

Novoselov Kirill Andreevich

**THE MAIN ASPECTS OF MENTORING AND ITS ROLE
IN THE EDUCATIONAL PROCESS
OF HIGHER EDUCATION INSTITUTIONS**

Abstract: *in this paper, we want to present in English the results of our research, which was previously published in Russian, to a wider range of readers, teachers, scientists. Mentoring is an effective tool that promotes the development of professional competencies, helps to transfer knowledge and skills, and promotes the formation of professional values, the development of critical thinking and a creative approach to solving problems. In the process of professional training of students and cadets, mentoring is also aimed at their support and development, as well as preparation for future professional activities, which is becoming increasingly relevant, given the conditions of the rapidly changing labor market and increasing requirements for the qualifications of specialists. This article examines the key aspects of mentoring, its role and importance in the educational process, analyzes mentoring models, as well as forms of interaction between mentors and mentees.*

Keywords: *mentoring, professional training, university.*

Новоселов Кирилл Андреевич

**ОСНОВНЫЕ АСПЕКТЫ НАСТАВНИЧЕСТВА И ЕГО РОЛЬ
В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ ВЫСШЕГО
УЧЕБНОГО ЗАВЕДЕНИЯ**

Аннотация: *в главе представлены на английском языке результаты авторских исследований, вышедших ранее на русском языке, для более широкого круга читателей, преподавателей, ученых. Наставничество – это эффективный инструмент, который способствует развитию профессиональных компетенций, помогает передавать знания и навыки, а также способствует формированию профессиональных ценностей, развитию критического мышления и творческого*

подхода к решению задач. В процессе профессиональной подготовки обучающихся наставничество направлено на их поддержку и развитие, а также подготовку к будущей профессиональной деятельности, что становится все более актуальным, учитывая условия быстро меняющегося рынка труда и повышающиеся требования к квалификации специалистов. В настоящей работе рассматриваются ключевые аспекты наставничества, его роль и значение в образовательном процессе, анализируются модели наставничества, а также формы взаимодействия наставников и подопечных.

Ключевые слова: наставничество, профессиональная подготовка, вуз.

The concept of mentoring can be traced back to ancient history and the realm of Greek mythology. According to myths, King Odysseus, before leaving for the Trojan War, left his son Telemachus in the care and upbringing of his friend and adviser Mentor. It was on his behalf that the concepts of «mentor» and «mentoring» arose. Mentoring is not only a process of learning and transferring experience, but also providing support and advice. Throughout history, opinions have changed about the purpose of mentoring. Socrates believed that truth is born in disputes between teacher and student, Plato was the first to conclude that education should begin at an early age, and the mentor should start in old age. Jean-Jacques Rousseau believed that «immediate interest is the great engine, the only one that leads true and far». In Russia of the XVII century, there was no special division between the understanding of who is a teacher, educator, and whether a mentor, since each of them performed approximately the same functions both in teaching and in upbringing. In the 19th century (1813), the Ministry of Public Education of the Russian Empire issued a decree introducing the position of mentor for some educational institutions and determined that the mentor should educate students devoted to the autocratic-monarchical system, observe and study students, «correct the mistakes they make», «inspire decency and taste», «with their conversations and opinions» to inculcate the rules of morality in their hearts by their actions» [8, 11–2]. In the XX century, S. I. Ozhegov writes in his dictionary that the word mentor means «teacher and educator, leader» [9].

The well-known teacher K.D. Ushinsky emphasized the importance of combining theoretical knowledge and practical experience in professional development. He argued that experience without theory could not completely replace knowledge. During the Soviet period, mentoring played a significant role in the education of young people. Teachers A.V. Lunacharsky, A.S. Makarenko, V.A. Sukhomlinsky and others attached great importance to the upbringing and training of adolescents in order to prepare a new generation. Mentors were chosen from among those who had a high level of professional training and rich life experience. In the second half of the XX century, mentoring began to be considered as a form of not only education, but also professional training, which was associated with the accelerated pace of development of vocational education, the introduction of industrial training. In production, experienced workers took patronage over young specialists in order to quickly help them adapt to working conditions, transfer their work experience, as I. I. Falyakhov points out in his work regarding the mentoring institute: «there was an established system of it, which was mainly focused on production and labor education, and not on meeting requests and the interests of the individual» [11].

During the late 20th century and early 21st century, mentoring was mainly seen as a tool to help young professionals adapt more quickly and «gently» in the workplace, as a more experienced employee provides support and guidance. However, later, with the development and introduction of new technologies and the rapidly developing digital transformation in various industries, young professionals began to provide assistance and support to their senior colleagues themselves, as they quickly mastered new tools. Currently, there is a situation in which at one point in time the subject is a mentor, transfers his experience and knowledge to another, and in the next – he himself is already being mentored, mastering new technologies and competencies. This type of mentoring has become known as reverse mentoring, and there are no restrictions in this relationship related to work experience or age limits.

By decree of the President of the Russian Federation, 2023 was declared the Year of Teachers and Mentors [10]. Professional competitions for mentors are held: «To be,

not to appear», «Mentoring» (2024), which emphasizes the relevance of the development of the mentoring system now.

Analyzing the concepts of mentoring in the dictionaries of S.I. Ozhegov, V. Dahl, the Soviet Encyclopedia, etc., a picture of a mentor is formed – a person who is ready to help, accompany, advise, guide, support, has experience and knowledge, and has the necessary personal and professional competencies. In his work, E. A. Dudina defines под mentoringм as «the form, method and method of teaching, upbringing, development and professional training; as a process of transferring knowledge, experience and information; as interpersonal relations and interaction» [5].

The contemporary educational landscape is undergoing a transformative journey, shaped by the impact of globalization, the pervasive influence of digital technologies, and the ever-increasing expectations for the caliber of specialized training [1].

In this context, the implementation of a personalized learning approach assumes paramount importance, enabling educators to tailor instruction to the unique needs and abilities of each student, thereby fostering the optimal development of their potential. Mentoring, as a key instrument for realizing this individualized approach, is actively being integrated into educational institutions at various levels, contributing to the cultivation of both professional and personal growth among learners [26].

Mentoring is a unique form of interaction between a seasoned professional (the mentor) and an aspiring individual (the mentee), designed to facilitate the transfer of knowledge, expertise, and wisdom, as well as provide guidance and support throughout the mentee's professional development journey.

In essence, mentoring can be viewed as a pedagogical framework where an accomplished professional serves as a guiding light for a younger professional or aspiring individual, assisting them in acquiring professional knowledge, honing their skills, and cultivating essential personal attributes. This process not only equips the mentee with the necessary tools but also fosters a nurturing environment that promotes their successful integration into the professional realm, enabling them to navigate through challenges with confidence and ultimately achieve remarkable academic and professional accomplishments.

President of the Russian Federation Vladimir Putin, in his congratulations on the beginning of the Year of the Teacher and Mentor, said: «The historical mission of the Russian education system has always been to foster citizenship and patriotism, responsibility for the fate of the country. The mentoring traditions that have been formed in our country for decades are now in high demand. In the context of rapid technological changes, it is this kind of personal contact that makes it possible to transfer the best experience and knowledge from teacher to student faster, and work together to solve non-standard tasks in the education system, in production, in science, and in all spheres of life» [2].

Research indicates that involvement in mentorship programs has a beneficial impact on students' scholastic achievement, professional trajectory, and personal growth [3]. Nonetheless, the efficacy of such initiatives hinges on a multitude of elements, including the degree of commitment exhibited by participants, the caliber of engagement between the mentor and mentee, and the structural aspects of the program design itself [4–7].

In the process of professional training of students, the presence of a mentor helps them not only overcome academic difficulties, but also contribute to their professional growth and personal development. Domestic and foreign scientists studied mentoring [5; 8; 13; 14], there are a large number of types and forms of mentoring, among which there are several main ones.

Formal, involving pre-defined programs that set clear goals, roles, and expectations (for example, when appointing a mentor in an organization or a new job). The advantages include its structure, accurate and clear understanding of the goals and learning process; support from the organization (resources, training and methodological materials); ease of evaluating effectiveness, tracking the results of the mentee's activities, his progress. At the same time, within the framework of a formal approach, it is possible to limit the creative approach to solving problems.

Informal mentoring occurs spontaneously and does not have a strict framework. It can occur both as part of work processes, when more experienced employees share their knowledge with newcomers, and as part of the educational process (mentors of

project activities, curator of training groups, assistance of senior students to junior students, etc.). Its advantages are flexibility, the ability to adapt to the individual needs of the mentee, and establishing personal communication with other students a contact that promotes deeper learning. Among the disadvantages, it can be noted that the process may not have a clear plan and structure, and the experience and competencies of mentors may vary greatly.

The mentoring process can be individual (the mentor and the mentee work one-on-one in an individual format) or group (one mentor works with a group of students, which allows you to create a dynamic environment in which participants can exchange ideas and experience). Working in a group, in addition to the possibility of mutual exchange of experience, allows participants to discuss common problems, tasks, share knowledge with each other, and jointly come to the necessary solution. However, it should be borne in mind that different points of view are always possible in the group, which can lead to conflicts and the mentor should help avoid it, help resolve all differences. In addition, with this format, the mentor has fewer opportunities for personalized help, support, or training.

It is also worth highlighting situational mentoring (the mentor comes to the rescue at those moments when the mentee has a situation that requires help or a question that he cannot cope with on his own); rotational mentoring (mentees work with several mentors).

Types of mentoring can be considered in relation to the type of activity: educational, scientific, project, etc. Various models of mentoring are considered in the works of: A.N. Makarova, V.S. Potaev, G.Yu. Subanakov [6]; P.A. Ambarova, N.V. Shabrova [1]. The article by E.G. Hindes, I.A. Troyan, and L.A. Kravchenko presents a model which is a generalized implementation mechanism, including formal and informal relationships that arise in the process of using programs through specific activities, forms, and techniques» [3].

It is also worth mentioning about reverse mentoring [4], in which there is a constant change of roles: on one issue or problem, the subject can be a mentor and at the same time on another issue, he can become a mentor himself, regardless of experience

and age, which is confirmed in the work devoted to mentoring as a tool that can be used in the process of continuous education: «Mentoring is considered in different conditions and is directed to different subjects...» [7]. Mentoring has already become one of the elements that make up continuous education (lifelong learning) [8], ranging from career-oriented meetings and events at school to mentoring at work, which helps you constantly develop yourself and help others master the necessary competencies.

Mentoring at the university plays a key role in the professional and personal development of students. It helps young people adapt to the learning environment, develop skills and build career plans, and helps improve academic performance by providing mentors to help students understand complex topics, provide training tips, and share effective work practices. In addition, students have the opportunity to discuss their career plans with their mentors, ask questions about their profession, and get employment recommendations. In the process of interaction, mentors form and develop a number of skills, such as communication, teamwork and critical thinking, and expand the network of professional contacts. At the same time, the types and forms of mentoring can be combined, thus achieving the most effective result.

The institutionalization of mentoring within higher education institutions represents a crucial aspect of the educational landscape, significantly contributing to enhancing the caliber of student training and their successful integration into professional spheres. Moreover, it fosters the elevation of educational standards and the cultivation of highly competitive professionals.

Indeed, a higher education instructor, beyond their primary responsibilities, can engage in mentorship activities across various domains such as academic, professional, personal, recreational, creative, communicational, and research-oriented [15]. This corroborates the findings of our study, where students acknowledged that a teacher could concurrently serve as a mentor.

E.L. Bashmanova's works emphasize that mentoring plays a crucial role in ensuring the active involvement of participants in educational processes, fostering the de-

velopment of educational organizations and their constituents, including students, educators, support staff, parents, and external stakeholders such as partner organizations and employers [16]. This is essential for the holistic growth of students, the realization of their full potential, and the provision of psychological support.

In the context of higher education, mentoring takes various forms, including «teacher – teacher», «teacher – student», «student – student», and «employer – student» [17]. Many institutions of higher learning have implemented their own mentorship programs, such as Lomonosov Moscow State University, St. Petersburg State University, and HSE [18].

Both teachers and curators of study groups, as well as undergraduates, can act as mentors in the process of professional training, which is consistent with the work [3]. Thanks to mentoring, students can develop not only during the training period, but also during keep in touch with mentors after its completion [13].

Mentoring is an effective tool not only for the adaptation of students in social terms, but also in the scientific and professional aspect. The interaction of curators, tutors, and teachers involved in research and project activities with students should be built according to a certain model, made systematic in order not only to cover students in different courses and with different interests, but also to avoid a gap between mentoring at school, higher education institution, and at the workplace.

A meticulously designed framework for the mentorship system, encompassing the meticulous selection of mentors and trainees, the implementation and enhancement of mentorship programs within educational institutions, along with the systematic assessment of performance, will foster the establishment of an enabling learning atmosphere, the cultivation of highly skilled professionals, and the cultivation of individual talents among students.

Список литературы

1. Амбарова П.А. Институциональные модели научного наставничества над студентами российских вузов: организационно-управленческие аспекты / П.А. Амбарова, Н.В. Шаброва // Университетское управление: практика и анализ. – 2023. – Т. 27. №3. – С. 5–16. – DOI: 10.15826/umpa.2023.03.019. – EDN: SYZBBK.

2. Блинов В.И. Наставничество в образовании: нужен хорошо заточенный инструмент / В.И. Блинов, Е.Ю. Есенина, И.С. Сергеев // Профессиональное образование и рынок труда. – 2019. – №3. – С. 4–18. – DOI: 10.24411/2307-4264-2019-10301 EDN: XDEBKV.

3. Гиндес Е.Г. Наставничество в высшем образовании: концепция, модель и перспективы развития / Е.Г. Гиндес, И.А. Троян, Л.А. Кравченко // Высшее образование в России. – 2023. – Т. 32. №8–9. – С. 110–129. – DOI: 10.31992/0869-3617-2023-32-8-9-110-129. – EDN: TFJZYE.

4. Дорохова Т.С. Методологические основания реверсивного наставничества в профессиональной деятельности педагогов / Т.С. Дорохова, Ю.Н. Галагузова // Педагогическое образование в России. – 2022. – №5. – С. 154–162. – DOI: 10.26170/2079-8717_2022_05_18 EDN: JUBFCQ.

5. Дудина Е.А. Наставничество как особый вид педагогической деятельности: сущностные характеристики и структура / Е.А. Дудина // Вестник Новосибирского государственного педагогического университета. – 2017. – Т. 7. №5. – С. 25–36. – DOI: 10.15293/2226-3365.1705.02 EDN: ZQXRRV.

6. Макаров А.Н. Исследование закономерностей и условий функционирования и развития наставничества в региональной системе образования / А.Н. Макаров, В.С. Потаев, Г.Ю. Субанаков // Вестник Бурятского государственного университета. Экономика и менеджмент. – 2021. – №2. – С. 43–54. – DOI: 10.18101/2304-4446-2021-2-43-54. – EDN: RVNDSE.

7. Ройтблат О.В. Наставничество как один из инструментов реализации непрерывного образования взрослых / О.В. Ройтблат, Н.Н. Суртаева // Непрерывное образование. – 2018. – №3 (25). – С. 14–17. EDN: YTGECL.

8. Суртаева Н.Н. Наставничество: история и современность / Н.Н. Суртаева, О.В. Ройтблат, Ж.Б. Косицына // Мир науки, культуры, образования. – 2023. – №4 (101). – С. 194–196. – DOI: 10.24412/1991-5497-2023-4101-193-196. – EDN: RHQGKT.

9. Толковый словарь Ожегова [Электронный ресурс]. – Режим доступа: <https://slovarozhegova.ru/> (дата обращения: 25.02.2025).

10. Указ Президента Российской Федерации от 27.06.2022 №401 «О проведении в Российской Федерации Года педагога и наставника» [Электронный ресурс]. – Режим доступа: <http://actual.pravo.gov.ru/content/content.html#pnum=0001202206270003> (дата обращения: 03.03.2025).

11. Фаляхов И.И. Диверсификация моделей наставничества: ментор, тьютор, коуч, фасилитатор и идентификация их готовности к осуществлению наставнической деятельности / И.И. Фаляхов // Казанский педагогический журнал. – 2016. – №2–1 (115). – С. 45–50. – EDN: VRNRIX.

12. Ходоровская Р.Ф. Форма личностного развития учащихся и наставничество / Р.Ф. Ходоровская // Вестник ТОГИРРО. – 2021. – №2 (47). – С. 48–49. – EDN: LAFXEW.

13. Ball E., Hennessy C. De-mystifying the Concept of Peer Mentoring in Higher Education: Establishing Models for Learning. In C. Woolhouse, L. J. Nicholson (Eds.), Mentoring in Higher Education – Case Studies of Peer Learning and Pedagogical Development. 2020. P. 17–38. DOI: 10.1007/978-3-030-46890-3_2.

14. Larsen E., Jensen-Clayton C., Curtis E., Loughland T., Nguyen Hoa T. M. Re-Imagining Teacher Mentoring for the Future // Professional Development in Education. 2023. February. P. 1–15. DOI: 10.1080/19415257.2023.2178480.

15. Новоселов К.А. О трансформации классической модели дидактики в цифровую / К.А. Новоселов // Известия Балтийской государственной академии рыбопромыслового флота: психолого-педагогические науки. – 2024. – №4 (70). – С. 151–156. – DOI: 10.46845/2071-5331-2024-4-70-151-156. – EDN: CNMYZU.

16. Открытие Года педагога и наставника. [Электронный ресурс]. – Режим доступа: <http://www.kremlin.ru/events/president/transcripts/speeches/70627> (дата обращения: 09.06.2025).

17. Дапык С.М. Наставничество в системе отношений «преподаватель – студент» / С.М. Дапык, М.А. Хольшина // Молодой ученый. – 2023. – №15 (462). – С. 327–329 [Электронный ресурс]. – Режим доступа: <https://moluch.ru/archive/462/101611/> (дата обращения: 28.12.2024). EDN: XDMXVP.

18. Москвичёва Г.Т. Какими навыками должен обладать наставник / Г.Т. Москвичёва // Молодой ученый. – 2022. – №43 (438). – С. 334–336 [Электронный ресурс]. – Режим доступа: <https://moluch.ru/archive/438/95742/> (дата обращения: 28.12.2024). EDN: MKNGHJ.

19. Князева Е.Н. Профессиональное развитие через наставничество в СПО // Стратегические сценарии развития демонстрационного экзамена: сборник статей Всерос. науч.-практич. конф. (Москва, 24–25 окт. 2024 г.) / редкол.: И.И. Калина [и др.]. – Чебоксары: Среда, 2024. – С. 448–452. EDN: IAGWNY.

20. Демидова М.В. Влияние наставничества в инновационном пространстве образовательной среды / М.В. Демидова // Образование, инновации, исследования как ресурс развития сообщества: материалы III Всерос. науч.-практ. конф. (Чебоксары, 17 дек. 2024 г.) / редкол.: Ж.В. Мурзина [и др.]. – Чебоксары: Среда, 2024. – С. 18–20. EDN: ITVVAU.

21. Мещерякова Т.Ю. Наставничество как образовательный тренд современности / Т.Ю. Мещерякова // Актуальные исследования. – 2023. – №37 (167). Ч. II. – С. 72–75 [Электронный ресурс]. – Режим доступа: <https://apni.ru/article/6994-nastavnichestvo-kak-obrazovatelnij-trend> (дата обращения: 09.06.2025). EDN: TQQFER

22. Гиндес Е.Г. Наставничество в высшем образовании: концепция, модель и перспективы развития / Е.Г. Гиндес, И.А. Троян, Л.А. Кравченко // Высшее образование в России. – 2023. – №8–9 [Электронный ресурс]. – Режим доступа: <https://cyberleninka.ru/article/n/nastavnichestvo-v-vyshhem-obrazovanii-kontseptsiya-model-i-perspektivy-razvitiya> (дата обращения: 30.12.2024). – DOI 10.31992/0869-3617-2023-32-8-9-110-129. – EDN TFJZYE

23. Башманова Е.Л. Наставничество как метапрактика поддержки гуманистического вектора в развитии высшего образования / Е.Л. Башманова // Концепт. – 2023. – №12 [Электронный ресурс]. – Режим доступа: <https://cyberleninka.ru/article/n/nastavnichestvo-kak-metapraktika-podderzhki-gumanisticheskogo-vektora-v-razvitii-vysshego-obrazovaniya> (дата обращения: 30.12.2024).

24. Бурдюгова О.В. Наставничество в вузе как актуальная кадровая технология профессионального становления и развития / О.В. Бурдюгова, Е.И. Куценко // Экономические науки. – 2024. – №232. – С. 473–480. DOI: 10.14451/1.232.473 EDN: NLSMOM.

25. Молодецкая О.В. Наставничество в системе высшего образования в России: современные подходы / О.В. Молодецкая // Молодой ученый. – 2024. – №40 (539). – С. 171–172 [Электронный ресурс]. – Режим доступа: <https://moluch.ru/archive/539/118097/> (дата обращения: 30.12.2024). EDN: НРСТХК.

26. Чугунова Т.Б. Формирование разновозрастного наставничества в студенческом научном сообществе современного вуза / Т.Б. Чугунова // Человек и образование. – 2023. – №4 (77). – С. 110–117. – DOI 10.54884/1815-7041-2023-77-4-110-117. – EDN GBWUBK.

Новоселов Кирилл Андреевич – старший преподаватель ФГБОУ ВО «Калининградский государственный технический университет», Калининград, Россия.