the forms of adaptation where the ultimate goal of the mentoring program is to "create" an effective employee for a specific organization [2].

Kotiash, I., Shevchuk, I., Borysonok, M., Matviienko, I., Popov, M., Terekhov, V., Kuchai O. discoveries that the practice of multimedia technologies in the educational process of higher education institutions lets to move from a passive to an active way of realizing educational activities, in which the student becomes the main participant in the learning process [6].

Shunkov, V., Shevtsova, O., Koval, V., Grygorenko, T., Yefymenko, L., Smolianko, Y., Kuchai, O. demonstrate the educational objects of multimedia learning technologies and analyzes prospective directions of using multimedia technologies in the training of future specialists [11].

Kuchai, O., Skyba, K., Demchenko, A., Savchenko, N, Necheporuk, Y., & Rezvan, O. study the fragment of multimedia education in the progress of the information culture. The information range is skilled both as a separate sector of the economy and as a factor in the innovation of education [8].

Rebenok V. believes that the use of information technologies in education introduces various changes in human development, which relate to both cognitive and emotional-motivational processes that affect the character of a person, while increasing the cognitive motivation of students in the process of working with a computer [10]. Mileyko A. focuses on e-mentoring [9].

3. Research methods

In the course of the study, a set of theoretical methods was used: literature analysis; modeling and designing of results and achievement processes at different stages of search work. Analysis of scientific works; generalization and synthesis, which made it possible to determine the purpose of the study, formulate tasks, clarify the essence of the concept of "mentoring" and reveal new technologies in the training of future specialists in the conditions of competence-oriented mentoring.

4. Results and discussion

Purposeful entry of Ukraine into the world community, modernization of the international order in the context of certain priorities of the future world order requires managers of higher education to gradually implement the components of the existing mega-system of an integral educational space, where a clear sign of its content is the development based on a competence approach, which is due to several reasons. First, the transition of the world community to the information society, where the priority is not the simple accumulation of knowledge and subject skills by students (the goal of the so-called "knowledge pedagogy"), but also the formation of the ability to learn, mastering the skills of searching for information. The ability to self-study throughout life, where these neoplasms become the defining sphere of professional activity of a person. Secondly, the introduction of a model of personality-oriented educational process as an updated paradigm of Education, which provides for the recognition of the student as the subject of this process, the carrier of two groups of qualities through the ability to learn and the desire to learn, which is possible provided. On the one hand, mastering them productive (general academic) skills and knowledge and detailed reflection, and on the other – the formation of a positive emotional value attitude to the process of activity, its result, self-realization of the individual. Third, the special actualization of globalization of all spheres of life of the individual and society in the conditions of general civilizational trends of the modern world, which requires higher education to provide a young person with basic opportunities to integrate into various societies, self-determination in life, actively act, be competitive in the world labor market. Fourth, the need to master the art of rapid transformational changes in educational systems in both the local (regional, national) environment and global space.

The scientifically based solution of these problems determines the rethinking of the goals of training future specialists, its implementation through a competence-based approach as an important means of modernizing the content of Higher Education [4].

Improving the quality of teaching staff, ensuring their ability to carry out the versatile development of personality and initiate their own professional development are priority areas for improving the national education system. Every year, tens of thousands of young professionals come to educational institutions in our country. At the initial stage of their professional activity, they face many problems: the inability to establish contact with the audience; to establish interpersonal connections with colleagues, students and their parents; to plan classes rationally; to maintain discipline in the audience; to use the most effective teaching methods, tools etc. The process of adaptation of young professionals to work is often complicated by a number of social, economic and psychological factors (a decrease in the social status of a teacher in modern society, low wages, excessive workload, limited educational materials and the latest technical means of training, an unfavorable psychological climate in the teaching staff). In domestic practice, there is a haphazardness of methodological support for the professional development of a young specialist, ignoring his professional needs and problems, and the lack of monitoring the professional growth of a novice specialist. To overcome the difficulties that arise during the first years of work, a young specialist needs comprehensive support from the administration, methodological service and teacher-mentor [14].

In the domestic humanitarian sphere, the concept of "mentor" came from the Western School, where the term "mentor" is used to define it. The practice of mentoring, or mentorship (from Latin mentor – educator, leader), is now perceived by scientists as a social institution of adaptation in the educational field, or innovative competence of a teacher [5].

Based on the theoretical intelligence, it is determined that mentoring is one of the forms of interpersonal subject-subject interaction in joint activities aimed at mutual development of applied professional competencies of a young teacher and mentor for the purpose of professional development of a young teacher and mentor. A mentor is a highly qualified, experienced teacher who provides professional assistance to a novice teacher during his first stage of work in an educational institution [14].

In domestic practice, mentoring has developed into a mass movement in the system of vocational and technical education and industrial training (since the late 50s of the last century). Mentoring can be interpreted as guarding experienced employees over young people who are just learning and joining the work team. Throughout its history, the content of mentoring has continuously evolved, eventually acquiring its modern definition. The corresponding industry-specific semantic nuances of the concept of "mentor" are described using the following characteristics: "one who gives advice, teaches; adviser, teacher; supervisor" [1].

The term "to mentor" means "giving advice, teaching something; pointing, directing, aiming, etc. in the right direction; to steer, to target" [3].

Mentoring is a type of training, as well as a form of adaptation. Mentoring is considered the most effective type and important link of training in an organization. The ultimate goal of a mentoring program is to "create" an effective employee for a particular organization.

Mentorship involves a system of staff training in which the transfer of knowledge, skills and abilities takes place directly at the workplace in a real work environment. Training is based on the intern solving real professional tasks under the guidance of a highly qualified specialist, having the opportunity to focus on the experience and

opinion of an experienced professional. At the same time, the emphasis is placed on the practical component. The position of a mentor imposes special requirements on such specialists.

In the mentoring process, a more experienced and qualified employee of the organization should transfer to their ward the knowledge and skills necessary for effective performance of professional duties. In other words, mentoring is aimed at developing a person's applied professional competencies. It deserves special attention, as it is one of the most effective teaching methods, time-tested and worked out by many generations. The basis of the mentoring system is its activation in the training system and the development of personnel in general. At the same time, the development and training system itself is part of the organization. It should be taken into account that the experience transmitted by the mentor to the ward may be unique [2].

The main task of the mentor in the light of the requirements of the recommendations of the Council of Europe is to determine the level of methodological, theoretical and practical training of the intern based on a critical analysis of educational activities and develop a strategy for his professional and methodological growth.

Therefore, a mentor is an experienced authoritative motivated employee, consultant, coordinator of personal and professional growth of young teachers, who, within the educational space of an educational institution, provides their pedagogical support aimed at mutual professional development based on partnership.

Taking into account the professional activity of the teacher, mentoring is interpreted as one of the forms of transferring pedagogical experience, during which a novice teacher practically learns professional techniques under the direct guidance of a master teacher. Therefore, the activity of a mentor is associated with listening, asking questions and opening up prospects, and not with instruction, orders and restrictions [13].

N. Aliushyna notes that under the competence-oriented mentoring of students in modern conditions, it is necessary to understand a structured, open, dynamic socio-pedagogical process, which is a set of purposeful influences on young personnel who begin their work in various spheres of life, in order to form their professional (service-oriented) competencies. Socially significant personality qualities defined by us as socio-personal competencies; reducing the adaptation period of the student in the workplace and strengthening motivation for the qualitative performance of certain labor functions, continuity of values formed by many years of practice and collective achievements of the institution [1].

Depending on the scope of application, the following types of mentoring are distinguished: basic; religious; professional; industrial. Corporate mentoring is becoming extremely popular, which has managed to turn into a familiar tool for developing leaders in the company.

Defining the specifics of mentoring tasks, we can distinguish the features [5]:

1. Strategic: they follow from the general goal of mentoring – the formation of a competent and general cultural integral personality.

2. Tactical: they are determined by current tasks in the process of adapting future specialists to the content, conditions, organization and working methods of a particular unit.

3. Operational: they appear before the mentor at each individual moment of his practical activity. That is why the training of future specialists in higher education institutions should be carried out based on competence-oriented training [2].

Let us analyze common forms of pedagogical mentoring.

The traditional and most common form of pedagogical mentoring is individual mentoring, in which one mentor works with one young teacher, who jointly draw up an individual mentoring plan based on the results of the diagnosis. The mentor regularly attends the lessons of a young teacher, paying special attention to their preliminary and final analysis, and conducts his own master classes with their subsequent discussion.

As part of group mentoring, one mentor simultaneously works with a small group of young professionals (usually from 3 to 6). In the process of working, the mentor involves all group members in a reflexive conversation, modeling situations. For an experienced teacher, the advantage is to save time; for a novice teacher, it is an opportunity to discuss problems together and analyze not only their own successes and failures, but also the mistakes of others. However, the imperfection of this form of work with young teachers lies in the inability of the mentor to devote enough time to each of the wards to solve their daily professional problems.

Conceptually different from traditional mentoring is mutual mentoring, based on the principle of mutual training of colleagues of different ages and status, in the process of which a young teacher teaches a more experienced colleague, and vice versa. The emergence of team mentoring is primarily associated with the negative experience of individual mentoring, due to the incompatibility of characters and ideological positions. Team mentoring involves the work of several mentors with one young teacher or a group of beginners, and the help of mentors can be carried out both jointly and individually.

Over the past two decades, the popularity of reverse mentoring has increased, in the process of which young professionals train older and more experienced teachers or representatives of the school administration (for example, mastering information and communication technologies).

The present offers the allocation of information mentoring, when a young teacher develops professionally

through the processing of various professional sources: books, video courses, webinars, cognitive information, etc. Some teachers thus have a reference book in which you can find answers to various complex questions. During the study, it was found that the implementation of mentoring programs for young teachers is usually a planned and long-term process. However, if young teachers need emergency assistance to solve specific problems or conflict situations, situational mentoring is used, which is mainly short-term. To solve more complex problems of professional activity of a young teacher, long-term correctional mentoring is carried out. Mentoring can be direct (direct contact with a person not only during working hours, but also in an informal setting) and indirect (indirectly through advice, recommendations, but personal contacts are minimized) [13].

In line with the present, which is characterized by a constant need to improve the acquired knowledge, improve the professional level, retraining, distance-learning using the Internet is a serious alternative to traditional learning and has a number of advantages in comparison with it.

Traditionally, it is believed that distance education is a process of knowledge transfer, it is the responsibility of the teacher and the educational institution that provides educational services, while distance learning is the process of obtaining knowledge, and the student is responsible for it.

Distance learning is based on certain pedagogical methods and techniques. Taking into account the means of communication between the teacher and the person-studying (student), distance-learning methods can be classified as follows:

a) teaching methods based on the student's interaction with educational resources, with minimal participation of the teacher and other students. These methods are based on a multimedia approach, when educational resources are created using various means: printed, audio, video materials, as well as educational materials delivered via Computer Networks (interactive databases, electronic journals, electronic textbooks);

b) methods of individualized teaching and learning, which are characterized by the relationship "one student ↔ one teacher", or "one student ↔ another student". In the process of distance learning, these methods are implemented using technologies such as telephone, voice mail, and e-mail. It should be noted that the development of the system of "tutors" (e-mentoring), mediated by computer networks, is an important component of the educational process;

c) methods based on the presentation of material to students by a teacher or expert, but at the same time students do not play an active role in the communication process. Training takes place according to the "one → many" scheme;

d) methods characterized by active interaction between all participants in the educational process. The importance of these methods and the intensity of their use increases significantly with the development of educational telecommunications technologies. Direct interaction between students, not just between the teacher and students, becomes an important source of knowledge. The development of these methods is associated with conducting educational collective discussions and conferences. Audio, audiographic, and video conferencing technologies allow you to actively implement these methods in distance learning. Of particular note is the validity of computer conferences, which allow all participants in the discussion to exchange written messages in both synchronous and asynchronous mode.

Computer-Mediated Communication promotes more active use of learning methods such as role-playing games, debates, modeling, discussion groups, brainstorming, Delphi method, nominal group methods, forums and project groups.

In accordance with the requirements of today, the strategic goal of distance learning is to provide citizens with the opportunity to get an education of any level while engaged in a certain professional activity and being in the place of their residence. In line with the global trend of mobile dissemination of knowledge through the exchange of educational resources, this goal is very relevant. Naturally, the achievement of such a goal directly correlates with the use of modern, productive methods of distance learning [12].

One of the areas of application of ICT in education is distance learning. First of all, the possibility of involving each student in an active cognitive process, and the process is not passive mastering of knowledge, but active cognitive independent activity of each student, their application in practice of this knowledge and a clear understanding of where, how and for what purposes this knowledge can be applied. This is an opportunity to work together, in cooperation, in the process of solving various problems, identifying certain communication skills, the possibility of broad communication with their peers from other educational institutions in their region, other regions of the country and even other countries of the world. The possibility of free access to the necessary information not only in the information centers of their educational institution, but also in scientific, cultural, information centers around the world to form their own independent, but reasoned opinion on this or that problem, the possibility of its comprehensive research (study).

Because of distance learning, students acquire the necessary knowledge, skills and abilities in the process of using computer technology to solve very specific tasks (typing and editing texts, creating graphic images, working with tables, etc.). Mastering working with new software products, students develop self-education skills, learn

cooperation with colleagues, better understand the problems that arise in the process of collective work, can explain to their comrades the essence and structure of rather complex processes and systems.

Special attention should be paid to the description of the unique opportunities of ICT, the implementation of which creates prerequisites for the unprecedented intensification of the educational process in the history of pedagogy, as well as the creation of methods focused on the development of students' personality. Information and communication technologies provide immediate feedback between the user and ICT; computer visualization of educational information about objects or regularities of processes, phenomena occurring both real and virtual. Archival storage of sufficiently significant amounts of information with the possibility of its transfer, as well as easy access and user access to the central data bank; automation of processes of computational, information and search activities, as well as processing the results of an educational experiment with the possibility of repeated repetition of a fragment or the experiment itself. Automation of processes of information and methodological support, organizational management of educational activities and control over the results of knowledge acquisition.

The use of information technologies in education introduces various changes in human development, which relate to both cognitive and emotional-motivational processes that affect the character of a person, while increasing the cognitive motivation of students in the process of working with a computer. ICTs influence the formation of theoretical, creative and modular-reflexive thinking of students. Computer visualization of educational information has a significant impact on the formation of representations that occupy a central place in imaginative thinking, and the imagery of presenting certain phenomena and processes in the student's memory enriches the perception of educational material, contributes to its scientific understanding [10].

The rapid development of internet communication has contributed to the emergence of a remote form of support for young teachers-electronic mentoring (e-mentoring), which is carried out through communication between mentors and wards via e-mail, on professional forums, blogs or via video conferencing for a long period – from one to several years.

In modern conditions, the role of electronic mentoring is increasing, with a decrease in the number of experienced teachers in educational institutions (it concerns small and rural kindergartens), but it is not able to provide protection to the ward, mediation between him and the administration of the institution. We also consider reverse mentoring to be a new important form of mentoring, which makes it possible for young teachers to feel successful and significant [13].

A new mentoring mission can be presented:

– the main goal is social and pedagogical assistance in ensuring the quality of professional training of future specialists for a particular department;

– the main task is the formation of professional competencies and socially significant qualities of the student within the framework of the main requirements of the educational and qualification characteristics and the educational and professional program for training a specialist in higher education, as well as the transformation and transfer of key corporate competencies of a particular service.

In connection with the above, the professional competence of a mentor can be interpreted as a high-quality work activity, which is based on a high level of professionalism and professional competencies. Characterized by the presence of sufficient experience in a particular field and productive social and pedagogical participation in the transfer of key corporate competencies of the civil service and industry values to young personnel starting their work.

The Integrative properties of such a process consist in the continuous and systematic improvement of their competencies: professional, general cultural and special (psychological-pedagogical, methodological and coaching competencies) for conscious and responsible management of both their changes in professional improvement and the solution of psychological-pedagogical and organizational-methodological tasks of training undergraduates. Taking into account the specifics of a particular service, thereby ensuring its economic efficiency and continuity of the institution of mentoring [1].

Let us focus on e-mentoring. In the process of e-mentoring, which does not involve regular meetings of its participants, it is difficult to achieve a sufficiently high level of intimacy in the relationship between the mentor and the ward. Implementing a reference mentoring function in a virtual environment is also unlikely, as it usually requires direct observation of the mentor's behavior. Among the potential risks of e-mentoring, most researchers cite the likelihood of misunderstandings between participants in the process, the formation of less close interpersonal connections, and a less sense of mutual duty and attachment. At the same time, e-mentoring has a number of advantages over traditional forms: spontaneity, flexibility, accessibility, low time costs, low cost, lack of psychological, gender, age and ethnic barriers.

At the present stage, in any successful organization, a serious question is who can be a mentor. After all, not every employee of an organization can be a mentor, or can, but they are not always ready to be one. Scientists tried to identify the necessary specific qualities inherent in the mentor:

1. Corporatism. A person is guided in their work by the strategic priorities of the organization. Finds a balance of interests of the division (department, m/association,

individual group, etc.) and the entire organization as a whole.

2. The ability to teach. Ability to structure your own work experience with its transfer to a young teacher. With a clear and consistent presentation of the necessary information and, of course, comments on the work of a young colleague.

3. Responsibility. The mentor should be interested in the achievements of his ward, taking personal responsibility for solving problems that arise during training.

4. Motivation. Ability to motivate others.

5. Influence. Ability to build trusting relationships between the management of an educational institution, teachers and wards.

6. Communicate. Have personal qualities and skills to influence others.

7. Qualities of a leader. A set of skills and abilities for interacting with a group of people who are able to ensure the successful completion of tasks and functions.

To determine the effectiveness of the mentoring system and the work of specific mentors, you can use a variety of surveys to determine the degree of satisfaction with the mentoring system, and in particular, the work of an individual mentor [2; 7; 9].

Conclusions

Mentoring is interpreted as one of the types of training, one of the forms of adaptation, the most effective variety, and an important link in training in an organization. The result is to "create" an effective employee for a particular organization. Training is based on the intern solving real professional tasks under the guidance of a highly qualified specialist. At the same time, the emphasis is placed on the practical component. The position of a mentor imposes special requirements on such specialists.

Under the competence-oriented mentoring of students in modern conditions, a structured, open, dynamic socio-pedagogical process is shown, which is a set of purposeful influences on young personnel who begin their work in various spheres of life.

The professional competence of the mentor is interpreted as a high-quality work activity, which is based on a high level of professionalism and professional competencies. Characterized by the presence of sufficient experience in a particular field and productive social and pedagogical participation in the transfer of key corporate competencies of the civil service and industry values to young personnel starting their work.

Prospects for further research. Nowadays, it is relevant to train future specialists in the context of competence-oriented mentoring, which is what our further research will focus on.

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