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## **TUTORING AS ONE OF THE FORMS OF FUTURE TEACHER'S SUPPORTING IN GREAT BRITAIN**

Key words: educational system, tutoring, pedagogical support, future teacher, vocational training, tutor's support.

**The formulation of the problem.** In the modern system of education the transformation of the main purpose of the teacher's profession occurs. If earlier it was reduced to transfer the generalized social experience to students, today the teacher should perform functions of a guide along educational trajectories and the guarantor of conditions for the individual development of each student. The educational system constantly refers to the values, needs and interests of the individual, which determines the relevance of the teacher's study in the aspect of improving his professional competence, resulting in a transition from leadership to a more effective position - tutoring.

Many teachers believe that the tutoring system arises in the British universities of Cambridge and Oxford, which is considered as a traditional for these universities since their foundation. However, today, this system of future teacher's supporting is a subject to certain changes.

A wide range of the researches according to the future teacher's supporting in the modern educational space are depicted in the works of foreign psychologists and teachers: V. Alain, A. Bel, K. Blackburn, E. Gordon, S. Davis, R. Clovard, D. Miller.

At the same time, in the pedagogical theory, the problem of tutoring remains insufficient developed. Thus, the purpose of the article is to clarify the concept of

«tutor», definition of the essence and functional content of the tutor's work in the future teacher's supporting.

The concept of «tutoring», «tutor's support» is not new to a modern education. Tutoring as the original philosophy of education and the leading way of organizing the educational system begins in the medieval European universities of the 12<sup>th</sup> – 14<sup>th</sup> centuries. As a special pedagogical position, and then a position, it is issued in the most famous ancient universities of Great Britain: first in Oxford and later - in Cambridge [2, p. 12].

Tutoring in modern education is a pedagogical position, which is connected with a specially organized system of education. The meaning of tutoring is to overcome the anthropological deficit in education [3, p. 23]. This deficit creates a lack of «personal presence» in education, lack of a personal and educational meanings and lack of human responsibility for his education. Tutor is not only an organizer of learning, but also an individual tutor. Tutor should follow the student's educational success. Most of the tutor's functions in the system of education are carried out by the teachers of higher education institutions and institutions of postgraduate education, which is historically predetermined [2, p. 17 - 18]. But in connection with the dynamic process of education individualization, the tutor's position became relevant to all spheres of education: preschool, school, professional, higher, postgraduate, distance. This gives basis for emphasizing the need to teach tutor's art of students' pedagogical support at the stage of their professional training, thus this position will enable them to expand their professional, creative and organizational capabilities, enhance their pedagogical initiative and become the basis for the rational use of the teacher's working time and educational loading of students.

Many tutor's functions and roles in the Great Britain system of education lead to the inevitable emergence of new forms and types of tutoring.

*Academic tutoring* as a separate type of tutoring is a kind of mentoring, the sphere of which is the educational process. This kind of guidance explains that the future teacher who is studying, is an «empty cup» filled with knowledge [4]. Tutors help to identify the best, most effective ways to learn and support future teachers.

Academic tutors meet with future teachers regularly during the semester and work in all kinds of situations, not only educational ones.

Nowadays, academic tutoring is known as a type of higher education, based on the transferring of knowledge and skills in a separate sphere of education. This kind of tutoring is important for those students who are trying to get help in the learning process in order to have certain benefits among other students.

*Peer-tutoring* is a definite type of a support which is provided by student-peers or those in the same position (status) as those students who are studying at the same age group. So, more knowledgeable students help their less knowledgeable friends. The effectiveness of this type of tutoring is considered from the point of view of the simplicity and spontaneity of the knowledge transferring. Due to the fact that the student-tutor is perceived as «equal», the advice and assistance provided by the student - tutor may be perceived with greater readiness and desire than the help of an experienced teacher. It is anticipated that the student - tutor does not evaluate comparing with an experienced teacher, which also positively affects at the speed and quality of the advice received [1].

V. Alain and M. Feldman confirm the greatest effectiveness of this kind of tutoring in the connection with the correspondence of the tutor's cognitive activity and those who are studying, indicating that the student - tutors show a great accuracy and loyalty in the process of supporting than experienced teacher - tutors [5]. Student – tutors' learning can be conducted with the help of special programs, by means of directness of inclusion in a tutorial work or as a conducting and observation of the work of experienced tutors.

Nowadays, in the connection with education globalization and the constant development of communications, the most relevant kind of tutor's system is *on-line tutoring*, aimed at an active and independent student. On-line tutoring is used in the process of individual or group future teacher's support through the Internet and is based on the principles of constructivism, focuses on on-line dialogue, concentrates on the achievement of goals, self-analysis and on-line dialogue. This kind of tutoring is carried out in accordance with the curriculum and upon request. Tutoring classes

are conducted with the help of adequate communication facilities, which allow the future teacher and experienced teacher to establish communication and to communicate.

On-line tutoring became known in recent years not only in the connection with a constant development of electronic technologies, the computerization of all spheres of the modern life society and the simplicity of communication with the tutor at the moment when assistance is really necessary, but also with the help of the distance education development. In distance education, the tutor plays an important role in the learning and supporting of the future teacher with the help of on-line – means.

In order to study the problem and solve the tasks, the following **research methods** were used:

- analysis of scientific approaches to the interpretation of the concept «tutor», analysis of philosophical and pedagogical sources for the definition of approaches to education and upbringing;

- synthesis - for the achieving an integral understanding of the tutor's problem for the future teacher;

- classification - for the division of tutoring to certain types;

- abstraction - for the distinguishing from a set of features, characteristics and trends of those directly related to the purpose of the study.

**Conclusions and results of the research.** Consequently, we can conclude that the main tendencies in the development of the tutoring system for future teachers in Great Britain today is the penetration of this system not only in the field of university education, as it was consider earlier, if you look at the sources of this pedagogical phenomenon in the medieval universities of Great Britain, but also in school education, private, home and distance education; expanding the circle of those in need of support, even experienced teachers; the emergence of new forms and methods of tutoring. So, with the continuous development and refinement, the tutoring system for future teachers in Great Britain does not lose its relevance.

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