

and values. This is not a matter of "quick decision" when the university is sufficient to adopt an ethical code or subscribe to a system of detecting signs of plagiarism in the text and report that the problem has been successfully solved.

Conclusions. Higher school is a peculiar model of society. Therefore, the introduction of academic ideas of good integrity is gradual, complex and lengthy, so must constantly be improved as educational achievement, educational, training and scientific research purposes can only be subject to ethical standards. Ultimately, this will lead to systemic changes in the life of society, starting with concrete changes in the life of every institution of higher education.

It can be concluded that to reduce manifestations of academic integrity must adhere to higher education relevant pedagogical conditions, which is to provide safe educational space, which is formed on the ethical principles and includes legal protection, personal and collective responsibility; Educational activity, which informs about the phenomenon of academic integrity and the consequences of bad faith, as well as the introduction of academic literacy courses in educational programs; academic freedom, which is understood as the transparency of the results of academic integrity, autonomy in the choice of disciplines, scientific research.

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АКАДЕМІЧНА ЦІЛЬНІСТЬ СТУДЕНТІВ: ПЕДАГОГІЧНІ УМОВИ ЇЇ КОНТРОЛЮ

У статті розглянуто проблему академічної доброчесності студентів вищих навчальних закладів та запропоновано основні педагогічні умови для зменшення проявів академічного недоброчесності на основі трьох взаємопов'язаних психолого-педагогічних компонентів: мотиваційної, нормативної та культурної цінності. Вища школа – це своєрідна модель суспільства. Тому впровадження академічних ідей доброчесності є поступовим, складним та тривалим, тому його слід постійно вдосконалювати, оскільки навчальні досягнення та науково-дослідні цілі можуть підпорядковуватися лише етичним стандартам. Зрештою, це призведе до системних змін у житті суспільства, починаючи з конкретних змін у житті кожного вищого навчального закладу.

Можна зробити висновок, що для зменшення проявів академічної доброчесності вищі навчальні заклади повинні дотримуватися відповідних педагогічних умов: забезпечення безпечного освітнього простору, який формується на етичних принципах і включає правовий захист, особисту та колективну відповідальність; навчальна діяльність, яка інформує про явище академічної доброчесності та наслідки недоброчесного характеру, а також про запровадження курсів академічної грамотності в освітніх програмах; академічна свобода, що розуміється як прозорість результатів академічної доброчесності, самостійність у виборі дисциплін, наукові дослідження.

Ключові слова: академічна доброчесність, прояви академічної доброчесності, академічна відповідальність.

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IMPLEMENTATION OF TUTORING PRACTICES IN A HIGH SCHOOL BASED ON THE EXAMPLE OF THE PRIVATE SCHOOL "ATHENS", KYIV

The article actualizes the implementation of tutoring practices that meet the challenges of modern times, help to overcome the contradiction between the current demands from a personality and traditional educational practices. Special attention is paid to the conditions of tutoring practices implementation, meaning creation of an open variable educational environment. The most effective tutoring experience practice, which corresponds with the age specifics of high school students, is designed. A short analysis of a tutor's competence is provided.

Keywords: individualization, tutor, tutoring practices, open educational environment.

Formulation of the problem. Nowadays the educational system is witnessing pivotal changes: forming of different subjects in the educational field, openness and variability of educational models, informal education, continuity of education and so on. All of that means essential changes for a modern school in regards to its resource capabilities. At the current stage of society evolution, there is an initiative to create such an educational model that would allow for development of each individual according to their maximal range of intellectual and psychological resources. Solution of this problem is connected with modernization of the content of education, such as: optimization of methods and technologies in the education process organization, and

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achievement of modern high-quality education that meets the country's needs and worldwide standards. However, reformation of the Ukrainian educational system cannot be limited by the implementation of new standards, effective pedagogical technologies and forms of pedagogical activities. It also depends on the change of the very didactic principles on which the modern school is based [3]. According to the new tendencies in the Ukrainian educational reformation, realization of the individualization principle becomes more and more important. The principle of individualization is in one way or another present in most of the chapters of the New Ukrainian School Concept [4, p. 7]. Updated educational standards are oriented at discovering one's individuality,

potential, essential personal strengths, students' educational needs, freedom of individual education path choice, development of creative abilities, establishment of a variable educational system. Orientation towards extension of the individual educational possibilities range makes research in the individualization field, especially in high schools, very topical.

Research objective is to analyze the experience of individualization tutoring practices implementation in high school in an open educational environment.

Analysis of recent researches and publications. Individualization of education as a didactics problem was explored by scholars and practicing pedagogues on different levels and from different angles: from fundamental pedagogical research (S. Rabunskiy, I. Unt, T. Kovaleva, O. Tubelsky, P. Shchedrovitskiy, D. Elionkin, B. Bray & K. McClaskey, S. Cavanagh, M. Feldstein & P. Hill, J.F. Fisher) to studies of education individualization characteristics in specific aspects and circumstances: individualization of students' educational environment via Internet (O. Pinchuk, O. Sokolyuk); individualization in the process of separate subjects studying – physics (O. Hnatyuk, V. Konashchuk, V. Syrotyuk), chemistry and biology (M. Lukashchuk, M. Pysmenna, I. Khmelyar), foreign language (S. Nikolaeva, A. Panchenko, L. Sikorska), crafts and drawing (G. Gavrishchak, A. Marushchak, G. Tereshchuk, A. Uruskiy, I. Tsidylo); individualization of education for children with special educational needs (Y. Artemova, N. Holub, O. Hubar, S. Mirskiy, N. Rudneva, L. Shekhovtsov) etc.

Nowadays, many educators discuss additional opportunities in modern educational process organization, its openness and variability. Therefore, it becomes possible to create a fundamentally different educational process. In open educational environment, as a rule, there is no strict structure that defines interactions between students and teachers in a traditional educational process. It is, on the contrary, focused on intersecting research interests of adults and children, their information and experience exchange. Such environment sets a fundamentally different maintenance of any student activities which will be presented in this article based on the example of the educational process of individualization in high school in an innovative educational institution.

If a school poses individualization as an additional task, it is necessary to find special educational methods and forms of organization of educational process as well as educational space in accordance with age specifics that allow for the individualization process to be implemented [2, p. 70]. Implementation of the individualization principle is impossible without creating an open and variable educational environment. The issue of educational space is actively researched by foreign and Ukrainian scholars, such as: I. Bayeva, N. Hontarovska, U. Eco, M. Castells, V. Lebedeva, V. Losova, V. Molyako, V. Nechayev, V. Panov, O. Pisarchuk, S. Podmazin, K. Prikhchodchenko, L. Pukhovska, V. Rubtsov, O. Skidin, I. Ulanovska, A. Khutorskiy, V. Yasvin and others.

Research presentation. The concept of openness is more and more often seen as one of the key characteristics of the modern education, when not only traditional institutions (kindergarten, school, university) have educational functions, but also every element of social and cultural environment can have a certain educational effect [3]. Implementation of the openness principle fundamentally changes the internal educational environment of an educational institution: it leads to an increase of education directions, adoption of new educational technologies, building of another system of organization of educational process and its management. In such situation educational environment for students is set not only by the educational program which is strictly defined for everyone, but by a bigger extent by

awareness of different educational suggestions and their specific implementation.

Any innovation starts from creating the necessary conditions. If a school's administration believes in the value of individualization, promotes its implementation in the educational environment and understand that this is an important development direction for the educational field, it accordingly creates the conditions for its realization. The specifics of an educational environment in which individualization is implemented depend on the institution: whether it is a university, a college or a school (public or private). One way or the other, educational environment should be excessive, so that students have a variety of choices: among courses, speed levels, amounts and learning methods of the educational material, among meetings with different profession representatives [3].

However, suggestion of various educational possibilities does not guarantee implementation of the individualization principle for students. Thus, there is a need for educational technologies and for the work of an educator who possesses special techniques. A tutor, who organizes the tutoring accompaniment of a student, is such an educator.

One of the important questions is, what should be the competence of a modern tutor? There is research by separate scholars and practitioners on this topic, as well as a matrix of tutor competence that was developed within the project Certi. MenTu (Certification of Mentors and Tutors) by the following European countries: the UK, Cyprus, Sweden, Austria, Poland, Greece. All researchers that provide recommendations on the topic follow the understanding that tutoring is a cooperation between an adult and their tutee via individual meeting (tutorials). According to that, tutor competence is defined as follows. First of all, a partner relationship must be established between a tutor and a tutee. Tutor bears the responsibility of establishing such relationship. Tutor must be able to see their tutee as an integral personality, including their character, temper, level of knowledge, talents, interests, value system, and focus not on problems but on their solutions. A tutor should be someone a tutee can trust, they must be able to inspire in accordance with the set goals and incline to reflect. A tutor must be able to help their tutee find their hidden potential and help find the meaning of education, to plan activities, to accept challenges. A tutor must be able to ask the right questions and listen attentively, to concentrate on a tutee's strengths and work towards a tutee's future.

Also, a tutor is someone who can choose methods, techniques and instruments for dealing with professional tasks in their work with a tutee. They are well versed in modern educational technologies, are a professional in their pedagogic field and can support their tutee's pursuits in scientific and research activities. A tutor supports a tutee's progress in learning, and helps, if necessary, to establish connections with outside experts. They help their tutee to plan, define and reach goals. A tutor is always monitoring their tutee's progress, always provides a constructive feedback, discusses the changes in a tutee's life with them. A tutor constantly analyses and evaluates their own actions to increase the effectiveness of the tutoring process. Therefore, ability to self-reflect, to know one's competence and limitations and ability to timely ask for help from other specialists is incredibly important for a tutor.

A tutor complies with the following principles in their work:

- In the process of work, a tutee is the leader, while a tutor only helps to define the primary goal and foreground tasks in the process of learning. A tutor motivates, inspires and encourages to search for solutions, conclusions and development of skills;

- The key aim of a tutor is to support a young human being's all-around development (not only within the school program), which is based on a partnership between a tutor and a tutee. Therefore, a tutor invests a lot of time in the beginning of the cooperation in the very formation of this partnership, as well as their own authority;

- The main instrument a tutor works with is conversation, thus communication skills, ability to negotiate and solve conflicts are most important among other competence skills a tutor must possess;

- A tutor always attends to their own development.

Organization of the educational environment of choice is natural for students of Anglo-Saxon, Finnish, Estonian schools etc. In Ukraine, such environment is implemented in private innovative schools, the experience of which can be used in public schools are well. However, certain limitations should be taken into account, which can be found inside a school itself: first of all, lack of belief in students' choices, the very thing that makes them subjects, not objects of the educational process. Second of all, teachers might be unwilling to share their power with students. Third of all, such educational process is not easy to manage [8, p.67]. As a result, students have minimal ability to choose goals, methods, forms and content of their own education. So, creation of favorable conditions for shaping the skills of initiative, individual, responsible student activity is of actual interest.

Currently, in order to be successful in a broad sense of the word, a modern school graduate must possess the following skills:

- flexibly adapt in changeable situations, independently acquire necessary knowledge, skill, competence;

- apply their knowledge, skill and competence in practice to solve various problems, be overall competent in different life areas;

- think independently and critically, seek and find rational ways out of complicated situations, use modern technologies, be able to think creatively and generate new ideas;

- work with various, constantly growing amounts of information;

- be communicative, sociable in different social groups;

- be able to work in a team as well as alone in different fields;

- prevent conflicts and successfully find ways out of them.

In high school, the basic psychologic and pedagogic process is the establishment of a student's identity, integral "I", the formation of the "I-concept". Therefore, self-definition is the major process to occur in children of high school age. Self-definition of a personality means finding a certain position in different areas of life activity and determination of future plans [4]. In circumstances of educational process individualization, the need of self-identification is actualized in school, and, accordingly, its educational space becomes the major place for this key age-related demand. Organization of the educational space for high schoolers demands a more complicated educational space, which is due to the issue of solving main tasks of the juvenile age: professional and personal self-definition. General age specifics testify that high schoolers are prone to interest differentiation and growing variability of their educational activities. Which is why it is so important to provide every high schooler with a possibility of choice in the area of their personal development.

Objectively, the need for high schoolers to be able to make their own decisions is growing. Young people not only receive the experience of solving problems, but also learn how to act individually in non-standard situations. Due to that, if high school allows for individualization of the educational process, it provides every high schooler with a wide range of places and situations where students get an oppor-

tunity to plan the organization of their own activities individually. High schoolers gradually learn to accept responsibility for their own education and future.

Creation of a harmonic educational environment that allows to include personal intentions of the students is the fundamental core of tutoring [8, p.12]. Tutoring practice considerably changes the educational environment, for example: multi-profile education in high school, when students choose to study in different groups created based on their priority interests; different levels of learning of the school subjects; children's academy; various practices of additional education; projects conducted by students; business imitation games and so on. Open educational environment grants students a choice of self-definition, definition of their educational and life paths. Nowadays, in Ukrainian schools tutoring is only starting to get implemented. However, there are already certain tutoring practices which demonstrate its effectiveness, especially in high school. Further several such practices, realized in the "Athens" private school during the last three years, are examined.

In the "Athens" school, opportunities for choosing individual activity for high schoolers presume the following conditions:

1. Openness: a student can go beyond any previously set educational program. That means that not only the school provides educational functions, but also every other element of one's social environment do so, which can and should be used appropriately.

2. Variability: a possibility to choose from any available educational propositions.

3. Tutoring accompaniment: a possibility to have regular consultations with an adult, creation of conditions for mutual work of both a student and an educator.

4. Social practices: any activity beyond classrooms that allows students to "fill in the gaps", to catch up with or surpass educational material, as well as any attempts at primary professional attempts.

5. Meta-subjectivity principle: forming of a full integral picture of the world.

6. Distribution of students between study groups depending on the education direction of their choosing.

7. Social-educational partnership: system of the school's partnership with different institutions, professionals etc.

In order to create such conditions special pedagogical technologies are used. High schoolers can choose their own desired level of studying achievements. At the beginning of every trimester (which is the standard working schedule for the "Athens") all students together with their parents and a tutor sign up an agreement. Such agreement lasts for the following trimester and states what level of achievement from each separate subject a student anticipates, which is a student's responsibility to follow up and fulfill during a trimester. At the end of a trimester the results are analyzed and conclusions are drawn in order to understand what was achieved by a student, what wasn't and why, and what should be done next. Reflection upon the results of a trimester happens during a tutorial (when a tutor and their tutee meet).

One of the most successful projects in the "Athens" that was accomplished by the school educators is the practice of the so-called faculties. Students of 10 and 11 grades choose their own faculty: Media, Science, Social and Business faculties are available to them. The choice belongs to students, because it depends on their own understanding of their future professional development. Such method of student differentiation is connected to the meta-subjectivity principle, which is reflected in their work in a faculty. The required condition for students is to regularly produce some results of their activities and present them each trimester to all the students of that year. Such work can include: an art gallery, completely organized only by the faculty students (from the

concept to its realization); their own magazine (from the concept to its printing); scientific research on the basis of Kyiv Polytechnic University and Bogomolets Medical University laboratories; children's civic organization; a play; a law imitation game. These activities allow students to better understand themselves, their inclinations, to choose further education or, on the contrary, change their minds and think in a new direction.

Apart from that, at the beginning of each trimester, high schoolers choose facultative courses they would like to attend. The choice should always be surplus. For example, students can be offered 10 courses, out of which only 3 can be chosen. Facultative courses can be offered by school teachers as well as outside professionals.

The school is open to the outside world; therefore, a lot of time high schoolers spend outside its walls: go on excursions, meet experts, visit exhibitions and theatre. Also, the school invites all kinds of professionals: film directors, lawyers, sociologists, journalists and so on. This is a so-called "passive" acquaintance with certain professions and types of activity. "Active" social participation is made possible due to the yearly "Immersion": an imitation game carried out every year with a different aim outside the school. For a week, students get immersed in a specific topic: for example, "Future Profession", when students take part in a simulation game, writing motivational letters, putting together their CVs, participating in a work interview, getting a job, allocating resources, hiring workers for their business and so on. Or, together with Polish high schoolers from the Katowice Association of Private Schools (Poland), an "Immersion" was built upon a topic "Problems and perspectives of the development of old industrial regions in Ukraine and Poland". Students were solving complicated political, economic and social problems through an imitation game and debates which were conducted in English. Such organization of school work is possible first of all because mixed learning is introduced into the teaching activity of the school, when part of the learning material (mainly theoretical) is mastered by students individually, while in a school they work on their practical skills. Another advantage is the fact that "Athens" is a full-day school, which means that students can get advice or consultation from a teacher during the whole day from morning to evening.

Another effective practice of the school is the possibility for students to study remotely. Distance education is chosen by students (with the agreement of their parents), when a child's interests are so deep, completely realized by that child, and impossible to satisfy within the school program, or when a student needs such organization of the speed, place or content of education which cannot be provided by the school.

Distance education is organized in such a way that students, along with a teacher and with the help of a tutor, put together individual learning plans which involve mastering courses at a pace that suits a particular student. A special electronic resource was created by the school that hosts all coursebooks, learning criteria for every course, tasks for individual work, links to resources (videos, presentation, books etc.) which can help to learn the material. Thrice a year, students are supposed to meet with teachers to demonstrate their individually acquired knowledge. It happens in forms of doing tests, writing essays, answering verbal questions, defending their own projects. During the year students are accompanied by an individual tutor.

In order to organize conditions for tutoring activity the school work system was developed in such a way that allows tutors to be initiative, to research, to try, plan, analyze and work towards real results. Tutors are provided with space to conduct tutorials in, to analyze and reflect on their own work (schedule, rooms), a clear set of functions to follow. Pedagogues that have an appropriate training and have

a certificate or a diploma can be tutors. Tutor selection happens at the beginning of every school year. A student chooses a mentor, and a tutor chooses their tutee. The school follows the idea that not every student needs individual tutoring, or, at the very least, not at every stage of their educational path. Therefore, students themselves make a decision whether they need an individual tutor or not.

Selection happens in the following fashion: a certified tutor of the school presents themselves to students (in an express-interview, by posting their profile, personal and professional, on special dashboards, a website, or doing a personal presentation at student meetings). Students who would like to have an individual tutor also write a short essay or a motivational letter about themselves: what they are interested in, what they would like to do, why they want an individual tutor and so on. Tutorial (meetings between a tutor and a student) happen twice a week for 45 minutes each during half a year or one year, depending on a student's request.

Conclusions. Thus, the basis of tutoring is individual meetings, during which in an atmosphere of a dialogue and mutual respect a tutor works with their tutee, allowing them to deeper understand a certain area of knowledge, develop their ability to individually acquire such knowledge, and also helping to learn how to use their own talents in fullest. The main task of tutoring is to lead a tutee to maturity and wisdom. It takes a certain time, regularity of work and concentration – these are the specifics that differ tutoring from other education methods. The aim of tutoring is to help students graduate school with a clear perspective of their future (life path), to help them grow up, acquire maturity (build up a system of values, be able to make decisions and take responsibility for them), to be responsible for their own education, to create positive relationships in school as well as beyond it.

Tutoring has its own methods, forms, principles and practices that are already working. In a school, both developing and scientific tutoring is used, and sometimes they intersect. Results of individual meetings between tutors and students can be seen through individual projects by students, their development of life skills, individual thinking, critical thinking, ability to set own goals, ways of their achievement in accordance with own needs, interests and talents. In scientific tutoring, a tutor also accompanies their tutee in their scientific research. Results of such cooperation can be expressed through defense of a scientific research, participation in contests, exhibitions, conferences, Olympiads and so on.

The abovementioned educational practices in the high school of the "Athens" school demand certain conditions for their implementation. The conditions are as follows:

- Resources: informational technologies in all their variability, ability to go beyond the context of the school (human resources outside of school, cooperation with business, culture, science representatives and so on);
- Mobility: mobility of educators (connections to the international pedagogical community), openness to everything new, and also mobility of the educational content – students' ability to use any knowledge and skills acquired at school in diverse real-life situations and make effective decisions in problematic situations;
- Reflection: transgression from education to self-education.

Organization of such conditions makes educational practices of individualization actual, not theoretical.

Therefore, due to variability, openness of the educational environment via cooperation of the school with outside experts and professionals, engagement of students to choose consciously and shape their own educational paths, and tutoring support, effectiveness of the individualization of the educational process becomes real.

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РЕАЛІЗАЦІЯ ТЬЮТОРСЬКИХ ПРАКТИК У СТАРШИХ КЛАСАХ НА ПРИКЛАДІ ПРИВАТНОЇ ШКОЛИ "АФІНИ" М. КИЄВА

У статті актуалізовано необхідність впровадження тьюторських практик, які відповідають викликам часу, сприяють подоланню суперечності між вимогамисучасності до особистості та традиційними освітніми практиками. Пріділено увагу умовам реалізації тьюторських практик, а саме створенню варіативного відкритого освітнього середовища. Сконструйовано досвід ефективних тьюторських практик, які відповідають віковим особливостям учнів старших класів; подано стислий аналіз компетенцій тьютора.

Досліджено, що тьюторство має свої методи, форми, принципи та практики, які вже працюють. У школі використовують як розвиваюче, так і наукове навчання. Результати індивідуальних зустрічей між тьюторами та учнями виявляються через проекти учнів, їх розумок життєвих навичок, критичне мислення, вміння ставити власні цілі, способи їх досягнення відповідно до власних потреб, інтересів та талантів. У науковому навчанні тьютор також супроводжує в наукових дослідженнях. Результати такої співпраці можуть бути виражені захистом наукового дослідження, участю у конкурсах, виставках, конференціях, олімпіадах тощо.

Зазначено такі умови впровадження тьюторських практик як ресурси (інформаційні технології, людські ресурси поза школою, співпраця з бізнесом, культурою, представниками науки тощо); мобільність освітній (зв'язок з міжнародною педагогічною спільнотою), відкритість до всього нового, а також мобільність навчального контенту – здатність учнів використовувати будь-які знання та навички, набуті в школі, в різних ситуаціях із реального життя та приймати ефективні рішення в проблемних ситуаціях; рефлексія (перехід від освіти до самоосвіти).

Встановлено, що залучення учнів до свідомого вибору та формування власних освітніх шляхів, а також тьюторська підтримка, ефективність індивідуалізації навчального процесу стає реальною завдяки відкритому освітньому середовищу через співпрацю школи з сторонніми експертами та професіоналами.

Ключові слова: індивідуалізація, тьютор, тьюторські практики, відкрите освітнє середовище.

UDC 378

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ORGANIZATION OF PERSONAL ACTIVITY OF THE MANAGER, AS A CONDITION OF EFFICIENT ADMINISTRATION OF THE EDUCATIONAL INSTITUTION

The article outlines the theoretical foundations of organization of time management of the manager, time management systems, components of the organization of the personal time of the manager. The main preconditions of efficient organization of working time of the manager of the institution of education are considered. The tools of increasing the efficiency of working time, in particular the organization of self-management of the manager, as a factor contributing to the optimization of their own resources and their management, are analyzed. It is noted that the driving force of management is the intelligence, emotions, feelings and will of man – the manager, the head. It is shown that the key to successful management in the system of social relations is the understanding and consideration of the capabilities of the human factor. Find determinants that help make the organization of work time optimal. The connection between the effective implementation of management functions in the educational sphere and the understanding of working time management levers is considered. Opportunities for optimizing the time management of the head of a higher education institution are revealed.

Keywords: time management, goal-setting, planning, self-management, methods of organization of time, tools of time management, professional reflection.

Formulation of the problem. Social management is a management that is carried out in human society, people in relation to people. Both the subject and the object of control are presented by man. In the managerial systems that operate in a social environment, the human factor is the main and leading factor, which includes: level of qualification, social activity, production initiative, level of professional and general training, civic responsibility, state of health, physical training, etc. According to the Law of Ukraine "On Higher Education" (No. 1556-VII of 01.07.2014), in particular Section VII "Management of Higher Education Establishment", a list of tasks, functions, responsibilities of the head of the Ministry of Health, the dean of the faculty, the director of the

educational-scientific institute, the manager department, head of the structural unit. Such a list involves the existence of a system in the organization of activities, the need for special training for the planning and organization of the institution, teaching and research unit. The study of the content of duties, the implementation of which is envisaged by the law "On Higher Education" and the requirements for applicants for a leadership position [3], show that there is a significant contradiction between them in the modern system of higher education. By comparing the requirements to the applicant for a managerial position and the content of the authority of the manager of the institutions of higher education, it becomes apparent that in order to effectively carry out his mission, the

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