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TÍTULO: Apoyo de la tutoría de la actividad de investigación del alumno en las condiciones de la educación universitaria.

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RESUMEN: Hoy en día, no es suficiente proporcionar solo a los alumnos cierta información útil. Es necesario enseñarles a ser independientes, iniciativa, intelectualmente flexibles, listos para tomar decisiones y ser responsables de ellas, para considerar los cambios sociales y adaptarse a ellas. La tutoría es una variedad especial de apoyo pedagógico; es decir, la facilitación del desarrollo de la personalidad del alumno en el contexto de la educación abierta. El número de tutores está creciendo dramáticamente hoy, así como también se proyectan nuevos y mejorados mecanismos pedagógicos y de gestión. Basado en la autoidentificación posicional y en el potencial del apoyo de tutoría en la actividad innovadora de los docentes en el proceso de educación profesional continua, estos mecanismos pueden generar resultados muy altos.

PALABRAS CLAVES: tutor, apoyo de tutoría, alfabetización en investigación, habilidades de investigación, actividad de investigación.

TITLE: Tutoring support of Learner Research Activity in the conditions of university education.

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ABSTRACT: Nowadays, it is not enough to only provide learners with certain useful information. It is necessary to teach them to be independent, initiative, intellectually flexible, ready to make decisions and be responsible for them, to consider social changes and adapt to them. Tutoring is a special variety of pedagogical support, i.e. facilitation of the learner's personality development in the context of open education. The number of tutors is dramatically growing today as well as new, improved management and pedagogical mechanisms are being projected. Based on the positional self-identification and on the potential of tutoring support in the innovative activity of teachers in the process of continuous professional education, these mechanisms can bring to very high results.

KEY WORDS: tutor, tutoring support, research literacy, research skills, research activity.

INTRODUCTION.

The topicality of the research is connected with the processes which are typical of the professional education system in modern Russia (modernization, optimization, changes of the structural basics) as well as with the objective need of the society in the search of conceptually new approaches to the content and the organization of the educational process in an educational institution.

The interest of modern Russian school in the implementation of tutoring support is determined by the current tasks of increasing the effectiveness of learning in the process of professional education, i.e., achieving substantial results at the individual, disciplinary and interdisciplinary levels, learning the basic principles of project and research work as well as acquiring practical skills of conducting and presenting the results of research, which are project-oriented on solving a socially significant problem.

However, the new order from the state and the society does not always coincide with the habitual approach to teaching which has been used for decades. It does not show a variety of forms and methods and suggests rather a low learner activity, which almost deprives students of the possibility to make their own conscious choice (T.M. Kovaleva et. al, 2012). Therefore, the necessity arises to form conditions developing learner research skills through the individualization of the educational process in the educational institution via tutoring support. Thus, in order to solve the tasks which Russian modern education is facing, it is necessary to switch to a new educational model of intense development of research skills.

DEVELOPMENT.

Literature review.

One of the tasks of the national project Education-2025, which was accepted by the Russian government in September, 2018, is the development of the methodology of support, mentoring and patronage of learners.

Mentoring is the process of passing knowledge and skills; it is a special form of continuity of generations. Mentoring at schools can be realized, for example, in pupil scientific research work when more experienced people consult children on arisen questions (Savenkov et al, 2017; Kryuchkova, 2018; Kuznetsov et al, 2018; Narkevich & Narkevich, 2018; Osipova, 2018; Ashmarov, 2018).

The notion of mentoring appeared in Russia in the middle of the 18th century and was understood as ‘physical upbringing’ of a mentee, but not his/her spiritual development. In that time, the role of mentors belonged to nurses, family tutors and nursery-governesses. Later, family tutors and governesses became responsible for not only ‘physical upbringing’, but also for raising a spiritually moral personality and for developing the child’s individual educational path (Perevezentseva, 2016).

Today, tutoring and mentoring are similar in some functional lines, such as developing learner spiritually moral personality, projecting individual educational paths and their realization, an individual approach to each mentee (Aminova & Tsakhaeva, 2018; Schwarzkopf, 2018; Sergeeva & Trubakova, 2017; Tsahaeva et al, 2017; Gadzhieva, 2018).

Tutoring support is a phenomenon in pedagogy which is seen as a pedagogical activity oriented on the individualization of the learner educational process (Bagirova, 2017).

A lot of scientists have attempted to create models of tutoring support (Kovaleva et al, 2012; Lyakh, 2014; Perevezentseva, 2018). We will mention some of them. N.V. Rybalkina suggested the model of accompanying the individual educational path by the tutor. E.A. Aleksandrova studies the question of tutoring support influence on the development of gifted children. E.B. Kolosova does research on tutoring support in the system of further education. E.G. Gavrilova, E.S. Komrakov, S.A. Shennikov suggest the basics of tutoring support for distant post-graduate education. The study of tutoring activity results allowed defining tutoring as a powerful resource of influence on different

aspects of learner cognitive development, including the formation of their research skills, which is an actual pedagogical issue.

Nowadays, it is not enough to only provide students with certain useful information. It is necessary to teach them to be independent, initiative, intellectually flexible, ready to make decisions and be responsible for them, to consider social changes and adapt to them. In order to denote the actions intended to support the learner and facilitate his/her self-development many authors (T.M. Kovaleva, N.V. Rybalkina, P.G. Shedrovitsky, B.D. Elkonin and others) use the term ‘tutoring’. At the current stage of the Russian education development, the word ‘tutor’ is understood differently.

Tutoring is a special variety of pedagogical support, i.e. facilitating the development of the learner’s personality in the context of open education. The number of tutors is dramatically growing today as well as new, improved management and pedagogical mechanisms are being projected, which find description in the works of O.I. Genisaretsky, I.D. Proskurovskaya, P.G. Shedrovitsky and other modern authors. Based on the positional self-identification and on the potential of tutoring support in the innovative activity of teachers in the process of continuous professional education, these mechanisms can bring to very high results (Gorunova, L.V., Mkrtchan, N.M., Metelkina, Zh.S., 2017).

Proposed methodology.

Our research is based on the following scientific approaches:

- The system approach, which considers learner research skills as a complex multilevel system.
- The personal activity approach, which is oriented on developing the future researcher personality and determines the conditions of his/her creative activity via his/her involvement into work.
- The environment approach, which defines the characteristics of the educational environment influencing the formation of learner research skills.

Now, in Russia, tutoring is most popular in the context of distant education. Due to this format, tutors have the possibility to effectively use the advantages of individual consulting, which is spread in leading British universities. The pedagogue projects an effective scenario of learning a course, organizes seminars and conducts consultations, checks written tasks and voices his/her recommendations. The appearance of the profession of tutors should be seen as a particular reaction on the modern society requirements, which can satisfy people's intention to enrich the educational environment, to understand their own potential, to make the adequate choice of the professional sphere and to fully self-realize in this sphere (Glizburg & Perevezentseva, 2017).

The international and Russian experience allows believing that tutoring is one of the most effective ways of pedagogical support, and tutoring support is a most important constituent of the individualized process in the contest of open education and exists in harmonic interaction with other components related to pedagogy, philosophy, ethics, psychology, sociology. The learner tutoring support within the framework of self-education and self-mentoring is such a form of pedagogical support in which the mentor (tutor) helps the mentee to realize and analyze his/her behavior connected with self-education (Dudchik & Gracheva, 2015). Tutoring should be posed as an educational ideology which is based on the ideals of humanistic philosophy, the principle of pedagogic support and the approach used in the pedagogy of collaboration.

Tutoring support is to be organized in a staged manner. The first stage is diagnostic, the second is planning, the third is realizing and the forth is analytical (Lvova, 2016).

Tutoring support with the purpose of forming the learner information literacy is organized in several steps:

1. The diagnostic stage. At this stage, the pedagogue suggests that the learner should be diagnosed and checked for the level of his/her information literacy. "At this beginning stage of tutoring support, it is especially important to create the situation of 'positive atmosphere', psychological

comfort which facilitates involving the learner into tutoring interaction, readiness to continue collaboration” (Phomenko, 2017).

2. The planning stage. It comprises making the plan for achieving the result, i.e. increasing the level of information literacy.
3. The realizing stage. It includes the choice of means and resources for the formation of the learner information literacy.
4. The analytical stage. At this stage, the pedagogue conducts diagnostic procedures in order to evaluate the level of the learner information literacy. After the diagnostic work, the tutor-pedagogue compiles cumulative files with the learner’s performance.

The pedagogue’s tutoring activity can be defined as multifunctional because a modern pedagogue plays a number of roles: a moderator, a facilitator, a mentor, a consultant. Unlike the teacher, who only solves the tasks of the academic process, the tutor helps the learner to build his/her own unique educational path (Cheredilina, 2017). Though, the tutor does not have a ready-made plan of the mentee’s personality development and the knowledge to be passed.

Therefore, the tutor should be professionally ready for tutoring support and oriented on alternative work methods (Parsloe & Wray, 2003). In his/her work, the pedagogue should build on the main principles of tutoring support: the principle of transparency, the principle of flexibility, the principle of modularity, the principle of individualization, the principle of continuity.

Currently, tutoring is based on such interactive technologies as:

- The technology of project work.
- The technology of research work.
- The technology of portfolio.

Realizing learning research work in an educational institution it is necessary to predict pupils' future results comprising the range of key skills of information literacy: defining, searching, integrating, managing, evaluating, creating, and delivering the information. Any research includes setting the research hypothesis, aim and tasks, literature review on the given problem, the choice of research methods, collecting the practical research material, analyzing and summarizing.

Result analysis.

We see the learner research activity as a kind of cognitive activity which suggests resorting to scientific means and methods and results in digesting information about objects under study. The constituents of this activity are the following (Perevezentseva, 2018):

- The informative constituent (accumulating the existing knowledge, generalizing this knowledge).
- The analytical and critical constituent (the comprehension and critical evaluation of the available knowledge, formulating the scientific problem based on underdeveloped or undeveloped aspects of the research).
- The research constituent (analyzing the theoretical material and carrying out the experiment for obtaining new information, describing preliminary (intermediate) results of the research).
- The presentational predictive constituent (making the text and the type of the scientific document, accomplishing the research and fixing its results and new, acquired information in the written form).

The formation of learner research skills requires an adequate organization of learner research activity within the educational process. So, learner research skills are intellectual and applied skills based on an independent choice and usage of research methods and procedures which correlate with the content of education at the current stage and are conducted on the material available for teenagers.

While developing the project, under the tutor's supervision the learner becomes acquainted with the main stages of the research: setting the problem, formulating the aim, framing the tasks, planning the activity, creating the product. While working on the project, the learner forms the following skills: problematization, goal-setting, planning, establishing productive collaboration, developing reflexive and representational skills.

Let us look at the stages of organizing educational research work and the key skills of information literacy, which are formed due to the tutor's activity:

1. Formulating the problem and contradictions of the research work. The tutor points at the existing problems which can be solved by the research. Defining, searching.
2. Explaining the topicality of the research. The tutor pays the learner's attention to the degree of importance of finding the solution to the problem at the given moment and in the current situation. Defining, searching, integrating.
3. The subject of the research. In order to formulate the subject of the research the tutors asks the learner the question: "What is under study?". Defining, searching, integrating, managing, evaluating, creating.
4. The object of the research. In order to formulate the object of the research, the tutors asks the learner the question: "What is examined?". Defining, searching, integrating, managing, evaluating, creating.
5. The hypothesis of the research. A hypothesis is an expectation of events. The tutor asks the learner: "Imagine what will happen if...". Evaluating, creating, delivering information.
6. The aim of the research. The tutor asks the learner: "What are you studying?", "What/Who are you watching?". Defining, searching, integrating.

7. The tasks of the research. The tutor shows examples of research tasks and emphasizes for the learner that tasks aim to gradually solve the problem and achieve the aim of the research. Defining, searching, integrating, managing, evaluating, creating.
8. The methods of the research. The tutor and the learner together choose the research methods which will be used for this work. Defining, searching, evaluating.
9. The practical significance of the research. The tutor may ask the learner: “What has the research been conducted for?”. Defining, searching, integrating, evaluating, creating.
10. The topic of the research. The tutor helps the learner to formulate the topic of the research. The tutor points out that the topic must reflect the object, the subject of the research and the problem whose solution makes the basis of the research work. Evaluating, creating.
11. Summarizing. Reflexing. The viva. The tutor asks the learner: ‘What have you best succeeded in?’ ‘What have you not managed to do?’. Managing, evaluating, creating, delivering information.

In the work on the project or research, the tutor helps learners to collect information and to compile it into a portfolio. The portfolio accomplishes the reflexive function, which allows judging about the accuracy of the taken decisions and making due corrections if necessary.

Summarizing the abovementioned, we will focus on those conditions which are capable of influencing the tutorial support of the learner information literacy at university:

First, the tutor must be able to use interactive technologies.

Second, the tutor must build on the principles and stages of tutoring support.

Third, realizing his/her tutoring activity, the tutor plays a number of roles, such as a moderator, a facilitator, a mentor, a consultant.

CONCLUSIONS.

The appearance of the profession of tutors should be seen as a particular reaction on the modern society requirements, which can satisfy people's intention to enrich the educational environment, to understand their own potential, to make the adequate choice of the professional sphere and to fully self-realize in this sphere.

The international and Russian experience allows believing that tutoring is one of the most effective ways of pedagogical support, tutoring support is a most important constituent of the individualized process in the contest of open education and exists in harmonic interaction with other components related to pedagogy, philosophy, ethics, psychology, sociology.

The learner tutoring support within the framework of self-education and self-mentoring is such a form of pedagogical support in which the mentor (tutor) helps the mentee to realize and analyze his/her behavior connected with self-education. Tutoring should be posed as an educational ideology which is based on the ideals of humanistic philosophy, the principle of learner pedagogic support and the approach used in the pedagogy of collaboration.

The key premises which the tutor is guided by in his/her professional activity are the core principles of open education, which are transparency, flexibility, continuity, diversity, individualization.

Tutoring should be seen as a resource of individual evolution, as a form of productive usage of the open education possibilities for the development of an individual educational program considering each learner's specifics (character, temper, intellect, etc.).

The main task of modern professional education is not only to provide learners with actual information, but develop their ability and aspiration for unassisted search of information in the constantly transforming social context.

The development of such a personal quality as readiness for independent realization of cognitive activity and the formation of research skills should be seen as one of the most important functions of modern professional school.

The conduction of our research implies the creation of a model which will allow establishing and describing the levels of development of learner research skills formed by means of tutoring support.

The established indicators of learner research skills development were classified into groups: the cognitive group, the communicative group, the reflexive group and the group of social relationships.

The realization of the model of tutoring support for developing learner research skills can be accomplished in the following pedagogical conditions: the innovative educational environment, scientific and methodological support of the tutoring process whose purpose is to build learner research skills, the tutor's professional art, which will help to organize successful contact with the learner, to work out and realize his/her individual educational path, to create and use didactic materials.

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