

HISTORICAL ASPECT OF THE INDIVIDUAL-FOCUSED TRAINING OF THE PROFESSIONAL TUTORSHIP IN XXI CENTURY

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***Abstract:** The basic social significance of business - is to provide jobs for working-age population and to unite professional workers in the enterprise. Historical forms of training, such as coaching, tutorship, patronage etc. can be successfully used to solve these problems. Russian experience allows us to generalize and systematize the best tutorship movement in the state. Analysis of the history of tutorship helped to formulate the modern forms and learning tools, such as: training, specific situations solution, business games, etc. The author of this article offers the modern interpretation of the tutorship movement for business based on the historical analysis of tutorship movement in Russia and foreign experience. Tutorship in business in Russia is just starting to gain its force. Entrepreneurs begin to realize the benefits of this form of education. The economic component of business has always been and will always be a priority, so the financial investments in tutorship are small and the return of these investments for enterprise is enormous.*

***Keywords:** Tutorship, Tutor, Supervisor, Professional schools, Manpower reserves.*

***JEL Classification:** I25, M53.*

Introduction

The dynamics of the economy affects the activity of the company and its employees. A modern unstable economic condition confronts managers ever new challenges to solve the problem of skilled trade workers. Employees should be experts in many situations because they often have to cope with changing conditions in enterprises. This must be designed and methods of education of qualified professionals, such as tutoring, mentoring and especially tutorship laying in the paper.

1 Problem formulation

Up-to-date social processes are complex, dynamical and unstable. That is the reason of various behavioural situations in the professional activity of the Russian business personnel. The problem of effective labor productivity of the personnel in certain business unit is quite actual because of the world financial and economic instability.

The tutorship is to solve the problem named.

The essence of term «tutorship» is revealed in the scientific works of S. Vershlovsky [11], S. Batysheva [2], L. Lisokhina [4], A. Hodakov [11], S. Ikonnikova [4], L. Magalnik [7], G. Lewis [6], and others. The need of the young specialist for support from the skilled teacher - the tutor, able to assist urgently on a workplace, able to raise theoretical and professional competence of a young specialist are presented in the researches of B. Frank [3], L. Tolmati [3], O. Lapina [5] and others.

Different authors interpret the term «tutorship» in different ways. Anyway it represents inherently a process of knowledge, abilities, skills and experience transfer.

Tutorship appeared together with mankind, as all the mankind history always represents the transfer of experience. Since the most ancient times teachers, senior companions played the irreplaceable role in the education of a person. All of them can be called in one word - tutors.

In the Ancient Greece education had military character and first of all prepared soldiers in whom the state needed. Children from noble families had tutors who trained them in many useful for the further service arts. We remember legendary Achilles who had two tutors: Hiron and the Phoenix.

The centaur Hiron trained Achilles in sports and many military skills: spare throwing, hunting, riding, and also playing lyre and medicine. Phoenix brought up Achilles since the childhood and trained him in two basic arts: military and rhetorical which were arts of the first necessity [9].

The history of pedagogics knows various ways of the organization of education in educational institutions. For example, in 1813 the Ministry of national education of Russia (MNE) established the division of functions of training and education with a special circular.

There was a post of «the room supervisor at board». Within days the supervisor had to be with children (he presented at the lessons, helped to do homework, organized leisure, and watched children's behavior). Only speaking French highly moral persons were appointed to this post.

In 1835 there was established the post of class supervisors, whose duties included supervision over students' behavior at school, in public places, in domestic conditions. As supervisors could have just elementary education, so far as they had no authority among students. Moreover, the constant supervision bordering on police investigation, caused hatred towards the supervisors.

Since 1961 (after serfdom cancellation) the term «supervisor» in MNE documents has been replaced by the term «tutor». More attention was paid to the selection of tutors.

According to the Charter of grammar schools and programmar schools of 1864 the main duty of class tutors there was an out-of-class supervision of students. Educational process was put under strict control of the state.

Since 1871 there was established the institute of class tutors. They were chosen among the teachers, who worked in the certain class. The tutor supervised students of the class and was responsible for their behavior (in female grammar schools class tutors were called «class ladies»). The appearance of class tutors promoted the rapprochement of training and education processes, their merge in a one stream of pedagogical influence on students.

In the end of a XIX-th century class tutors appeared in initial and lowest professional educational institutions. The feature of their activity was to bring up students physically tolerant, respecting heavy physical work, «... accustoming to simple and unpretentious food», supervising students in public places.

At the same time the rules for the craft schools students confirmed in 1901, contained instructions to class tutors to use cultural leisure and physical training with a view of education.

After October, 1917 the institute of class tutors was abolished, as heads of the Soviet education considered that both training and education should enter into duties of each teacher.

Indeed it decreased the level of educational work. In 1931 there was established the post of the group leader (since 1934 - the class teacher) - besides teaching he was carrying out the general work on the organization and education of students' collective of a certain class.

In 90th years XIX - the beginning of XX century a further strengthening supervising functions of class tutors and their assistants took place. It happened not only in general educational institutions, but also in professional educational institutions. The control became stricter and it proceeded from class tutors, their assistants and supervisors. They controlled students wearing uniform out of school, during summer vacations.

The value of the advanced class tutors' experience in 1910s was in their pedagogical influence on student's clubs, subject sections, that gave educational orientation to its activity [1].

As to the tutorship in professional training – the first professional schools in Russia appeared in 1701.

In 1919 Soviet Government with a special resolution created the general center to organize and manage the qualified labor training.

Professional educational institutions appeared the time and the place that economic development demanded. That is why children received the first craft knowledge at comprehensive schools, they were trained metalwork, joiner's, forge, weapon and to shoemaking.

In October, 1940 the Presidium of the USSR Supreme body accepted the Decree «About the State manpower reserves of the USSR». It established the one centralized system of the qualified labor preparation in craft and railway schools, schools of factory training, and also distribution of the prepared specialists. It was established two-year training in craft and railway schools and six-month training at special schools preparing workers of mass professions.

A difficult international situation proceeded the creation of this Decree. «Manpower reserves» was very mobile system, quickly adapting to time requirements. Every factory, every enterprise, village had the order to train certain number of people certain trades. Basically it concerned the defensive industry. For 13 mobilization appeals in 1940-1942 2,5 million people were prepared and basically there were children who replaced the parents in back.

Highly skilled workers-tutors actively participated in education and professional training of young workers, in 70th and till the period of «reorganization» tutorship became a mass tendency [10].

2 Methods, metodological approaches

During «the reorganization» period tutorial professional movement has been destroyed. For a long time businessmen, heads of the «new format» enterprises considered it to be just a formality in human resource management sphere.

In last 10-20 years the tutorship has been recognized as an important mechanism of transfer of knowledge.

Modern conditions of economy demand effective and productive business management, so and human resource management. Tutorship gets new sense in the modern crisis situation. The technique, technologies, mechanism of qualitative achievement of professional motion are developed by specialists in the field of tutorship.

However the existing literature on the tutorship problems is first of all devoted to the problem of mutual relations of the tutor and the student, and also to recommendations about the tutor's behavior and the description of his functions.

The tutorship profit is expressed in the adherence to work increase and in the staff turnover decrease, but according to 68 sources studied nobody was engaged in researching dependence of the tutorship and the volume of knowledge in the organization increase.

However a number of researches affirm that people supported by tutors worked better and did their career faster. Probably because they acquired their tutors' knowledge.

It is obvious that both officially appointed and informal tutors are as informal teachers when impart their knowledge. Last years the tutorship concept includes mutual help and «reverse tutorship», in other words the process of getting knowledge by the teacher (tutor) from the student [10].

Despite available researches in the field of tutorship, the considerable work made by the authors above-stated, the modern literature pays not enough attention to the institute of tutorship as a complete system.

Available researches do not define accurately: tutorship's forms and methods, the monitoring and analysis means, that allow to estimate its efficiency in system; dynamics of professional formation of the worker in the course of tutorial activity isn't characterized, perspective forms of the system of tutorship development aren't specified, there is no generalization and ordering of tutorial experience, its development and distribution. The restrictions of the article given don't allow to reveal all these directions.

Due attention should be paid to foreign experience associated with mentoring, based on storytelling, so the authors Walter, Dorothy Leonard, Mimi Shils, Lisa Abrams in their book «How to turn knowledge into value: solutions from IBM Institute for Business Value» the results of research conducted since 2000 in Silicon Valley, Boston, Washington, India, Singapore, Hong Kong. They conducted a survey of teachers newly established companies and teams, the purpose of which is the ability to track the flow of knowledge between experienced entrepreneurs, act as a "successful capitalist mentors" venture capitalists "incubators" and budding entrepreneurs that they helped in the development. The collection of survey participants was more than 100 interviews, half of which is the study of issues with mentors. The study findings were formulated that information on the direct positive relationship between mentoring and efficiency of the organization gathered enough, nobody is engaged in research communication coaching and increase knowledge in the organization. The authors note that all existing literature in the field of mentoring is dedicated to the structuring of the relationship teacher and student, describing the main functions of a mentor, recommendations aimed at the behavior of a mentor that does not fully meet the needs of the business, the entrepreneur who starts to develop a new business, you should stick to the old known rule - "Attention, attention, and once again the attention", thus it is necessary to know that only an experienced mentor will feel when you need to expand the range of activities. Mentoring plays a key role in building the competence of the organization, of which the main ones are the socialization and internalization. [12]

The competition in business predetermine workers' necessity looking-for effective decisions of professional problems, a possibility of overcoming the obstacles, getting practical experience, the efficiency of the labor potential application, it's also why tutorship becomes actual, attractive, timely among businessmen, manufacturers, chiefs. The individual-focused training of professional tutorship of the personnel would encourage the formation of really professional and personnel's professional competence upgrading.

Let's dwell upon the structure of the individual-focused training of professional tutorship of the personnel in business.

3 The individual-focused training of professional tutorship of the personnel....

It is accepted to understand as training «the method of active training that creates conditions for participants' self-disclosing and for their independent search of ways of the problems' solving and also directed on development of knowledge, abilities, skills and acquisition of social experience» (edition of the author of article).

The value of the individual-focused training of professional tutorship is predetermined by its conduction form and active role of the participants.

Making the approximate individual-focused training program it is necessary to consider the concept of pedagogical activity structure, proceeding from the tutor's personality. This concept was developed by V. Slastenin [8]. The tutor's (teacher's) personality is considered as the complete formation which logic center is the motivational sphere that defines a social, professional-pedagogical and informative orientation [8, 9].

It is necessary to consider the necessity of realization of inducing functions of problem-developing training, inclusion of emotions into training process that involves participant's deepening of motivation of activity, change of installations and semantic formations of participants, promotes the development of belief, skills, in some situations and abilities, and not just to mastering of knowledge [8, 9].

It is necessary for the tutor to remember while preparing and carrying out training that he is understanding and benevolent colleague, who just corrects and (or) coordinates the activity of participants of training, and the participants of the training group carry out independently all basic work under the solving problems and self-development.

The number of standard group is recommended to be 12-16 persons; the author of the present article takes into consideration her personal experience and recommends it to be less than 14 persons.

The room for work should be prepared the way that all the participants could easily change their location for work in the big and small groups.

Procedure and regulations questions should be discussed at the very beginning of the class and to try not to break them.

Participants of training take seats on chairs (on a floor) in a circle, faced to the center, the tutor observes their actions. Often people take seats proceeding from psychological compatibility, psychologically not the compatible people try to take a sit far from each other.

Each training begins with representation (acquaintance), it is better, if cards with the names of participants are prepared in advance. The cards are fixed on a breast or established on a floor so that any could read a name.

Explanation of the purpose and training process.

Revealing the ones who don't wish to participate in training as voluntary and open participation is one of conditions of successful training. Not every participant is ready to it.

The next aspect the tutor should pay attention to, is formulation of principles and rules of behavior of the participants of training. It is necessary to remember that training should be positive, promote favorable moral and psychological interaction. Therefore rules and principles should be simple and clear:

1. To call each other respectfully and by name.
2. To be here and now.
3. To listen and to hear.
4. To speak shortly and to the point.
5. To keep a format of the academic discussion, not to interrupt each other.
6. To express only it is personified, i.e. from itself personally.
7. To perceive the statement of any participant of training as its personal opinion, the viewpoint, without denying and without discussing it.
8. Confidentiality of work training groups.
9. To give positive mood to itself and to others.

The rules presentation is also important, it is good, if they are printed in large print and hang up in visual availability after their acceptance by group.

The next stage for participants of training is a formation of positive mood and a favorable microclimate in training group. The tutor gives installation on training, formulates the task, specifies, whether the installation on training is clear to participants.

The most widespread positive training is «Association of the neighbor on the right with a plant». The essence of it is following — even if at first sight it would be «fantasy» (invented) plant or even «cactus» will be chosen, the tutor accompanies each association in a finishing part of description and formulates the positive information.

For example «cactus. (What? Let the participant describe it aloud in details), it is necessary to notice that some cactuses are edible, so in Mexico people prepare salads, stalks of one of kinds of cactuses of prickly pears promote decrease the level of sugar in blood of people with a diabetes. Flowers of a cactus of rare beauty.

On the basis of it, it is possible to resume that our participant has only external signs of «prickliness» and warns us «it is necessary to be accurate with me if you arrive badly, I «will prick» you». Actually this person is ready to come to the rescue and give everyone serious support.

After that the tutor makes a resume about the whole group, and the next stage of work starts. In process training can transfer from one form to another, trainings can be classified to following signs:

- By quantity of participants:

1. Group.
2. Pair.

3. Quartet.
4. Command.
5. Etc.

- On rigidity of carrying out:

1. Rigid.
2. Soft.
3. Combined.

- On a field of activity:

1. Administrative.
2. Commercial.
3. Psychological.
4. Social, etc.

- On a process orientation:

1. Training.
2. Developing.
3. Fastening of knowledge, abilities, skills.

- Etc.

Participants of training are offered to generate microgroup or commands (on 2-6 persons) and to choose the coordinator of group (responsible, the head).

The tutor suggests to solve a concrete real situation (the task, a problem). He defines regulations of time for it. In the course of work the tutor watches the participants.

If there are prepared special forms on each participant with instructions of high lights of activity in the course of training the tutor makes notes. If they aren't prepared in advance and videorecording (participants are warned in advance about it) isn't conducted, the tutor should do serious work analyzing the course of training when it is over. When the time for decision in microgroups is up, the tutor offers each microgroup to sound its variant of decision.

Then together with participants of training he promotes production of various variants of decisions depending on possible factors of influence, more often: a pessimistic, optimistic, realistic variant.

The main requirement for the tutor at that stage is to remember time regulations as any training should be completed, the training purpose should be reached.

After the basic variants of decisions are formulated, the tutor once again pays participants attention to them, pronouncing and specifying at participants of training, the reasons which influenced the acceptance of these decisions.

Summing up training, the tutor thanks all participants and asks to fill questionnaires which will allow him to reveal weak and strengths of training and improve process in further work.

Joint activity of the tutor and workers in the course of knowledge, development or fastening this or that material means that everyone brings the special individual contribution in it, that there is an exchange of knowledge, ideas, ways of activity in this process. It happens in goodwill and mutual support atmosphere that allows not only to receive new knowledge, but also develops informative activity, transfers it on higher forms of cooperation and cooperation.

Tutorship gets another new sense, it is the most effective with introduction of nonconventional forms and methods of transfer of professional experience.

It is necessary to notice that the individual-focused training of professional tutorship will promote formation of the worker, if:

- it is carried out purposeful preparation of workers for tutorial activity;
- tutorial activity is built stage by stage, according to logic of designing of dynamics of professional formation of the worker in self-education sphere;
- a free choice and the tutor, and the trainee should be provided and also steady interest to tutorial movement should be formed;
- constructive professional interaction of the instructor and the worker (trainee) should be provided;
- tutorial activity promotes creative self-realization of the tutor and the worker (trainee);
- a level of the workers and his tutor's personal-significant ascension to the top of professionalism, continuous self-development and self-realization acts as criteria of professional formation of the worker;
- various collective, group and individual forms of educational activity, such as: training on a workplace, business games, trainings, the decision of concrete situations, etc. are used in the course of tutorial activity.

To develop the tutorship in modern enterprise structures and to fix it in business structures the joint decision of some question is needed:

- The tutorship phenomenon is a necessary socially-pedagogical component of social development and preservation of self-value traditional sociocultural bases, it demands not only state support, but also a support from proprietors of business, heads of the enterprises;
- tutorial movement is the keeper of traditions of the enterprises and is that link which transfers these traditions to the following generations, and also promotes formation and development of high-quality professional personnel resources of the organizations, therefore it is necessary to think over the system of motivation of tutorship, that would be capable to revive the prestigiousness of this movement;
- it is necessary to create a structurally functional model of system of the tutorship providing professional formation of the worker, and its realization within the limits of enterprise activity;

- necessary and sufficient organizational-pedagogical requirements in the course of professional formation of the worker by means of tutorship system are the following: development of steady motivation to the trade chosen and involving of the worker in processes of self-knowledge, self-judgement, a self-appraisal, self-checking and continuous self-development and self-realization; a concrete definition and stage-by-stage formation of professional abilities on use of the received knowledge in practical activities; creation within the limits of courses of improvement of qualification of programs for tutors and the young specialists promoting their creative realization; the organization of scientifically-practical conferences, round tables, seminars for young specialists and tutors for the purpose of an experience exchange and business cooperation.

Conclusion

The information presented in this article in the development of tutorship movement in Russia, its forms and tools for business is advisory in nature and is the point of view of the author. The further development of the tutorship problem research will be presented in other articles. I am going to research and to present the articles in in the field of the domestic tutorship, professional tutorship in the high school, modular technologies by the tutors' education. In addition to these research areas related to mentoring, continues the author of many years of work associated with the formation of a professional coach based on the competence approach. The author developed competence model of a professional mentor (base) and a professional mentor (Specialized). This theme of the research was, is and will be controversial and actual.

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