

# Contents and Technology of Training the Mentors: Industrial Training for the Dual System of Vocational Education

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## Abstract

**Introduction:** Dual system of professional education is one of the training models of qualified personnel recognized around the world. Due to consolidation of all participants' resources this qualified personnel process training for the employers meeting the requirements is provided.

**Materials and Methods:** The research is based on wide use of methods of the theoretical analysis, systematization and generalization of scientific and pedagogical literature on a research subject. The named methods are used in various combinations at different investigation phases depending on a goal and solvable tasks that, undoubtedly, promoted ensuring reliability of the conducted research and the validity drawn by the author of conclusions.

**Results:** During the research the modular advanced training course of mentors for in-service training is developed for dual system and technology of its realization which allows the mentor to master consistently the levels "mentor-mentor", "mentor-tutor", "mentor-coach", "mentor facilitator" with assignment of intra-corporate qualification.

**Conclusion:** The developed modular course represents the program of professional development of mentors, directed to formation of motivational and valuable, cognitive, procedural and activity and reflexive and analytical components of psychology and pedagogical competence of "mentor-mentor", "mentor-tutor", "mentor-coach" and "mentor facilitator" to implementation of tutorial activity within dual system of professional education.

**Key words:** Dual system, Mentor for in-service training, Contents of the program, Training mentors

## INTRODUCTION

The dual system of training, according to the contents, means parallel training in the educational organization and on production. For a basis of this system the principle of an interconnection of the theory with practice, allowing students to get acquainted with production is put not to acquire receptions and skills of work in workplaces of the enterprises of the industry and the sphere of life [1]. High viability of this system is explained by the fact that it is equitable to interests of all participants of this process: states, educational organization, enterprises and students.

At such organization of educational process special relevance is acquired by a problem of ensuring in-service training the trainee by the qualified mentor who together with labor collective will enter the trainee into a profession, to give him support, to estimate his achievements and to provide professional formation of the trainee as the competitive worker [2].

The analysis of scientific and pedagogical literature allows noting that in them practical there are no works directed to development of contents and technologies of training mentors for in-service training for dual system of professional education.

## RESULTS

Main objective of mentoring is adaptation of young workers, students and graduates to production activity, as well as their subsequent professional, career development.

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Therefore, mentoring is focused on performance of the following *tasks*, significant for the enterprise:

1. Intra-corporate training new and skilled employees according to the corporate standards and norms admitted to the organizations.
2. Formation of corporate culture, as well as the positive relation to work which happens at the expense of the special attitude towards beginners through creation of success situations for them.
3. Granting sponsored opportunities of career development for their entry into number of personnel reservists on replacement of a vacant senior position.
4. Increase in labor productivity [3].

The presented tasks allow claiming that it is favorable to any organization to introduce and develop mentoring as this system is not narrow-purpose, and is directed to achievement of the various purposes of the organization, significant from the practical point of view.

From above the presented tasks of modern mentoring scientists allocate functions of the mentor.

A. A. Sidorov allocates three main functions of mentoring: information and informative (familiarizing sponsored to traditions of the organization), educational (transfer sponsored professional knowledge and abilities) and educational (inclusion of the expert in management of production and public affairs) [4].

In researches A.S. Lobanova and V. V. Permyakova are designated four major functions of mentors: assistance to youth in the course of its social adaptation, entry into labor collective; assistance in mastering a profession, transfer of know-how; implementation of comprehensive impact on the identity of the ward of the expert, his ideological political and moral education; social control of the expert activity [5].

According to S. Y. Batyshev, mentoring performs two main functions: training and bringing up [6].

The pedagogical component of vocational training officers which is presented in researches of the German scientists A. Shelten, G. Kucha, G. Gryuner, G. Bunk, A. Shtratmann, assumes formation performing and administrative functions of the training personnel on production [7, 8, 9].

For effective implementation of tutorial activity in dual system we consider it expedient to allocate four main functions of the mentor for in-service training:

- *the motivational and valuable function* assuming formation of intelligent positive motives at trainees to the chosen professional activity;

- *the educational and enlightenment function* consisting in transfer of professional experience to young trainees, their familiarizing with corporate values and traditions of the enterprise, formation of their corporate culture;
- *the information and consulting function* assuming timely informing the educational organizations on the level of formation of competences of trainees and the organization of consultations as for trainees, and their teachers;
- *the self-educational function* assuming formation at trainees of competences of self-improvement and self-development for the purpose of further professional and career development.

Proceeding from functions of the modern mentor for in-service training in system of dual training we selected the main requirements to its competences:

*The mentor has to know:* standard legal statuses of documents of federal, regional and institutional level of the organization of corporate training trainees; the main organizational uniforms, technologies and methods of effective training trainees in system of dual training; features of development of programs of dual form of education of students, etc.

*The mentor has to be able:* to carry out the analysis of the activity, to correct actions taking into account strategic objectives of the enterprises and needs of the trainees; to plan and project the activity; to analyze professional activity of the beginning employees; to carry out monitoring of professional growth of the beginning staff of the enterprise; to carry out search of effective ways of the organization of corporate training students; to develop corporate programs within dual form of education and in due time to correct them.

*The mentor has to own:* a modern terms framework in the field of corporate training trainees; psychology and pedagogical methods of effective information transfer; technique of professional education and training; technology of development of corporate educational programs; technique of holding corporate actions; competences of trainees communication process management; creative approach to corporate training trainees and to professional activity; skills of expert thinking.

Existence of the presented knowledge, abilities, skills of mentors of dual system of training speaks about need of formation of the special, psychology and pedagogical competence of mentors assuming existence of abilities and readiness of the mentor for realization of the motivational and valuable, educational and educational, information and consulting and self-educational functions providing design

and realization of vocational training trainees within dual system of professional education.

Considering requirements to contents of programs of training mentors, theoretical and methodical bases of vocational training officers and increase in their qualification which were developed by such German scientists as: G. Passe-Tityen, F. Arnold, G. Shtil, G. Noymann, S. Peters [10, 11], we developed the program of training mentors for dual system of training in volume of 72 hours. The offered program is included 4 independent, but at the same time interconnected among them, the module:

Module I. "Formation and development of mentoring institute" contains theoretical material on formation, development and the current state of domestic and foreign institute of mentoring. Features, functions of tutorial activity within a dual education system are defined. The behavior models of the mentor defining his behavior within corporate culture are shown. The role of corporate culture of the mentor in formation and realization of youth policy of the enterprise and formation of a personnel reserve is shown.

Module II. "The theory and a technique for in-service training" assumes development of the general bases of the theory for in-service training, methods, forms and means for in-service training. In the module questions of management of training trainees in dual system of training according to corporate policy of the enterprise reveal (planning, realization, monitoring - the account and assessment of quality of training mentors). Special attention is paid to questions of methodical work of the mentor and development of educational and methodical documentation of process of training trainees in dual system of training.

Module III. "The theory and a technique of educational work of the mentor" contains theoretical and practical material by methods and educational tools of the trainees in the conditions of dual system of training causing their adaptation and productive professional activity at the enterprise. Integration of educational work with youth and corporate policy of the enterprise, including, questions of ideological, patriotic education, moral, esthetic and labor education of trainees within dual system of training is considered.

Module IV. "The psychology of professional activity" allows studying the fundamentals of psychology of professional activity providing psychological maintenance of industrial practice activity of trainees within dual system of training. Questions of professional formation,

adaptation, formation of the labor professional relations, possibilities of motivation of the studying youth to work within dual system of training are considered.

Specifics of the present program consist in step-by-step training and consecutive development by mentors of the levels "mentor-mentor", "mentor-tutor", "mentor-coach", "mentor-facilitator" with assignment of intra-corporate qualification. Within motivation, abilities, opportunities, own and intra-corporate requirements mentors master educational modules. At the same time the following level of the mentor cannot be appropriated, previous is not received yet. Thus, the differentiated preparation with forming of own trajectory of development and individual educational routes of mentors for dual system of training (Table 1) is carried out

Technologically, it is carried out as follows: within the first mentor-mentor level the mentor needs to master the first subjects of all four modules, within the second mentor-tutor level - the following on the sequence, etc. Each module for each level of training is followed by a creative task which estimation is made on mark system (a scale 1-10).

## INSIGHTS

Implementation of the submitted contents within training mentors for dual system of professional education will provide:

- observance of standard requirements to tutorial activity within dual system of professional education;
- psychology and pedagogical escort of trainees within dual system of professional education;
- expansion of pedagogical opportunities due to development of innovative educational techniques;
- strengthening of educational work with trainees within dual system of professional education and formation of bases of corporate culture;
- development of base of coaches of the enterprise and forming of career trajectories;
- updating of programs, forms and methods of training mentors within dual system of professional education.

The modular course developed by us represents the program of professional development of mentors, directed to formation of motivational and valuable, cognitive, procedural and activity and reflexive and analytical components of psychology and pedagogical competence of the mentor-mentor, mentor-tutor, mentor-coach and mentor-facilitator to implementation of tutorial activity within dual system of professional education.

**Table 1: The differentiated thematic plan of training mentors for dual system of training**

Name of a module/subject of the module	Intra-corporate qualification of the mentor			
	"Mentor"	"Tutor"	"Coach"	"Facilitator"
Module I. "Formation and development of mentoring institute"				
History of development of mentoring system. Domestic and foreign experience	v			
Standardly - legal bases, the purposes, tasks, functions of tutorial activity in dual system of training	v			
Corporate culture of the mentor		v		
Youth policy of the enterprise. Organization of council of mentors			v	
Formation of a personnel reserve of the enterprise. Creation of development trajectories for career of trainees				v
Control (1-10 grades)				
Module II. "Theory and technique for inservice training"				
Features of the theory for in-service training: features, methods, forms, means	v			
Planning and rationing of industrial practice work of trainees in dual system of training	v			
Technique for in-service training within dual system		v		
Pedagogical equipment, pedagogical skill. Cooperation pedagogics		v		
Monitoring of quality of training trainees in dual system of training according to corporate policy			v	
Methodical work of the mentor within dual system of training				v
Features of development of programs in dual system of training within corporate policy				v
Control (1-10 grades)				
Module III. "Theory and technique of educational work of the mentor"				
Specifics of educational activity of the mentor within dual system of training	v			
Types, methods and educational tools of trainees of dual system of training	v			
Formation of readiness of the trainee for interaction in labor collective and its swift labor adaptation		v		
Planning of educational youth policy of the enterprise: patriotic education; moral education; labor and esthetic education			v	
Development of the educational environment of the enterprise, creation of organizational conditions for introducing modern mechanisms of education				v
Module IV. "Psychology of professional activity"				
Fundamentals of psychology of professional activity: professional suitability and selection	v			
Fundamentals of engineering psychology	v			
Management of communications in educational collective, methods of formation of a psychological microclimate		v		
Development of professional motivation of trainees of dual system of training: orientation of the personality, motivation of achievements, motivation of personnel			v	
Self-control processes, overcoming crisis states in professional activity, professional adaptation				v
Control (1-10 grades)				
Final control (1-10 grades)				

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