Mentoring Activities Results and Preferences in Secondary and Higher Vocational Education Students' Choice

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Abstract--- The relevance of the problem under consideration is due to, on the one hand, the need to restore mentoring system as an effective form of staff development, and, on the other hand, lack of mechanisms and tools for implementing mentoring. One of the main aspects of mentoring practice is to determine effective results of mentoring activities, and there is no clear understanding in this matter.

The article reveals the outcome of studying mentors' existing views on mentoring activities results and expectations (preferences) of secondary and higher vocational education students' interaction results with mentors.

The leading research method of studying this problem is to analyze activity products, namely, completed mentors' diaries. This analysis makes it possible to reveal mentoring activities results that are significant for mentors. An additional research method is survey among higher and secondary vocational education students so as to find out their preferences in selecting various results.

The outcome of the study presented in the article is the typology of mentoring practice results. Thanks to survey among 30 students of secondary vocational education, aged 16-17 and 29 students of higher education at the age of 20-21, differences in their preferences of educational results from working with mentors were revealed.

The materials of the article are of practical value for constructing a model for assessing mentoring practice effectiveness, for educational organizations managers' planning the areas of joint work of mentors and mentees.

Keywords--- Capacity, Mentor's Competencies, Talent Management, Mentor, Mentoring Results.

I. INTRODUCTION

Human Potential and means of its Development

The main wealth of developed countries today is human capital. "Human capital is a collection of knowledge, professional qualities, experience that individuals have and that make them "economically productive". (Klinova, Sidorova 2012, p.80). The development of human capital is considered one of the competitive advantages of the country. At the same time, "... continuous education is the basis for forming and developing human capital" (Andreeva, Spiridonova 2015, p.8). In addition to receiving quality education for specialists in all fields of activity,

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"... developing personal qualities such as commitment, mobility, creative attitude to work, moral attitudes, the ability to learn throughout life," (Andreeva et al 2015, p.8) becomes especially important for specialists in all fields of activity. In this regard, one of the leading trends in Russia's modern educational policy is social and pedagogical support and development of gifted children and talented youth.

The need to search for effective mechanisms and use higher education and other educational institutions' potential to solve the problem of organizing "a system of targeted work with gifted children and talented young people" are defined as obligations of the Russian Federation subjects and municipalities in the field of talent management (The RF government order 2011). The task of supporting and providing a set of measures and conditions "for identifying and developing talented children" is highlighted as a priority by the Decree of the President of the Russian Federation "On measures to implement state policy in the field of education and science" (The RF President's decree 2013).

Currently, there are a large number of state programmes of working with gifted children and young people aimed at identifying, supporting, developing, and socializing gifted children. So, in the Republic of Tatarstan the State programme "Strategic management of talents in the Republic of Tatarstan 2015-2020" is being implemented. Its provider is the Kazan Open University of Talents 2.0. This project is a unique platform for embodying the concept of developing and implementing intellectual and creative potential of children and youth (State Programme 2015).

Despite basic principles of building a nationwide system for identifying and developing young talents, in practice, there is a problem of insufficient scientific and methodological substantiation of mechanisms, tools, forms and means of talent management. There is a need to provide scientific and methodological support for organizing work to develop children's and youth's gifts, talent management, to study the resources and legal, organizational, psychological and pedagogical conditions that ensure the trajectory student's personal self-development. One of the most effective conditions for revealing children's and young people potential is the use of mentoring programmes. (Volenko, Fomin 2014, p.3).

The Essence of Mentoring

There are many definitions of mentoring. So, E.A. Polnikova regards it as a process of "formal and informal transfer of knowledge, practical experience, providing assistance and support on the part of the mentor to the mentee ..." (Polnikova 2016, p.119). I.Yu Eremin singles out the process of transferring "... knowledge, skills and habits from a more experienced worker to a less experienced one" (Eremina 2014, p.12). Mentoring is considered in the context of a self-learning organization in the work by S.B. Mironova and N.L.Zarubina. It is understood "... as a living dynamic system or organism that reacts quite quickly and accurately to any innovative change in practice and professional relations, as well as to the emerging educational needs and demands of the organization and society." (Mironova, Zarubina 2016, p.86). E.V. Bevz analyzes mentoring in conditions of future teachers' professional training and understands it as one of the forms of getting a pedagogical experience by a beginner teacher, mastering his/her own methods of pedagogical activity "... under direct supervision of a master teacher" (Bevz 2011, p.9). In this connection, the mentor – "... is a person with a certain experience and knowledge, high communication level, seeking to help his/her ward to gain the experience necessary for mastering the profession, which would help

him/her in self-improvement of his/her skill" (Gordeeva, Shepeleva 2010, p.11). E.G.Serdyuk notes that a mentor sets behaviour model, acts not just as a teacher, but as an adviser, a consultant for a young person. As a result of this work, not only knowledge and skills are transferred, but such qualities as ability for leadership, social interaction skills, and ability to establish friendly and business relations are formed (Serdyuk 2012, p.91).

Mentoring has great advantages in comparison with other ways of organizing training both in the education system and in the workplace. It does not require significant material costs in comparison with other forms of supplementary education. Mentoring makes it possible to efficiently transfer the most relevant knowledge, it can reduce employee turnover in industry (Cheglakova 2011, p.81). Focus on obtaining applied knowledge in the professional field is a specific feature of mentoring. Real professional tasks are solved during training, and the opinion of a professional with extensive experience and different options for solving similar problems are taken into account (Mironova et al 2016, p. 87). It is important to mention, that implicit, informal knowledge is transmitted through mentoring system. Such knowledge is not enshrined in regulations and local acts, but which is extremely important for effective activity (Zhernova et al 2015 p.25). In addition, formal knowledge transfer virtually frees the teacher from responsibility for the quality of assimilation and the way of using it. In case of mentoring, the mentor is responsible for both the experience transferred and for how the student uses it (Zhernova et al 2015 p.24).

Another important feature of mentoring is transfer of values and meanings: corporate culture values, value attitude to the profession, personal senses of activity. This makes young people more resilient to overcoming failures and difficulties of the profession. The analysis of foreign sources for our research subject is somewhat complicated by the fact that in Western culture, the concept of "mentoring» is represented by such social and cultural realities as mentoring (mentoring, training), tutoring (university mentoring), coaching (coaching, mentoring), and others. Nevertheless, some aspects considered in this study are also the object of close attention of the international scientific community. So, a group of scientists composed of Beverly J. Irby, Julia Lynch, Jennifer Boswell and Kimberly Kappler Hewitt revealed in their studies that mentoring for professional development at schools can do the following: (a) retain teachers in schools, in the ongoing programmes, (b) increase teachers' productivity and effectiveness, (c) increase commitment to the programme, strengthen the programme, and (d) effectively integrate new teachers into the programme (Beverley et al. 2017, p.1).

Thus, the advantage of mentoring is that it focuses on solving real practical problems; transferring non-formalized knowledge that is not enshrined in normative documentation and theoretical literature, but is acquired with experience; mentor's responsibility for transferred professional experience and the professional development of the instructed; forming important soft-competencies and personal qualities: leadership, communication, etc., transferring meanings and values of professional activity and corporate culture, the opportunity to attract and retain qualified and promising professionals in the organization and implemented programmes. All this makes mentoring one of the most popular techniques of our time and creates conditions for creating (restoring) mentoring practices in organizations and enterprises.

Mentoring Competences and Functionality

A purposeful creating of mentoring practice in the organization requires determining the necessary mentors'

competences, its functionality. Almost all authors working on the topic of mentoring believe the mentor is a qualified specialist with experience in the organization. "This is what distinguishes the mentor from the coach, from the facilitator (Alyabeva 2013, p.120). Mentors' special qualification, aimed at revealing children's potential, is also mentioned in foreign studies. Andrzej Sękowski and Beata Łubianka point to the need to improve professional competences of mentors, who work with gifted students to discover their potential. Knowing standards of teaching a gifted child and being ready to comply with these standards is necessary in the process of developing teachers' professional competencies. This is important in this process (Beverly 2017, p.3).

When discussing mentor's functionality, many authors agree mentor's main functions are help in adapting to working conditions; facilitate professional and career growth. Thus, discussing the experience of mentoring in training future teachers, E.V. Bevz notes "the introduction of mentoring system in a university will make it possible to avoid a number of difficulties that young specialist faces in the process of adaptation, beginning with lack of work experience and ending with relationship with parents and the teaching staff of the educational institution" (Bevz 2011, p.10). I.Yu. Yeremina points out to such function as participating in evaluation of young workers' performance in addition to adaptation, professional development, and career growth (Eremina 2014, p.12).

Analysis of mentoring historical roots can be referred to Socrates's ideas, who believed that the mentor "awakens students' spiritual power, makes them look inside themselves, enables the students to "give birth" to their thoughts and find the truth" (Bevz 2011, p.9). To achieve this result Socrates used a special method, which is called Socratic conversations. Mentor's task was to make such questions, which aroused controversy when being discussed, and eventually student's true (personal) knowledge (Bevz 2011, p.9). Mentors fulfilled a fundamentally different task - for example, supervisors were introduced into educational organizations' staff in the 19th century in Russia. Their task was monitoring students, studying them, correcting their mistakes, mastering the rules of behavior, morality and ethics (Bevz 2011, p.9).

Unfortunately, it often happens that mentor-supervisor / curator's functions are simplified to the function of a supervisor and in the activity there is only control and correction of errors without transfer of meanings and values. This situation requires a particularly careful approach to determining the list of tasks that the mentor should perform and mechanism for creating mentoring practice.

With high demand for mentoring practice, a situation of undeveloped approaches, techniques for implementing it in organizations in modern conditions are faced with. In this regard, there are questions related to the conditions (rules) for constructing such mentoring practices that will make it possible to quickly form new qualities (competencies) for mentors, to adopt the sense and ideology of mentoring, form mentoring qualities in a short time and without risk for the main production tasks (Volenko et al 2014, p.4).

Stages of Unfolding Mentoring Practice

Introducing any innovation involves passing through three main stages: preparatory, activity, reflexive. S.B. Mironova, N.L Zarubina describe the content of each of these stages in implementing mentoring system. The content of the first stage is theoretical analysis of the problem, the category of participants in the educational process that are included in implementing mentoring practices is determined, the rationale for the effects that different

participants in the educational process receives from introducing mentoring is analyzed, risks and internal opportunities are analyzed. Groups are formed, team composition is determined, mentors' and experts' function is determined, mentors' and experts' training is conducted. At the second stage, mentoring system is being implemented in the organization. Intermediate results are generalized and analyzed; successful examples of mentoring are demonstrated; efficiency indicators are improved; methodological materials and local acts are finalized; a system of intra-organizational interaction forms of all participants of the educational process is built. At the third stage, results and effects of mentoring activities are evaluated; best practices are replicated; information support, exchange of experience, and forecast of follow-up work are performed (Mironova et al 2016 p.86-89).

An important stage in introducing mentoring is to define rules for selecting and implementing mentoring. I.Yu Eremina lists the following rules:

- The mentor occupies a position several steps above his/her ward;
- The mentor possesses a high level of commitment to the company;
- The mentor knows the work system of the entire structural unit;
- The mentor has humanitarian competences, knows how to work with people;
- Executing mentoring functions does not interfere with the implementing basic production duties;
- The organization constantly evaluates how effective the system of relations mentor-mentee (Eremina 2014, p.12).

In foreign studies, G., Baker VL, Griffin KA, Lunsford LG, Pifer MJ pay special attention to the analysis mentoring structural elements: Mentoring characteristics include (a) relationship characteristics (b) relationship form or source, (c) relationship structure, (d) programmes types (e) support forms for mentoring (Crisp et al. 2017, p.19). It is of interest to have a detailed description of each structural element. So, relationships features are characterized by: purposefulness, tasks, intensity, duration; relationship source or form are characterized by: the teachers of the department, staff, graduates of baccalaureate (undergraduates, graduate students), colleagues (fellow students); Depending on relationship structure, mentoring can be one-on-one, group, mentoring using electronic means of communication (a large group), natural relationships. The following types of programmes are allocated: acquaintance and preservation (fixing), mentoring programmes to support certain population groups, mentoring programmes by older (colleagues, students) junior, student research work; the following forms of mentoring support exist: psychological and emotional support, support in obtaining a scientific degree, career support, support in obtaining knowledge of academic subjects (Crisp et al 2017, p.21).

Mentoring Tools

To develop a mentoring system, it is important to identify those tools that allow the mentor to effectively implement his/her mentoring activities. V.Yu. Shadrin defined a set of socio-pedagogical conditions that contribute to disclosing gifted adolescents' potential, and therefore can be considered mentoring tool. One of the first conditions is to activate intellectual resources by expanding the range of knowledge and ways of working. Another condition is to support initiative, activity; to stimulate interest to searching for new solutions. The third condition is to create special educational environment that is aimed at achieving high results and provides cognitive

independence and creative activity (Shadrin 2015, p.76).

E.S. Mikhaleva describes the following conditions for disclosing children's and adolescents' potential, based on the works by A.M. Matyushkin, J. Carroll, and B. Bloom:

- Inclusion of the problem generation phase in the lessons, which makes the participants more motivated and involved in the lesson;
- Mandatory implementation of reliance on the individual qualities of students;
- Creation of conditions for the development of the intellect, creativity, personality traits of the student, communicative abilities;
- Precise definition of learning outcomes (activities), creation of a system of pedagogical goals - standards (Mikhaleva 2015, p.75). Blinova AA proposes to formulate rules for mentors, knowledge of which will increase the effectiveness of mentoring activities and protect them from disappointments.
- Take the initial educational level of a young specialist, as graduation from university does not guarantee possession of all knowledge volume studied at the university;
- Take into account the insignificant life experience of the young man and be prepared for the presence of large ambitions, which at first sight are absolutely groundless;
- Take into account individual characteristics, the need to approach each person as unique, no one like the phenomenon.

The following tools may be used for implementing mentoring:

- Interviewing a young specialist;
- Analyzing young specialist's individual development plan by comparing the planned and actual goals achieved;
- Tracking changes in the psychological climate of the community, where the mentor and trainee work;
- Fixing changes in the trainees' turnover (the better the mentor works, the less staff's turnover is);
- Increasing the number of indicators on knowledge and labour safety checks by young specialists, etc. (Blinova 2014, p.150).

D.V. Ushakov and E.A. Shepeleva show in their analytical article, that the main role is played by supporting initially high level of internal motivation throughout entire study period in the work with gifted children for uncovering their potential. The same idea can be traced in the works by A.I. Savenkov, R.M. Granovskaya, V.S. Krizhanskaya and D.B. Bogoyavlenskaya. Motivation is seen as a "trigger mechanism" for realizing potential, hidden opportunities and obtaining special results in creativity, learning, and profession (Granovskaya et al 1994, Savenkov 2010).

To achieve and maintain high motivation level, the following tools are used:

- Improving training programmes,
- Taking into account individual characteristics of each child,
- Establishing creative atmosphere in the teaching team.

The authors note that frequent use of awards, external encouragement, and evaluations can lead to the opposite effect and reduce internal motivation. However, if competitiveness is involved, it will be based on competitive motivation peculiar to gifted children and will increase interest to activities, because as a result of competition the child "gets ideas about his\her own abilities, learns to risk, win and lose, and also gets experience of" reasonable adventurism. «At the same time, the authors draw attention to the need for careful use of estimates in analyzing students' achievements and the need to compare students' results with their own results obtained earlier (Ushakov et al 2014, p.12-13).

Desi and Ryan in their theory of self-determination consider that a sense of one's own, personal control over the activity, understanding of one's own competence in its implementation, as well as a sense of being connected with other people is necessary precondition for sustaining internal motivation. In classic works by J. Renzulli it is indicated that the child must be offered a choice of a certain field of activity from a set of options, as well as a child has to be involved to include in formulating creative problem and choosing its solution. In many training systems it has been demonstrated that individual work with the student is often not effective. Collective forms of organizing instruction are much more preferable (Ushakov et al 2014, p.12-13; p. 103-106).

Robert Grassinger, Porath Marion and Albert Ziegler studied giftedness, and singled out four main components: actions repertoire, goals, environment and subjective actions space (Grassinger 2010, P.34). In this regard, the researchers consider it very important for the mentor, on the one hand, to see development prospects for these components in the mentee, and on the other hand, to preserve their stability. The mentor should find answers to the following questions: 1. What development opportunities are manifested in the mentee's active behavior? 2. How can you ensure the stability of activity development? (Grassinger et al 2010, p.39)

Own approach

Analysis of mentoring experience in educational organizations and in business has shown this practice can be implemented in different ways:

- By degree of formalizing mentoring activities (from rigidly formalized scheduled meetings with mandatory reporting documents to free, unregulated communication);
- By activities content (from advisory assistance to building producer support);
- By direction of mentoring (from assisting in personal growth and self-determination to assisting in developing particular profession).

The authors of the research based their approach to implementing mentoring practice is on Kazan Open University of Talents studies, which was established developed while implementing the State Programme "Strategic Talent Management in the Republic of Tatarstan for 2015 - 2020" (State programme 2015). The analysis made it possible to make sure that majority of most important conditions described by domestic and foreign practice on disclosing and developing potential of children's and youth's potential are taken into account in the approach applied in this article. The authors of this research believe the mentor conveys the best knowledge about life, reveals the potential, includes his\her potential in practice, instills culture of reflecting on bases of own actions methods.

Essentially new skills and labour activities for implementing mentoring position should be the following: a high

level of professionalism as a model (benchmark) to achieve peaks of professional skill; forming skills of empathic attitudes toward the pupil and willingness to provide psychological support when adapting to conditions of high uncertainty and stress; competence and knowledge about successful practices and ways of life; ability for productive cooperation and building a career path; ability to apply various tools for project, entrepreneurial and / or scientific creativity, etc. The most important mentor's tasks in revealing young people's and children's potential should be implementing basic support measures. The authors of the article refer the following items to such measures of support:

1. Capacity assessment and competencies measurement;
2. Drawing up individual development plan and supporting its implementation;
3. Being involved in effective professional tests and internships;
4. Being involved in non-standard projects management;
5. Assistance in preparing and undergoing status interviews;
6. Support in career development and networking (State Programme 2015).

The introduction of mentoring practice at the university began with transforming curators into mentors, which required a review of the entire content of their activities. The main areas of mentoring activities became related to implementing mentors' support measures for developing children's and youth's talents. These areas are formulated by the University of Talent Though these support measures seem obvious, experience shows that it is not so easy to build effective practice for their application. It is necessary to change the attitudes (positions) of mentoring activities results:

- From conducting classes to accompanying the student;
- From focusing on learning outcomes - to attention to personal and professional development;
- From selecting capable - to disclosing everyone's potential;
- From recognizing failure - to searching for reasons and solutions (Gumerova et al. 2017, p.91).

The results of pilot studies, carried out by the authors of the article, showed that when changing from normal pedagogical practice to mentoring practice a change in position is the most difficult. If group's curator's activity did not cause any questions about activities content, then implementing mentoring practice causes a huge number of substantive questions even among qualified teachers.

The development of mentoring practice requires the development of a system for corporate assessment of mentor's work quality. A hierarchy of mentoring activities results must be built for this purpose. In this connection, the *research objectives* were formulated:

1. To systematize mentors' ideas about effective mentoring practice results in the conditions of creating a corporate mentoring system and standards of mentoring activity (the first stage of the research).
2. To identify preferences of higher and secondary vocational education students on the results of mentoring activities (the second stage of the study).

II. RESEARCH METHODS (THE FIRST STAGE OF THE STUDY)

The research method was analysis of mentors' activity products, namely, mentors' diaries. Mentors registered results of their work with students during a month in their diaries: goals, tasks, projects being implemented, competitions and contests in which they involve students, partners, whom they attracted for interaction. Diary entries made it possible to identify priority areas for teachers' activities and results achieved by mentors in working with students. Teachers of higher educational institutions solve various tasks alongside with implementing their mentor's functions: organizational, educational, methodological, educational, social, scientific research tasks and others. The analysis made it possible to create a typology of mentoring activities results.

The First Research Stage Results

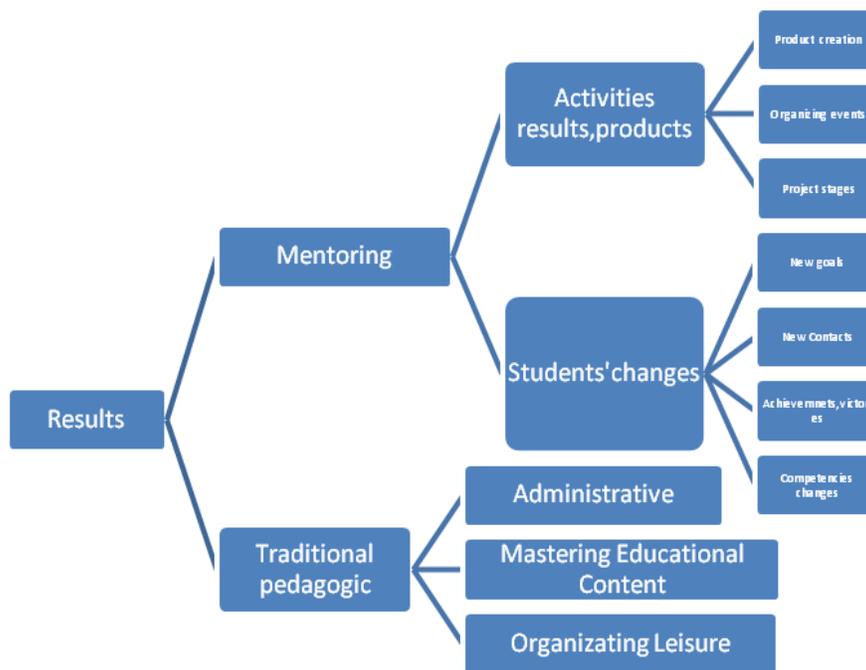The first research stage results are presented in Figure 1

Figure 1: Typology of Mentoring Activities Results of the Basis of Mentors' Diaries

Discussion of the First Research Stage Results

As it can be seen from the table, two types of results can be distinguished. The first type demonstrates the traditional pedagogical approach. A variety of mentoring goals is identified according to their content, implying a division into organizational, administrative, educational, methodological, educational, etc. Here are examples of such goals: "absence of arrears in subjects", "100% classes attendance", "visiting the sports complex by a whole group", etc. Based on results analyzing the wording of the results, it can be stated that at present teachers, in their majority, correlate their mentoring position with performing administrative functions aimed at forming subject knowledge in students, compliance with regulatory control requirements, organizing and conducting recreational and educational activities. When developing a corporate model for assessing mentoring practice, this kind of results was rated at 0 points.

The second type of results is already associated with implementing mentoring activities. The following results can be identified here: a description of activity results and products, as well as a description of changes that occurred with the students themselves. These types of results should be described in more detail. The results of the first type contain a description of activity results and products. The following groups may be distinguished: description of implementing different stages of project activity; conducted events description, events in which students act as developers and organizers; joint product description.

The first group of results is connected with implementing different project activity stages. The following formulations can serve as an example: "A performance was created"; "Visiting the Teacher "; "two creative groups for the project were formed"; "Organized a club for doing and preparing for homework was organized".

An example of the second group results is " events in which students act as developers and organizers", "events in which students act as developers and organizers: "organization of the Olympics"; "organizing and holding the Regional competition on the French language for schoolchildren of grades 7-8" Christmas France "; "Conducting a master class on the basis of the Central Library"; "Developing and conducting extra-curricular activities".

The third group of results is related to describing a joint product: "a career-oriented work programme has been prepared"; "four scientific articles have been published." A mentor being result-oriented seems to be very important for the authors of the article. In the mentoring model, created by the authors, achieving these results ensures implementation of support measures such as "involvement in effective professional tests and internships"; involvement in non-standard projects management". When developing a corporate model for assessing mentoring practices, these types of results were estimated at 1-2 points. Results indicating involvement in professional activity process was suggested to be evaluated by 1 point (subgroup 1 "implementing different project activity stages", subgroup 2 "describing activities carried out, events in which students act as developers and organizers"); by 2 points - results, in which the product received as a result of the activity is indicated. The result can be evaluated by 3 points, if in addition to designating the product the customer to whom the product was transferred was also designated. In this case, the mentor builds career networking for students and promotes their career development in addition to professional samples.

The kind of results in which teachers - mentors describe what happened to students themselves is most interesting for the authors of the article: competencies are described or acquisition of new experience is analyzed; recognized achievements are shown; change of personal communications quality, emergence of new ties are illustrated; emergence of new perspectives and goals for personal and professional activities are described.

The results of the second type in the first group are related to description of competences or acquisition of new experience: "the competence of project creativity"; "the ability to organize conferences"; "students' spiritual and moral qualities development"; "spiritual and physical perfection"; "ability to plan, conduct, and analyze lessons"; " scientific and practical skills for writing development", " public speaking experience"; " team work experience".

The second results type in the second group is connected with describing recognized victories in competitions and contests: "diploma for first place in the Olympiad";" A participant of the inter-university championship WS is prepared ".

The third group of results of the second type is associated with a change in the quality of personal communications, the emergence of new links: "establishing friendly relations with teachers"; "Students are less in conflict"; "Interaction with journalists is built";

The fourth group of results of the second type is associated with emergence of new perspectives and goals: "Ivan Ivanov got a job at school"; "A plan of joint activities for organizing and conducting a webinar with a doctor of sciences from the Russian Academy of Education was drawn up."

Mentoring activity results, attributed to the second type of results, seem to be the most valuable for the authors, since they reflect mentor's interest and attention to trainees themselves, to what happens to them personally. In the corporate model developed by the authors, they are evaluated by 4 points. Achieving these results ensures implementation of the following support measures: "capacity assessment and competencies measurement"; "compiling an individual development plan and supporting its implementation"; "assistance in preparing and passing status interviews"; "support in career development and networking."

Though second type results are of great value for the authors of the article, significant risks associated with the objective demonstration and evaluation of such results is seen by the authors. So, if first kind results are easy enough to confirm (there are real products and completed cases), then second kind results are difficult to treat objectively: how is it possible to see that spiritual and physical perfection have really taken place?" In this regard, popularizing such results in the team can lead to fictitious work, to demonstrating fictitious results. Currently, a system of objective evaluation of mentoring practice qualitative result is being developed by the authors. One of the solutions can be filling in individual development plan forms for students. This requires additional work and the need to use simplified registering forms to prevent formalizing mentor's activities.

Conclusion on the First Research Stage

The research made it possible to form a typology of mentoring activities results, which can become the basis for the forming corporate model for evaluating mentoring practice. At the same time, making such model is associated with the risk of formalizing mentoring practice and requires thorough consideration of the ways to register mentor's and the trainee's results.

III. THE SECOND RESEARCH STAGE

Introducing innovative practices is impossible without further research. So, it became necessary for the authors of the article to study the attitude of students themselves to mentoring work results. In the work of foreign colleagues Michael Tedder and Robert Lawy analyzed

The results of a survey conducted among mentors and students of secondary vocational schools, training teachers of secondary schools are analyzed in Tedder and Robert Lawy's work. As a result, a discrepancy between requirements regulating mentors- teachers' activities and trainees' expectations was revealed. In stories about people who inspired teaching, such characteristics as "enthusiasm" and "passion" were given. These characteristics significantly differ from criteria for assessing pedagogical - mentoring activities, where pedagogical activity technologies, accuracy of compliance with instructions were in the foreground (Tedder et al 2010, p.53).

At the second stage of the research, the goal was set: to identify preferences of higher and secondary vocational education students on mentoring activities results.

IV. RESEARCH METHODS (SECOND STAGE)

A questionnaire was the method of the second research stage. A questionnaire with a list of the tutor's work results was offered to the students. The students received the following instruction: "Many people, and you, probably, too, want to achieve a high skill level in their work, to find their own way of life. A real mentor can be of great help here.

Research Results

The research involved 30 students of secondary vocational education (SVE), at the age of 16 - 17 years and 29 students of higher education (HE) at the age of 20-21. The table presents the questionnaire results. The average number of points obtained for each result is indicated, taking into account that each result could receive both a positive and a negative evaluation of the students.

Table 1: Preferences for Students of SVE and HE in Mentoring Activities Results

Result	Average score, reflecting the attitude towards the result		Difference in results significance
	Among SVE students	Among HE students	
1. Souvenir "Gift to Father Frost and Snow maiden"	-0.33	-0.48	0.15
2. Project creation competencies	0.37	0.76	-0.39
3. Practice-oriented event on product design	0.17	0.83	-0.66
4.Collecting information on writers	-0.13	-0.07	-0.06
5.Students were informed of writers who fell under repressions	-0.17	0.03	-0.14
6. Interaction with writers-journalists	0.33	0.24	0.09
7. Public speaking experience	0	0.83	-0.83
8. Tatarstan history studied	-0.03	0.34	-0,37
9. Material independent study	0.03	0.13	- 0.1
10. Conferences organizing skills	0.37	0.69	-0.32
11. The first place in the city level event	-0.03	0.28	-0.31
12. Team work	0.87	0.79	0,08
13. Organizing the Olympiad	0.17	0,59	-0,42
14. Developing students' spiritual and moral qualities	0.63	0,69	-0,06
15. Got rid of previous session debts	0.63	0.07	0.56
16. Good students work individually with students who lag behind	-0.27	0.27	-0.54
17.100% attendance	0.33	0.1	0.23
18. 100% academic achievement : all students have average 51 points by rating system	0.53	0.1	0.43
19. Students Ivanova and Petrova spoke at class event about their trip to the Forum	-0.43	-0.28	-0.15
20. Student Ivanova's report on her sport achievements	-0.5	-0.34	-0.16
21. A talk with lagging students and their parents was held.	0	-0,03	0.03
22. Knowledge on students' individual peculiarities, interests, family everyday conditions	0.47	0.48	-0.01
23. Spiritual and physical perfection	0.43	0,76	-0.33
24.Setting up good relationships with teachers	0,73	0,55	0,18
25. Helping group leaders in group organizational work	0,36	0,59	-0,23
26. Involving students of the group in organizing research, cultural,	0,03	0,72	-0,69

and mass work			
27. Organizing and holding Regional competition on the French language for schoolchildren of 7-8 classes "Christmas France"	-0,36	0,24	-0,6
28. As a whole, Students succeeded in pedagogical practice at school	0,3	0,38	-0,08
29. Students did experimental work on their graduation project paper during their school practice	0,17	0,17	0
30. 1st prize Diploma for the Olympiad	0,23	0,31	-0,08
31. Joint visit to the sport complex	0,37	0,07	0.3
32. Students seldom have conflicts. There was not a single student's complaint on each other	0,7	0,58	0,12
33. Students learned planning, holding, and analyzing lessons..	0,5	0,83	-0,33
34. Staged a performance "At the Teacher's".	-0,23	0	-0,23
35. A number of students wishing to participate in the ensemble increased.	-0,33	0,17	-0,5
36. Students participated in Conference section activities.	-0,1	0,41	-0,51
37. Two creative groups for implementing the project were formed.	0,03	0,66	-0,63
38. Vocation-oriented programme for city schools was made.	-0,23	0,69	-0,92
39. Master class was held on the basis of Central library.	-0,43	0,07	-0,5
40. A participant for Word Skills Championship was trained.	-0,16	0,69	-0,85
41. Student Ivanov was employed by school.	-0,07	0,07	-0,14
42. City schools schoolchildren were taken sightseeing.	-0,07	-0,07	0
43. Three students won Poster competition	-0,23	-0,07	-0,16
44. A talk was held with Student Ivanova and her mother. The student's attendance improved.	0,07	-0,07	0,14
45. A Club for doing and preparing for homework was organized.	0,1	0,03	0.07
46. Geography Quest for Scientific Knowledge competition was held for students.	-0,13	0,28	-0,41
47. Two students' articles are planned.	-0,43	0,14	-0,57
48. Practical and scientific skills were developed for writing Course paper.	0,6	0,72	-0,12
49. Four scientific articles in Russian Science Citation Index editions articles were published.	-0,36	0,24	-0,6
50. Extracurricular event was planned and held.	-0,03	0,31	-0,34
51. An excursion around Naberezhnye Chelny State Pedagogical University was worked out and held.	0,1	0,52	-0,42
52. Experience of professional case tasks moderator was acquired.	0,1	0,62	-0,52
53. Good knowledge on academic subjects.	0,7	0,76	-0,06
54. Positive feedbacks from academic subjects teachers.	0,53	0,62	-0,09
55. Master class on "Internet security" was held.	-0,03	0,41	-0,44
56. Students mastered a professional skill.	0,63	0,97	-0,34
57. Students got acquainted with modern Olympiads and competitions.	-0,1	0,66	-0,76
58. Communicative competencies were formed.	0,23	0,79	-0,56
59. Project activity competencies were held.	0,26	0,69	-0,43
60. Landing page (World of Mathematics" was designed.	-0,47	0,03	-0,50
61. Scientific and methodological journal "Science History. Personalities" was issued.	-0,47	0	-0,47
62. Training students for exam session.	0,56	0,52	0.04
63. Tuition fees debts were eliminated.	0,2	0,13	0.07
64. All students are involved in club activities.	-0,43	0,31	-0,74
65. A Webinar with Mr Ivanov, Doctor of science from the Russian Academy of education was held. A plan of joint events was drawn, the first experiment was discussed.	-0,2	0,48	-0,68

Discussion of the Second Stage Research Results

As it can be seen from the data presented in Table 1, the most significant results of mentoring work for SVE students are:

- Results related to establishing relations in the peer group and with teachers " Team work" - 0,87 points; "Students began to conflict less" - 0.7 points; "Establishing friendly relations with teachers" - 0.73 points;

- Developing competences "Developing students' spiritual and moral qualities" - 0.63 points; "Mastering a professional skill" - 0.63 points;

- Mastering academic subjects, good academic performance: "Good knowledge of academic subjects" - 0.7 points; "Got rid of debts on the previous session results" - 0.63 points; "Preparing for the exam and examination session" – 0. 56 points; "100% academic achievement: all students have intermediate points by rating system" - 0.53 points.

The following questionnaire result is worth mentioning: SVE students' positive attitude towards such result, as "Students mastered a professional skill," does not coincide with HE students' positive attitude towards specific professional skills, such as "Vocation-oriented programme for city schools was made", "Organizing and holding Regional competition on the French language for schoolchildren of 7-8 classes" Christmas France ".

Such mentoring work results as "Ivanova's report on her sports achievements": -0.5 points; "Student's Ivanova and Petrova spoke at class event about their trip to the Forum ": - 0.43 points got the most negative evaluations of SVE students. Results related to carrying out scientific work and obtaining scientific and methodological products received low scores " Two students' articles are planned. ": - 43 points; " Four scientific articles in Russian Science Citation Index editions were published. ": - 0.36 points; " Landing page "World of Mathematics" was designed" , - 0.47 points; " The scientific and methodical journal" History of Science. Personalities" was issued": - 0.47 points. Apparently, scientific work, and receipt of scientific and methodological products are not yet relevant for SVE students and is an additional unnecessary burden for future professionals. Unexpected was the receipt of low scores for such results, which are associated with arranging supplementary education for students: joining clubs and sport groups. This activity, not related to either professionalism or success in training, is probably seen as interfering with achieving main results.

It should be noted higher education students evaluate all mentoring work results more positively on the whole. Only three results: "Ivanova's report on her sports achievements": -0.34 points; "Students Ivanova and Petrova spoke at class event about their trip to the Forum ": -0.48 points "; "Souvenir «Gift to Father Frost and Snow Maiden": -0.28 points received extremely negative assessment. Obtaining low scores for the first two results, obviously, indicates that information about other people's performance results is not very interesting for university students. Getting a negative attitude to such result as "Souvenir" Gift to Father Frost and Snow Maiden "was unexpected for the authors. The authors attributed this result to obtaining activity products in their results typology and assigned a high score to this work result. However, the product itself apparently seemed insignificant for students. If it had been probably described in another way, for example, «the faculty of design students work out a souvenir layout for New Year's holidays," it would have been evaluated in a different way. In this regard, it seems very important for the

authors to choose precise verbal formulations for setting tasks for effective mentoring practice so that the task becomes interesting for young people. In working with mentors, when discussing support measures, it is necessary to ensure professional tests and internships to be effective. When young people are involved in managing projects, these projects must be non-standard and interviews should be status ones.

Results associated with developing professional activities were most significant for students of higher education. "Students mastered a professional skill": 0, 97 points, "Experience of professional case tasks moderator was acquired. ": 0.62 points; "Conferences organizing skills": 0,69 points; " "Vocation-oriented programme for city schools was made ": 0.69 points; " Involving students of the group in organizing research, cultural, and mass work ": 0.72 points; "Practice-oriented event on product design": 0,83; "Public speaking experience": 0.83 points; "Students learned planning, holding, and analyzing lessons" : 0.83 points;

Carrying out project activities: "Two creative groups for implementing the project were formed".

Participating in professional Olympiads and competitions: "A participant for Word Skills Championship was trained": 0.69 points, "Students got acquainted with modern Olympiads and competitions": 0.66 points

Competences development: "Developing students' spiritual and moral qualities ": 0.69 points; «Project activity competencies were formed": 0.69 points; "Practical and scientific skills were developed for writing Course paper": 0.72; "Project creativity competencies": 0.76 points; "Spiritual and physical perfection": 0.76 points; "Communication competence was formed": 0.79 points. In addition, students of higher education are also concerned about teachers' attitude to their activities "Positive feedback from academic subject teachers": 0.62 points; "Good knowledge on academic subjects": 0, 76 points; "Team Work": 0. 79 points.

As can be seen from data analysis, different educational results are significant for secondary professional education students and students of higher professional education. The greatest difference in preferences was obtained from such results as " Vocation-oriented programme for city schools was made", a difference of 0.92 points; "A participant in the Inter-College World Skills Championship was trained", a difference of 0.85 points; " Public speaking experience", a difference of 0.83 points; "Students got acquainted with modern Olympiads and competitions", a difference of 0.76 points; "All students are involved in club activities", a difference of 0.74 points; "Involving students of the group in organizing research, cultural, and mass work", a difference of 0.69 points; " A Webinar with Mr Ivanov, Doctor of science from the Russian Academy of education was held", " Joint events plan was drawn, the first experiment was discussed" a difference of 0.68 points; "Practice-oriented event on product design", a difference of 0.66 points; "Two creative groups were formed to implement projects," a difference of 0.63 points. The fact students of higher education are indicated results-oriented may demonstrate they accepted their professional position, mastering professional practical skills and research organizing skills is relevant for them. Students of secondary vocational education assess these results either neutrally or negatively.

A significant difference was also obtained in such results as "100% academic achievement: all students have average 51 points by rating system" a difference of 0.43 points; "Got rid of previous session debts" the difference is 0.56 points. Such results emphasize the importance of academic results for SVE students, whereas higher education

students are not interested in academic results themselves unless results are connected with professional competencies.

The results obtained by the authors are in general consistent with results of other similar studies. Similar to Michael Tedder and Robert Lawy, the authors detected a discrepancy between the list of results that are significant for educators-mentors, the authors of corporate university mentoring model, who carried out this research, and for students. In addition, students of higher and secondary professional education were found to prefer different types of results.

The given research, as well as other works, illustrated students' positive attitude towards mentoring. Interaction with the mentor is expected to help, both in gaining professional experience, and in developing competencies (Zhernova et al 2015, p.26). At the same time, there is a significant difference in expectations from mentoring on the part of secondary specialized vocational education students (age 16-17) and higher vocational education (age 20-21).

V. CONCLUSION

Developing mentoring practice at the university, the authors of the article see their task in testing all forms of interaction with mentors, so as to make it possible to train specialists who able to create effective mentoring practice, to support gifted and talented children in the educational organizations of the region. This confirms the need to continue searching for ideas and solutions on for formulating strategic goals and tasks for mentors' professional community, forming a new mentoring position and competencies. The typology of mentoring practice goals described above demonstrates the main feature of organizational goals - their extremely high diversity and multi-scale character, which emphasizes complexity and multidimensional content of instructor's work. When building a corporate mentoring model, not only requirements for mentors assigned by the profession or corporate tasks are to be considered, but also expectations of mentees' themselves (students or young professionals). Only then will the created mentoring system result in expected effects associated with both mastering professional skills and realizing profession value and mastering corporate norms.

The research results can be used by educational organizations heads to plan the required areas for mentors' and mentees' joint work, to develop a model for assessing mentoring practice.

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