

Tutoring as a Means for Fulfilling a Social Pedagogue's Professional Goals

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ABSTRACT

The article concentrates on prevention of deviant behavior, which is one of professional goals of a social pedagogue, and on the feasibility of having this fulfilled through tutoring. The analysis of this type of activity was conducted via systems approach, comparing and mapping of a tutor's profession, in-depth analysis of the regulatory, educational and methodological regimes in the field of preparation of specialists for deviant behavior prevention. The article also highlights the opportunities for exercising of tutoring from the comprehensive and methodological angles within the framework of deviant behavior prevention.

Keywords: tutoring, professional goals, prevention of deviant behavior, social pedagogue, regulatory framework, digitalization of education

I. INTRODUCTION

Modern trends in the economic development that is driven by globalization and digitalization place new demands on graduates. This inevitably results in the shift in the labour market requirements, inter alia those applied to the potential applicants. The employers are mostly interested in professionals with certain specific competencies, which enable them to successfully navigate the ever-changing environment of modern life.

The analysis of the respective literature in the field conducted by V.I.Baidenko shows the advent of the following trends in the labour market:

- Radical changes in the nature of almost all existing professional occupations;
- Introduction of new professional occupations, "demarcation" of the existing ones;
- Increasing role of horizontal mobility throughout the professional life;
- Professionalization of higher education (boundary-spanning between classic academic disciplines and applied professions);
- Advent of the mass and "comprehensive" higher education phenomenon
- Globalization of professions and professionals;
- Vast buildup of convergence processes within the higher education systems, and others [1]

The shift towards implementation of the federal state educational standards for higher pedagogical education of competence-based format requires establishment of such qualities as professional universalism, with critical importance of adaptivity, i.e. ability to acquire and apply knowledge in the situations of total uncertainty.

Therefore it is possible to say that the fundamental changes within the process of education of professionals in the field of higher education are represented by application of advanced learning technologies, modernization of the structure of professional education, continuity and integrity of educational process, expansion of international cooperation, advancement and promotion of status of academic science, active participation of employers and other social partners in solution seeking for professional education.

The processes of innovation that take place on the level of society have a definite impact on public life, including family sphere. Changes in legal, cultural and moral awareness in the society, as well as demolition of the traditional views, beliefs and value-based orientations lead to hike in the deviant behavior among the younger generation.

One can observe the increase in adolescent and minor negative deviations, advent and functioning of interest groups in social networks, that promote anti-social behavior as well as groups, actively promoting criminal subcultures.

The above-mentioned trends bring about the search for new approaches towards prevention of anti-social behavior, which are aimed at non-violent conflict-resolution and development of respect for personal interests of other people within the minor community. This drives the need for the new type of professionals that are capable of interacting with children and their parents, various youth groups and associations within the framework of deviant behavior prevention.

Analysis of the requirements for the preventive system specialists (law-enforcement, social care etc.) which are involved in dealing with minors, indicates significant need for getting broader and more fundamental psychological and pedagogical background in the sphere of minor deviant behavior prevention and feasibility of having a profound preventive approach. [2]. The system of preventive approach towards minors calls for immediate need for professional advancement of specialists (youth liaison officers, social pedagogy specialists, physiologists etc.) in line with the challenges posed by social reality.

II. PREVENTION OF DEVIANT BEHAVIOR

World Health Organization defines prevention as an aggregate of social, educational, medical and psychological activities that are undertaken by public and state organizations with an aim to prevent distribution and consumption of drugs, prevention and elimination of adverse personal, social and medical consequences of psychoactive substance abuse [3].

In this article the authors define prevention of deviant behavior as system of social, legal, educational and other measures in conjunction with personalized preventive therapy which are aimed at identification and elimination of sources and conditions, which provoke deviant behavior .

The psychology and pedagogic literature underline broad commonality in the origins and factors of the deviant behavior , however practical activity reveals that each individual case has its own peculiarities and hence prevention of deviant behavior should be developed around techniques that provide for tailoring of approach to accommodate individual peculiarities of a minor.

The socio-pedagogical literature (S.A.Belichev, M.Ya, Galaguzov, L.V. Mardakhaev et al) subdivides the approach for prevention of deviant behavior to be taken by a social pedagogue in the general academic school into the following categories: legal nurturing, sex education, formation of the moral personal frame; labour nurturing, creation of ethical and aesthetical culture of a person, physical education (healthy lifestyle).

Federal State Educational Standard for Higher Education for “Pedagogy and Psychology of Deviant

Behavior” qualification includes complex problem solving in the sphere of psychological and pedagogical interaction with children, minors and grown-ups with deviant behavior issues and prevention as part of graduate studies.

Development of the professional standard “Specialist in the field of upbringing” appears to be a logical step in the general trend within the socio-pedagogical sphere. This new professional standard is yet another direction within the general principles outlined in the “2025 Strategy for upbringing in the Russian Federation”. The contemporary upbringing is viewed as being of “national importance, requiring consolidated efforts of different layers of civil society and government institutions on the federal, regional and municipal levels” [4].

Under this professional standard a social pedagogue exercises the consolidated function of planning and organization of social pedagogical support of the student through socialization that includes [5]:

- planning of measures for socio-pedagogical support of a student within socialization;
- arrangement of socio-pedagogical support of a student within socialization;
- organizational and methodological foundation of the socio-pedagogical support of a student.

III. PREVENTION OF DEVIANT BEHAVIOR AS A GOAL OF A SOCIAL PEDAGOGUE

The social pedagogue must master the following aspects while staying ready to be solving professional issues in the field of deviant behavior :

- hands-on actions in the development of the preventive measures against social deviation among students;
- necessary skills and abilities for planning of measures to prevent deviant behavior of a student;
- implementation of the socio-pedagogical techniques of prevention of deviant behavior of a student;
- conduction of organizational and methodological execution of measures to prevent deviant behavior of a student;
- vital knowledge regarding the key directions of prevention of deviant behavior of a student;
- forms and methods of deviant behavior prevention, interaction with children and families that represent social risk groups

- peculiarities of children with deviant behavior that have various bad habits
- tools for prevention of social risks and deviant behavior .

Therefore, the social pedagogue's priority in dealing with various aspects of deviant behavior primarily lies in exploring all of the preventive measures.

Being places with many-year goal-oriented and systematic education, public schools appear to be the best places for application of deviant behavior preventive measures with typical (and sometimes tailored) deviation prevention programmes being included right into the curriculum.

The authors are of the opinion that realization of the above social pedagogue goals would be effective via tutoring, as the latter is based on the fundamental grounds of respect, trust and constructive dialogue.

IV. PECULIARITIES OF TUTORING AS A MEANS FOR A SOCIAL PEDAGOGUE TO FULFIL THEIR PROFESSIONAL GOALS

In this article the authors look at tutoring as joint effort of a tutor and a student, so that the latter comes to understanding of the feasibility of utilization of educational and pedagogical environment of the establishment for the purpose of creation and realization of an individualized prevention programme. The social pedagogue exercises the function of co-creator of projects and programmes and acts as navigator in the sphere of educational services, combining the roles of facilitator and structural designer.

The authors consider it necessary to emphasize the difference between the position and profession of a tutor. Once the educational establishments receive greenlight for implementation of the professional vocational qualifications for higher and supplementary vocational education with a separate position for a "tutor", it would become feasible to have such a career position embedded into the curriculum.

It may well be possible to have the goals of tutoring achieved by the existing educational specialist (teachers, pedagogues etc.), psychologists, homeroom teachers, deputy principals and coordinators (under the currently envisaged organization charts). In this case it would be more relevant to treat the position of a tutor not as a new profession, but as a set of competencies which a given educational specialist or psychologist should be in possession of. Nevertheless, it is critical that in both cases tutoring should be distinguished from all other forms of pedagogical activities by going deep into support and monitoring of each of the students within the creation of the personalized educational programme.

Further exploration of the above logic leads one to the following understanding of a tutor functions: one the one hand it should be done via rendering support to a student to make an informed choice; on the other hand it should also concentrate on the discussion of the issues and challenges inherent to the self-education process of a minor, that would lead to creation of realization of his/her individualized roadmap for education.

It is of critical importance to have individual peculiarities of a student taken into account while preparing social pedagogues for preventing deviating behavior of minors. The interaction between the tutor and the student should result in the latter coming to conscious understanding of his/her own experience, so that the student reflects upon his/her self as being a subject of his/her own activities, having free will to determine and implement his/her own goals and voluntarily accepting responsibility for the outcomes of such actions.

Thus, the universal nature of tutoring within prevention of deviant behavior can facilitate solution to a number of issues:

- Monitoring, analysis and forecasting of events (processes, facts, reasons, conditions) that fuel deviant behavior among minors;
- Examination of the peculiar traits of a minor's activities which lead to their personal deformity and motivate deviant behavior;
- Removal or confinement of adverse social factors that contribute to the moral and psychological breakdown of a minor;
- Constant and profound detection of persons with moral abnormalities and non-standard behavior patterns.

In terms of comprehensive approach towards solving of these goals while exercising tutoring as tool for prevention of deviant behavior, the social pedagogue should concentrate on revealing the needs of the students for skills and competencies that are vital for exploring the issues of deviant behavior.

- promotes motivation for preventive actions; discusses with the student personal goals, helps to determine the adequate types of educational and extracurricular activities, relevant to the above goals;
- promotes creation of flexible set of skills and abilities;
- renders support in research of the necessary data for self-education; provides the student with the vital resources and means of access to the

information and interaction between all members of the educational process;

- cooperation with the law-enforcing and public organizations becomes a necessity.

From the methodological viewpoint, a social pedagogue, who exercises the function of a tutor, advises the student in the following way:

- Oversees development of the paperwork skill (including technical and professional literature), determination of personal development goals, promptly provides required info;
- Gives boost to self-esteem growth
- Ensures tailored rate and trajectory of education, recommends efficient ways for data processing;
- Facilitates self-setting of goals and objectives and their fulfillments.

The above-mentioned goals can be achieved within the general curriculum guidelines, while interaction between the social pedagogue and the student can be realized during spare time. It is possible to have this integrated into the school hours, participation in competitive examinations, Olympiads, project work, joint participation in sports and cultural events, all of which help to establish and develop the sense of belonging and integration into the school community.

From the authors' viewpoint, it is crucial to attend the studies of the student in order to determine his/her educational trajectory. Thus, the tutoring algorithm undertaken by the social pedagogue within the prevention of deviant behavior can be presented as following:

- Determination of personal peculiarities of the student (psychological and pedagogical diagnostics)
- Research on the needs of a student and/or his/her parents (social mandate)
- Creation of the system for psychological and pedagogical support for the monitoring period
- Analysis of the resource base for the effective management of the personalized prevention programme
- Choice of strategy (strategies) for prevention of deviant behavior
- Evaluation of the effectiveness of the implemented personalized prevention programmes in the educational establishment.

V. PREPARATION FOR TUTORING

Educational base for preparation of future social pedagogues for tutoring is conducted on the facilities of the Federal State Budgetary Educational Institution of Higher Education "Tomsk state Pedagogical University".

The formal stage of the testing and research process revealed that the students require concrete insight into implementation of tutoring within the process of deviant behavior prevention.

The process of professional readiness of an educator for tutoring from both theoretical and practical angles should be conducted on the basis of the below pedagogical parameters:

- Concentration of the professional schooling around the new contents of the professional requirements for an educator;
- Development of an educator's schooling model within mobile educational environment based on the body of theoretical knowledge and skills on the level of goal-setting, enabling a social pedagogue to exercise innovative approach towards tutoring techniques;
- Implementation of the continuity of an educator's schooling within the system of pedagogical education and professional tutoring in educational establishments under the conditions of open and mobile educational process.

Psychological and pedagogical workshops and case studies that allow actualization of gained knowledge through integration of theory and practice play a crucial role in schooling of a social pedagogue. Activities of future educators during practical studies are aimed at modelling of tutoring via setting of pedagogical goals, development of pedagogical projects, game simulation, case studies, tutorial group discussions and trainings.

VI. CONCLUSION

The educative process within the system of higher education caters to the actual issues of social and real-life situations. The theoretical analysis conducted within the framework of the above research shows that the present-day stance of social development reveals the urgent need for solving the issues within the field of prevention of deviant behavior.

It is the enhancement of the competencies of a social pedagogue within the requirements of social reality and professional standards that turn out to be the most important goal at this stage. Tutoring is one of the ways to realization of professional goals of a social pedagogue within the field of deviant behavior prevention. This approach is able to take into account

individual requirements and interests of minors, contributes to revealing and broadening of a minor's trait potential within prevention of deviant behavior and accommodates individual and personal peculiarities.

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