

Materials for 1,0 ECTS training course module

INTRODUCTION

This module is designed for the teachers of higher educational institutions to familiarise them with **the tutoring and mentoring system** at a university.

It is important to understand that only in cooperation among teachers, Tutoring and Mentoring Centre employees, and students can the goals, which involve the promotion of professional education and active student participation in higher educational institutions as well as their academic performance, be achieved,

The trend of tutoring and mentoring development in Ukraine as a new quality of education is tutoring accompaniment, which can become the basis of the educational programme individualisation. Tutor's and mentor's activity can and should not be a universal method for everyone, however, it should be a method for revealing the potential of each higher education seeker. Tutoring and mentoring does not solve all the issues and tasks of education, but it can become the basis of subject relations of the educational space participants, since it is carried out according to individual capabilities, the need for subject interaction formation, the personification of education, the construction of one's own programme, which is determined, among other things, by the need for a person-oriented approach.

Student tutoring is necessary as a resource in creating innovative educational environments, processes, programmes, and projects for quality lifelong education. A student-tutor is becoming in demand in Ukraine as a professional, intermediary who can help the educational space subject to understand the whole educational process diversity during the period of the rapid higher education reform in Ukraine. In order for student tutoring to systematically integrate into the educational process of higher educational institutions, which complements the usual format of education, it is advisable to consider and take as a basis the positive experience of the leading higher educational institutions.

One can assert that in connection with the globalisation of a society and education in general, it is the tutoring and mentoring institution that will acquire exceptional importance in providing assistance to both education seekers and a teacher in their in-depth material consolidation, the implementation of successful education "throughout life", without focusing on the educational process as a transfer of already personally acquired scientific knowledge.

It should be noted that we do not pretend to be comprehensive, categorical recommendations, but rather, on the contrary, we seek to encourage the scientific community to a productive discussion and we will be grateful for the expressed constructive suggestions and considerations regarding the improvement of the T&M Centre work.

SECTION 1: The definition of terms and roles in the T&M system - "tutor", "tutee", "mentor", "mentee". Typical activity examples. The origin of words (2 hours).

At the beginning of the 21st century, tutors and mentors play one of the main roles in the higher educational institution work organisation. Tutors and mentors are intermediaries between teachers and students, the pledge of their good cooperation and interaction, as well as advisers, professional mentors and motivators for students. The result of successful cooperation between tutors, mentors, students and teachers is students' academic performance as well as their further professional and creative development.

For a better understanding of a tutor's and a mentor's role in higher education, it is worth defining such concepts as "tutoring", "mentoring", "tutor", "mentor", "tutee" and "mentee", and identifying their essential characteristics.

The term "tutor" comes from the Latin *tutorem*, which means a mentor, i.e. "senior", who takes care of students in classes, has been recorded in sources since 1580" (Leleka, 2015, p. 343). Instead, "mentor" comes from the Latin *mentos* – an intention, purpose, spirit - i.e. a leader, teacher, mentor, educator. Mentoring is understood as a relationship between an experienced person, an employee and a person who does not have experience. Leleka (2015) claims that in the educational field, this concept is traditionally perceived as a personal long-term relationship between a mentor and a student allowing the latter to develop and improve professionally. It should be noted that the earliest mention of a mentor has a long history and is reflected in ancient mythology. Mentor was an Odysseus' friend and helped him to raise his son Telemachus. That is, a mentor is an adviser, a leader who works on the development of their student's general or special abilities as well as cultural formation (Partyko, 2008). A German researcher (Bebber, 2007) turns to the Roman origin of the term "tutor", since, as we have already noted, the term "tutor" comes from Latin and means "protector, patron", and according to Roman law, a tutor was a guardian of a person (Bebber, 2007, p. 12). The confirmation of this thesis can be found in the work by Los (2015), where it is noted that the term "tutor" is a quite widely used term and has different meanings, such as "mentor, assistant, moderator, tutor or mediator". The explanatory dictionary "Oxford Wordpower Dictionary" offers the following definition of the term "tutor": 1) a private teacher who teaches one person or a very small group of persons; 2) a teacher responsible for a small group of persons studying at school, college or university" (p. 47). Trying to understand the specifics of the tutoring institute formation and development, scientists turn to the experience of different countries and different historical periods. Thus, Hromovyi (2010) claims that tutoring is an Oxford and

Cambridge phenomenon, as it characterises the British higher education development. The emergence of the tutoring phenomenon is associated with the history of universities in Great Britain. Its gradual design took place in the XIV century - in Oxford and later in Cambridge universities. "Tutoring" as a form of university mentoring was formed as early as the 14th century. Collegiate graduates became tutors of the spiritual rank with an academic degree, who after completing the educational course remained without a benefice (place), lived in the collegiums as enrolled to a university under the name of a tutor, and over time became the main component of collegiums. In the collegium, they were given general support and supervised a certain number of schoolchildren, accompanied the students' lives during their stay in the collegium, in particular, their daily life, prepared them for academic lectures, managed private classes" (Nastenka, 2010; p. 263). The process of self-education was fundamental in acquiring university knowledge, and from the beginning, tutoring performed the functions of its accompaniment and was considered a form of university mentoring. Tutoring is considered to be an ancient university tradition known since the Middle Ages. It has always been associated with an insufficient number of teachers and the need to provide assistance to students of various ages. In the 19th century, the tradition was revived again, and in the 50s and 60s of the 20th century, an active campaign concerning the introduction of the tutoring system in higher educational institutions began in the USA (Kraus, Müller-Benedict, 2007, p. 4). The systematic implementation of tutoring in European higher educational institutions began in the second half of the 20th century and continues until now. If to talk specifically about German higher educational institutions, this period falls on the 70-80s of the 20th century and is associated with the student movement which started in 1968 (German students movement). The students' demands to improve learning conditions and give them greater rights and freedoms contributed to the emergence of the need for tutoring. Accordingly, the research on tutoring was intensified, and its results as well as the devised recommendations served as a basis for the higher educational institutions activities regarding the tutoring system implementation. At the beginning of the 21st century, the intensive development of alternative teaching methods which harmoniously integrated into educational programmes along with traditional methods was observed (Colvin, 2007). "Alternative forms of education also include "free group discussion", during which students discuss problems, and the teacher acts as a listener (Great Britain, Austria). Progressive changes in the educational process organisation also encompass the trends regarding the transition from group forms and methods of teaching to the individual and group ones: tutoring classes, trainings, work in small groups, internships (Germany); preferences are given to the situation analysis method (Great Britain), a

transdisciplinary model of education, which involves the study of a certain problem and requires the creation of a project to solve it (implementation of problem-based and project-based learning) (Martyntenko, 2013; p. 166). The educational process is considered to be one of the types of social interaction based on collegial learning. Chaves, Baker, Chaves, and Fisher (Chaves, Baker, Chaves, & Fisher, 2006) confirm this thesis as from a social and cultural perspective, learning is a collegial process, and the research results show that work in small groups of students contributes to a deeper understanding of the subject, the formation and development of communicative and interpersonal abilities and skills, as well as to the critical thinking development. It is a well-known fact that an effective educational process in higher school conditions characterises the active construction of knowledge by a student themselves, which corresponds to the constructive approach popular at the beginning of the 21st century. This means that it is impossible to transfer knowledge from one person to another, here one's own construction of concepts, relationships between phenomena, facts, processes based on the previously acquired knowledge of a student is necessary. At the beginning of the 21st century, the problem of development and employment of the tutoring potential actualised due to a number of reasons. Among them, Boiko (2011) singles out its focus on satisfying the educational needs of an individual, country and society, as well as their harmonisation. The scientist claims that the tutoring technology visually demonstrates the dependence of a country's development on the results of separate individuals' education and is aimed at their improvement, as well as emphasises the need for a person-oriented, humane pedagogical interaction, and therefore, the personification of pedagogical education, the construction of one's own programme carried out according to individual capabilities. And one of the most important tasks is the formation of subject-subject tolerant relations among the pedagogical process participants, which accompany the personal and professional development of future teachers (Boiko, 2011). Today, the educational process in higher education is transforming from a teacher-student paradigm to a collegial process in which both the teacher and students are partners (Fougner, Tønnesson, & Utne, 2008; Michaelsen, Knight, & Fink, 2004). In such a situation, the educational process should be considered in the context of the social interaction dynamics which contributes to the development of an inclusive educational environment and corresponds to the social and cognitive theoretical perspective (Bandura, 1986; Vygotsky, Cole, John-Steiner, Scribner, & Souberman, 1978). This brief overview (Ivanytska, 2019) provides the understanding of the emergence of such terms as tutor and mentor, as well as the transformation of these terms in different periods and in different countries.

Analysing the abovementioned, we can offer a definition of the terms "tutor", "tutee", "mentor", "mentee" in accordance with the current higher education conditions:

A tutor is a senior university student who, on a volunteer basis or for a fee determined by a university, provides assistance to another student or a group of students for the purpose of academic and cultural adaptation, as well as in the process of mastering a certain academic discipline in order to deepen their knowledge, form abilities and skills, and raise the level of academic success, and, therefore, the quality of educational services provided by a higher educational institution.

A tutee is a first- or second-year student with fewer opportunities who needs support during their adaptation at a university, or with the study of certain disciplines.

A mentor is an experienced and reliable preceptor or consultant who can be an employee of a higher educational institution or other organisations or enterprises and who, receiving a salary and performing his or her duties, provides advice and psychological and organisational support to students, coordinates student projects in specified directions (IT, economics, etc.), contributes to the development of general competencies in order to ensure a comfortable learning environment and increase the academic performance level.

A mentee is a university student who cooperates with a mentor and gains additional knowledge, experience and competences to achieve new, ambitious goals and for their personal professional development.

SECTION 2: The tutoring and mentoring development in higher educational institutions in different countries (2 hours)

British universities have special structural divisions, whose functions include the organisation of tutoring, control over the use of financial resources, monitoring various youth projects implemented in universities as well as programmes that contribute to assuring the quality of education. Educative functions performed by tutors were then complemented with the educational ones. In Oxford, only 40% of study time is allocated to lectures and seminars, and 60% to the work with a tutor. Tutors receive the necessary help and support - they are provided with educational materials and trained. Over the years, tutoring has undergone many transformations. Its forms include both work in small groups and work of two people: a tutor and a tutee. However, the main purpose of tutoring is to provide additional opportunities for deeper acquisition of educational material after classes in the form of lectures, which cover a large number

of students. There are differences between conducting a tutorial for a group of students and one-to-one classes, but their goal is the same - to deepen knowledge and gain experience in order to use it in the process of solving practical tasks (Ivanytska, 2019).

Pedagogical practice is organised within the framework of future teachers' training in French universities. Tutorials for students are aimed to develop employability, personal and social skills. The tutor informs the students about social, sports and cultural clubs, interest groups, and also provides advice on studying an academic discipline. Organisation and participation in tutorials provides students with a sense of belonging to an academic university community, gives them an opportunity to analyse their own aspirations, plan an individual educational trajectory, gain learning experience, examine their learning progress, identify barriers to learning and explore potential support areas. In Spain, for example, the University of Salamanca has a fully functioning student self-government, and the student youth takes an active part in discussing the university development strategy, adopting and implementing relevant regulatory documents (Pohrebniak, 2013). Here tutoring is regarded as one of the main factors of ensuring students' activity in university life. The advantages of tutoring for students consist in the fact that it contributes to the increase in the level of their academic performance and personal growth, motivates them to an active academic position, encourages the formation of positive self-evaluation and confidence in the educational process, develops students' independence, supports their progress and work capacity, provides additional support for learning, influences students' well-being, the formation of self-awareness as a personality who is valued and respected, contributes to the formation of a positive attitude towards learning, increases the attendance of classes, develops a sense of responsibility. In accordance with the international trend of a complex combination of globalisation and regionalisation of higher education, Spanish universities establish close communication and cooperation, organise partnerships between universities and enterprises, business structures. Thus, the Polytechnic University of Barcelona adheres to the entrepreneurial model of a university, develops an innovative culture as well as cooperates with the governing bodies, having its own strong management core (Pohrebniak, 2013). In the context of detraditionalisation, we consider it appropriate to highlight the constructive ideas of the Polish experience. In Poland, they began to pay more attention to the organisation of pedagogical practices, psychological and pedagogical training, and student-centredness. In Polish higher educational institutions, in accordance with the concept of student-centredness, the individual capabilities of each student and their special needs are taken into account. Today, higher educational institutions in Poland are working on the development of tutoring and the introduction

of the tutoring system, which, above all, requires the development of an appropriate regulatory university framework, the development of tutor's training programmes, etc. As a rule, the technical universities of the Republic of Poland demonstrate a more productive experience in the tutoring development. In technical higher educational institutions in Poland, the potential of tutoring is used to provide advice and help in learning technical disciplines. Tutors work mainly on an unpaid basis, which is explained by the lack of funds that the university would have to attract to make payments. The exception is special programmes or grants, according to which tutors receive payment for the performed work. However, with the help of tutoring, the tutor forms his own self-evaluation, since he or she fulfills mentor's duties to other students, reports to the teacher, which gives the latter an opportunity to improve the teaching methodology of an academic discipline, contributes to increasing the amount of students' knowledge, forms relationships that contribute to a positive attitude and behaviour in the academic environment. As the experience of the Łódź Technical University shows, a higher educational institution can use not only the payment of funds as a reward for the tutoring duties performance. At Łódź Technical University, tutors assist university students in developing their academic mobility. Several students work in a special office providing advice on filling out and signing a learning agreement (Learning Agreement) within the framework of the Erasmus+ programme; tips on choosing courses and calculating credits; advice on the academic subjects re-enrollment, etc. In Ukraine, Erasmus + coordinators often play the role of a tutor or mentor during the students' preparation for participation in academic mobility (Ivanytska, 2018). Since tutors are not paid for their work, they can enjoy other benefits. Among them, there is a priority referral to study at universities in other countries, a recommendation for receiving special scholarships, the enrollment of a certain number of credits, encouragement to continue studying at a Master's degree or Post Graduate studies department, and building a career at a university (Ivanytska, 2019).

In the United States of America, the institution of tutoring and mentoring in higher educational institutions has a long history of development. Here, tutoring is an integral component of the educational process. Learning is perceived as a collaboration between a teacher and a student used in order to develop their personality and fully reveal their potential. The peculiarity of the educational system is that students do not study in permanent academic groups, as in other countries. Instead, they can study Chemistry with one group and Engineering with another. Also, in order to ensure an individual approach to the educational process organisation, the educational programme provides elective courses which are diversified by several options. Another peculiarity of mentoring and tutoring in the USA is related to the impossibility of predicting the number of

graduates. Sometimes, tutors and mentors work with several groups at once, since the number of graduates in one specialty can be different - from two people to several dozen graduates, and the educational and professional programmes offered by US universities devised in the way to allow a change of a major any time. Therefore, it is very difficult to ensure mentoring and tutoring stability and formality. Instead, in practice, senior students help the junior ones of the same major. Some universities have Academic Skills Departments which provide the organisation of subject tutoring, namely in mathematics, writing and academic coaching (Ivanytska, 2019).

Swiss universities implement a student-centred educational process with the help of tutors and mentors. Tutors and mentors help with the study of subjects, compliance with gender equality to support foreign and first semester students with the help of introductory courses. However, there is no single system or network to coordinate tutoring and mentoring activities. In general, in Swiss universities it has a positive effect on students' progress, quality assurance, increased academic mobility and future employability (Ivanytska, 2020).

In Austrian universities, in particular, in technical higher educational institutions, great attention is paid to inclusive education and ensuring equal opportunities for all students. Within the framework of various projects, mentoring is organised to provide organisational, psychological, consulting and other types of assistance. For example, within the framework of the "GESTU" project, assistance is provided for students with hearing impairments. Also, additional support for post-graduate students and young scientists is important. Mentors' and mentees' training is conducted in accordance with the developed recommendations (Vienna University of Technology, 2023).

Respect for an individual and attention to the students' individual needs are among the main values of Italian higher educational institutions. The work in universities aims to ensure equality and justice. The University of Perugia provides mentoring for inclusive training - the departments have contact persons or referents to coordinate tutoring and mentoring activities. Also, there is tutorship within which tutors and tutees cooperate. Much attention is devoted to the employment of graduates (University of Perugia, 2023).

In modern education, the technology of tutoring is sometimes associated with the technology of educational mobility based on open education values of (Fig. 1)

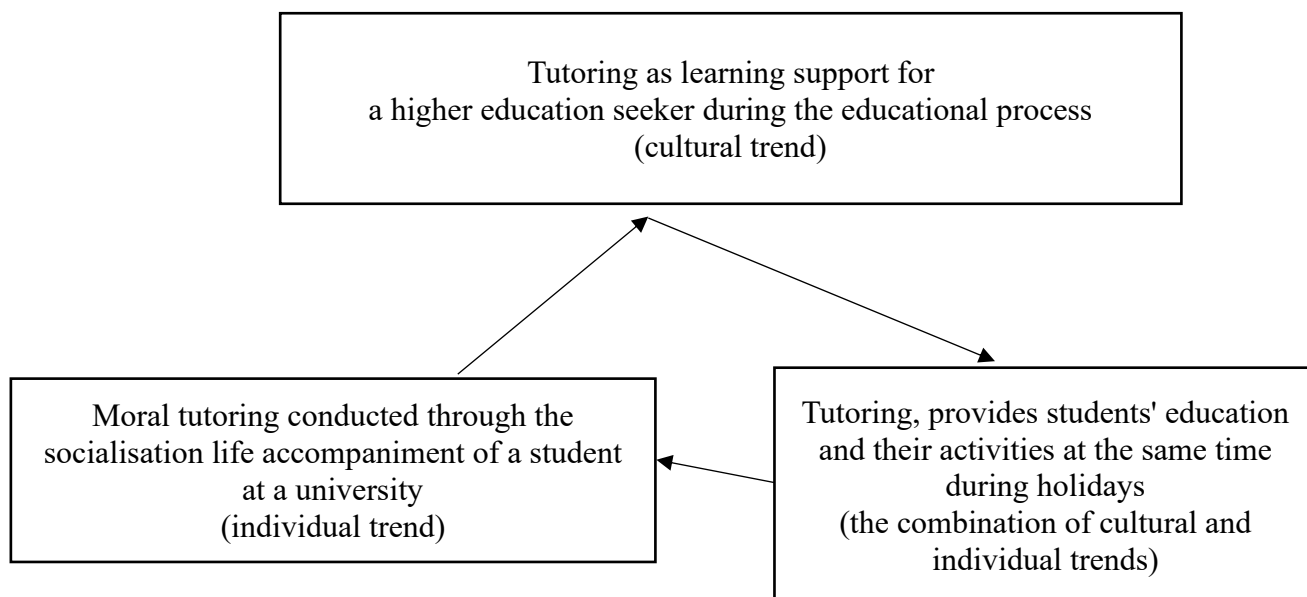


Fig. 1 General tutoring technology in higher education.

The aforementioned mobility involves not only an opportunity to move in search of educational resources, but also the formation of an ability to learn in different cultural environments, taking into account historical approaches, acquisition of the self-education culture - the primary basis of future professional and social mobility.

According to this approach, a tutor is a conscious position necessary and important for supporting the self-education process. The tutor's task is to help the student gain knowledge in a comfortable way by implementing the technology.

In Ukraine, tutoring in higher education institutions is just beginning to develop, but those educational institutions that have taken on the responsibility for the introduction of such a system show remarkable results. From this, we can conclude that tutoring has great prospects in the future, because, as experts note, its key characteristic is not only the transfer of knowledge, but also the formation of creative competences, readiness for retraining, the ability to learn throughout life, choose and update a professional path .

SECTION 3. The description of the T&M programme stages (4 hours)

PROMENT project: "Promoting professional education and active participation of students through the establishment of a comprehensive mentoring and tutoring system in a higher educational institution."

The project is aimed to promote the employment of students through the development of their relevant professional competencies and civic involvement through a comprehensive system of tutoring and mentoring (T&M) in partner higher educational institutions as a response to the labour market demands. The university T&M system will function on the basis of integrated methods, algorithms, and procedures with the involvement of the IT platform, organisational university structures, trained staff, and active senior students. In the complex, it will become an element of a sustainable educational process that will develop and improve students' hard and soft skills, as well as their active involvement in civic life. The project activity is focused on the development of the main tutoring and mentoring schemes, the establishment of T&M centres, development of educational materials and tools, training of academic staff, students and mentors from the industry, as well as on the cooperation between the target higher educational institutions through the internationalisation of the partners' experience and strengthening their relations with the wider social and economic environment (PROMENT, 2023).

Within the project framework, 12 universal mentoring schemes which presuppose the implementation of various types of tutoring and mentoring have been developed.

The T&M program provides professional growth and development for both students and tutors/mentors. Therefore, concise, easy-to-learn mentoring advice, quality feedback and clear deadlines are very important for its success. To do this, programme participants - T&M Centres employees, employees of higher educational institutions, mentors, tutors and their tutees/mentees must be provided with the necessary open educational resources, educational materials and supported in interaction through the developed IT platform. In addition, for a successful and sustainable T&M programme, higher education teachers should become key representatives of the tutoring and mentoring process in universities. Their main role is to identify and promote active students to participate in the programme, first as tutees or mentees, and later as subject tutors for junior students. As well as that, higher education teachers can become mentors for specific mentoring schemes, such as "Gender mentoring", "Scientific research mentoring", "Young teacher mentoring", etc.

Higher educational institution employees are doing a 1,0 ECTS training course in personnel development departments in universities, which will be held 3 times during the project. T&M University Centre employees will be responsible for the overall T&M programme implementation, as well as for conducting trainings for tutors, mentors and higher education institutions employees.

Teachers must also possess the appropriate competencies to collaborate with students in the tutoring and mentoring direction, and actively involve them in this type of activity.

Teachers' training for tutoring activities can be conducted:

- in higher educational institutions in the course of master's programmes studying, mastering special educational programmes (online tutors' training), or regular tutoring sessions (peer tutors' training);
- during teacher training courses in tutoring methods based on the principles of pedagogy dialogue;
- in the non-formal education bodies (agencies, associations, foundations, public and consulting organisations) at courses, trainings, master classes.

It is advisable to train mentors and tutors in parallel.

Tutors and mentors can receive certificates after training. This can motivate students to tutoring activity because it will add to "rating" in their future professional portfolio.

It is expedient to build training from lectures and practice - by a team of several trainers-tutors, in order to establish partnership cooperation between both parties. An element of the course is the preparation of teachers with appropriate organisational and diagnostic tools to establish relationships with students.

An important element of tutoring work is based on the principles of dialogue pedagogy. The classes should acquaint participants with the tutoring activity methods.

It is possible to involve students in tutoring activity based on the following tutoring principles (Fig. 2):

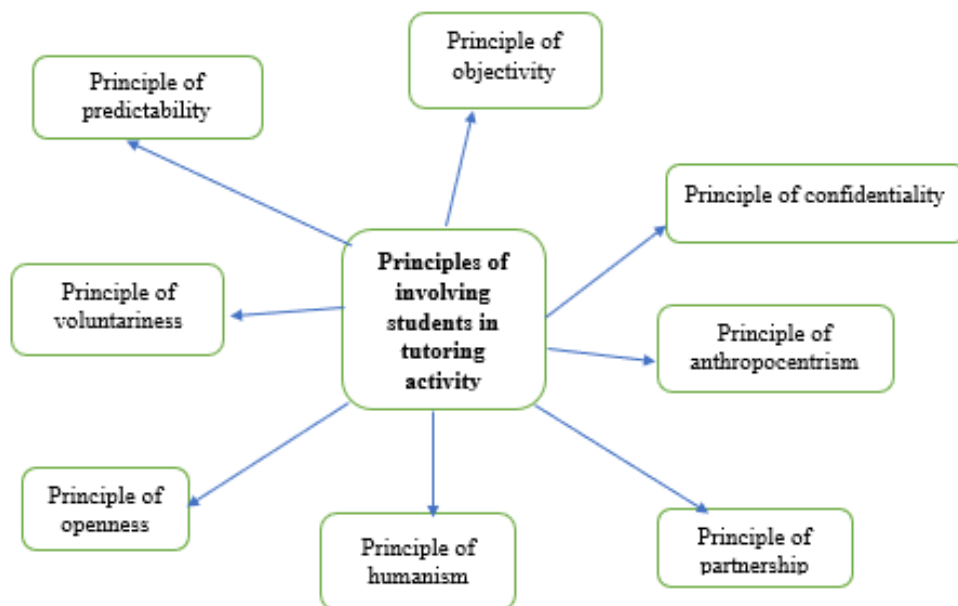


Fig. 2 Tutoring principles.

1. The principle of voluntariness - the interaction of all the process participants takes place on a voluntary basis, mutual interest and common motives aimed at professional development.

2. The principle of humanism. The teacher, involving students in tutoring, proceeds, mainly, from humanistic approaches, according to which an individual is the highest value, and therefore, taking into account the requests, needs, interests of the wards is a priority in determining the mentoring activities strategy.

3. The principle of anthropocentrism (people-centredness) is implemented together with the principle of humanism (in fact, it is its basis), the priority characteristics of which are the promotion of personality development, person's self-realisation in both personal and professional life, increasing their competence and competitiveness.

4. The principle of partnership. In the context of the T&M centre programme implementation, the interaction between a teacher and a student is built on the basis of partnership, where they act as equal partners with the same level of trust, responsibility, and mutual respect.

5. The principle of openness is based on the creation of an open, trusting and favourable environment for a positive interaction between a teacher and a student, when both parties can openly express their thoughts, ideas, formulate requests and needs.

6. The principle of confidentiality presupposes the preservation and protection of the student's personal information and all the details related to their problems and achievements.

7. The principle of objectivity. The teacher must be objective in their assessments, judgments and advice, take into account the individual characteristics and needs of the students involved in tutoring, ensure a fair and non-discriminatory approach to the work with them, avoid biases and take into account the diversity of each student.

8. The principle of predictability. A teacher aiming to attract a student to work at the T&M Centre must be able to foresee possible potential problems in the formation of wards as tutors, provide them with the appropriate assistance and guide them in their professional development.

In order to be a role model for students and promote their involvement in tutoring, the teacher needs the following mentor's competencies:

Professional and psychological and pedagogical:

- a productive pedagogue teacher, able to ensure effective interaction;
- possesses knowledge in the field of practical pedagogy;
- confident in their own professional skills;
- demonstrates high-quality teamwork skills;

- demonstrates confidence when their classes are attended by tutors, tutees and mentees;
- observes the rules of the internal order, procedures and moral and ethical codes of an educational institution;

- is able to monitor the educational process implementation in an educational institution;
- demonstrates the skills of cooperation with colleagues and administration representatives;
- an enthusiast and professional in their field

Scientific and methodological:

- strives to master new methodologies and technologies, using their colleagues' experience;
- able to create innovative strategies of teaching and interaction with all the educational process participants;

- demonstrates the ability to listen carefully, ask questions for reflection and understanding;
- follows the rules of positive and constructive criticism;
- possesses time management skills for efficient time spending.

General culture:

- able to ensure trusting professional relationships;
- possesses the skills to show concern about emotional states and needs of students and fellow mentors;

- tolerant of individual political beliefs;
- demonstrates the skills of work in a multicultural environment;
- demonstrates high-quality communication and relationship building skills.

Self-education:

- shows the need to learn throughout life, in particular, to improve their mentoring qualities;
- is being trained in andragogy, as well as within the events of professional development, non-formal and informal education;

- shows an emotional and valuable attitude towards their own personality (self-control, self-determination, self-evaluation, self-organisation, self-development, self-criticism, self-realisation).

Ethical and aesthetic:

- wants to be a role-model for students and fellow teachers;
- shows dedication to the profession of a pedagogue;
- convinced of the mentoring and tutoring role significance in the educational process;
- introduces the educational institution traditions;
- is ready to defend the affairs of students and colleagues in higher educational institutions;

- cheerful, flexible, persistent;
- patient, tolerant, unpretentious;
- polite and follows confidentiality.

The functional aspect of mentoring can be summarised as follows (Fig.3)

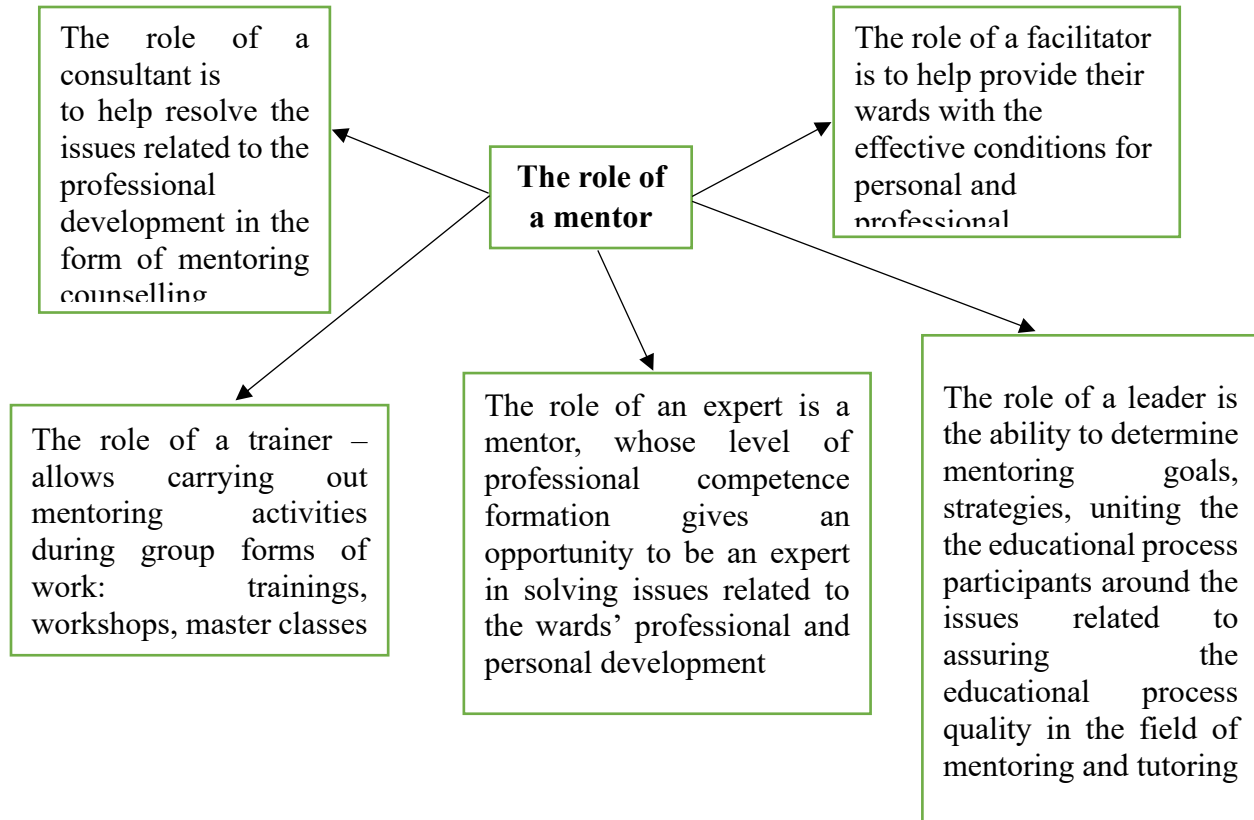


Fig. 2 *Functional aspect of mentoring*

Looking at the given figure, we can note that facilitation within mentoring has its own peculiarities, as the mentor applies it in the work with tutors. This requires the application of organisational forms and methods used in adult education, taking into account the available experience of pedagogues and the level of their competences. In the process of mentoring, the mentor implements a number of important tasks, in particular, he or she creates conditions and organises productive communication between the educational process participants while discussing important issues regarding the content and technological, methodological support of the educational process organisation, encourages the participants to make joint decisions, produce new ideas, and reflect. It is important that in the process of cooperation, the **mentor-facilitator** provides psychological and pedagogical support to the wards.

A mentor-**consultant** provides counselling in various forms: individual, group, online, etc.

The mentor-consultant organises and conducts advisory meetings on those issues in which he or she has achieved the highest level of professionalism. During consultations, he or she helps to find the right solution to problematic aspects based on pedagogical technologies, the application of an individual approach in working with tutors, mentees and tutees, searching for ways, means, and forms for professional development.

During counselling, the mentor helps the wards to reveal their pedagogical potential, form an individual style of tutoring activity.

The result of the joint work of a mentor and a tutor is the development of an individual or group action plan, which consists of the following:

- invariant components that are mandatory for all the students;
- variable components the choice of which is determined by the level of students' professional and value orientations formation.

In the implementation of the tutor's individual educational trajectories, there are their own forms and methods of work, which can be an incentive for tutoring by upper division students, namely:

- practice-oriented activity methods;
- problem-based learning methods (solving problematic situations, an educational case method);
- project methods (the development and defence of individual educational programmes, projects, portfolios);
- psychological and diagnostic (questionnaires, psychological diagnostics, individual and group counselling, professional counselling);
- active learning methods;
- analysis and self-analysis methods (reflection, analysis and self-analysis of abilities and inclinations);
- students' independent work methods (individually and in groups).

The choice of specific forms, methods and technologies of tutoring work with higher education students is an individual choice of a tutor which depends both on the age and personal qualities of students, as well as the personal and professional preferences of the tutor themselves.

The teacher's determination of the personal student-tutor's characteristics will ensure more qualitative and productive activity and interaction.

It is worth involving students in tutoring activity, revealing such basic components of their personality:

1. **Motivational component:** the availability of motivation to achieve success; self-confidence as a successful student; activity satisfaction.

2. **Emotional and volitional component:** the lack of emotional tension, fear of the audience; ability to regulate one's emotional states; availability of strong-willed qualities,

3. **Personal component** is methodological reflection; the speed of reaction to the behaviour of the audience and individual tutee students; not excessive tiredness.

The elements of professional development of students as future tutors that may influence their choice of cooperation at the T&M Centre:

Theory - people need to know why they do what they do. Without understanding the theory, people are more likely to capitulate to problems.

Modelling – it is useful to know exactly what the innovation looks like in practice. It is useful to see examples, observe role-plays and different approaches to learning. Tutors must believe in their ability to work in a new and more successful way.

Stimulating practice – an opportunity to practise using new techniques in small groups significantly increases the effectiveness of their application later in the profession.

Quality training is a very important positive and correct practice. Such practice can be carried out by colleagues, trainers or other specialist practitioners.

In the process of expanding the T&M Centre activity through the variety of events and the involvement of tutors, a teacher-mentor uses various forms and methods of influence, in particular:

- informative and facilitating talks, tutorials, meetings with employers, graduates, figures of culture, science, art as well as excursions, thematic evenings, debates, trainings, etc.

In order to motivate, improve and intensify the tutors' activity, increase its prestige and motivation, faculties/institutes together with the student councils annually determine the Best Tutor of the Year based on the results of information submission to the systems.

According to the competition results, the best tutor of the faculty/institute is given an award at the discretion of the higher educational institution management.

The performance indicators of tutors' work should be as follows:

- the evaluation of their work throughout the academic year by the students in the survey system on a 5-point scale;

- the number of independently conducted tutoring events (not including university-wide educational and scientific events) and the availability of their implementation evidence (messages on social networks, university website, photos, student reviews, etc.) (1 point – one event);

- the number of the conducted tutorials and the availability of their conduct evidence (the presence of an event on the timetable, etc.) (1 point – one event);

- systematic participation in classes of the "Tutor's School", which involves attending all the current academic year classes (1 point - one class);

- participation in the "Tutor's School" as a speaker, trainer (3 points - one session).

The total score is determined by simply summing the points.

The issue of the tutors' work should be a mandatory item on the agenda of a department meeting, a meeting of the faculty/institute council at least once every six months.

At the end of each semester, tutors fill in the information about the work done and report at the T&M Centre meeting and the Faculty and University Council.

SECTION 4. Mentoring and tutoring schemes in a higher educational institution (8 hours)

Several schemes or types of tutoring and mentoring can be implemented in higher educational institutions. Their number depends on the needs of a university, in particular, the students themselves, as well as the financial and organisational capabilities of the university for organising tutoring and mentoring activities.

We suggest considering 12 tutoring and mentoring schemes that are important for supporting students and their academic performance (PROMENT, 2023).

1. **Professional mentoring.** The scheme of professional mentoring presupposes the following advantages: the development of a leadership potential in future graduates as part of the work on the implementation of individual ideas and practising their knowledge with professionals; increasing students' confidence; the development of cooperation between the university and industry, as well as the dual education implementation; creating an opportunity for growth for both a mentor and a mentee. Professional mentoring solves the problem of the lack of the real experience for students. Combining them with the industry professionals bridges the gap between theory and practice, offering practical ideas and guidance to prepare students for the professional world challenges and expectations. As a result of the mentoring scheme application, mentees will get a clearer understanding of their career path, gain confidence in their abilities and become competent professionals, ready to fulfil the challenges of their chosen field, as well as realise their personal and professional potential. The aim of the professional mentoring scheme is to expand the opportunities and guide mentees in their personal and professional development, offering them an opportunity to bridge the gap between academic learning and real-world practice, providing

insight into industry trends and helping future graduates identify their strengths and areas for improvement in order to fully realise their potential in the chosen field. Mentoring is viewed as an opportunity to share one's own ideas and lessons learned from the professional life. Mentors are expected to participate willingly, driven by a desire to contribute to the mentee's professional growth, using their rich experience to provide guidance and real-life examples. Developing a sense of community within a particular professional field, creating stronger links between alumni, current students and the non-academic environment which is looking for young talents, as well as fostering companies where mentors work, are recognised as an additional value for them. Mentee selection: a mentee is a future graduate seeking guidance, support and training from a mentor to enhance their personal and professional development; an approach to attract mentees involves an open call for individuals who wish to implement their projects and receive advice from experienced professionals; prospective mentees are invited to submit their project proposals, outlining the areas in which they are looking for a mentor; the principles of attracting mentees – mentees are recruited voluntarily, based on the results of an open competition and the compatibility of their projects with the experience of the existing mentors.

2. **Mentoring and tutoring for internally displaced persons (IPDs).** Mentoring is very important for internally displaced students who face many problems. It is necessary to provide additional assistance to IDP students to create equal opportunities for their education and harmonious development. The need for additional support for IDP students is extremely urgent in Ukraine in the conditions of war. The scheme of mentoring for IDP students presupposes the following advantages: the implementation of the student-centred learning principle; ensuring equal opportunities and the right to education for IDP students; increasing their self-confidence and psychological and moral state among IDP students. As a result of the mentoring/tutoring scheme, mentees will have an opportunity to navigate academic, social and psychological challenges, promoting resilience and successful integration into a new environment. They will achieve their educational and career goals, fulfilling their potential as confident, capable professionals and individuals. The needs and requests include the following: social approval, the formation of meaningful relationships with colleagues, the university faculty and staff, and a sense of belonging to the university community as well as beyond the university; academic accompaniment in connection with the educational process disruption; psychological support and access to mental health services; career guidance, internship and employment services in connection with the initial career plans disruption; the recognition and acceptance of emotional and psychological problems caused by the displacement. A mentor or tutor is a confidant (the faculty, professionals in relevant

industries, or even peers) who understands the unique challenges related to the displacement. Preferably, he or she has personal or professional experience of dealing with similar situations and can provide practical advice and instructions based on it. The involvement of mentors is based on the principles of voluntariness, mutual respect and commitment to the mentee's growth. The approaches to their engagement include targeted recruitment, comprehensive training and ongoing support to ensure that they are prepared to provide effective mentoring. A mentee/tutee is an internally displaced university student who needs guidance and support to overcome the displacement challenges. The selection of mentees/tutees should be based on their IDP status, their expressed needs and commitment to participate in the programme. The involvement of mentees is voluntary with the understanding that they are active participants in their own growth and development.

3. **Startup mentoring.** The mentoring scheme for startups provides the following advantages: support and encouragement, training and exchange of knowledge, new practices and innovative real business experience; the development of confidence and self-awareness of the target audience; increasing inclusiveness in a higher educational institution; the formation of understanding and skills of formal and informal cooperation. Target audience: higher education seekers in the senior years of bachelor's, master's and postgraduate studies, who are preparing to enter the labour market, start a professional career and are aimed at the implementation and development of startup projects based on their own innovative ideas; scientists - higher educational institution teachers who work on scientific research and wish to offer their developments to real business. As a result of the startup mentoring scheme application, mentees will gain a clearer understanding of the key steps from an idea to creating their own business, building a career path. They will gain confidence in their abilities and become competent professionals capable of effectively formulating and testing ideas, turning them into concrete investment proposals, present their developments, communicate with prospective investors, realise their personal and professional potential.

4. **Green Deal Mentoring.** The Green Deal mentoring scheme provides the following advantages: support and encouragement, training and exchange of knowledge, new practices and innovative real business experience; the development of confidence and self-awareness of the target audience; increasing inclusiveness in higher educational institutions; the formation of understanding and skills of formal and informal cooperation. The target audience: higher education seekers in their senior years of bachelor's and master's studies who are preparing to enter the labour market, start a professional career and are aimed to implement and develop the European Green

Deal advantages; the professionals who are already involved in the labour market in the relevant sectors of the economy, improve their own professional qualifications through specialised training programmes in higher educational institutions and are targeted at mastering and/or updating their competencies in the context of the sphere of the European Green Agreement influence (production greening, agricultural technologies, transport, ensuring biodiversity, energy efficiency, healthy nutrition, decarbonisation, clean energy and advanced clean technological innovation, etc.). As a result of the Green Deal mentoring scheme application, the wards will get a clearer idea of their career path in the context of the European Green Deal implementation, gain confidence in their abilities and become competent specialists able to effectively implement the Green strategy elements, overcome climatic and ecological problems, increase the resources use efficiency, as well as realise their personal and professional potential.

5. **Local self-government mentoring.** The relevance of the scheme is due to the high demand for employers - state authorities (local state authorities and local self-government bodies) for qualified employees with creative thinking, innovative vision and a responsible attitude towards professional duties, as well as the desire of graduates to find a job in accordance with their abilities and needs. Target audience: higher educational institutions students majoring in "Jurisprudence", "Public Administration and Management", with ambitions and aspirations to work in public administration bodies - local (regional) state authorities and local self-government, in particular in: local councils, state administrations, the departments of executive power bodies, as well as the police, prosecutor's office, courts, bodies of justice, free legal aid centres, legal departments of these bodies. As a result of the mentoring scheme application, mentees will have an opportunity to develop law-making, law enforcement, management and communication skills in the practical public administration sphere (state and local self-government). They will also develop an ability to solve complex tasks and problems in the field of management and law enforcement, including those related to national security. As a result of mentoring, mentees – active students who wish to engage in legal, political and public activities – will have an opportunity to learn how to clearly set career goals, realise their personal and professional potential, develop law enforcement skills, law-making, management and communication in the practical sphere of state authorities and local self-government activity. They will also develop the ability to innovatively solve complex tasks and problems in the field of management and law enforcement, including those related to national security.

6. **Young teacher mentoring.** It is extremely important that young teachers, feeling all the risks of world transformations, build the educational process in a way for it to have the best

impact on students. As those students who were in Ukraine during the war or went abroad - all have a vulnerable moral and psychological state. Therefore, young teachers should act according to their state and the state of their students. Target audience: future graduates, often at the final stage of their studies. These are young teachers who in a short while will have an impact on the students who are a little younger than them. They are the individuals who are preparing to start their work and professional career. As they are approaching their graduation, they will likely feel the combination of excitement, expectation and some anxiety about their transition from the academic environment to the professional world. As a result of the mentoring scheme application, mentees will get a clearer understanding of their career path, gain confidence in their strengths and become competent professionals, ready to navigate the challenges of the chosen field as well as realise their personal and professional potential. The mentoring and tutoring scheme for students of the specialty "Secondary education" (and the related specialties, the graduates of which work with the schoolchildren in the system of formal and non-formal education) should develop a mentee's/tutor's ability to organise and implement the educational process, develop professional competencies, apply the acquired knowledge, skills in the conditions of using the latest information, communication and digital technology in pedagogical activity.

7. **Digital mentoring.** In the digital era, higher educational institutions should implement the digital mentoring schemes for students of various specialties who have difficulties in using digital technology and tools in their studies, as well as for IT specialty students who wish to improve their professional knowledge and gain practical skills under the guidance of the experienced IT specialists. The target audience includes students. In addition, the digital mentoring scheme can be useful and valuable for both IT students and the students of other specialties. The main request of IT students is regular updating of knowledge and skills of work with modern technology, which is actively changing due to the innovative development and scientific and technical progress. The main request of non-IT specialty students is to master the digital skills necessary for favourable employment and successful professional self-realisation. Today, the competitiveness of specialists of all specialties directly depends not only on their hard skills, but also on the soft ones, among which the ability to work with modern digital technology occupies a prominent place. Digital mentoring, together with the formal education, will equip university students with the digital skills and competencies relevant to the labour market. As a result of the mentoring scheme application, mentees will acquire new digital skills, become more self-confident as specialists able to quickly master innovative digital technology. Thanks to the participation in

this scheme, mentees will gain greater competitiveness in the labour market and realise themselves as modern professionals.

8. **First-year student tutoring.** First-year student tutoring is very beneficial because it helps to create a sense of belonging to the university community, reduce stress and anxiety among students, and provide communication opportunities which can be valuable for both personal development and future career. Target audience: the first-year students who have successfully passed their entrance exams and have been admitted to the university. These are the people with different backgrounds and experience who are facing new academic challenges and looking for support to adapt to a new academic environment. As a result of the tutoring scheme application, a tutee will become more capable of learning, will use the available opportunities for self-development and will be able to achieve better academic performance rates, will become more socialised and adapted to the academic environment.

9. **Gender mentoring.** Ensuring equal access for both women and girls in the process of making social, political and economic decisions will contribute to achieving the sustainable development goals. Target audience: The programme is designed for female students, researchers and STEM professionals who face specific challenges related to the gender bias. These women are often at different stages of their academic and professional journeys, from undergraduate students to established professionals. Involving mentors and tutors begins with turning to gender-focused organisations and women's leadership networks that share an interest in gender equality and expanding rights and opportunities, as well as interaction with academic departments and faculties known for their commitment to diversity and inclusion. Additionally, using social media platforms and online forums dedicated to gender issues to connect with prospective mentors who are passionate about promoting gender diversity and equality in their fields. Based on the analysis of student surveys, employment rates, the level of academic and student personnel engagement, the selected faculty, together with the industry partners, will work to develop hands-on lectures and thematic seminars to help students improve their practical skills.

10. **Internationalisation tutoring.** Tutoring and mentoring for students participating in international mobility focuses on equipping students with the essential skills, cultural awareness and global prospects necessary to thrive in an increasingly international academic and professional environment. By providing individualised support and guidance to students preparing for an international experience, the scheme ensures that they are well-prepared to interact with different cultures, enhance their academic experience abroad and contribute to their personal and professional growth on a global scale. The target audience: university students preparing for or

considering international academic experience such as studying abroad, participating in exchange programmes, doing research abroad, or internships and work opportunities abroad. These students may be from different specialties, but share a common interest in international experience.

11. **Buddy tutoring.** Buddy tutoring aims to create an environment where international students can comfortably settle in a new environment building strong bonds with the local peers. Target audience: the main beneficiaries of this programme are international students studying at the host universities. They are looking for help in adapting to the new environment, understanding the local culture and developing skills for the necessary personal and professional growth. Thanks to the tutoring scheme application - buddy tutoring, foreign students with different cultural and religious traditions will become more confident in their ability to navigate in an unfamiliar environment, overcoming cultural gaps and perceiving diversity. They will achieve a heightened sense of belonging and integration within their new country, fostering strong cross-cultural friendship.

12. **Mentoring for students with disabilities.** The mentoring scheme aims to address the problems and barriers faced by students with disabilities in higher education gaining and future employment opportunities. It promotes inclusivity, provides individualised support and promotes academic and career success by offering personalised guidance, psychological support and career development assistance. The mentoring programme is designed to expand the opportunities of students with disabilities to achieve their goals and promote the development of their talents in a society. The target audience: students with various development disabilities studying in higher educational institutions. As a result of the mentoring scheme application, students with disabilities will gain greater confidence, self-advocacy skills and a sense of the opportunities expansion, enabling them to more easily navigate in higher education and pursue successful careers in their chosen fields. They will develop strong self-awareness and fulfil their potential as capable professionals and individuals, contributing to a more inclusive and diverse society.

SECTION 5. How to deal with challenges (2 hours)

Students experience many setbacks and face many challenges during their studies in higher educational institutions. Today, it is connected, in particular, with the global world challenges as

well as with individual circumstances - where the student studies, what personal difficulties may arise, etc.

Teachers need to take into consideration the experience with which a particular student entered the university, their learning opportunities and educational needs. Therefore, it is important to establish communication channels well and establish a trusting atmosphere between students and teachers, to encourage students to work in a team (Kapur, 2022).

The University of Maryville (the USA) singles out the following challenges and ways to overcome them (Maryville University, 2023):

1) Tuition fees – tuition fees are often high and not everyone can afford them. The solution is to find opportunities for additional scholarships or student loans.

The expansion of opportunities for additional scholarships or student loans will depend, among other things, on the student's abilities, desire to develop, study and realise themselves in the profession.

The mentor must do preliminary monitoring of the students' activities to determine whether they fulfil the following criteria.

To do this, the following methods need to be used:

1. **A conversation** is one of the most common methods used in mentoring. During the conversation, the mentor can ask questions, learn more about students' needs, study their requests, interests, and also help determine the next steps in planning personal and professional development and give a positive description, if necessary, receive an additional scholarship or student loan.

2. **Observation** is a method with the help of which the mentor examines the availability of the ward's practical experience, which could serve as an additional positive aspect in the portfolio to provide assistance with the studies funding; the level of both general and professional competencies mastery, can learn about the difficulties faced by the student in the process of paying for their studies.

3. **SWOT-analysis** is a method with the help of which the teacher-mentor has the opportunity to study the student's strengths and weaknesses, determine the opportunities and threats that the student may face later during their professional adaptation. Based on the results of the obtained data examination, the mentor can help the mentee to develop their strengths and reduce the influence of the factors that will slow down their professional growth.

4. **The case method** is a method used for solving possible problems and forming students' ability and readiness to solve professional tasks. The mentor offers the student the models of various professional situations and creates conditions for their resolution.

5. **Reflection** is a method that enables both the teacher-mentor and the student to analyse exactly how exactly their own professional development takes place.

2) *The low level of graduates.* The solution is to implement support programmes (including tutoring and mentoring);

The subjective students' activity lies in the interaction between the student and the tutor, therefore, the main aspects of the tutor's responsibility in the educational process are the following:

- the determination of the student's personal participation in the individual educational programme development;
- the first-year students' adaptation to the new curriculum;
- independent work organisation;
- general and professional competences acquisition;
- research and educational projects control, participation in Olympiads;
- control over the professional skills acquisition during placements;
- the preparation of qualification work.

3) Insufficient number of the necessary skills - there is a difference between the graduates' knowledge and the practical skills required by employers. The solution is as follows: many people turn to the numbers to access the data on what companies are looking for in the new employees. For example, some administrators and teachers coordinate teaching material for it to correspond to the skills companies hope to find in job applicants.

Financial costs can also be singled out: financial costs for tutors' training in an educational institution be may one of the challenges. This may include pay for trainers', instructors' or teachers's work who will deliver training courses or tutoring workshops. Tutor's training may require additional materials (books, manuals, software, and other resources) to be used for training, etc.

An obstacle to tutoring activity can be:

- *The lack of experience among future tutors:* it is necessary to ensure a sufficient number of qualified teachers-mentors who would be able to implement an effective tutoring activity through the work with prospective tutors.

- *Low level of tutors' motivation:* some students are not interested in mentoring or consider it unnecessary, which can be an obstacle to its effective implementation.

- *The lack of time:* tutoring can be a time- and resource-consuming process that is difficult to provide in modern conditions. To make it more effective, it is necessary to overcome these

challenges and ensure that tutors are properly supported and motivated to fulfil their responsibilities, in particular, by mentors.

Multimedia products and information technology present wide opportunities for various aspects of learning. Some of the main possibilities and advantages of information technology and multimedia tools in the case of their application in the educational process are as follows:

- the simultaneous use of several learner's perception channels in the learning process, due to which the integration of information delivered by various sense organs is achieved;
- the ability to simulate real complex experiments;
- the visualisation of abstract information due to the dynamic process presentation;
- an opportunity to develop the cognitive structures and seekers' interpretations.

The multimedia teaching tools and information technology which are used, must meet the system of psychological, didactic and methodical requirements. Specific didactic conditions include the following: adaptability to the seeker's individual capabilities; learning interactivity; the implementation of the possibilities of learning information computer visualisation; the development of the seeker's intellectual potential; systematicity and structural and functional connectivity of the learning material presentation; ensuring the completeness (integrity) and continuity of the didactic learning cycle.

Methodological requirements for information technologies and multimedia teaching tools take into account the originality and peculiarities of a particular subject, the specifics of the corresponding science, its conceptual apparatus of almost all the academic lesson types.

Thanks to its capabilities, the computer will not replace the teacher, but it is equipped with the necessary software and is the main technical means of information technology for the seekers' training specifics.

Thesaurus and linguistic composition of a specific age group and cognitive process levels. Its presentation must be oriented not only at verbal and logical, but also sensory and perceptual as well as representational educational material acquisition.

Along with didactic and methodological requirements, controlling training actions can also be distinguished:

- giving applicants an opportunity to perform various actions of a high-order hierarchical structure;
- the reflection of the academic discipline terminology system in the form of the interaction of conceptual, figurative and operational components of thinking;

- the presentation of the learning material based on interrelationship and methodological requirements.

Student tutoring provides seekers with valuable opportunities to practise their social skills in a structured environment, creates favourable conditions for increasing their activity and social responsibility. And the teacher, in turn, can directly control such social interaction.

Student tutoring has positive academic and social as well as emotional advantages for both students and their tutors. Students make connections with peers that would never have been made outside the tutorials. In addition, the main goal of tutoring practices is the education of a person with a high level of culture. The main content of the educational process is manifested in the students' involvement in the humanistic values system, the development of their moral and aesthetic ideals, training them to morally evaluate their actions, as well as make the right choice of behaviour in difficult life situations.

Pedagogical proficiency of the student-tutor, the ability to persuade, purposeful work on the moral students' upbringing, understanding the importance and responsibility of their work are the keys to successful education and upbringing of student youth.

Not every responsible and sociable student possesses pedagogical skills and will become a successful tutor, so teachers should monitor the work of students - tutors and reveal their ability to do pedagogical work. As a result, each faculty of a higher educational institution can form its own team of professional tutors who have the necessary knowledge, abilities and skills, have undergone special tutoring training and will help other students to build individual educational trajectories.

It is important to remember the advantages and challenges of mentoring in a higher educational institution.

Advantages	Challenges
Mentoring	
A mentor is appointed by an educational institution from among the highly qualified teachers, or the representatives of enterprises or representative offices, who is entrusted with clearly defined responsibilities regarding the implementation of mentoring. In this case, the mentor bears responsibility to the higher	Sometimes in higher educational institutions, this type of activity has formal features and is declared only on paper. Such cases occur when a person appointed to the role of mentor is insufficiently motivated to perform the functions assigned to them, or the level of their competence development does not assure the mentoring implementation quality.

educational institution for the mentoring implementation.	
Mentoring has clearly defined rules, a procedure and an action plan providing this process with the structuredness and organisation.	The availability of the system of clear mentoring requirements, such as setting goals, completing tasks, and bearing responsibility for the ward's success, can cause additional stress for both the mentor and the ward.
The availability of specific goals and tasks allows the mentor and tutor to clearly understand what result they want to achieve and how they can achieve this result.	Since mentoring is regimented, it involves a limited number of meetings, which can be an obstacle in the interaction between the mentor and the tutor. It can provoke difficulties in revealing the tutor's potential, studying and taking into account their needs and interests.
Ensures the development of a system for the comprehensive students' support, during which monitoring of the mentoring process and its results is carried out. This helps to provide consistency and a certain level of quality of both the mentor's and student's activity.	Formal mentoring interactions can be less emotionally rich since they are often based on formal relationships rather than personal ones.
Contributes to the creation of a clear and formalised relationships between the mentor and the student. This can help reduce possible conflicts or misunderstandings in the process of cooperation.	During the formal mentoring organisation, a directive style of communication is sometimes traced, when the mentor wants the student to clearly follow their instructions and directions.

SECTION 6: “The ways of cooperation between the university staff, mentors and students for common success” (8 hours) - how university teachers can attract students to the T&M programme, how to attract a former mentee to become a tutor in the future, how to develop the T&M programme in other directions

Student tutoring is one of the modern traditional tutoring directions, which is widely used in educational institutions. Student tutoring is an extremely powerful way to improve the academic, social and behavioural functioning of the education seekers that goes beyond the typical teacher-supervised learning.

Student tutoring is a set of activities related to the interaction of peer students or upper-division students with the junior ones in order to improve the quality of the educational process, activate students' self-education and self-improvement, develop student responsibility and initiative. An individual approach is the basis of student tutoring accompaniment.

Student tutoring can be interpreted as the interaction of students who are not professionals with a view to helping each other in their studies. Because the student-tutor is perceived as "equal", the advice and assistance provided by such tutors may be perceived more readily and willingly than similar assistance from a teacher. The lack of assessment by the student-tutor has a positive effect on the speed and quality of the wards' acquired knowledge. Students- tutors training can be carried out with the help of special programmes, due to the direct inclusion in the tutoring work or as accompaniment and observation of the experienced tutors' work.

Students-tutors more easily establish a communicative contact with their wards.

To become a tutor, students go through a complex selection and training process. Students-tutors "receive additional materials that help improve their learning and contribute to personal and intellectual development.

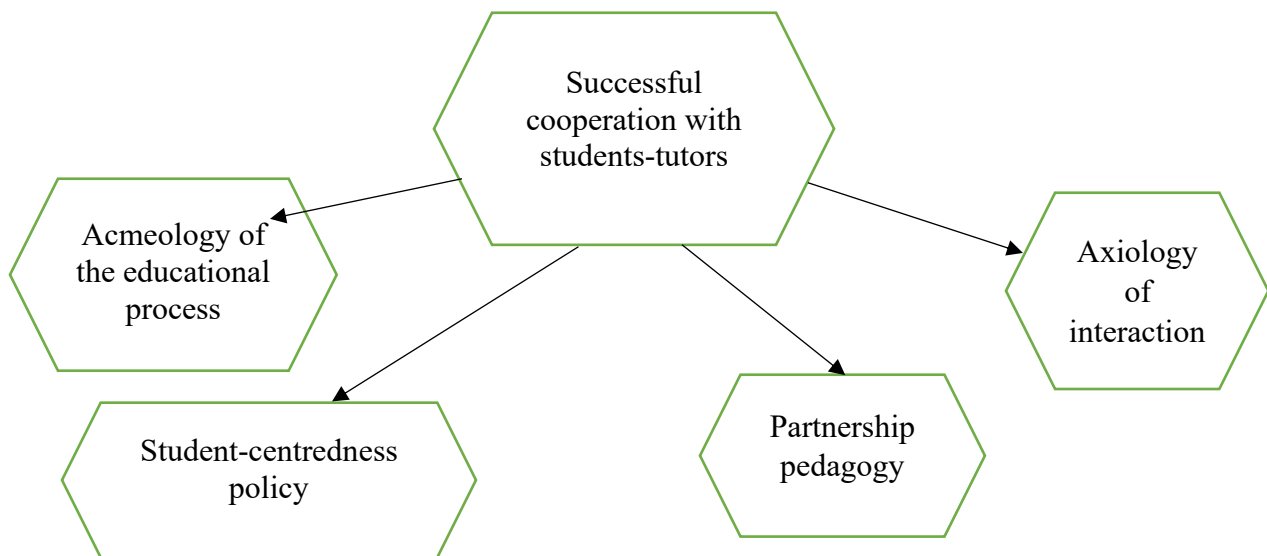
The study of the role of student tutoring in educational institutions shows that it provides a variety of advantages for tutors as well as mentors and mentees. Some of these advantages include improved academic achievement and attitudes towards the disciplines being studied; first-year students' adaptation to studies; increasing self-evaluation and positive social and emotional skills. Let's consider them in more detail.

The academic direction of student tutoring presupposes work with all the categories of students in various academic years with both high and low academic performance. This type of tutoring is especially relevant for students who need help in the educational process. Often, students do not have enough knowledge that they gain during their classroom work to successfully pass exams.

Academic tutoring contributes to the improvement of students' performance in their academic and professional activity. The tutors who successfully deal with the academic direction are those who are keen on learning, who actively participate in student and scientific life, and who are themselves an example of an upper-division student passionate about science and profession.

Their main personal qualities are communicativeness and tolerance: the ability to listen to the interlocutor, understand another person's opinion, build a dialogue, the ability to work in a group, etc. Student tutoring provides an additional opportunity to leverage existing opportunities, drawing on the others' experience, and make "the best use of the available resources by accessing the knowledge possessed by the mentor."

Involvement in student tutoring can be successful when the student feels interest in their work on the part of pedagogues.



The most notable advantages reported in the studies on student tutoring are academic achievements.

The interaction between the student-tutor and the wards is based on discussions. The tutees, as a rule, focus on improving learning outcomes, while students- tutors are more concerned with communication skills and interpersonal relationships.

Getting education at a higher educational institution involves not only acquiring professional knowledge, but also mastering the social and psychological relations skills. Entering a university, students enter a completely new and unfamiliar to them world. And special attention should be paid to their adaptation in the new environment. It is known that the largest number of deductions in any higher educational institution falls on the first year of study. The reasons for all those who are expelled are different - doubts about the correctness of the chosen specialty, new living conditions, elementary disorganisation. In addition, differences in approaches to learning have an impact: in a secondary education institution, there is a clear classroom system of

knowledge control, while in a higher educational institution, on the contrary, students are given a lot of freedom, methods and forms of learning change. First-year students also face problems arising from drastic changes in their lives: a new place of study, a new rhythm of life, new requirements, a new social environment, etc., which start simultaneously with the beginning of the academic year.

One of the most relevant tasks tutors are facing is to help students adapt to studying. This is a complex, long, and sometimes painful process. The accompaniment of the adaptation to studying at the university can be interpreted as helping a student in forming an orientational development field, accepting responsibility for their actions.

Tutors provide assistance to students who experience difficulties in both academic and social activity. It is easier for them to establish a rapport and informal communication due to a small age difference and the same social status.

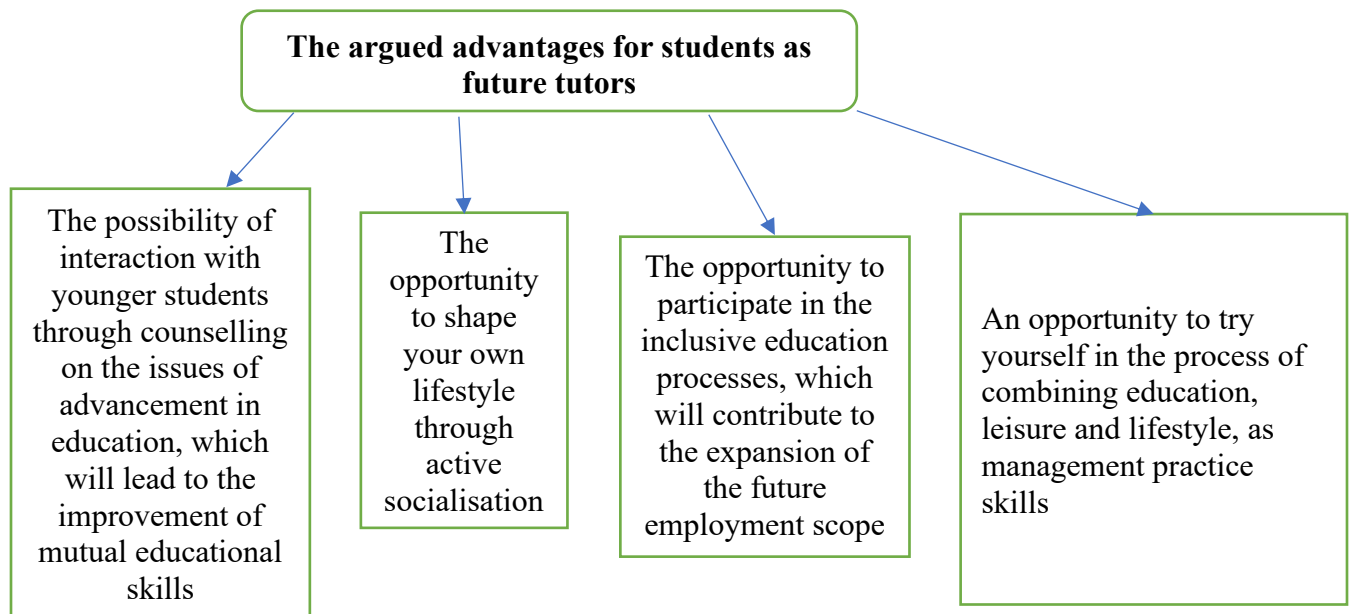
The time of communication in the process of providing assistance is not limited to the stay at the university and can be carried out at the place of residence, for example in the dormitory, as well as through communication in social networks and with the help of online counselling. The period of the first-year students' adaptation to the process of studying at the university is one of the most important ones in the student's personality development and establishment.

In this process, it is important to give the right orientation in the system of social relations. Such an orientation determines the student's social status for a long time, the vector of their development. In the process of adaptation, with the direct participation of tutors, the most important event takes place: the social and psychological community of the student body is formed.

Since tutoring is essentially a pedagogical activity, students-tutors develop their communicative, organisational and creative abilities during their work, and improve their professional pedagogical skills. This experience of pedagogical work has a positive effect on the development of tutors as professionals, giving them an opportunity to try themselves as teachers.

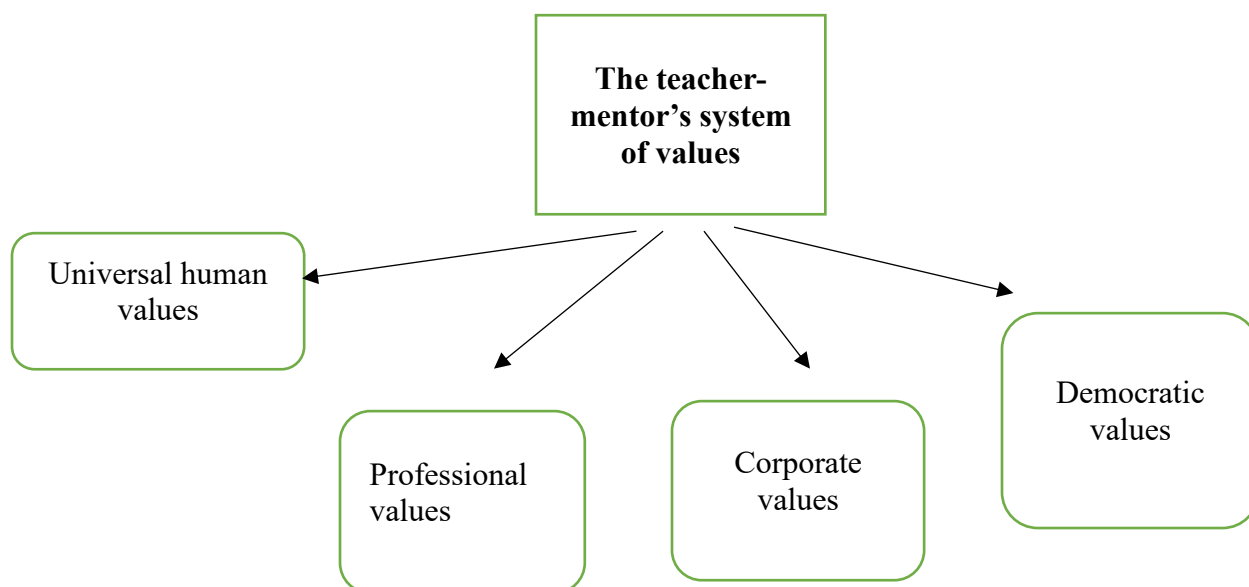
In addition, the prestige and high social status of the student-tutor, compared to other students, strengthens their desire to be a role model, promotes personal growth, self-improvement, self-education, self-development and self-discipline.

The argued advantages for a student as a future tutor can be:



The values guided by the pedagogue-mentor in cooperation with the tutors are decisive in providing support for the ward's personal and professional development. The values of the teacher-mentor make up their value orientations system, which forms the orientation of the interests and needs of an individual towards a certain hierarchy of life values, the tendency to give preference to certain values in different life situations, the way of distinguishing personal phenomena and objects according to the level of their significance for a person.

The system of teacher-mentor's values can be conventionally combined into groups:



Universal human values are a group of values that dominate in the mentor's activity, since such universal human values as freedom, justice, and responsibility form the basis of personal maturity. The core of the mentor's universal human values is the recognition of a person as the highest value, in particular, the acceptance of the individuality, uniqueness, their mentee's values and building the trajectory of the professional growth based on these regulations.

Among the values that make up the group of mentor's **professional values** are those related to the choice of a strategy, defining a goal, means for developing professional competences, as the basis for carrying out mentoring activity. Professional values are a kind of an indicator of the pedagogues' readiness to carry out mentoring activity.

Corporate values occupy an important place in the mentor's activity. Their mastery and production of corporate values form the environment of an institution. Its important component is corporate culture. In an educational institution where mentoring is implemented taking into account corporate values, every teacher has equal conditions for professional development.

The reformation of the education system in Ukraine takes place on a democratic basis, so **democratic values** make up the next group of values that a mentor should take into account in the mentoring accompaniment.

The basis of such accompaniment is subjectivity, equality, partnership, mutual responsibility and respect.

An important component of the mentor's profile is his or her personal qualities, which make up a system of personal characteristics and ensure the ability to perform professional functions.

Personal qualities of a mentor that contribute not only to the mentee's personal development, but also stimulate the mentor to self-development are as follows: empathy, tolerance, benevolence, responsibility, emotional stability, self-confidence.

Thanks to the mentor's personal qualities, the results of interpersonal interaction in the "mentor-mentee-tutor-tutee" system are increasing.

A mentor must be emotionally stable, able to have a positive influence on the wards, be open to new ideas and initiatives, have high empathy and be ready to cooperate with other mentors. The listed qualities will help to avoid difficulties that may arise in the course of mentoring.

In addition to personal qualities, the mentor must have an established high level of general and professional competencies.

Factors that determine mutual understanding and cooperation between tutors and students in communication are the ways or techniques by which one person understands another.

The organisation of the tutor's activity should be based on **the principles of activity and creativity**, which involves the organisation of creative activity that activates the development of the creative abilities of the future specialists' personality, become a guarantor of the need for the constant search formation, accumulation of knowledge, understanding its meaning, significance and independent application necessary for the constant personal and professional self-improvement.

In a higher educational institution, the fact that a teacher and a student are involved in the general profession significantly contributes to the elimination of the age barrier, which inhibits fruitful joint activities.

The most fruitful process of education and training in a higher educational institution is provided by a reliable system of relationships built at the institution level.

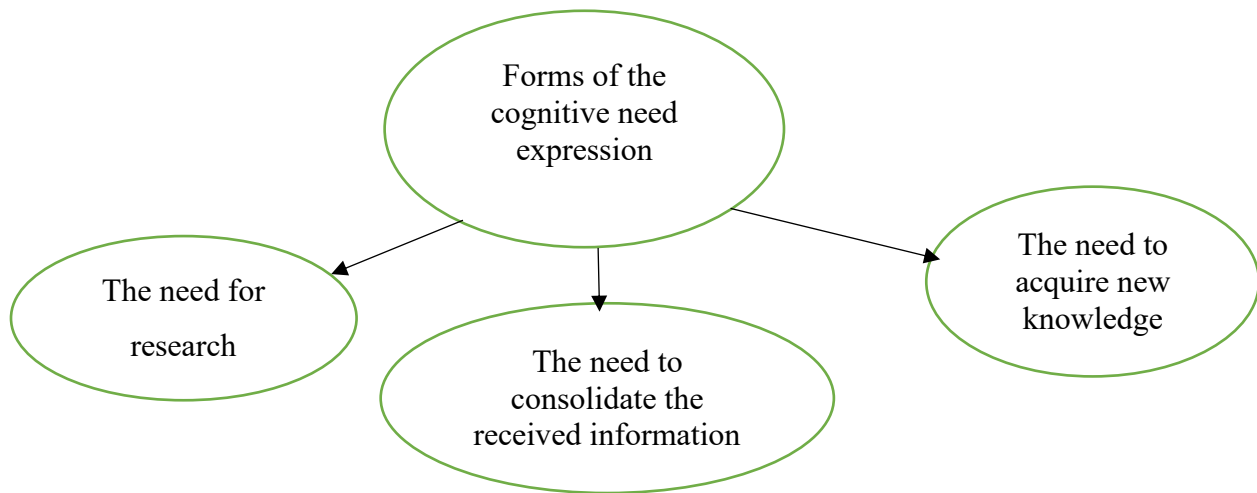
Its main requirements are as follows:

- the formation of the students' sense of professional community with teachers of a higher educational institution;
- the orientation of the pedagogical communication system on an adult with developed self-awareness, which helps to overcome relapses of authoritarian educational influence;
- the application of the students' professional interest as a management factor in education and training and the implementation of pedagogical communication and the entire system of educational work on its basis;
- the involvement of students in various forms of initial research work together with teachers;

- the participation in scientific conferences and joint publications together with teachers; the implementation of a diverse system of informal, unregimented contacts between teachers and students;

- the participation of the faculty in student leisure (viewings, competitions, evenings, clubs of the funny and inventive, sports events, etc.).

Stimulating upper-division students to tutoring activity, experienced mentors should be base their efforts on the cognitive needs of young people.



The student applying for tutoring activity must:

- a) actively strive for knowledge, cognitive activity;
- b) experience a state of active search, the expectation of the new information;
- c) form cognitive tasks, problem situations in their mind on the basis of the expected information, the object of knowledge;
- d) purposefully perform cognitive activity which is characterised by increased intellectual stress and does not require prompting to activity by external stimuli.

The process of the first-year student social adaptation to the conditions of studying at a higher educational institution is the acceptance of the new social environment norms, internal and external attitudes to these norms and inclusion in the system of interpersonal relations in the group.

Each structural component of the adaptation process is in turn a system that includes:

- a) an objective phenomenon and its conditions (so-called external conditions);
- b) relations that arise in a person who is adapting to the corresponding phenomenon (attitudes, relationships, connections);

c) individual characteristics of the very person that meet or do not meet the requirements (internal conditions or a person's own resources).

Their life activities as students and, subsequently, whether they will want to realise themselves as tutors will depend on the proper social and educational adaptation as tutees in a higher educational institution educational process. (Fig. 5).

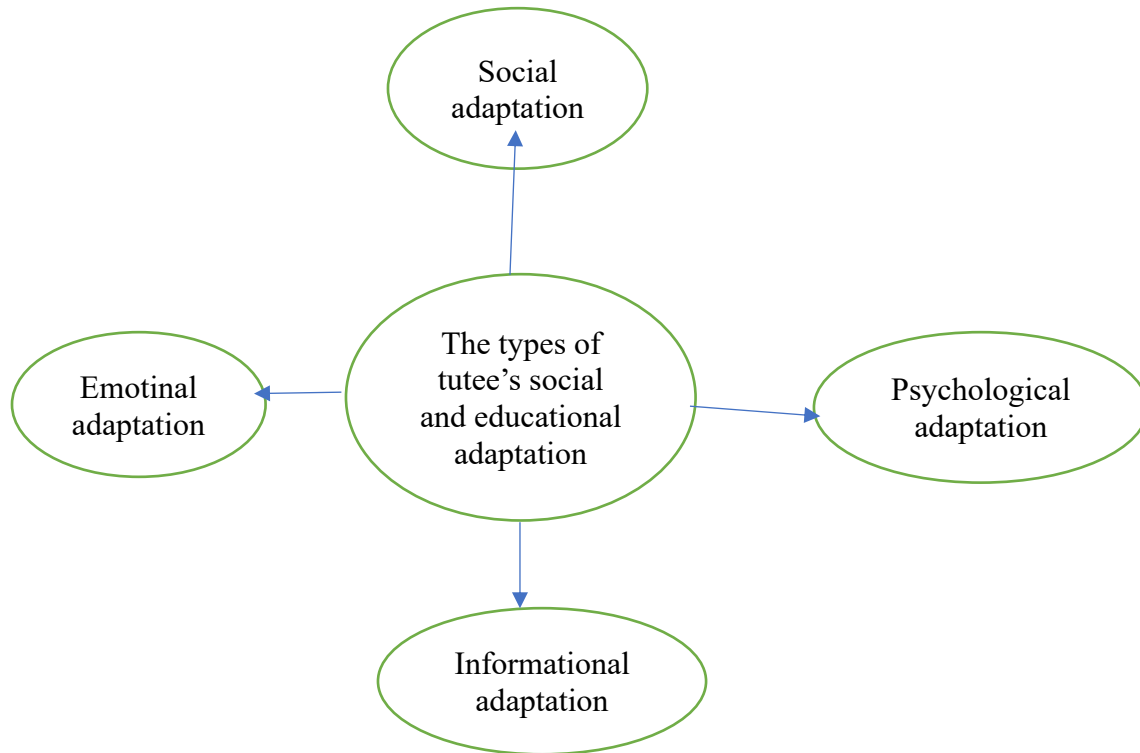


Fig. 5 The types of tutee's social and educational adaptation

Social adaptation. This type of adaptation covers the interaction of the tutee with the surrounding society, in particular, with the fellow students, mentors, tutors, teachers, etc.

As a result of this adaptation, the student is able to successfully integrate into a new social environment related to learning. This type of adaptation includes the acquisition and use of norms and values accepted in the new educational environment, the development of abilities and skills necessary for effective functioning in this environment, as well as the establishment of positive relations with the social environment participants.

Tips for tutees and mentees about their successful social adaptation:

* *Learn to listen.* One of the key aspects of social adaptation is the development of listening skills. Try to actively listen to your new colleagues and mentors, show interest in their thoughts and ideas.

* *Build positive relationships.* Try to find common interests with your colleagues and all the educational environment participants. Creating friendly and trusting relationships can greatly facilitate social adaptation and increase the joint interaction effectiveness.

* *Be open to changes.* Educational activity requires changes in the ways of life and thinking. Be open to new ideas, approaches and do not be afraid to experiment.

* *Learn from others.* Observe your mentor, tutor, upper-division students and learn their best practices. Learning from others can help you adapt more quickly to a new environment and develop educational skills.

* *Ask for help.* Do not hesitate to ask for help from tutors or mentors, higher educational institutions management, if any questions or problems arise. It is important to have a reliable support in order to successfully adapt to a new environment.

* *Develop your communication culture.* Improve your communication skills, such as the ability to communicate with fellow students, teachers, show respect and tolerance, reach compromises and resolve conflicts peacefully. Express your thoughts and ideas openly, clearly, but always consider the others' point of view.

* *Follow the rules of ethical behaviour and corporate culture.* Familiarise yourself with the educational institution rules and follow them. This will help you to avoid possible problems and conflicts.

* *Develop your time management skills.* Studying at a higher educational institution requires students to be able to manage their time effectively, as they have many different new duties, tasks and responsibilities necessary to fulfil throughout the day, week, month and year, so it is important to develop self-organisation and effective time management skills. Set priorities, plan your tasks and stick to your work timetable.

2. **Psychological adaptation** is a process with the help of which a person is able to successfully adapt to the new requirements and challenges that arise in the course of professional activity.

This is the adaptation to the psychological peculiarities of the new environment, in particular understanding and acceptance of new social roles, the acquisition (improvement) of new information and skills, overcoming the feelings of fear, insecurity in your opportunities; an ability to work in a team and interact with colleagues, mentors, teachers, as well as the development of such personal qualities as stress resistance, emotional stability and self-discipline, etc.

Tips for tutees and mentees about successful psychological adaptation:

* *Keep an optimistic attitude.* Convince yourself that you will be able to quickly and easily adapt to new conditions and that the new environment will be interesting and stimulating for you.

* *Learn to manage your emotions.* Do not be afraid to express your emotions, learn to control them in an educational environment. At the same time, pay attention to communication techniques and behaviour, as this can be an important element of interaction with others.

* *Start the process of socialisation.* Do not be afraid to communicate with tutors, mentors, fellow students and learn more about your higher educational institution, its values and culture. Try to join student communities, this will help you to better integrate into the team.

* *Maintain balance between your studies and personal life.* It is important to maintain balance between your studies and personal life in order to avoid overload and burnout. Allocate time for yourself and your loved ones.

* *Ask for help if needed.* If you feel that you cannot cope with stress or problems, turn for help to a practical psychologist, who is definitely available in your higher educational institution.

* *Maintain a positive attitude.* Set yourself a goal to maintain a positive attitude and thoughts. For this, you can use positive affirmations, breathe in fresh air and do physical exercises.

* *Work on your self-definition.* Learn to better understand your values and beliefs as well as determine what is really important to you in your student life. This will help you make the right choice and find your own social and educational trajectory.

3. Information adaptation is the process of acquisition and use of information required for effective activity in a new social and educational environment. This process involves familiarisation with the educational technologies, software tools, information resources and other tools necessary for the full educational tasks implementation.

Tips for tutees and mentees about successful information adaptation:

* *Start by analysing your knowledge and skills needs.* Determine what knowledge and skills are needed for an effective adaptation in a new environment and try to develop a plan to improve them.

* *Be open to use new technologies and tools* that can facilitate your learning and increase its effectiveness.

* *Take advantage of learning opportunities from your senior colleagues.* They can give you some useful advice and support in the information adaptation process .

* *Remember that the process of information adaptation is permanent.* Keep up to date with the latest trends and new developments in your chosen field, as it will help you stay a competitive professional.

* *Set metrics and check your progress.* Create a list of the knowledge and skills you need and set deadlines to achieve them. Check your progress regularly and adjust your plan (if needed).

* *Do not forget about practice.* In order to really learn new knowledge and skills, it is necessary to apply them in practice. Try to find opportunities for the practical application of the new knowledge acquired in the process of studying.

4. Emotional adaptation. This type of adaptation is associated with the development of positive emotional stability, the ability to self-regulate and maintain emotional balance while in the educational space. Tutees must learn how to control their emotions, understand the emotional needs of all the educational process participants, and develop the ability to understand the feelings and mental states of another person in the form of empathy.

Tips for tutees and mentees about successful emotional adaptation:

* *Understand your emotions.* Understanding one's own emotions is a key element of emotional adaptation. Identify the situations that evoke negative emotions and focus on finding the ways to reduce your stress level.

* *Develop your emotional intelligence.* Emotional intelligence is the ability to understand and manage your emotions as well as to understand the emotions of other people. Develop these skills to effectively communicate with the educational process participants.

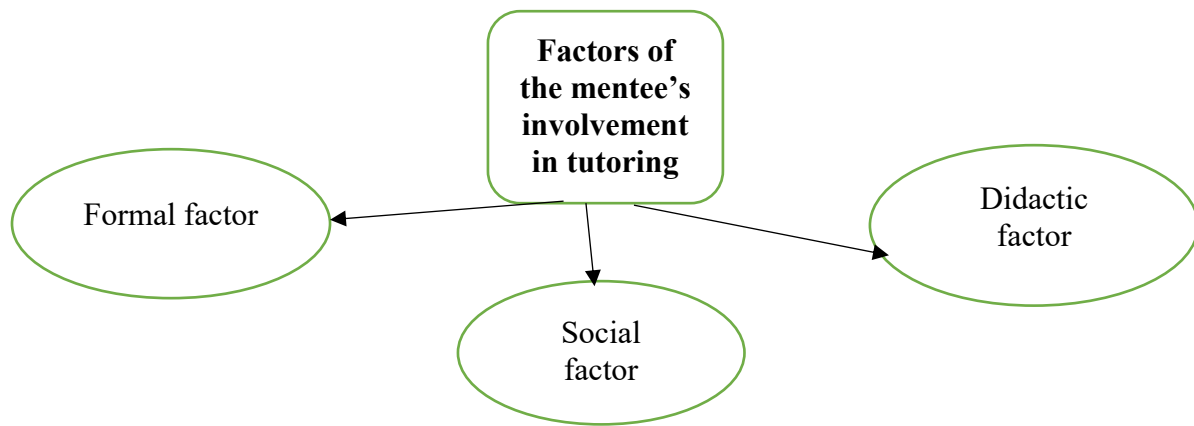
* *Learn how to manage stress.* Stress can negatively affect your emotional stability. Learn how to manage stress using different psychological methods. A psychologist can give you some advice.

* *Learn how to manage your own emotions.* Do not let other people or situations affect your emotions. Bear responsibility for your actions.

* *Maintain a positive attitude.* A positive attitude can help you become more effective in your studies and save energy to achieve your goals. Try to focus on the positive aspects of your studies and role in the society.

* *Maintain work-life balance.* Maintaining work-life balance can be difficult, but it is important for maintaining emotional comfort and academic efficiency.

The following factors which influence the involvement of a former mentee in tutoring have been singled out:

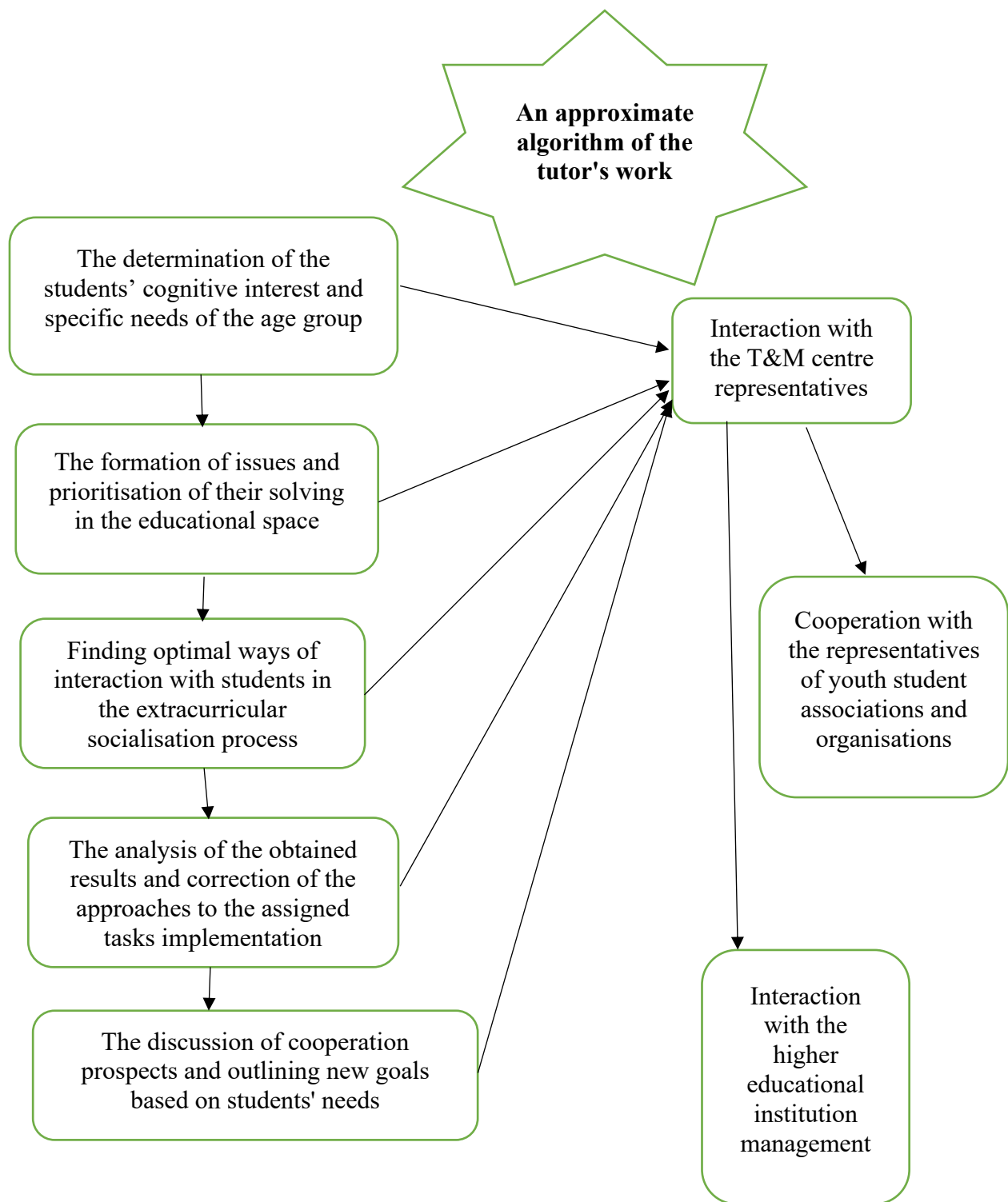


A formal factor refers to the mentee's cognitive and informational aspiration for a new environment, learning about new requirements, roles and obligations;

2. The social factor is the mentee's motivation and desire for a higher level of the students' internal integration process, and integration with the student environment as a whole;

3. The didactic factor refers to the desire of students-mentees for the new forms and methods of work with students and interaction with the educational environment of a particular higher educational institution.

An applicant for tutoring must be able to apply the classic tutoring algorithm, which he or she will be acquainted with at the T&M Centre.



SECTION 7: Code of Ethics – respect each other's boundaries, behaviour of trust and transparency, empathy, friendship and open communication for successful outcomes (2 hours).

Ethics is a key aspect of everyday life –codes of ethics guide the actions of individuals, groups, organisations and professions. Higher educational institutions are expected to adhere to the highest ethical standards, and the university administration is expected to practically apply ethical norms. However, it is not always clear what ethical behaviour should be, since no ready-made rules and prescriptions for ethical behaviour exist. Ethical behaviour goes beyond strict adherence to institutional policies. It is not always obvious what is right and what is not in a particular situation. Sometimes what one person considers ethical may not be ethical to another person. That is why, ethics is a matter of philosophical research (Central European University, 2023).

The study of teacher-student relationships in schools shows that many factors influence the way in which teachers and students cooperate, including the teacher's age, experience, willingness to cooperate, and so on. Teachers' job satisfaction and well-being are also important (Kolleck, Schuster, Hartmann, Grasel, 2021). The same parallel can be drawn for higher educational institutions. The desire of both students and teachers is important for harmonious and ethical communication.

Under the Great Charter of Universities code of ethics (Magna Charta Universitatum, 2012), it is important to observe the following principles: academic integrity and ethical conduct of research; fairness and non-discrimination; accountability, transparency and independence; critical analysis and respect for reasoned opinions; responsibility for managing assets, resources and the environment; free and open dissemination of knowledge and information; solidarity and fair attitude towards international partners. Ethical standards of behaviour must be applied to all the academic community members, including the management, faculty, administrative staff and students.

At the New York university, the purpose of the Code of ethics is to highlight the essential elements of an ethical and responsible environment in which the central educational goals of the University can be effectively and fruitfully achieved. The Code sets forth the ethical standards, principles and policies to be upheld by all the New York university members, whether they are at home or abroad, implementing these values in their daily university activity. It is expected that each University member should adhere to the Code (New York University, 2023).

The cooperation and communication between mentors, tutors, mentees and tutees should be based on the following principles:

- *legality*. In their activity, the educational process participants must themselves, as well as encourage others to strictly comply with the requirements of the current legislation of Ukraine and the University Statute;

- *honesty and decency*. The educational process participants are obliged to act honestly, be frank and in no case allow the use of false statements in the course of performing their functions in educational and teaching activity, while doing scientific research, in practical work, etc.

- *mutual trust*. The atmosphere of trust encourages the free exchange of ideas and information in the academic environment, promotes cooperation and production of new ideas, removes the fear of others appropriating the results of other people's activity;

- *fair objectivity*. In the academic environment, an objective, comprehensive and impartial assessment of the results of academic, scientific and work activity, the ability to consider debatable issues from the standpoint of protecting science interests and promoting the establishment of truth without personal preferences or gain is ensured (relationships between the academic community members should be based on a sense of mutual respect and impartial attitude towards each other);

- *competence and professionalism*. The educational process participants are obliged to carry out their activity at a high professional level, constantly raise their scientific and educational level;

- *good faith and responsibility*. The educational process participants fulfil their obligations conscientiously, completely and in compliance with the set deadlines. Everyone bears personal responsibility for the quality of the assigned duties performance;

- *partnerships and mutual assistance*. In order to improve the quality of the academic and research work results, the educational process participants focus on the objective partnership interaction;

- *mutual respect*. Respect in the academic environment should be mutual, which presupposes showing it both towards yourself and others, regardless of the age, gender, status;

- *safety and well-being of the academic community*. The educational process participants must ensure the compliance with the Laws of Ukraine and the Statute, their activity must not lead to the emergence of threats or damage to life, health, property, other rights and legitimate interests of the academic community;

- *respectfulness*. The educational process participants are obliged to respect other persons and their scientific and pedagogical achievements, regardless of their personal and political preferences, parties, religious associations and movements in any form of their organisation.

The T&M Centre employees' activity should be based on the **academic ethics** - a set of moral and ethical norms, rules and principles, including the rules of pedagogical ethics, academic integrity and business etiquette, which regulate interpersonal relations of the educational process participants in the higher educational institutions.

Pedagogical ethics is a set of norms and rules of scientific and pedagogical workers' behaviour, based on which high moral standards of pedagogical activity are introduced and relationships determined by pedagogical activity are built.

Business etiquette is the order of interaction and behaviour of the University employees and University educational process participants during their joint activity, including business correspondence, hiring, addressing management, etc.

The university community are scientific, scientific and pedagogical, and pedagogical workers; higher education seekers and other persons studying at higher educational institutions; practitioners who are involved in the educational process under the educational and professional programmes; other University employees.

The T&M Centre in its activity embodies the principle of freedom of the expression of views on education, research and opinion. The T&M Centre members are obliged to strive for true knowledge, spread their experience and acquired knowledge. Higher educational institution employees, seekers and students recognise and respect each other's beliefs and convictions.

The T&M Centre representatives in the educational and scientific research process promote critical thinking, freedom of expression, develop opportunities to participate in discussions and debates, as well as respect each other's dignity, do not allow discrimination, dishonesty or abuse of power in their relationships.

It is necessary to use polite language of communication, especially in public speaking (including online publications, blogging, posts, comments, etc.).

Implementing the principles of ethical behaviour, the T&M Centre, mentors, tutors, tutees and mentees of higher educational institutions create a personal reputation, the standards of professional integrity and positive image; in relations with the representatives of foreign universities or developing international cooperation projects, represent and protect the interests of their higher educational institution.

The student youth's desire for everything new, their quick perception of transformations in the society, openness to new knowledge, on the one hand, and the initial awareness of the hopes and duties placed on them by the society, on the other hand, determine the specifics of the structure and dynamics of the students' value orientations and interaction ethics with the educational environment.

The T&M Centre members in the course of conducting their activity must consider the needs not only of each student, which is extremely important, but also of the state and society in general, be socially responsible, maintain open access to knowledge and information, and publicly announce their work results.

Students should be familiar with the general ethical norms of students' behaviour, as higher education students should understand that their behaviour and actions are under the close attention of the friends, parents, teachers, prospective employers and society, determining the face of the higher educational institution in which they are gaining education. Based on this, students should behave in such a way as to maintain the high reputation of the higher educational institution.

The student separately and together with the higher educational institution staff, with their dignified behaviour and purposeful work, form a positive image of a particular higher educational institution; treat their teachers, administration, higher educational institution employees with respect, politely and patiently behave with their colleagues, are always ready to help them; freely express their views and beliefs, if they do not affect the similar right of others and do not degrade their human dignity; avoid creating conflict situations, and in the event of such situations emergence, settle them on the basis of respect and tolerance; lead a healthy lifestyle; have a neat appearance, prefer a business style of clothing and behaviour, which are traditional for higher educational institution students; do not provoke conflicts and do not resolve them with the help of physical force, etc.

SECTION 8: The analysis of students' needs (2 hours)

Students' needs and problems can be determined with the help of the main tool of mentoring work - questions. Appropriately and timely asked questions, the ability to narrow down or, on the contrary, expand the topic, the use of active listening techniques characterise a professionally organised meeting with students.

We can differentiate several types of questions to be asked by a mentor during the work with the higher educational institution students:

1. Direct questions.

2. Questions-situations.
3. Question-provocation.
4. Question-visualisation.

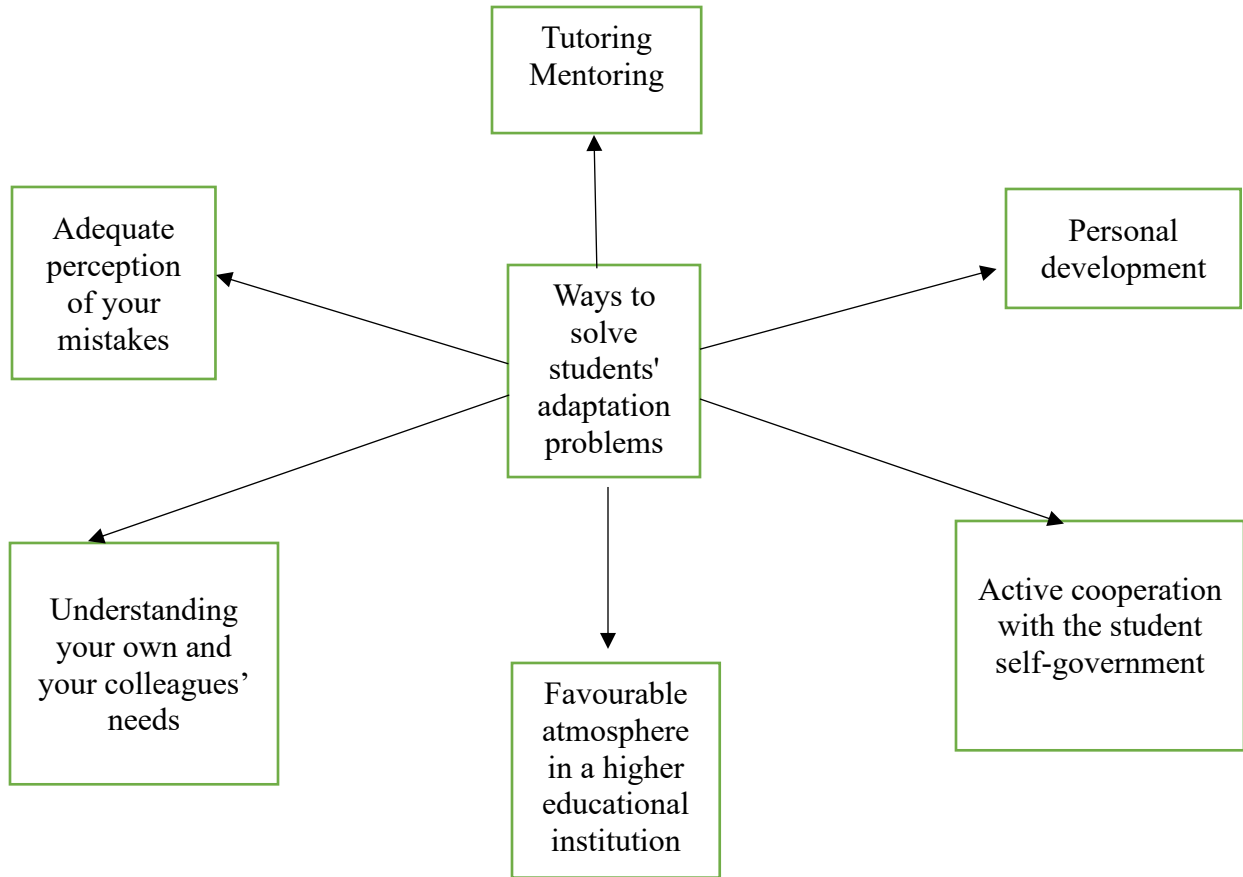
Conducting a regular analysis of students' needs makes it possible to identify the needs in the field of:

- self-development and self-realisation through the orderly leisure time;
- interaction of local and student self-government;
- free time self-management;
- communications with the international student environment;
- the awareness of the correct future profession choice;
- acquisition of practical skills in the chosen specialty.

To preserve the confidentiality of the received information, it is appropriate to introduce a "hotline" or "trust box" where students can anonymously submit information about the worrying situations.

Today, leisure activity of the young are characterised by special dynamism, the emergence of its unexpected, new types and forms. As a result, the leisure time of the young is often almost uncontrollable, without the pedagogical influence of teachers and mentors. The free time of modern students differs in complexity and contradiction. On the one hand, they have an opportunity to choose their leisure activities at their own free will, on the other hand, the young are often not ready for a clear choice of activities that contribute to the fully-fledged personality formation. In addition, not having stable interests of a positive orientation, young boys and girls willingly adopt the models of filling their free time, which do not always correspond to the level of their physical and mental development.

As a result of the students' needs analysis, their solution can be implemented in the following ways:



1. *Mentoring and tutoring*: appointing a teacher-mentor to students who would provide support, give advice and recommendations regarding their future professional activity and the peculiarities of interaction with a professional circle of people. As a rule, such a mentor is invited from the outside and can help to understand the specifics of the profession and share their own experience.

2. *Professional development*: students can take additional courses, seminars, webinars on the topics they are most interested in or those they strive to explore in depth to give them an opportunity to gain more experience and skills. Seminars, trainings and teamwork with other students will allow them to learn new professional approaches and find the ways to apply them.

3. *Practical experience*: providing opportunities for upper-division students to gain practical experience through observation, cooperation with the representatives of the chosen

profession and independent activity under the mentor's supervision will help them gain confidence and the necessary practical skills.

4. *Favourable atmosphere in an educational institution*: the educational institution management should create a favourable atmosphere to contribute to the successful adaptation of the first- and second -year students, and give upper-division students an opportunity for the comprehensive development within the higher educational institution powers. This may include the development of corporate culture and conducting communication trainings.

5. *Positive attitude towards mistakes*: students should be prepared to make mistakes. They must be taught to positively treat their mistakes and failures in order to learn from their mistakes and develop in all directions.

During the war in Ukraine, students face special problems in terms of security as well as moral and psychological aspects.

Internally displaced students may have special needs (IDP):

- The need for psychological support due to the constant anxiety in everyday life in connection with the war: - anxiety about the future; - fear of losing your loved ones; - air alarms, etc.

- The complexity of socialisation in a new environment, in particular, an educational one.

- The need to attend Ukrainian language courses.

Also, martial law practically stopped academic mobility in higher educational institutions. Most students cannot freely cross the border, so they do not participate in the exchange of experience, international cooperation in an offline format. The T&M Centre should participate in conducting such events in an online format.

It is relevant to analyse students' needs during distance learning.

In the process of supporting the distance learning process, the tutor must coordinate the informative component of students' learning, monitor results, provide feedback from teachers, provide informative consultations, support students' motivation for the learning process, and help build individual student learning trajectories. The tutor must be able to identify students' needs and goals; contribute to the organisation of their own individual educational programme that corresponds to the psychological students' characteristics; provide counselling to students in the event of their studying settings change; provide assistance in difficult situations, promote the revelation of students' potential, carry out the work on the educational process reflection. In addition, one of the main tasks of a tutor is the students' adaptation to studying in higher educational institutions. A certain number of tasks are separately singled out for the tutor to solve

in relation to the foreign students' adaptation, the needs to be analysed in cooperation with the higher educational institution management. At the same time, working with foreign students requires a high level of foreign language proficiency.

The analysis of the situation gives the right to say that the deterioration of the economic and social situation of the youth, which can lead to a change in the mood and psychological atmosphere in the youth environment, significantly affects the typology formation of *the students' development culture*.

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