COMPARATIVE PEDAGOGY

ПОРІВНЯЛЬНА ПЕДАГОГІКА

THE ROLE OF TUTOR AS THE MENTOR IN ACADEMIC WRITING

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The article touches upon the issue of tutor's role in academic writing. Innovation of pedagogical technologies demands new approach in educational process. In recent years there has been considerable interest in tutoring as an effective method of teaching students at universities. Much attention is given to the place of a tutor in academic writing. Much is known about tutoring system and tutors in academic writing in Great Britain but very little in Ukraine. We describe and analyze the role of a tutor in academic writing in order to demonstrate positive British experience of improving approaches for successful students' studying. The correlation between tutor in academic writing and high level of successful student's studying is interesting because it shows the positive dynamic of educational quality. This highlights just how important tutor in educational process is. These results widen our knowledge of tutor's roles and offer compelling evidence for implication the position of academic writing tutor in Ukraine. The article gives a detailed analysis of writing tutorial's characteristic. The research aim is to characterize a modern role of tutor in academic writing, relying on progressive foreign experience. The following objectives have been set: 1) to find out a concept essence of the tutor in academic writing; 2) to allocate a role of the tutor as the mentor in academic writing; 3) to describe the prospects of application of this role at Ukrainian universities. Research methods were used: theoretical analysis and generalization of data of scientific and methodical literature, pedagogical observation and synthesis. As a result it is proved that a tutor as a mentor in academic writing makes great influence on educational process. The following conclusions are drawn that a tutor in academic writing develops the student's potential through cooperation and student's individualization in studying. Our research has highlighted the importance of tutor's role in academic writing. This study is the first step towards enhancing our understanding of tutor's role in education. Our work clearly has some limitations. Nevertheless we believe our work could be the basis for further observations of implementation tutoring system in Ukrainian education.

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РОЛЬ ТЬЮТОРА ЯК НАСТАВНИКА В АКАДЕМІЧНОМУ ПИСЬМІ

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У цій статті розкривається сутність ролі тьютора в академічному письмі. Описується зміст поняття "тьютор академічного письма". Також мова йде про специфіку та відмінність тьюторіалу від традиційного навчання. Детально розглянуто план виконання завдань під час тьюторіалу з академічного письма. З'ясовано, яким чином будується структура тьюторіалу з академічного письма. Обґрунтовано величезну роль тьютора академічного письма, спираючись на позитивний зарубіжний досвід, зокрема Великої Британії. У цій статті підіймається проблема ролі тьютора в академічному письмі. Інновації педагогічних технологій вимагають нового підходу в навчальному процесі. В останні роки існує чималий інтерес до тьюторської технології як ефективного методу навчання студентів в університетах. Велика увага приділяється місцю тьютора в академічному письмі. Дуже багато відомо про систему тьюторства та тьюторів в академічному письмі у Великій Британії, але дуже мало в Україні. Ми описуємо та аналізуємо роль тьютора в академічному письмі, щоб продемонструвати позитивний британський досвід вдосконалення підходів для успішного навчання студентів. Співвідношення між тьютором в академічному письмі та високим рівнем успішного навчання студентів цікаво тим, що показує позитивну динаміку якості освіти. Це підкреслює, наскільки важливим є тьютор у навчальному процесі. Ці результати розширюють наші знання про ролі тьютора та пропонують переконливі докази для залучення посади тьютора академічного письма в Україні. У статті подано детальний аналіз характеристики тьюторіалу з академічного письма. Мета дослідження – схарактеризувати сучасну роль тьютора в академічному письмі, спираючись на прогресивний зарубіжний досвід. Були визначені такі завдання: 1) з'ясувати сутність поняття 'тьютор в академічному письмі'; 2) виокремити роль тьютора як наставника в академічному письмі; 3) окреслити перспективи застосування цієї ролі у вітчизняних закладах вищої освіти. Під час дослідження були використані методи теоретичного аналізу та узагальнення наукової і методичної літератури, педагогічне спостереження та синтез. В результаті доведено, що тьютор як наставник в академічному письмі має великий вплив на навчальний процес. Зроблено наступні висновки, що тьютор в академічному письмі розвиває потенціал студента завдяки співпраці та індивідуалізації студента у навчанні. Наше дослідження висвітлило важливість ролі тьютора в академічному письмі. Це дослідження є першим кроком до посилення розуміння ролі тьютора в освіті. Наша робота явно має деякі обмеження. Тим не менш, ми вважаємо, що ця робота може стати основою для більш детальних спостережень щодо впровадження системи тьюторства в українську освіту.

Introduction. In the conditions of radical changes in higher education, the dynamic development of students' potential, it is necessary to implement innovative pedagogical technologies aimed at the object of the educational process – the student, and not on the process itself, as in the traditional teaching style. The urgency of the problem of our study is due to the need to take into account new requirements for higher education in a rapid pace of development of modern society. Therefore, in our opinion, it is the tutoring technology that can solve important key tasks that were provided by the state to local higher education institutions (HEI).

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Analysis of basic researches and publications. The problem of tutoring was considered by many foreign and native scholars: T. Koicheva, A. Teslinov, A. Cherniavskaia (distance learning), I. Zaziun, L. Koval, O. Pekhota (problem of professional training of teachers), V. Lozova, T. Shamova, I. Yakimanskaia (resourse approach in pedagogy), R. Larson, G. Tate, A. Herrington, N. Hawkins (tutor in the context of academic writing) and others.

Outline of unresolved issues raised in the article. In general terms, the role of the tutor is considered in detail, but particular studies of the tutor's role in academic writing in native science were not carried out. According to the analysis of the main researches and publications, we can conclude that the urgency for current Ukrainian education is a foreign experience, in particular the experience of Great Britain, since a tutoring system was germinated there, and the result of its application in the HEI is to improve the student's progress in education.

In our opinion, these issues today require more attention, which determines **the research aim** of this work – based on the progressive foreign experience, to characterize the modern role of the tutor in academic writing.

The research aim determines the following **objectives:** 1) to find out the essence of the concept 'tutor in academic writing'; 2) to allocate a role of the tutor as the mentor in academic writing; 3) to describe the prospects of application of this role at Ukrainian universities.

Research methods. To determine the role of the tutor as a mentor in academic writing in HEI, the scientific methods of theoretical analysis and generalization of scientific and methodological observation and synthesis were used.

Description of main material. On the example of Great Britain, it can be seen that tutoring in higher education institutions varies according to a variety of factors, such as the pedagogical approach and the conditions for teaching in higher education institutions. However, one important and unchanging commonality is to be distinguished – the tutor. The aim of an academic writing tutor is to provide counseling to students who prepare a written task and it can be:

- scientific (term paper, thesis, dissertation);

- current (essay, composition, control work);

- the final (project, portfolio, composition, essay).

We emphasize that the consultations take place in the form of a tutorial – an educational tutoring seminar.

The foregoing determines the definition of the essence of the concept of 'tutor in academic writing'. In higher education institutions in Great Britain, the role of the academic writing tutor is distributed as a peer tutor – a senior student who helps in the process of adapting to learning, also it is commonly defined as tutors from different faculties who have some written and other experience in tutoring technology. They can be ordinary teachers of subjects of a particular specialty, or scientists from a certain field, who have a PhD or doctorate degree. Tutors must have a high level of knowledge of disciplines and expert knowledge of the use and be able to use modern communication, technical and technological teaching aids.

In his work, T. Thonus noted that the reality of tutoring practices differs from the theoretical concepts regarding the interaction between the tutor and the student (tutee).

T. Thonus emphasizes that in contrast to the faculty teachers of different subjects, academic writing tutors focus their attention more on the well-used written skills and competent

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writing of thoughts than on adherence to the specifics of the method of conducting classes or courses [2: 111].

It should be emphasized that academic writing tutors are very critical in point of subject educators, because, as a rule, from the tutors' point of view, subject educators can not correctly evaluate the students' writing and assignments. In this case, the main reason is that academic writing tutors consider themselves to be more qualified specialists than subject educators; therefore, many academic writing tutors criticize subject educators. Academic writing tutors emphasize on compulsory evaluation of student writing. Herewith, the academic writing tutorial involves evaluating actions as it is required by the writing [2: 112].

Hence, academic writing tutors believe that they are more effectively interacting with students than subject educators.

M. Harris in the article 'Talking in the middle: Why writers need writing tutors' studies the problem of the relationship between the tutor and the student during the tutorial. In his opinion, the meeting of academic writing tutor and the student is unique, since obtaining knowledge of writing and knowledge of the student himself is able to get it from the tutor, not during the study and the course [1: 27].

It should be noted that the structure of writing tutorial is completely different from traditional lecture teaching, as in the educational process an intermediary between the student and the teacher appears – academic writing tutor [1: 27–28].

Summing up, one could say that the student is more attached to the academic writing tutor than to the teacher. The student sees an assistant in the tutor who always quickly responds to the difficulties that arise during the learning process.

Speaking about the peculiarity of writing tutorials, their flexibility is corresponded to the requirements of individualization in learning process. This confirms the effectiveness of the use of tutor technology in higher education institutions (HEI).

M. Harris clearly expressed his views on the cooperation of the tutor with the student. He believes that the success of writing tutorial arises, because, unlike a teacher, a tutor communicates with the student not only in the language of a teacher or a scientist, but also in a student's language. That is, there is no tension between the tutor and the student during communication and analysis of written assignments [1: 30].

M. Harris also emphasizes that the role of the academic writing tutor is reflected in the translation and interpretation of the teacher's language in the student's language [1: 37].

If we look at the traditional teaching of subjects and the structure of tutorials, we can distinguish the following characteristics (Table 1) [4]:

Table 1

Comparative characteristic of traditional teaching of subjects and tutorials

Traditional teaching of subjects of a course	Tutorial with a tutor
Facts and explanations, presenting visuals	Tutor poses a problem, asks questions and provides little explanation
Student sits passively and records information from a teacher	Student answers questions, works at problem solving, and engages actively in practice
Teacher focuses entirely on content, most	Tutors focuses not only on content, but

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of it factual information	also on student's motivation, metacognitive awareness and state
Student receive feedback on his progress only periodically through summative exams	Student receives continual feedback through formative assessment in the form of questions
Teacher does not know how well student is understanding the concepts of material until after an exam the teacher gets an opportunity	Tutor continually monitors student's understanding through questioning, can predict strategy of further learning process
Student may learn facts and information only in the context of the course	Student has an opportunity to perceive new knowledge from new situations and generalize, find out common features with other courses
Teacher has a low level of personal and individual interaction with students	Tutor always talks with a student, encourages and supports him during learning process

Based on the analysis of the scientific and methodological literature we can conclude that the tutor in academic writing helps students to achieve the skill of writing works, correct presentation of ideas, creativity, and mastering the skills of critical thinking.

Consequently, the academic writing tutor is an expert who helps the student to develop his academic writing skills, focusing on compositions, essays, spelling, grammar, vocabulary and repetition. The academic writing tutor is the mentor and accompanies the student, helping him with a variety of aspects of academic writing:

- creative writing;
- scientific writing;
- writing reports;
- dissertation;
- reflexive writing.

The success of a student depends on the following factors:

- the level of writing skills;
- the formation of vocabulary (active and passive vocabulary);
- knowledge of grammatical material;
- phase of development of the student's personality in the process of studying in higher education institutions (HEI);
- availability of certain psychological and pedagogical conditions;
- competence and high level of knowledge of the tutor;
- certain written experience of the tutor;
- the level of student's motivation.

In order to characterize the roles of the tutor in academic writing, we turned to foreign researches to study the problem of this topic. This allowed highlighting the main important and multicomponent roles of the tutor as an assistant for a student in academic writing.

In the methodical advisor 'Tutor Training Manual' distinguish the main roles of the tutor [3]:

1. The tutor as a helper. The tutor's job is to help students to learn and problem solve on their own. Tutors do not give students answers; rather, they are ready to help the student begin to make progress toward a solution. Tutors understand that learning is a process of comprehension, application, analysis, synthesis and evaluation. To assist in actively becoming involved in the learning process, the tutor helps student to:

- know the type of the problem being solved;
- understand and use the vocabulary of the subject;

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- practice the application of principles, rules and elements of academic writing;

- realize the effectiveness of education in the way of learning the experience of making mistakes;

- do writing tasks themselves;

- verbalize everything the students have learnt during certain period of time.

2. The tutor as an ideal model student. According to this role, tutors are perceived as successful students, but not experts. Tutors with their example demonstrate thinking, skills that are essential in learning, problem solving skills that are logical in the process of studying new information. Since tutors are an example of successful students, they serve as a model to follow the behavior of an ideal student model. They must evaluate, characterize and analyze the scope of the student's activity, where he needs additional help. Also tutors should find time for advice and discussion of further student's strategies [3: 1].

However, in our opinion, we should pay more attention to the role of the tutor as the mentor in academic writing. The scientific, methodological and pedagogical literature analyzed by us determined the distinction of the role of the tutor as the mentor in academic writing. The reason for asserting this role is the individual encouragement of the student to optimize his written skills and abilities, as well as the individual trajectory of his development in the writing process.

Cooperating with the student the tutor uses different styles, techniques, methodic for a particular purpose and taking into account the individual, psychological characteristics of each student in order to improve his success in the learning process and the development of the student as a person. The tutor must see, feel and distinguish the features of each student and select an individually oriented action plan, in which student's opportunities are revealed, motivation is appeared and the student's level of progress is raised.

Consequently, the tutor as the mentor in academic writing must take into account the special factors that are taken into account in the process of help the student with written tasks:

- students should find useful information from texts;

- all forms of written tasks are involved;

- for a more effective result, the books with instructions from a particular type of work are used, handouts, on which students train their writing skills, are also used;

- lists and approximate plans of written tasks are made;

- the key words on the subject of written task play an important role, but not their significance;

- instructions on how to perform tasks should be in written form.

It should be also noted the algorithm of the student's work during the written task:

1. To write out the words, which are connected with the topic of written task and to use clustering methodic of generating ideas.

2. To reread and analyze the records after each completed task block.

3. To make conclusions using flowcharts, graphs or diagrams with the words.

The tutor at the same time uses handouts, makes lists of the stages of work that are formed in the conclusions [3: 16].

Factors that lead to the successful writing of the written task:

- environmental factors (sound, light, temperature, room design);

- emotional factors (motivation, responsibility);

- sociological factors (individual work, group work);

- physical factors (time, food intake);

- psychological factors (right / left brain, impulsiveness / reflexiveness).

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Based on these factors, the tutor develops the style of cooperation with the student, using the individually directed pedagogical technology that enables the positive and effective result of this cooperation [3: 17].

Since we are talking about the implementation of tutoring system in Ukraine, we believe that it is necessary to make recommendations for tutors as mentors in academic writing in cooperation with the student in the course of writing.

So, the tutor should remember:

1. If it is impossible for the student to understand something, the tutor writes it on a blackboard or in a special notebook.

2. The tutor writes everything that tells the student in the form of schemes and diagrams, which are used in the context. This is important, especially when it's difficult for a student to focus on writing.

3. The tutor must encourage the student when he communicates outside of the tutorials. Such communication stimulates communicative skills, which then the student uses in writing.

4. The tutor should use handouts, schemes, diagrams, graphs and as many examples as he can in order for the student to understand what he is talking about and skillfully used it in practice.

5. The tutor should constantly monitor the process of written tasks, while it is necessarily to correct the student's work and to direct him in the direction that corresponds to the requirements of the individual trajectory of the student's development. There may be many mistakes in the works, but through their correction student memorizes and learns everything, which is necessary for achieving success in written tasks.

We pay attention to the fact that there is no difference what subject is being studied by a student. A high level of writing skills and the ability to teach clearly, succinctly, consistently and reasonably set out their thoughts affects the overall and academic success of the student. From this we conclude that the result of all academic written tasks (essay, composition, writing control work, term paper, thesis, dissertation and other tasks) depends on writing skills, which are developed dynamically because of cooperation of the tutor with the student in academic writing.

Thereby, there are grounds to confirm that the development of writing skills in academic writing is interrelated with the really necessary and effective writing tutorials. The value and quality are stipulated by the competent and qualified tutor, who positively influences on the student and his success in studying.

Thus, there is and is confirmed the necessity of implementation the position of the academic writing tutor. There is indisputable fact that, unfortunately, the tutoring system in Ukraine is not well developed. Step by step native scientists investigate tutoring technology; practicing educators gradually try to implement it into the learning process. That is why, in our opinion, the positive experience of Great Britain can contribute to the development of Ukrainian science and education.

Conclusions. The changes that took place in the education have greatly influenced on teaching of the material and the possibility of discussing the teacher with the student about the results of his studying or achievements of a certain goal in the learning process. The shortage of a methodological basis, the lack of time for explaining and commenting on the student's written work denies the effectiveness and success of learning without the main condition of any pedagogical innovation – the presence of a qualified specialist capable of adapting to the new requirements of the present and

professionally performing all the tasks that teachers can not solve. That is why, the tutor as the mentor in academic writing is a vivid example of innovation, while it should be emphasized that such tutor directs the student's potential in a certain trajectory – the individual trajectory of student's development.

Thus, the tutor as the mentor in academic writing in Ukraine is a new, but very essential role in the context of supporting student's writing work. The role of the tutor in academic writing is multifaced, and to consider and explore this issue it can be in a number of different aspects, since everything depends on the specifics of tutorial practice. Certainly, this study does not exhaust all the issues, therefore, further research should be focused on studying the problem of preparing future tutors who are able to develop and improve their national education.

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