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## Advisor teacher training program for educational work with students

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**Abstract.** *The relevance of the problem under study is due to the need to search for new forms, methods, and technologies in the implementation of interaction with modern students in the conditions of educational activities of the university. The purpose of the article is to attract the attention of teachers to the problem of readiness for educational work with students in the conditions of university education. The article investigates the development and testing of the "Advisor" program, which contributes to the formation of an idea about the organization of educational work at the university, the development of the role of the educator by advisors, the development of their organizational abilities; the formation and development of the need for self-improvement and personal growth. The leading methods of studying the problem of a teacher's readiness for educational work in a university are the study of psychological and pedagogical literature, empirical methods of psychodiagnostic, the development and implementation of a program for training university teachers for educational work with students, pedagogical experiment, reflexive method. The significance of the article consists in the analysis of the results of the approbation of the teacher training program for educational work with students' «Advisor».*

**Keywords:** *university, educational work, readiness, teacher's readiness for educational work.*

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### Introduction

The rapid transformations of modern society have a significant impact on the personal development of the younger generation; the contingent of modern students is changing. The working conditions of teachers are undergoing significant changes, the pedagogical staff carrying out educational activities with students is being updated, the goals and objectives of university education are changing, the state policy in the field of training future specialists of the education system and the social order itself are being reformed.

Modern research concerning various aspects and problems of higher professional education reflects the growing importance of educational work in the conditions of a university as one of the requirements for ensuring the quality of higher education [1]. However, despite the general recognition of the importance of the educational activity of a university teacher, the readiness of a teacher as a subject of the educational space of a higher school is still not the subject of close attention of scientists and needs modern understanding and deep study [2]. We assume that as a result of studying the readiness of teachers for educational work with students in

the educational environment of the university, it is possible to identify the main problems of the readiness of the modern teaching staff of the university for educational work and to determine the ways of its development and improvement.

### Literature review

The analysis of scientific psychological and pedagogical literature indicates that there are certain theoretical prerequisites for the study of the problem of the formation of a teacher's personality, his professional readiness, widely represented in the works of modern, primarily domestic, authors [3].

The system of supervision in higher education largely does not meet modern requirements, since in most cases it is limited to the performance of certain general pedagogical duties and is most often carried out without taking into account the individual characteristics of the student's personality [4]. Another definition, «the advisor of the student group is a person who carries out educational activities at the university, who is a spiritual mediator between society, profession and student in the development of general and professional culture, organizing a system of value relations through various activities of the student collective, creating conditions for the development of each individual, protecting the interests of students» [5]. Also, definition of the educational system as «a complex, which includes the goals of education, participants in the educational process, students and teachers who implement activities to achieve these goals, methods and methods of organizing education» [6].

The educational process at a pedagogical university involves not only the formation of a teacher's personality, but also the creation of conditions conducive to the development of professional competencies of a future teacher, including readiness to implement educational activities [7]. Considering readiness as a state depending on the characteristics of the individual and the conditions in which the activity takes place, as «the suitability or unfitness of a person to perform this work, as the presence or lack

of abilities necessary for this work» [8]. The importance is noted by pedagogical action as an initial component of mastering special skills: observation and evaluation of pedagogical phenomena in the educational process; analysis of the content of pedagogical activity; possession of pedagogical techniques; development of adaptive abilities to various conditions of activity [9].

Professional readiness is a state of personality expressing the moral characteristics of orientation, style of thinking, civic and professional position; its components are motivational, theoretical and practical components [10]. Considering professionality in activity as a qualitative characteristic of the subject of activity, which is determined by the measure of his possession of modern content and modern means of professional tasks, productive ways of its implementation [11].

Thus, the teacher's readiness for educational work with students in an educational environment includes as significant components a subjective attitude to pedagogical activity, high motivation and professional orientation, the formation of professionally significant competencies, as well as a personal-value attitude to the student.

### Research methodology

The methodology of this research is based on the basic philosophical provisions on the universal interconnection and interdependence, on the general laws of the development of nature, society, human consciousness and activity; the ideas of systemic, personal, activity-based approaches to the study of pedagogical phenomena; modern concepts of education.

The educational tasks of an educational institution are implemented by the subjects of the educational process in the activity. In this regard, we consider it necessary, in the logic of our research, to note the relevance of personality-oriented and activity-based approaches in education.

A personality-oriented approach to the implementation of the educational system focuses attention in educational activities on such aspects as:

- personality development;
- formation and manifestation of individual characteristics;
- personal successes and failures;
- creating a comfortable, supportive environment;
- functioning of the system of socio-psychological support of the process of personal development of students [12].

The activity-based approach to the upbringing and development of personality in an educational institution is focused on involving students in a variety of personality-forming activities that allow them to form certain qualities and behaviours that are in demand in society. At the same time, attention is paid to increasing motivation, the gradual complication of activities and the content of its components [13]. Thus, in the modern theory of education, researchers are increasingly coming to the need to take into account the increasing importance of the environment in the development of students [14].

In order to study the readiness of teachers to carry out educational activities with students in the education system, we organized and conducted an empirical study on the basis of the Suleyman Demirel University.

The survey was conducted by 60 university teachers who provide work with undergraduate

students. To study the problems and difficulties encountered by teachers during the educational process, we selected the questionnaire «Identification of difficulties of a teacher in the implementation of the educational process».

Within the framework of the study, the self-assessment of the personal qualities of advisors was studied using the diagnostic card of T.T. Sokolova. The methodology made it possible to reflect on the teacher's readiness to carry out educational functions, to assess the civil, spiritual, moral, intellectual qualities necessary for the organization of an effective educational process, to identify unused reserves and hidden potentials of the individual.

### Research results

In the article we present the results of a study where the respondents were teachers with more than five years of work experience at the university. The psychodiagnostic tools were adapted for a new sample of respondents. The program has been updated to include training sessions.

The actual data obtained during the survey of teachers on the subject of problems and difficulties in the implementation of the educational process revealed the personal and professional resources

**Table 1.** The main aspects of the activities of teachers-advisors that cause difficulties

№	Aspects causing difficulties	Number of respondents experiencing difficulties, %
1	Preparation of the author's educational program	43
2	Conducting diagnostics of the level of education of students	37
3	Technologies of collective creative events	35
4	Forms, methods and technologies of working with «difficult» students	32
5	Knowledge of modern educational technologies	32
6	Organization of students to participate in the social life of the university	28
7	Understanding the system of educational work	26
8	Introduction of innovative forms of educational work	15
9	Working with students' parents	15
10	Individual work with students	8

**Table 2.** Results of self-assessment of personal qualities by teachers-advisors as a condition of readiness to carry out educational activities with students

Self-assessment parameters	Self-assessment of the level of formation of personal qualities of teachers- advisors				
	Very high	high	Above the medium	Medium	Below the medium
Civic qualities	28	25	24	13	-
Spiritual and moral qualities	34	21	11	-	6
Intellectual qualities	16	36	26	-	-
Professional culture	12	27	20	16	8

of teachers, as well as directions for further self-development (Table 1).

The analysis of the data obtained on the scale of «Planning of educational work» showed that the definition of the goals and objectives of educational work practically does not cause difficulties for teachers-advisors: a significant part of the teaching staff (85%) is able to effectively plan the activities of a fixed student group and direct it in the right direction of development, in accordance with interests, inclinations, abilities, individual typological and age characteristics of students.

The analysis of the results of the study of self-assessment of personal qualities by teacher-advisors as a condition of readiness to carry out educational activities with students using T.T. Sokolova's diagnostic card is presented in Table 2.

Taking into account the data obtained during the initial diagnosis, the respondents were divided into three conditional groups based on the level of readiness for educational work with students; further, the article will present the dynamics of the level of readiness of advisors after the implementation of the program based on the results of repeated diagnosis (see Table 3).

*Teachers with a low level of readiness for educational activities.* The study revealed that the lack of desire of teachers to carry out such activities is primarily due to the desire to engage in science and teach students, rather than educate them. Teachers of this group rated their own capabilities in the implementation of educational functions within the framework of classes with

students, noting that this work is superfluous or beyond the scope of their job responsibilities.

*Teachers with an average level of readiness for educational activities.* This category of teachers is well acquainted with the theoretical foundations, content and technologies of educational work with students, often uses elements of various systems in their own pedagogical activities. At the same time, the use of educational technologies is disordered, situational; the positive educational activity carried out by them is insufficiently conscious and responsible.

*Teachers with a high level of readiness for educational activities.* They are characterized by a creative attitude to their work and a high level of motivation to carry out educational functions; they have broad and meaningful knowledge about new scientific approaches to teaching and upbringing, possess the latest educational technologies, they are characterized by empathy and sensitivity, developed pedagogical reflection.

Thus, the diagnostic results indicate that there is an urgent need for purposeful and systematic development of the majority of teachers' readiness for educational work with students. Based on the actual data of the conducted research, we consider it possible to assert that the most important factor in the formation of a teacher's professionalism is his purposeful preparation for educational work with students in the conditions of university education. Today, a higher school needs a teacher who has knowledge of the theoretical and methodological foundations of the educational process, modern technologies,

forms and methods of education, who is aware of the need for constant self-improvement of pedagogical skills.

Accordingly, when developing a training program for university teachers for educational activities, it is necessary to focus on a systematic, value-based approach, in which the value system and value orientations constitute and determine the content of the professional pedagogical position of the head of educational work with students. It is extremely important that the main motivating, guiding value in the educational space of the university is the student.

Readiness for educational work in technological terms implies the development of professional competencies in the organization of the educational process and communication, awareness of their pedagogical capabilities, continuous improvement of personal competence in the field of interaction, the development of a humanistic attitude and psychological thinking in the process of student perception, the need for creative interaction and effective communication with both students and their parents, the ability to organize collective activities of students [15; 16].

The results of the primary diagnosis of the readiness of a university teacher for educational activities showed the need to develop «Advisor» program. Based on the results of the implementation of this program, it is planned to organize the activities of the Board of Advisors, which coordinates curatorial activities in the following areas:

- organization of scientific and methodological support of the educational process in the student group;
- definition of the forms and methods of advisors' work and, in general, regulation of the curatorial system based on the provisions developed and approved at the university;
- assistance in conducting seminars, meetings, meetings, round tables, conferences in order to identify the specifics of curatorial activities at the university and exchange experience.

The analysis of the experience of the Institute of curatorship shows that in most universities this

activity is gratuitous, not paid, and the system of its stimulation in higher education, as a rule, is insufficiently developed or not at all, which determines the formality of the advisor's attitude to his duties.

The «Advisor» program, in our opinion, should contribute not only to the training of this category of teachers, but also to motivate them to improve their educational activities. During the development of the «Advisor» program, it is necessary to be guided by the following recommendations: clearly define the boundaries of the advisors' duties and powers; establish the publication of methodological recommendations and memos for young advisors; organize internships and refresher courses to exchange practical experience in organizing educational activities; develop a system of financial incentives for advisors; summarize best practices in the form of a competition for the best advisors.

The advisor program developed and tested at our university consisted of 12 classes (duration – two academic hours, frequency – once a month). Classes were held from September to June (two classes were held in June, one of which was the final one).

The purpose of the advisor program was to provide methodological and informational support to advisors of academic groups and to transfer practical pedagogical experience to them by the best senior supervisors. During the implementation of the program, the following tasks were solved:

- formation of an idea about the organization of educational work at the university;
- contributing to the development of the role of educator by advisors, the development of their organizational abilities;
- formation and development of the need for self-improvement and personal growth

The following issues were discussed during the «Advisor» classes: the general principles of legislation in the field of higher education; the requirements of the governing documents regulating the educational process and the professional activities of the teaching staff. In addition, teachers participated in trainings

on communication skills, conflict resolution, confident behaviour, development of self-presentation skills, etc.

During the discussion, the areas of work that caused the greatest difficulties for the advisors were analysed: issues related to innovative activities in the educational space of the university; factors hindering the development of professional mobility and competitiveness of teachers. These include: the development of author's educational programs, the use of modern educational technologies; knowledge of the system of educational work of the advisor of the academic group and the organization of students to participate in the social life of the university; work with «difficult» students and students of the «risk group»; organization and diagnostics of the level of education of students, etc.

During the repeated implementation of the diagnostic card «Assessment of the teacher's readiness to participate in educational activities», a significant positive dynamic was found in the indicators of the readiness of university teachers to participate in educational activities. The data of repeated diagnostics are presented in comparison with the results of the primary study in Table 3.

Thus, a high level of readiness to participate in educational activities was revealed in 50 teachers; an average level of readiness of a teacher to participate in educational activities was demonstrated by 19 teachers; a low level of formation of a teacher's readiness to participate in educational activities among respondents was not revealed.

### Discussion and conclusion

The results of primary and repeated diagnostics in the course of the study suggest

that after the implementation of the «Advisor» program, university teachers have a positive dynamic in the formation of readiness for educational activities, therefore, the teaching staff has a high potential for the development of professional and personal abilities, which is an important condition for the implementation of the goals and objectives of educational work with individual students, and with student academic groups.

Based on these data, we can confidently assert that the wishes of the teaching staff were taken into account in the work of the «Advisor», weaknesses identified during the study of personal characteristics, professional capabilities and readiness for educational work of the teaching staff of the Suleyman Demirel University.

This system allowed experienced advisors to transfer the accumulated experience of educational work to university teachers who had not previously engaged in educational activities with students. The opportunity was given to work deeply on the stated topics concerning the specifics of organizing and conducting educational work with assigned student groups. During the reflection at the end of the advisor's work, positive feedback was received about the program: the young curators noted that they had received the necessary psychological and pedagogical knowledge about working with various categories of students, about the forms and methods of working with student groups, the importance of educational work was realized. In the questionnaires, the teachers-curators noted the need to continue the functioning of this training program at the psychological and pedagogical faculty.

Thus, at present there is a need for a value reorientation of the professional activity of a

**Table 3.** Dynamics in indicators of readiness of advisors for educational activities with students after the implementation of the program «Advisor's School»

The level of readiness of the teacher-curator for educational activities					
Results of primary diagnostics			Results of repeated diagnostics		
High	Medium	Low	High	Medium	Low
7	47	15	50	19	3

university teacher towards educational work with students [17]. We believe that there are real opportunities in the educational process of the university that can provide effective teacher training for educational work with students. Among them: the teacher's strengthening of the educational component of the content of the disciplines taught; the introduction of productive

methods and technologies of education into the educational process; creation of conditions for the maximum development of the creative potential of a teacher-educator in the educational process of a university and the development of scientific and methodological support for this process; creation of educational programs, teaching materials to help teachers.

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### Студенттермен тәрбие жұмысын жүргізетін эдвайзерлерді дайындау бағдарламасы

**Аңдатпа.** Зерттелетін мәселенің өзектілігі ЖОО-ның білім беру қызметі жағдайында қазіргі студенттермен өзара қарым-қатынсты жүзеге асыруда жаңа формаларды, әдістерді және технологияларды іздеу қажеттілігімен түсіндіріледі. Мақаланың мақсаты – университеттегі білім беру жағдайында студенттермен тәрбие жұмысына дайындық мәселесіне оқытушылардың назарын аудару. Мақалада университеттегі оқу-тәрбие жұмысын ұйымдастыру туралы түсінік қалыптастыруға, эдвайзерлердің тәрбиеші ретінде рөлін дамытуға, олардың ұйымдастырушылық қабілеттерін дамытуға ықпал ететін «Эдвайзер» бағдарламасын әзірлеу және тестілеу туралы өзін-өзі жетілдіру және тұлғалық өсу қажеттілігін қалыптастыру және дамытуға қатысты ұсыныстар айтылады. ЖОО-да оқытушының тәрбие жұмысына дайындығы мәселесін зерттеудің жетекші әдістеріне психологиялық-педагогикалық әдебиеттерді, психодиагностиканың эмпирикалық әдістерін зерттеу, университет оқытушыларын студенттермен тәрбие жұмысына баулу бағдарламасын әзірлеу және енгізу, педагогикалық эксперимент, рефлексиялық әдіс қолданылған. Мақаланың маңыздылығы «Эдвайзер» студенттермен тәрбие жұмысы бойынша мұғалімдердің біліктілігін арттыру бағдарламасының апробациясының нәтижелерін талдаудан тұрады.

**Түйін сөздер:** университет, тәрбие жұмысы, дайындық, мұғалімнің тәрбие жұмысына дайындығы.

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### Программа подготовки эдвайзеров для воспитательной работы со студентами

**Аннотация.** Актуальность исследуемой проблемы обусловлена необходимостью поиска новых форм, методов и технологий в осуществлении взаимодействия с современными студентами в условиях воспитательной деятельности вуза.

Цель статьи – привлечь внимание преподавателей к проблеме готовности к воспитательной работе со студентами в условиях университетского образования. В статье рассказывается о разработке и апробации программы «Эдвайзер», которая способствует формированию представления об организации воспитательной работы в университете; освоению консультантами роли воспитателя; развитию их организаторских способностей; формированию и развитию потребности в самосовершенствовании и личностном росте. Ведущими методами изучения проблемы готовности преподавателя к воспитательной работе в вузе являются изучение психолого-педагогической литературы, эмпирические методы психологической диагностики, разработка и реализация программы подготовки преподавателей вуза к воспитательной работе со студентами, педагогический эксперимент, рефлексивный метод. Значимость статьи заключается в анализе результатов апробации программы подготовки преподавателей к воспитательной работе со студентами «Эдвайзер».

**Ключевые слова:** университет, воспитательная работа, готовность, готовность преподавателя к воспитательной работе.

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