



Mentoring in higher education: Aspect of innovative practices interaction in development of student professional and personal competencies

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Abstract

The relevance of the research is due to the new formats of higher education. On the one hand, modern reality requires students to have knowledge and readiness to apply it in dynamic, sometimes radical, changes in the socio-economic environment, on the other hand, in the conditions of mass introduction of remote technologies, it dictates the need to develop professional and personal planning competencies *for the future*, to form their own life and professional development trajectory, to independently choose individual solutions. These problems have made educational institutions need to expand the resources of mentoring activities in student training. In this regard, this study reveals the features of mentoring in the process of innovative practices interaction. The article reveals the priority areas of mentoring in the educational space of a modern University, and establishes the structure and content of innovative mentoring practices (coaching, mentoring, supervision, tutoring). Based on the results of the research, the authors of this article substantiate the model of partnership interaction of innovative mentoring practices in the development of professional and personal competencies of students. The effectiveness of the model is proved by the results of its use in the mentoring activities of the University. The materials of the article are recommended to teachers, mentors, methodologists and University students.

Keywords: educational space of the University, mentoring, individualization of student learning, innovative practices of mentoring, coaching, mentoring; supervision, tutoring, professional and personal competencies of the individual, model of partnership interaction, pedagogical monitoring

Tagirova NP, Yudina AM, Krasnova LN, Gorbunov MA, Shelevoi DG, Spirina EV, Lisitsyna TB (2020) Mentoring in higher education: Aspect of innovative practices interaction in development of student professional and personal competencies. Eurasia J Biosci 14: 3617-3623.

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INTRODUCTION

Modern trends in the transformation of higher education actualized the problems of individualization of student learning. The works of specialists (Razumovskaya et al., 2019; Belyaeva, 2020; Zinchuk, 2020; Obukhov, 2020), note that due to the threat of global risks, this process is now accompanied by additional challenges, such as the COVID-19 pandemic, which create a precedent for a systematic transition to the mass introduction of distance learning technologies and the expansion of mentoring functions in the educational space of the University. The works of E.V. Bezv (2011), R. Brod (2005), V.S. Butenko and O.S. Butenko (2012), J. Damerer, V. Ziegler and S. Bartonek

(2019), N.N. Zolotareva (2012), E.G. Kolikova (2017), A.R. Masalimova, M. Usak & A.R. Shaidullina (2016), S.I. Pozdeyeva (2017), establish the socio - pedagogical conditions for activating the processes of mentoring in higher education:

- Intensification of young specialists' influx. The authors found that this factor is slowly but steadily growing in combination with a high turnover of young professionals and constant updating of personnel, especially in innovative institutions. In connection

Received: May 2019

Accepted: March 2020

Printed: September 2020

with these trends mentoring is used as a management mechanism for adapting a young specialist to the profession and workplace with subsequent professional and career growth;

- Expansion of continuing education of specialists. It is proved that today intra-company education successfully competes with the state educational system, and professional development with the appropriate organization in the workplace is considered its most productive form. In these conditions, mentoring becomes an effective mechanism for continuing education and professional and personal development of a young specialist, especially during the period of adaptation to professional activity. The role status of the mentors is also changing: from broadcasting their own experience to designing innovative practices;
- Multi-level nature of practical models of corporate training, among which mentoring takes a leading position. This approach transforms the educational process, changes the nature of interaction between the teacher, student, information educational environment and professional activity, and determines a new didactic relationship: educational activity – information educational environment – professional activity.

These conditions determine the need for scientific generalization of traditional and modern experience of mentoring in the educational space of the University and determine the priority strategies for applying innovative practices of this process in student training. In this regard, this study attempts to substantiate the theoretical and methodological approach to the partnership interaction of innovative mentoring practices as a pedagogical condition for the development of professional and personal competencies of a University student. In the course of pedagogical monitoring, which is the leading research method, partner interaction of innovative mentoring practices aimed at developing professional and personal competencies of participants in the process is defined as the leading research idea. The article reveals the priority areas of mentoring in the educational space of a modern University, establishes the structure and content of innovative practices of mentoring in higher education. Based on the results of the research, the authors of this article substantiate the model of partnership interaction of innovative mentoring practices in the development of professional and personal competencies of students. The effectiveness of the model is proved by the results of its use in the mentoring activities of teachers and students.

LITERATURE REVIEW

Modern approaches to rethinking mentoring were initiated by modern managers engaged in business areas. They adopted tutoring, coaching, and mentoring

as methods of mentoring, giving them preference in corporate training and adaptation of young professionals (Masalimova & Sabirova, 2015; Larionova et al., 2018). The study established the effectiveness of approaches of business representatives to mentoring as a means of professionalization, professional adaptation and training in the workplace, professional development of specialists in various fields, individualization, and building an individual educational route. The influence of these factors on the professional adaptation of the individual, due to its individual characteristics, is proved. In the works of E.A. Dudina (2017), G.M. Zinchuk (2020), and S.I. Pozdeyeva (2017), innovative practices of supervision, tutoring, coaching, and mentoring are considered as options for implementing the practice of mentoring. The authors prove that mentoring is the practice of entering a profession, which is built as a joint action of a mentor and a student, and coaching, mentoring, supervision, and tutoring are ways to implement this practice. Special significance in determining new approaches to mentoring in higher education, due to the features of innovative practices, can be traced in a significant number of studies by other modern authors (Bevz, 2011; Belyaeva, 2020; Brod, 2005; Dudina, 2017; Zolotareva, 2012; Kolikova, 2012; Masalimova et al., 2014; Pozdeyeva, 2017; Renzulli, 2005; Butakova et al., 2020). In these works, it is noted that to date, the rationale for innovative forms of mentoring in higher education does not fully correspond to modern trends. The authors consider an open question about the educational essence of mentoring: whether this phenomenon is one of the conditions of the educational process, a systemic factor in the educational environment, or a model of the educational process of the University, in which the main role is played by innovative practices that activate the emergence of new forms of professional training. Supporters of the use of mentoring innovative practices in the educational space of the University (Dudina, 2017; Zolotareva, 2012; Kolikova, 2017; Masalimova & Sabirova, 2014; Pozdeyeva, 2017; Renzulli, 2005; Sergeeva, 2019; Zaitseva et al., 2020) prove their priority importance in the radical renewal of the educational process. The authors consider mentoring activity as an educational reality in which the professional and personal development of a student is carried out. The established approaches to understanding the essence of mentoring in the educational space of the University and its significance in the implementation of new forms of students' professional training in the works of E.V. Bevz (2011), R. Brod (2005), S.V. Belyaeva (2020), V.S. Butenko and O.S. Butenko (2012), J. Damerer, V. Ziegler and S. Bartonek (2019) are justified as a theoretically and practically significant direction of modern research. In the course of the study, it was found that despite the high level of interest of researchers in the problem of mentoring in higher education, a holistic,

scientifically based approach to its implementation is not yet visible in the presented works. Therefore, the study of innovative practices of mentoring in the professional and personal development of a modern University student seems justified and timely for the theory and practice of the educational process.

RESULTS AND DISCUSSION

Priority Areas of Mentoring in the Educational Space of a Modern University

The study found that new educational formats put students in front of a difficult choice. On the one hand, the modern world requires skills and readiness to respond flexibly to changes in reality, on the other hand, it dictates the need to develop strategic planning competencies for the future, as well as the ability to form one's own life and professional trajectory (Zinchuk, 2020). However, in the educational space of a University, the formation of such competencies is associated with a number of difficulties. The results of this study show that more than 50% of the surveyed full-time students do not have long-term plans and personal goals, more than 60% do not know how to plan personal goals for five or more years, and have severe difficulties in designing innovative forms of educational route, long-term goal setting and forming a *road map* of personal development. They need consultations and master classes on the development of intellectual potential, self-development, navigation in the educational space, self-determination in the professional space, and emotional support in the process of socialization. The main directions of mentoring activities of the University in these circumstances are individual pedagogical support of the student, organization of special forms of interaction between the teacher and the student through innovative practices of coaching, mentoring, supervision, tutoring, which require a sufficiently high level of professional and personal competencies and the student's readiness to use them in educational activities. In connection with these trends, special attention is paid in this study to the problem of professional and personal competencies of a University student that are formed in the process of implementing innovative mentoring practices. In the course of the research, the authors of the article identified the key competencies that were most important for a student in solving life, educational and professional problems. This competence algorithm is based on the indicator approach of a five - point-rating scale and includes six key competencies with 4 to 5 behavioral indicators in their structure and content:

1. Competence of creativity and innovation. They are manifested in the individual abilities of the personality to implement innovative practices of coaching, mentoring, supervision, and tutoring using digital technologies (rating score + 5, 0 points).

Competence indicators:

- Generation of original ideas and their representation in hypertext and hypermedia structural forms of the studied material (electronic tests, tools of educational material, training and monitoring software);
- expansion of spatial and temporal boundaries for communication, information exchange, access to electronic libraries, encyclopedias, dictionaries and other information resources;

- performing training exercises, situations and tasks of various levels of complexity, control tests, process maps, regulatory requirements, multi-level training and professional tasks;

- Continuous (online) monitoring of academic work, correction of the progress and directions of searches in solving educational and professional tasks;

- Practical orientation of educational activities based on virtual trainings, laboratory work, and workshops.

2. Leadership competences. They are manifested in the willingness to follow the goals of the activity when organizing innovative coaching practices in group master classes, when performing a large volume of tasks in a collective format, when distributing tasks taking into account the capabilities and abilities of each student (rating score + 5, 0 points).

Indicators of competency:

- taking responsibility for performance of the work in the team;

- Support, activation and organization of fellow students to achieve common and individual goals;

- applying different leadership styles and using them successfully;

- The need for development, the search for ways to develop yourself and others;

- Organization of interaction in the process of exchanging experience and professional knowledge with other students.

3. Competence to analyze and solve emerging problems. They are most effective in organizing innovative tutoring practices, which are necessary for students in the process of analyzing emerging difficulties, developing new solutions, and new ways of interacting in both group and individual formats (score + 5, 0 points).

Competence indicators:

- Understanding and formulating long-term personal goals;

- Correct and reasonable prioritization of actions;

- Implementation of planned plans and schedules, taking into account changes in circumstances;

- Identification and planning the necessary resources;

- Implementation of interim and final control in achieving the set goals within the established period.

4. Competence in planning and organizing work, taking into account the specifics of different areas of training. They are manifested in the ability of the individual to formulate the goal of using innovative

tutoring practices in solving collective tasks, planning and organizing group events, determining the order of their action, timing, effective allocation of resources, and measures to control performance (score +5, 0 points).

Competence indicators:

- Competent analysis of facts and necessary information for subsequent decision-making;
- determining the significance of information, distinguishing important information from less significant information;
- Step-by-step solution of complex processes;
- Implementation of logical, rational, well-founded conclusions based on their own analysis;
- prompt identification of decision-making risks, making forecasts of their consequences.

5. Competence of decisiveness at the time of decision-making. Competencies are manifested in the individual's ability to determine the effectiveness of using innovative mentoring and supervision practices in the student's behavioral activities (score + 5, 0 points).

Competence indicators:

- Independence of actions on their own initiative, without prompting from the outside;
- Confidence in making various decisions;
- Integrity in determining the measures of responsibility for their actions in various circumstances;
- Responsibility for failures and mistakes;
- Integrity in relation to injustice, dishonesty.

6. Competence of stress resistance. Competencies are manifested in individual qualities of the personality to successfully apply innovative practices of tutoring and supervision in situations of uncertainty and risks, to reduce the level of tension during unplanned changes in the educational process: remoteness of training sessions, distance learning format, a high level of uncertainty when switching to online support of the educational process (score + 5, 0 points).

Competence indicators:

- Productivity in stressful conditions;
- maintaining control over your emotions in situations of uncertainty;
- Balanced attitude to negative rumors;
- A balanced assessment and a reasonable attitude to the manifestations of unplanned changes in training sessions;
- Attitude to criticism or comments without hostility or self-justification.

Tracking the implementation of the algorithm of student professional and personal competencies confirms the assumption about the priority of interaction of innovative practices of mentoring in their formation.

Structure and Content of Innovative Mentoring Practices in Higher Education

The study of current scientific publications devoted to multi-vector areas of mentoring activities of a modern University allows us to determine the classification of

innovative practices of mentoring in a modern interpretation:

- coaching. In modern models of mentoring, it is used as an innovative practice aimed at achieving a specific goal with the help of a partner – coach. Most researchers (Belyaeva, 2020; Masalimova et al., 2014; Pozdeyeva, 2017; Sergeeva, 2019) in coaching emphasize a special property of the main mentoring strategies: the development of intellectual potential, the student's ability to independently implement, evaluate and control their educational activities, on the basis of the principles of responsible attitude to training, master innovative competencies, find new resources for development;

- mentoring. It is used in practice to indicate the cooperation of senior and Junior colleagues, ways to develop professional competencies in the interaction of specialists on the principle of *leader – to-leader*, innovative models of experience transfer, in which the mentor is an adviser who provides opportunities for the development and support of less experienced colleagues (Belyaeva, 2020);

- supervision. According to M.G. Sergeeva (2019), S.Yu. Savinova and V.V. Kudryavtseva (2015), the supervision process involves the diagnosis of problems that have arisen in a teacher who already has some experience in mentoring, but who needs help, support, psychological and pedagogical support, supervision and correction in solving modern educational problems;

- tutoring is an innovative practice of mentoring aimed at developing individual student independence in solving educational problems. Despite the fact that this term is defined by the authors in various versions, all its interpretations are United by the goal of individual work with a specific person (Belyaeva, 2020; Pozdeyeva, 2017);

- mentoring. The study established the dominant trends in the evolution of mentoring, which completed the process of its own consolidation among artisans in the XV111 century. The main principle of teaching the craft was the mentoring of the master, and the student's duty was to strictly follow the set canons (Obukhov, 2020; Savinova & Kudryavtseva, 2015). In the 19th century, mentoring became a significant practice in spiritual education. In the twentieth century, mentoring is the leading practice of adapting young professionals to professional activities in factories and other industries. In the works of S.Ya. Batyshev (1987), S.V. Belyaeva (2020), J. Damerer, V. Ziegler and S. Bartonek (2019), E.A. Dudina (2017), A.R. Masalimova et al. (2014), M.G. Sergeeva (2019) established, in the late XX — early XXI centuries mentoring was included as a key practice in complex, creative activities: management, business, science, art, education, where students need not just skills in a given set of knowledge, but a formed readiness for innovative types of research activities in solving specific problems based on the use of non-traditional competencies. These trends predict a multi-vector

nature of modern mentoring as a social practice: a stream of values of the scientific community from generation to generation; promoting modern trends of reforming education - the individualization of educational process and formation of scientific style of thinking of students; self-actualization and the creation of conditions of mutual learning for intergenerational mentoring. In science and education, the model of mentoring is preserved, which formally fixes the status of a teacher with the concepts of *scientific supervisor* and *scientific consultant*.

In the course of the study, based on the analyzed approaches to the evolutionary process of mentoring in higher education, the understanding of this phenomenon is defined as a dynamic process in which the mentor acts as a scientific supervisor, assistant and consultant to the student on the development of professional and personal competencies, practical experience, work culture and culture of joint actions in the team in order to improve the quality and quantitative results of educational activities. This understanding of mentoring as a comprehensive form of training support and a tool for individual development allows us to consider this term as a hypernym (a General concept), and coaching, mentoring, supervision, tutoring - as the basic components of mentoring, ways to implement it, and creative technologies of mentoring practice.

In this regard, the mentor integrates a set of functions: mentor (teaches, shows, controls), supervisor (observes, analyzes, evaluates), coach (supports, reveals, trains), tutor (accompanies, discusses, and reflects). One person can perform status functions, or different teachers-mentors can apply them individually: one tends to mentor more; another prefers to be a coach, and the third – a tutor. In such cases, the student cooperates with different mentors, each of whom solves a specific range of professional tasks. The leading mentor-Methodist, or mentor - «Navigator», performs the function of coordinating the interaction of the student and mentors.

Model of Partnership Interaction of Mentoring Innovative Practices in the Development of Student Professional and Personal Competencies

The model of partnership interaction of innovative practices of coaching, mentoring, supervision, tutoring and mentoring activities of the University in this study is represented by a software package that provides cognitive, communicative and behavioral levels of step – by-step formation of professional and personal competencies of the student. The study found that at the cognitive level in the formation of a student professional and personal competencies, the individual's knowledge about the structure and content of mentoring activities, priority areas of this activity, the content of professional and personal competencies, and the partnership of

innovative mentoring practices are clarified, generalized and systematized. At the communicative level, the priorities of the student's development of individual abilities to design different models of cooperation with fellow students, teachers, and basic institutions' mentors are summarized, and orientations on the choice, modification, and use of didactic tools for implementing the partner model of innovative practices' interaction of coaching, mentoring, supervision, and tutoring are clarified and corrected. At the behavioral level, programs and action plans are adjusted; a comparative analysis of traditional and innovative mentoring practices of the University is carried out, as well as mechanisms for interaction of innovative mentoring practices in the development of professional and personal competencies of the student. The design and implementation of this model allows you to solve its goals during a training session using a simple and practical interactive brainstorming technology.

1. A preparatory stage. Creating a working group and developing a common methodology. Diagnostics and testing of conditions for interaction of innovative practices in mentoring activities of the University:

- the subject of mentoring is analyzed and corrected, new techniques, methods and didactic tools are involved, due to innovative practices of coaching, mentoring, supervision, and tutoring;

- The ways and forms of organizing partner interaction are generalized: interactive, project, digital, virtual;

- The information potential of the educational space of the University is studied: the use of new information, understanding its significance, consistency, generalization;

- The innovativeness of the educational space is assessed: creative, free, without teacher domination, the possibility of choosing the means and methods of mentoring;

- The result is predicted: the stability of knowledge, information about the subject of activity, the formation of professional and personal competencies of the student and the readiness to use innovative practices in mentoring.

2. The organizational phase:

- Organization of micro-groups, the allocation of functional responsibilities. The leading coach provides General guidance on the brainstorming process; experts monitor the realization of its implementation, design criteria for evaluating ideas, and work out a scale for ranking the qualities of mentoring activities depending on the level of partnership between innovative practices. Idea generators work out the proposed options. Alternative generators search for innovative approaches. The *genius* generator is working on an individual project to create the perfect version.

3. Implementation of ment-working (analysis of the successful experience of mentoring one's University,

partnership of innovative practices of coaching, mentoring, supervision, tutoring);

4. Performing special tasks: coaching trainings; master classes, portfolios, interactive role - playing games focused on the development of the mentor's personal qualities, values, attitudes, motives and needs; completing cases - performing specific situations with the results of optimal solutions;

5. Personal reflection on innovative mentoring practices in the process of partnership Interaction;

6. Forecasting of partner behavioral forms of interaction of innovative mentoring practices in solving special tasks (registration of results of innovative mentoring practices' interaction).

7. Levels of readiness of innovative practices' partnership mentoring model in developing professional and personal competences of the student are confirmed with potential and actual levels of its readiness to develop professional and personal competencies of students in mentoring activities of modern University:

- the potential level corresponds to the preparatory stage of implementation of innovative practices of the University mentoring activities in the development of professional and personal competencies of the student;
- the real level is determined by the emergence of personal interactions in the educational space of the University, due to the implementation of a software package that provides cognitive, communicative and behavioral levels of gradual formation of professional and personal competencies of the student.

CONCLUSION

The research confirms the theoretical and practical significance of the problem of innovative mentoring practices' partnership in the development of professional and personal competencies of a University student. These processes are caused by intensive rethinking of

educational values, intensification of professionalization, professional and educational adaptation, retraining of specialists in various fields, individualization of training, and activation of individual educational routes' use. The influence of these factors on the professional adaptation of the individual, due to its individual characteristics, is proved. On the one hand, modern reality requires students to have knowledge and readiness to apply it in dynamic, sometimes radical changes in the socio-economic environment, on the other hand, in the conditions of mass introduction of remote technologies, it dictates the need to develop professional and personal planning competencies *for the future*, to form their own life and professional development trajectory, to independently choose individual solutions. The problems that have arisen have made educational institutions face the need to expand the resources of mentoring activities in the preparation of students. In this regard, this study substantiates the priority trends of the theoretical and methodological approach to the use of partnership interaction of innovative mentoring practices as a pedagogical condition for the development of professional and personal competencies of a University student.

In connection with the established trends in the article:

- 1) Priority areas of mentoring activity in the educational space of a modern University are revealed;
- 2) The structure and content of innovative mentoring practices at the University are defined;
- 3) based on the results of the research, the authors of this article substantiate the model of partnership interaction of innovative mentoring practices in the development of professional and personal competencies of students;
- 4) The effectiveness of the model is confirmed by the potential and real levels of its readiness for partnership with innovative practices of mentoring activities of a modern University.

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