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## **Mentoring in Teaching Education: Current Transformations and Trends**

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### **Abstract**

The modern educational space positions pedagogical mentoring as an essential component of the professional development support system for educational practitioners. The article analyzes leading trends in pedagogical education, revealing the role of mentoring as a powerful tool for enhancing teacher training for the 21st century in the context of the development of the innovative educational process in higher education.

The research was conducted based on methods of pedagogical observation, self-reflection, comparative analysis of constructive foreign experience (Germany, Finland, France, Czech Republic, Moldova, the United States) and Ukrainian experience in pedagogical mentoring. It involves summarizing the results of surveys and testing of participants in the educational process to determine the decisive role of the creative teacher as a subject of mentoring in the formation of a young teacher of an innovative type.

The constructive ideas are characterized by the creative implementation of which will contribute to the self-effectiveness of such a social institution as pedagogical mentoring, strengthening the positive dynamics of the formation of an innovative-type teacher in the face of contemporary challenges. Deepening scientific concepts about the system of pedagogical support for the process of professional development of future teachers in higher education and effective mentoring tools in general education institutions will allow providing education professionals with scientifically grounded recommendations aimed at constructive pedagogical mentoring as a resource for the formation of a modern teacher of an innovative type.

**Keywords:** *guidance, pedagogical education, mentoring, tutoring, coaching, facilitation, pedagogical innovations.*

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## **Introduction**

The issue of mentoring has never faded from the forefront of professional pedagogy. Its context becomes particularly significant concerning professions characterized as «people-person», especially the professional status of educators. This refers to a profession that holds a paramount position among others, as its social-humanitarian purpose is often compared to that of medicine – a doctor treats the human body, while an educator is tasked with healing the soul; therefore, mistakes made by the professional, which are entirely unacceptable, are equally detrimental. This is why classical pedagogy, including the eminent Czech thinker Jan Amos Comenius, considered the teaching profession as the «weightiest under the sun», illuminating the life path of every individual and determining the success of their self-realization.

Currently, certain transformations (from Latin «transformations») are taking place in the pedagogical profession. Humanity has changed its perceptions of the teaching profession under the influence of the positive dynamics of scientific and technological progress. This progress has now defined the foundations of the subject-object professional interaction between educators and students, specifically representative of the «digital generation». Contemporary challenges such as COVID-19, the state of war (particularly in Ukraine), the constant impact on personality from rapidly updating information environments (providing natural access to numerous information sources – a factor of «knowledge competence»), the expansion of macro-meso-micro factors influencing the trajectory of an individual's intellectual development throughout life, and the repetitiveness and stereotypical nature of professional actions due to the static nature of the education system – all add new outlines to the transformation of the teaching profession. It is worth noting that despite the advantages formed by an effective certification system for members of the educational community, there is still a lack of innovative educators in modern educational practice, and the resourcefulness of mentoring remains undervalued. Additionally, the issue of mentoring becomes particularly relevant in the educational community, the professional activities of which are in an inclusive educational environment. This is because inclusion is a relatively new phenomenon for Ukrainian society, requiring specific emphases, particularly in improving the psychological and regulatory component of the readiness of novice educators. Therefore, mentoring largely becomes a problematic field of activity for mentors (Garmston, 2003; Kichuk, 2023).

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In contrast, by ensuring the implementation of the principles of the Pedagogical Constitution of Europe (2013), reflected in Article 3.2 (human-centeredness, scientific nature, accessibility, systematicity, practice, individual approach, creativity, academic autonomy, creativity, and innovative development), it is understood that this strengthens the value basis of European education. Although the issue of mentoring is highly demanded by professional pedagogy and educational practice, it remains unresolved to this day. To provide education professionals with scientifically grounded recommendations aimed at constructive pedagogical mentoring as a resource for the formation of a modern educator of an innovative type, it is necessary to explore the ideas contained in creative pedagogical experience and internship as a relatively new phenomenon for the Ukrainian educational community.

**The object of the research** is constructive ideas, the creative implementation of which will contribute to the self-effectiveness of such a social institution as pedagogical mentoring.

**The subject of the research** is the organic relationships between successful mentoring in education and the dynamics of the formation of an innovative-type educator.

**The purpose of the article** is to present the results of theoretical and empirical research dedicated to summarizing the constructive experience of pedagogical mentoring; demonstrate the decisive role of the creative educator as a subject of mentoring in the formation of a young educator of an innovative type.

Mentoring and support for novice educators are recognized as important factors in the development of professionalism in the global educational space. Active exploration of mentoring methods and models has been carried out mostly by foreign researchers in recent times. However, mentoring in Ukraine is not an entirely new pedagogical phenomenon in education. The government of Ukraine, in the Concept of Development of Pedagogical Education (2018), identified mentoring as one of the priority directions for the development of professional competence of educators. Thus, at the legislative level, mentoring is implemented in the context of pedagogical internship, as indicated in the Law of Ukraine «On Complete General Secondary Education» (2020). However, it is crucial to find acceptable forms of mentoring, develop well-founded holistic models that reflect the specificity of the cultural-educational environment; study the principles of selecting mentoring pairs, which serve as the basis for

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facilitating enriching professional communication without detachment from real pedagogical activities.

A systematic analysis of progressive mentoring experience in education will help identify common features and trends in preparing teachers for the 21st century, taking into account contemporary social risks and challenges.

### **Literature Review**

For a comprehensive understanding of the phenomenon under investigation, let's compare scientific approaches to defining the essence of mentoring. The analysis of contemporary paradigms of mentoring demonstrates that there are certain discrepancies in understanding, primarily in the basic concepts of «mentoring» and «mentor». Mentoring ensures professional development, growth, and adaptation to the qualified performance of professional duties for the individuals to whom it is provided. Scientists believe that mentoring should «focus on developing the ability to qualitatively and independently reflect on one's work, career, life and dreams» (Kline, 2009); «assist individuals in taking responsibility for their development, unleashing their potential and achieving valuable results» (Connor and Pokora, 2007).

A notable aspect of the discussed issue that attracts attention is emphasized by foreign researchers: the appropriateness of interpreting mentoring as a voluntary partnership between the mentor and the mentee. In this process, the mentor tries to improve the skills of the novice teacher that are already developed. To the well-established foundations in professional pedagogy, optimism, efficiency, and respect are added; moreover, these principles ultimately define the process of collaborative interaction. The authors argue that the mentoring process is beneficial both to the newly appointed teacher, who gains experience and ideas from colleagues, and to the mentor, who, through working with a new colleague at school, can reflect on their teaching practice, contributing to the enrichment of their professional skills (*Petrovska, Sivevska, Popeska, & Runcheva, 2018*).

The outlined position is shared by the researcher O. Amos, emphasizing that mentoring is an important tool for the development of educational organizations. In general, on the one hand, it motivates the young teaching staff, while on the other hand, mentors strive to be role models and seek self-improvement. However, this is only possible when the relationship between the mentor and mentee is based on trust and mutual assistance (*Alabi, 2017*). There is an opinion, particularly from Australian

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researcher R. Hudson, regarding the legitimacy of considering mentoring as one of the ways to implement reform measures in the education system because it is «an economically efficient way of involving teachers in professional development that requires widespread implementation» (*Hudson, 2013*). In the context of research issues at the methodological level of modern professional pedagogy in Ukraine, pedagogical mentoring is systematically studied mostly in such aspects: within the dimensions of activity-personal approach (I. Bekh, I. Ziazun, V. Semichenko, etc.), within the framework of a polysubject approach (H. Ball, Zh. Virna, G. Kostyuk, etc.), in the context of a synergistic approach (H. Vasyanovych, V. Vynenko, S. Klepko, etc.), in the plane of a cultural approach (E. Semenyuk, I. Palshkova, O. Yankovych, etc.).

In higher school pedagogy, a scientific position has already been established regarding the substantive content of the concepts of «mentor» and «pedagogical mentoring». It has been demonstrated that the implementation of a set of pedagogical conditions in higher pedagogical schools will contribute to the preparedness of future teachers for pedagogical mentoring, especially at the primary university stage of education professionals in the field of education (Barbinova, 2021; Hurkova, Lozenko, Hroshovenko, Tsapko, Zubtsova, Onyshchenko, 2022; Zembitska, 2015; Osypova, 2015). For example, through experimental research, it has been established that the leading pedagogical conditions that contribute to the preparedness of future teachers for pedagogical mentoring include motivating students to adopt the professional image of a mentor-teacher; future teachers gaining experience as mentors in developing individual trajectories of personal development; providing pedagogical support for the professional development of future teachers as mentors (Osypova, 2015, p. 285).

If for a scientific purpose to trace the parameters under which Ukrainian researchers study the phenomenology of mentoring, we can assert at least the following types of purely pedagogical ideas:

- 1) general ideas, influenced by the emergence of a new social institution in Ukrainian education – pedagogical internship, which clearly outlines not only the social order regarding the approval of mentoring in all types of educational institutions, but also details the substantive and procedural aspects of mentoring in the subsystem «experienced creative practitioner – teacher-beginner»;

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2) partial trends, influenced by the tools of moral and material stimulation embedded in the «pedagogical internship» institution (for example, extra payments are added to the mentor's salary);

3) trends related to the formation of public opinion in the community of educators through the actualization of the criteria of advanced pedagogical experience (novelty, effectiveness, stability, rationality, perspective) and the stimulation of those teachers who are its carriers and become potential pedagogical mentors;

4) special trends that reveal scientific positions regarding the scientific status of the concept of «pedagogical mentoring» in the context of relatives (mentor, coach, tutor, supervisor, curator), but not the same.

The differentiation of the concepts of «mentoring», «coaching» and «supervision» in scientific and pedagogical literature is directly related to the support and development of professional activities for individuals in various fields. In theoretical sources, we find different definitions of these concepts, such as: «Mentoring is the process of transferring experience and knowledge from a more experienced worker to a less experienced one» (Savych, 2021, p. 9); «Coaching is an interactive collaborative process in which a coach helps other people achieve a specific goal in their profession or personal life» (Establishing Mentoring in Europe, 2008). Thus, for modern scientific understanding of the phenomenology of mentoring, it is characterized as a unique model of professional relationships between two individuals, where the senior and experienced person imparts knowledge and experience to the younger, and this experience and knowledge can relate to both specific professional topics and personal development issues. The mentor acts as a guide, helping the mentee «find their direction» in research work. For the mentor, working with a student is an opportunity to stay sharp, establish new contacts, and gain a fresh perspective on things, thereby developing and enriching their own personality. In contrast to mentoring, coaching focuses on achieving a specific goal, where the individual must independently understand ways to achieve it. The coach works with the mentee to develop their potential, helps manage processes and resources, and encourages the mentee to tap into their internal resources and develop new ones. Coaching is a process conducted through questions that help the mentee independently find answers to their questions and solve problems. In the context of education, coaching can be beneficial for supporting newly appointed educational professionals in developing their professional competencies.

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Another important tool for professional support and development of educators is supervision, which in Ukraine involves a set of activities for educational and methodological support of educational professionals in preschool and general secondary education institutions in the context of implementing the goals of the New Ukrainian School, as outlined in the Standard Position on Supervision Implementation within the Concept of the «New Ukrainian School» (2018). It is widely acknowledged that supervision contributes to the development of professional skills, motivation, identification of strengths and weaknesses of educational professionals, improvement of work quality, and achievement of results. Supervision can be either internal (conducted by leaders or specially appointed experienced professionals) or external (with the participation of invited professional experts, consultants, or trainers). This process is based on a systematic and structured approach to analyzing the practical actions and professional activities of educators to enhance their effectiveness. In summary, mentoring, coaching, and supervision are different processes with specific approaches and methodologies, but they are all aimed at improving the effectiveness of the professional activities of educators. The differences between these concepts lie in their focus and methods of implementation. In our opinion, mentoring involves the transfer of knowledge and experience, coaching focuses on personal potential development, and supervision involves the analysis and evaluation of professional activities to improve their quality. According to needs and goals, any of these approaches can be used individually or in combination with others to achieve the maximum result for personal development and improvement of teachers' professional competences.

Therefore, mentoring is an important tool for facilitating the development of educational professionals, particularly in achieving their professional goals and personal growth. The starting point of this process is the cooperation between the mentor and the mentee, which is based on trust and mutual understanding. According to the emphasized aspects by researchers, the role of the mentor includes the following: to listen to mentee teachers and support them in the process of changing their teaching practices; to ask questions that can help better understand a particular situation or problem; to provide information and share access to informal professional communities; to offer an alternative perspective on a situation; to provide support and encouragement; to share own professional experience and advice regarding career paths; to provide recommendations and advice

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on professional development; to ensure feedback, reviews of new ideas in teaching; to encourage self-reflection; to assist mentee teachers in identifying directions for professional development (*Costa & Kallick, 1993*). The mentor must use their experience and competencies to contribute to the development of their mentees, but the responsibility for the work and the implementation of plans lies primarily with the mentee, not the mentor.

Consequently, as the analysis of scientific literature demonstrates, mentoring is a type of protected personal-professional relationship that supports the inherent desire for learning through action and experimentation, aiding novice teachers in developing their potential. It is a unique form of collaboration where both the mentor and the mentee recognize the necessity of personal professional development. Successful mentoring is built on specific principles aimed at ensuring the quality mastery of a particular teaching activity, namely voluntarism, humanism, person-centeredness, partnership, openness and trust, confidentiality, objectivity, and predictability (Novik, Venglovska, 2023). The combination of these outlined principles ensures the systemic and holistic organization of mentoring in an educational institution, as they are oriented towards the needs of both mentor teachers and their mentees in matters of personal and professional growth. Considering these mentoring principles in educational institutions will help make this process productive, purposeful, and forward-looking.

## **Methodology**

A complex of methods was used in the organization of the research. From the set of theoretical methods, those approaches were chosen that allowed tracking the trends in the development of pedagogical phenomena and processes under study, as well as scientific approaches to solving the defined problem. Therefore, methods of systematic review and theoretical analysis with subsequent research synthesis were used. Among the empirical methods, the following were used: direct and indirect pedagogical observation, surveys, interviews, discussions, training, analysis of pedagogical experience, and writing pedagogical essays. Specifically, in the research-experimental work, the results of developments by Ukrainian scientists A. Suchanu (2016) and I. Novyk and O. Venglovska (2023) were used. The research aimed to clarify the opinions of teachers and students about the role of mentoring in the professional development of teachers, identify differences in the views and opinions of teachers and students of pedagogical education regarding their attitudes toward the mentoring process



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based on their experience. In total, 75 teachers and 68 students majoring in pedagogical specialties took part in the study. The obtained results allowed identifying «weak points» that the mentoring development process faces in our country. Indeed, although mentoring as a process is already regulated by legislation, there are still inconsistencies in its implementation in practice, both in terms of organization and ensuring effectiveness. Therefore, the research results can be valuable for secondary education institutions and higher education institutions, especially those dealing with the challenges of improving the quality of teacher training in today's conditions.

## Results

Mentoring is considered, on the one hand, as the most effective factor of corporate training, ensuring the transfer (with the help of planned work) of knowledge, skills and attitudes, or, on the other hand, it is viewed as a pedagogical technology for the personal development of a young or newly hired professional, facilitating their optimal integration into work activities. Based on a comparative analysis of scientific sources, let's identify some features of mentoring organizations in foreign educational systems. According to the documents of the European Commission (2010), working with pedagogical personnel of graduates from educational institutions is assessed as a «gradual process that includes basic education, an introductory stage in the profession, and continuous professional development». Moreover, it is considered in the context of purely pedagogical education, which involves a smooth transition to professional activity, having its specificity and influencing the individual's further career. This introductory stage of professional practical activity affects the consolidation of teachers in the profession and, consequently, should be in the field of vision of all leaders interested in the stable work of pedagogical teams. Our analytical work has shown that the foreign practice of adapting educators in educational organizations in many European countries is mostly based on state programs and projects. This is interesting and important for the development of the mentoring system in Ukrainian education.

In many countries, mentoring is an essential component of the professional development support system for educational professionals. In almost two-thirds of European countries, young teachers undergo a so-called «induction», an introductory stage when entering an educational institution, which has various organizational models. In some countries, the introductory stage is limited to mentoring, such as in Hungary, Portugal, Montenegro,

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Macedonia, and Serbia. In Germany, depending on the requirements of the federal states, this stage lasts from 1 to 3 years. In Slovenia, the introductory stage is only applicable to interns hired by the Ministry. In Sweden, the introductory stage is organized at the local or school level, and mentoring is mandatory. Introductory stages, if they exist, are usually available to all teachers who have just started their careers and have obtained formal education.

It is important that the introductory stage is focused on novice educators accomplishing tasks related to professional activities and the practices of experienced teachers. Notice teachers receive personalized assistance, support, and advice. In most European countries, mentoring is a mandatory element of the professional development support system for educational professionals. In countries like Germany, France, and the Netherlands, as well as in the Scandinavian countries, mentoring is implemented at various education levels, ranging from primary education to higher education (Guberman, Ulvik, MacPhail & Oolbekkink-Marchand, 2021). For example, in Finland, mentoring is mandatory for all teachers during their initial years of work, and later, teachers may independently seek advice and consultations from their mentors as needed. In Germany, mentoring is regarded as a key instrument for the professional support of teachers, and mentor educators have certain qualification requirements and undergo special training. In this country, mentoring is mandatory for educators at all levels of education and involves an annual evaluation of the mentor (Hofmann, Mavhunga, Bohl, Maringe, Diekmann, 2023). In Sweden, mentoring is also mandatory for notice teachers and is provided through specialized mentorship programs (Lindgren, 2005). In the Netherlands, mentoring is considered an optional service that teachers can request at their discretion (Garcia, Badia, 2023). A commonality is that each country has established mentoring standards that regulate the process and ensure high-quality mentoring. A typical practice in European countries is the use of a paired approach in mentoring, where a mentor collaborates with their mentee over a specific period, providing various forms of support and assistance in professional development. Enhancing the effectiveness of mentoring is the organization of mentoring as a network, where each mentor also has their mentor, providing help and consultation as needed. This system allows educational professionals to stay in constant contact with experts and receive the necessary support. According to the results of the TALIS (2021) survey, almost 60% of respondents in Belgium, Bulgaria, France, the Czech

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Republic, Croatia, the Netherlands, and the United Kingdom mentioned participating in an official induction program when starting their professional careers. Less than 30% of teachers in Estonia, Italy, Latvia, Finland, Sweden, Iceland, and Norway participated in an induction program. Therefore, mentoring activities as a purposeful and independent process to support young teachers are systematically implemented in various regions, but access to mentoring is available to all educators seeking professional growth and self-improvement.

It is noteworthy that mentoring is usually understood as professional assistance provided to young teachers by more experienced colleagues. However, in recent years, there has been a trend to turn to mentoring in cases where, due to various circumstances, an educator has been absent from the profession for a certain period, and support from colleagues helps address educational deficiencies. The appointment of mentors involves identifying the most suitable candidates for mentoring, obtaining their consent, and approving them as personal mentors for individuals undergoing mentoring, who also agree to participate in the process with the chosen person. Most researchers agree that such mutual agreement contributes to the effectiveness of mentoring and prevents possible conflict situations. It is interesting to note that in countries with a mandatory induction course, mentoring is often assigned to young educators with pedagogical education. In Poland and Ireland, teachers receive mentors after completing the induction stage. An analysis of the European education landscape indicates that in many countries where there is no structured induction model (such as in Belgium, Bulgaria, the Czech Republic, Denmark, Latvia, Lithuania, the Netherlands, Finland, and Iceland), mentoring is widespread. Up to 29.6% of teachers under the age of 30 in the EU have mentors. Typically, these are experienced teachers appointed by the head of the school.

In many countries, a system of specialized training for mentors among teachers has been established. For example, in the Czech Republic, there is a project called «Mentoring Support for Beginning Teachers», developed in 2015 by business leaders and the Ministry of Education, specifically aimed at developing mentoring methodology in the country. The results of analytical work conducted by researchers (Drozhina, 2009; Krasnyakov, 2015) indicate that there are many higher education institutions in the Czech Republic. Alongside public institutions, there are many offerings from private educational establishments, especially in the fields of design, fashion, arts, or applied arts, however, state academies and higher

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schools are considered the best artistic institutions. The attitude toward students in Czech higher schools is generally positive, and the mentoring institute is highly developed (Jirickova & Selčanová, 2022). The emphasis on developing the creative individuality of students, prioritizing freedom with the support of tutors, coaches, or curators, characterizes higher education abroad. There is no mandatory schedule for the entire course; only an individual plan for such sessions exists. Talent and uniqueness are valued, rather than strict adherence to standards. Importantly, a significant task of education in Czech higher institutions is to provide an opportunity for students to unfold their abilities, even when a competent mentor may not entirely agree with their creativity. It should be noted that significant success was achieved last year with the project «Mentors for Students» at the Prague University of Chemical Technology (VSCHT), and the university intends to expand this successful project in the upcoming academic year. It is interesting, in our opinion, that students of both bachelor's and master's programs can participate on the university side. Anyone, whether a professional from a company or a worker in the scientific or academic field, can become a mentor – what matters most is their willingness to mentor the younger generation.

In contrast to this approach, in Estonia, mentors from the ranks of teachers undergo special training at the university under an additional education program (160 hours). In this case, three years of practical experience are considered important for appointment. There is another practice: in Ireland, the mentoring system is accompanied by online support through a specialized training course organized by the National Induction Programme for Teachers (NIPT). A well-known project in the European space is Latvia's «Innovative and Practical Teacher and Mentor Training: Professional Development», which has trained over 1000 mentors in the teaching profession, including art teachers, through innovative and practical training.

Special mentor training programs also exist in Montenegro and Finland, while young French teachers are actively involved in the formal induction and mentoring processes. Particularly noteworthy, both from a scientific and practical standpoint, is the French model of mentoring institutes, first of all by increasing of the «induction period» to two years, during which training sessions are provided for notice teachers.

In French secondary schools that admit such teachers, an appropriate educational support space is created, and the educational process is carried

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out based on creative partnerships with universities and integrated teacher training institutions. Moreover, the official qualification level for young teachers seeking employment is a «license», equivalent to 3 years of academic education at the university level («bachelor»). After this, students need to continue for two more years in one of the university departments – institutes for Teacher Training and Improvement (IUFM), where special attention is given to preparation for the professional employment competition. The second year of training is based on in-depth psychological-pedagogical training, with one-third of the time spent in schools. Researchers studying the nature of changes in the French education system largely emphasize the trend of integrating university departments (institutes) with traditional universities (Avsheniuk, Godlevska, Dyachenko, Kotun, etc., 2018). Approximately 2/3 of IUFMs are university faculties. Access to the teaching profession at all levels of education is through a competitive exam, after which there is enrollment in a position (which must be confirmed by a competence certificate or successful results in a professional qualification exam). In 2007, the Ministry of Education in France introduced an induction period for all notice teachers, allowing them to undergo training and receive professional support from experienced teachers during their first 2 years of independent teaching. This stage of professional development includes a series of training sessions (4 weeks in the 1st year and 2 weeks in the 2nd year of professional activity). In addition, universities are invited to develop and implement alternative organizational forms of teacher support. This includes the training of tutor teachers, individual and group consultations (including virtual ones) and urgent seminars.

Therefore, the European discourse on the phenomenon of mentoring brings to the forefront numerous innovative approaches. Creative adoption of the ideas embedded in these approaches provides a foundation for the revitalization of such a social institution in any country where the role of education in society and the status of an innovative educator are increasing. In this context, the experience of the Republic of Moldova is noteworthy, as scientists (*Armașu-Canțir, 2020*) point out that the concept of a «mentor» is defined in the Education Code as an «experienced pedagogical or managerial worker who acts as a guide for other pedagogical or managerial workers, starting or having experience in the profession, assisting in personal and professional development». Thus, the phenomenon of «mentoring» in the education system of this country is interpreted as a process of guidance, leadership, assistance in learning, education, and/or professional

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development, carried out between the mentor and the mentee on the terms of interactive participation of both parties and the fulfilment of duties arising from their status (*Education Code of Republic of Moldova, 2014*).

Moreover, mentoring activities take various forms, including mentoring during internship periods (implemented by assigning student interns to experienced educational teachers), mentoring for professional development (conducted in the workplace to integrate novice teachers into professional activities, facilitating their professional development under the guidance of experienced educators), and mentoring for career advancement (implemented in the workplace to ensure the professional development and career growth of educational professionals). There are evident outlines of systematicity within the educational stages of «general school – higher education institution». Research attention is also attracted by the fact that the National Institute of Education and Leadership (INEL) operate here, whose strategy and tactics involve enhancing the qualifications of teachers. Within this structure, a network of 1000 mentors is expanding. The institution's priority tasks include developing new teacher training programs, creating methodological materials and guides for educators, encouraging young teachers to pursue continuing careers, and promoting the professional development of educators through the active use of relevant educational programs and modern teaching methods.

In summary, it is worth noting that mentoring in European countries typically involves elements such as teacher observation, analysis of their lessons/activities, interviews, and consultations. In our view, the specific features of mentoring in European education lie in the approach to shaping mentoring activities, providing effective means and resources for mentoring, and adhering to established standards. Significant attention is given to the development of the professional competencies of mentors themselves. Many countries have special programs for the professional development of mentors, allowing them to acquire new knowledge and skills to ensure high-quality mentoring. Innovative approaches to mentoring, such as the use of innovative technologies, interactive learning, and mentoring, are actively utilized during professional development (*Mentoring Guide, 2019*). The analysis of European mentoring experience has identified a unique «science-practice» approach, which involves collaboration between researchers and practitioners in education. This approach allows combining theoretical knowledge with practical experience, facilitating more effective development of teachers' professional skills. Overall, mentoring is an important

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component of the professional development of educational professionals in European countries. While the approaches and formats of implementation may differ, the main goal, as noted by researchers (*Ivanova, Goray, Horbachova, Krukovska, Poplavska, 2020*), remains unchanged: to improve the quality of education and support the development of the education sector.

On the other hand, in the experience of the United States, there is a corresponding interpretation regarding a graduate of a higher education institution who received a referral (having standardized grounds in the form of a diploma and its supplement) directly to a specific educational institution (school) to engage in practical teaching activities. This concerns an applicant for a teaching position (notice teacher, notice educator). Another important aspect here is the presence of work experience (from 1 to 3 years), and, consequently, the professional has already obtained a conditional certificate (temporary license). An interesting aspect that we find interesting is the clarification of the meaning of mentoring in the American experience – to preserve the practicing teacher as a valuable professional resource. Another parameter that we impressed in the American experience is the affirmation of public opinion that the mentor not only «provides», «makes an effort», and «enriches» the novice teacher, but also improves their mastery through deepening their cutting-edge knowledge through collaboration with a specialist who has recently graduated from a higher education institution (i.e., trained to the latest standards). Therefore, the American experience in mentoring institutions for intern teachers contains valuable elements and creative borrowing that seem to be both relevant and beneficial for native realities.

Analyzing the phenomenon of mentoring in the United States, it is worth emphasizing that the model of confirming the effectiveness of academic training for future teachers remains in trend, which takes into account, on the one hand, the possession of a diploma of the appropriate pattern, and on the other hand, its confirmation in the form of a professional teacher's license. Furthermore, it is considered that, in parallel with this, graduates of higher education institutions need to accumulate practical work experience in a school, acting as candidates (applicants) for a teaching position. This socionomic group of specialists in the educational thesaurus of the USA is interpreted in different variants: a group of «beginning teachers», «new teachers» / «novice teachers». In this context, it refers to teachers who have received basic pedagogical education, gained 1 to 3 years of work

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experience in a school, and obtained a provisional certificate / temporary license.

Another practice which also attracts attention is the period during which beginning professionals gain practical work experience in schools under the guidance of mentors, commonly referred to «induction into the profession» period. American researchers note that this stage of further professional development positively influences the trend of retaining the workforce in the education sector. Notice teachers who actively participate in various mentoring programs are less prone to feelings of disappointment in their chosen profession and are less inclined to transition to another school, face dismissal, or leave the teaching professional community altogether. It is important to emphasize that the «phenomenon» of mentoring in the American philosophy of education is seen in terms of «retention» of valuable professional resources, specifically practising teachers during their first year of work in schools («Teacher Retention»). First of all, this involves not only the propaedeutic of noticing teachers' destructive feeling of inability to adapt independently to the school environment but also ensuring qualitative resolution of tasks by mentors aimed at achieving professionalism and continuous professional development for young teachers.

In the context mentioned, it is noteworthy that mentoring in the US educational system of secondary and higher pedagogical education occurs in the following aspects: firstly, it involves the practical professional training of future teachers (aspect of mentoring student trainees); secondly, secondly, comprehensive professional assistance and support for young teachers whose work experience does not exceed 1-3 years; thirdly, it includes professional guidance and support for teachers with more extensive work experience, aimed at mastering them acquire new professional technologies in the conditions of continuous education.

It is noteworthy that modern American researchers such as D. Duke, R. Edelfelt, A. Reiman, and others reasonably draw attention to the following idea: teachers-mentors not only provide valuable guidance but also simultaneously gain valuable experience from creative collaboration with novice teachers, deepening their knowledge in the field of modern educational technologies, and thus achieving greater excellence in their own professional mastery («practical theory»). This happens precisely because the specified aspect of professional interaction of mentors is based on their self-reflection, self-actualization, and motivation for personal-professional development. It should be emphasized that the group of such representatives



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of the professional community as mentors, for example, D. Duke characterizes as a community that unites highly qualified and experienced teachers who «partially or completely release themselves from direct student instruction and work directly with novice teachers, mainly during their first year of work in school» (*Duke, 1990, p. 34*).

Summarizing the above, it is worth noting that the core goal of establishing mentoring institutes in American schools is reflected in the implementation of a series of systemic measures to support and assist novice teachers across specific vectors, namely: successfully fulfill their professional roles; create exemplary perceptions of the true image of a teacher; develop their own teaching style; become familiar with the specific aspects of a teacher's work in the school environment; learn to react quickly and productively to non-standard situations during real classroom work. In this context, mentoring institutes place targeted attention on shaping in young teachers the ability to reflect, which plays a crucial role not only at the beginning of their careers but also serves as a foundation for further professional development.

At the same time, it should be emphasized that in different states of contemporary America and local school districts, the number of various formal programs to support the quality development of young educators, as well as their structure and content, may vary. This aspect is well traced in the research of scientists A. Reiman and R. Edelfelt. Significantly, in our opinion, they present a «mentor-teacher portrait» that demonstrates a set of professional traits that significantly influence the establishment of productive collaboration in the «Mentor-Protégé» subsystem within the school education system. These include the mentor's enthusiasm/empathy, the ability to understand and contemplate a range of problems faced by a young teacher; the ability to motivate the novice teacher; the mentor's ability not only to provide proper assistance to the novice teacher, but also to extract useful information from the collaboration; making the partnership productive and beneficial for both parties; the mentor's readiness to inspire and promote self-reflection in the protégé; the ability to create a relaxed atmosphere for creative exchange of pedagogical experience; the mentor's willingness to defend their protégé, and the ability to simultaneously and comprehensively perform tasks and duties of various natures (Reiman, 1990).

We note that increased research interest during our scientific search is caused by the typology of the professional community of mentors existing in the USA, for which the degree of their employment and functional powers

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were the basic parameters. These types include the following: «Buddy»: provides general information about the teacher's daily duties and tasks, introduces them to the school's structure, culture, and rules (meetings with the novice teacher are infrequent, mainly at the beginning of the first year of work); «Pull-out mentor»: guides the work of the novice teacher, provides a necessary range of recommendations and support (meetings are correlated with the mentor's workload; experienced teachers are often busy with various student-related issues, organizing parent meetings, extracurricular activities); «Full-time mentor»: assigned to 12 to 15 novice teachers, selected by the district education department after careful consideration from among teacher-methodologists; has sufficient time to provide comprehensive support to novice teachers; «Retired teacher»: has significant pedagogical experience in effectively solving various school problems and collaborates at any convenient time with the protégé (Brock, 1997; Zembytska, 2015). We believe that this approach has considerable practical significance.

Novice teachers (or intern teacher) who work under the guidance of highly qualified mentors, are at the final stage of specialized training and the initial stage of practical professional activity. Mentor teachers predominantly provide daily or weekly assistance to interns. Their work with novice teachers is integrated into their regular workload and is not considered an additional duty. It is noteworthy that highly qualified mentor teachers may work in higher education institutions for up to 3 years and together with the teaching staff of these institutions and school district methodologists develop internship programs, conduct methodological seminars, etc.

Typically, models of American pedagogical internships share common features with medical residency models, integrating a substantial amount of practical work, theoretical preparation, and the prestigious attainment of a master's degree. After a six-week summer training course, teacher interns spend one year in schools as interns. During this period, they work under the supervision of a mentor for four days a week, dedicating one day a week to coursework. During the second year of training, each «new teacher» is attached to a mentor who is present in their protégé's classes for at least two and a half hours each week. Mentors serve as authoritative examples, collaborate creatively, conduct necessary observations, help organize the educational process, plan lessons, and develop pedagogical strategies.

Thus, in the USA, the integration of graduates of higher education institutions into professional activities within mentoring institutes represents

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a crucial stage in their professional development from the dynamic progression of young educators from the «survival» phase in schools to the phase of optimal social adaptation as independent and active novice teachers with individual professional styles.

Therefore, our pedagogical discourse on the mentoring institution in certain foreign countries allows for outlining a range of essential characteristics regarding its strategic purpose, namely:

- improvement of the quality of school teaching;
- prevention of the attrition of promising novice teachers;
- promotion of the personal and professional growth of teachers, their integral competence, and methodological literacy;
- meeting the needs of educational institutions of various types for creative teachers;
- successful progression of the teacher from the «survival» stage to full adaptation;
- creation of optimal conditions for the harmonious teacher's integration into the profession.

Thus, the Ukrainian variant – pedagogical internship – emerges as a unique educational space where active integration of various professional projects aimed at providing pedagogical assistance and support to novice teachers takes place. Let's focus on studying the dominant trends in the development of mentoring institutions in the educational space of Ukraine. Transformations in the Ukrainian system of pedagogical education require a change in the role positions of the modern teacher in promoting the development of an individual educational trajectory for each student. This is associated with a shift in the functions of the teacher from teaching and upbringing to providing support and creating conditions for the rational self-development of the student or learner. Such an approach reflects the essence of the innovation process in the teacher's activity and allows them to move from adapting to changes in the environment to addressing the needs of students and key tasks of modern pedagogical education.

The peculiarity of the development of the mentoring institution in the modern educational space of Ukraine can be traced in several aspects, including changes in the emphasis on the professional activities of educators, complementing the substantive basis of their professional competence. Indeed, it involves the renewal of the functions of teachers, which have transformed from teaching and upbringing to providing support aimed at

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creating conditions for the successful individual educational trajectory of individuals, requiring the consideration and acceptance of new roles: coach, facilitator, tutor, moderator, curator (*Hurkova, Lozenko, Hroshovenko, Tsapko, Zubtsova, Onyshchenko, 2022*). We believe that the role position is an essential category reflecting the essence of the innovative activities of educators, allowing them to move from the usual position of «adaptation» to changing environmental circumstances, considering the needs of students and the key tasks of modern education.

It is important to emphasize that the pedagogical internship in Ukraine has been implemented since September 2022. Its mission is to facilitate the adaptation of «new» teachers (interns) who are just starting to work in schools. Experienced mentor teachers provide guidance and support to interns in their work. This approach allows maintaining the effectiveness of newly appointed teachers; facilitating their entry into the profession, or, by updating the mentoring model, involving professionals from other fields in educational institutions. Instead, mentor teachers serve as a support service for various issues, including conducting non-traditional lessons, interacting with students with special educational needs, working with problematic families, etc.

During the functioning of the pedagogical internship, the mentor should help the newly appointed teacher understand the specifics of working in the educational institution, familiarize them with the traditions and features of teamwork, support the formation of positive relationships with colleagues and students, provide practical advice on the use of new technologies and teaching methods, focus on aspects crucial for the teacher's professional development, and help in preparing an individual trajectory of professional improvement for future successful activities (*Novik, Venglovska, 2023*).

It should be noted that mentorship in Ukraine is implemented not only within the framework of the functioning of pedagogical internships in general secondary education institutions but also in higher education institutions, particularly mentoring students and/or faculty. To optimize the integration process into the organization, team, position, and implementation of the mentoring system, universities systematically conduct seminars for mentors, adaptation training, and develop recommendations, and practical tools for the effective support of new employees by mentors. The institution of mentoring is an essential component of educational work with students in the university. The specificity of building the system of student education

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lies in considering the tasks of educational work in the context of the problems of national and cultural revival of society, the formation of the intellectual elite of the nation, and the creation of personnel for national culture. The key tasks in the field of educational work with student youth are performed by the curator of the academic group. The curator's work is aimed at ensuring a student-centered educational process, assisting in creating an atmosphere of trust and respect within academic groups, both among students and between students and teachers, monitoring the quality of student preparation, and conducting educational and cultural-enlightening activities. Specialists in higher education (Bila, 2020; Osypova, 2015) have rightfully considered the following directions as leading areas of curator's work: diagnosing the creative personality of the student (testing, questionnaires, observation, interviews, expert assessment method); predicting the results of academic, research, and other types of student activities; developing student-centered recommendations for organizing educational and extracurricular activities for higher education students and their self-education; adapting students to the conditions and requirements of university education: introducing them to the history and traditions of our university; organizing excursions to theaters, museums, acquainting them with the scientific library, the graduation department; organizing independent work for students, involving them in research activities, self-government, participation in the organization and holding of faculty and university events, concerts, festivals, creative competitions.

Moreover, the curator actively contributes to the organization of the student community within the academic group, analyzes the nature of their relationships, and directs the activities of both official and unofficial leaders within the academic group. In the Ukrainian education system, mentoring is a universal technology for transmitting experience, knowledge, and the formation of skills, competencies, and values through informal enriching communication based on trust and partnership. Technologies such as «Critical Thinking», «Creativity», «Communication», and «Coordinating with Others» are used by teachers in the New Ukrainian School, while higher education instructors use them in the preparation of future teachers. Considering the dominant features of the «New Ukrainian School» reform, researchers rightly associate specific forms of mentoring with the individual's value sphere.

There is a perspective regarding the importance of developing a values-based attitude toward mentoring among humanitarian specialists. For

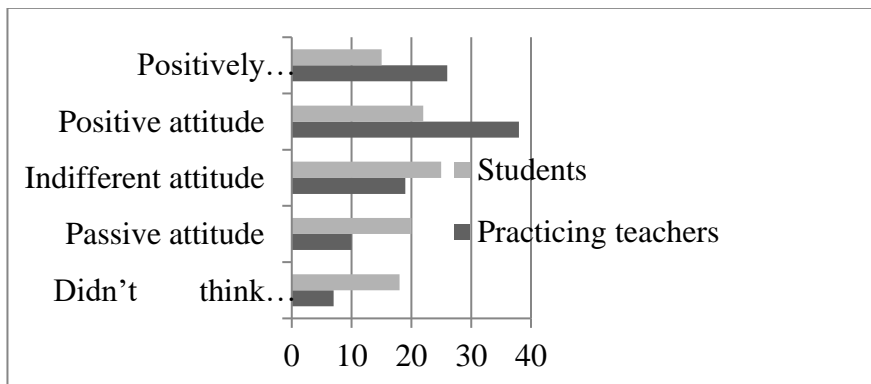
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example, in a study conducted from 2011 to 2016, A. Suchanu associates the value and meaning of readiness for mentoring, particularly tutoring activities, on one hand, with the integrative learning strategy of future tutors, namely tutoring, and on the other hand, with cooperative learning, namely coaching. The researcher demonstrated the effectiveness of writing mini essays by future professionals on the relevant topic, the implementation of the «Self-confidence» training program, and developed a diagnostic questionnaire to determine respondents' attitudes toward pedagogical mentoring and their understanding of the essence and significance of this institution in the system of teacher training. During the implementation of the research tasks described in this scientific article, methods such as systematic review and theoretical analysis, the author's developments of Ukrainian scientists A. Suchanu (2016), I. Novik, and O. Venglovska (2023) were used to compare the results and determine the current trends and changes in the perception of mentoring by the pedagogical community and students of higher pedagogical education. According to the results of the conducted research-experimental work among teachers in general secondary education institutions and teacher education students in the southern region of Ukraine regarding the study of the significance of pedagogical internship in teacher preparation for the 21st century and the clarification of the role of a professional teacher, mentor armed with modern teaching technologies, methods, and methodologies, universal knowledge for the implementation of education and upbringing of the younger generation, it became possible to make some generalizations, supplemented by illustrative materials.

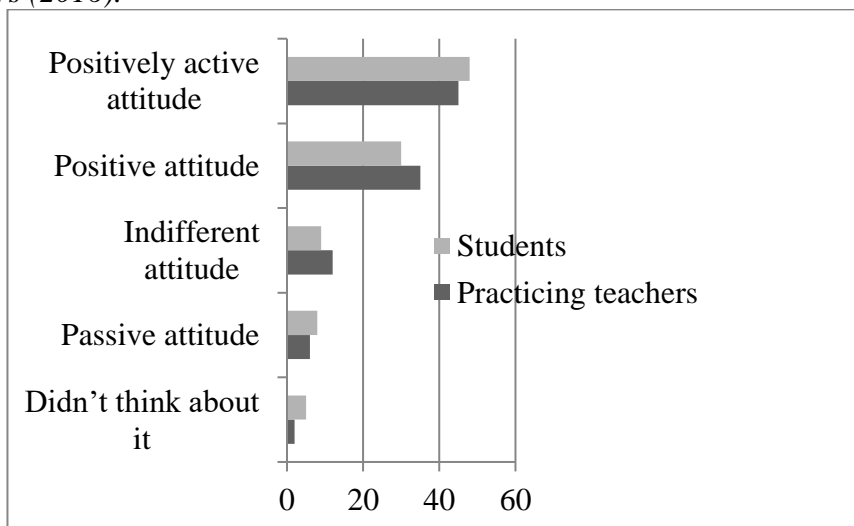
As an example, the study of the attitude vector towards mentoring as an institution for the preparation and improvement of education professionals (comparing 2016 and 2023) testifies that indicators of positive-active attitudes have significantly increased for both teachers (by 19%) and students (by 33%), while indicators of passive attitudes have decreased by 4% and 12%, respectively. This indicates the demand for mentoring institutions in Ukraine and the readiness of teachers and future teachers to participate in the development of pedagogical mentoring.

The vector of attitude towards mentoring as an institute for the preparation and improvement of education professionals (in comparison between 2016 and 2023) is illustrated in Figures 1 and 2:

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*Fig. 1. Effectiveness of pedagogical mentoring: vectors of expectations of students of higher pedagogical education and practicing teachers (2016).*



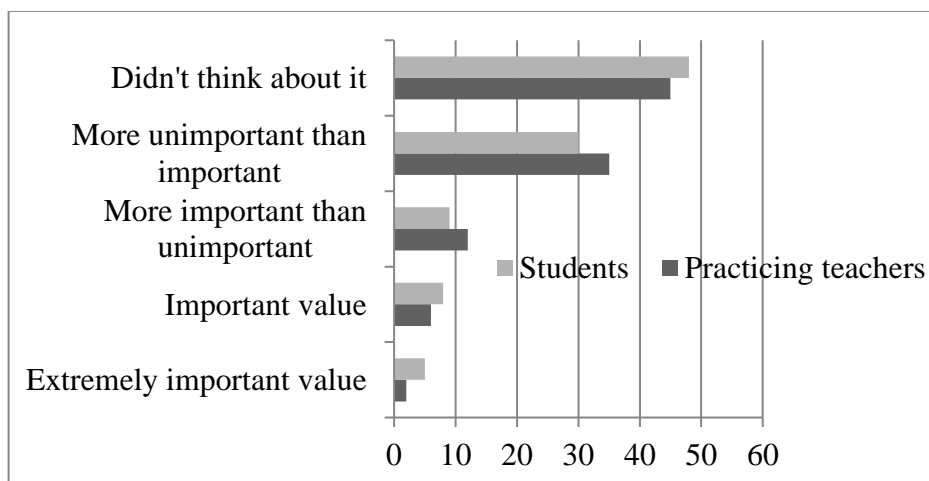
*Fig. 2. Effectiveness of pedagogical mentoring: vectors of expectations of students of higher pedagogical education and practising teachers (2023).*

Finding out the opinion of practising teachers and students of higher pedagogical education regarding the appropriateness and significance of mentoring, it was found that in 2016, only 29% of teachers considered the development of pedagogical mentoring extremely important, and only 13%

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of students shared this view, however, now the opinion of students has cardinally changed (48%), almost coinciding with the indicator of teachers (46%).

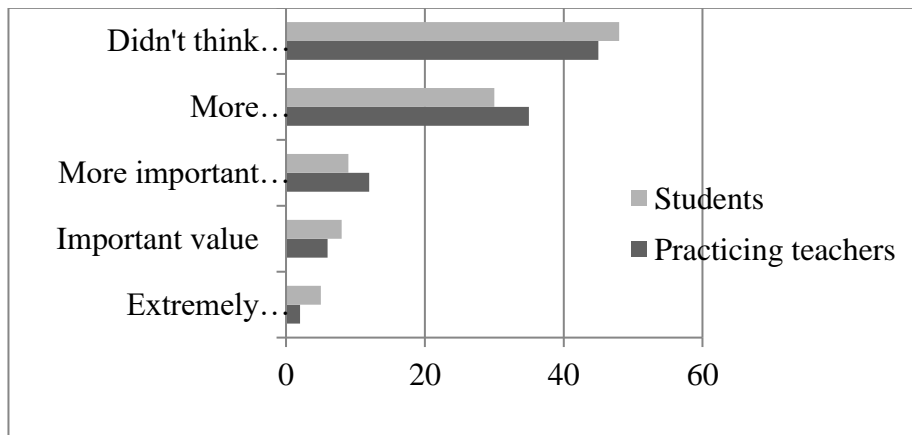
This increase indicates a rethinking of the role of mentors in the development of young teachers, which relates to the introduction of teacher certification and supervision processes in general secondary education institutions in Ukraine (2019). The vector of the appropriateness and significance of mentoring in the system of pedagogical education in comparison between 2016 and 2023 is illustrated in Figures 3 and 4:



*Pic. 3. Effectiveness of pedagogical mentoring: vectors of expectations of students of higher pedagogical education and practicing teachers (2016).*



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*Pic. 4. Effectiveness of pedagogical mentoring: vectors of expectations of students of higher pedagogical education and practicing teachers (2023).*

Evaluating the potential of innovative pedagogical technologies in the context of pedagogical mentoring development, we studied the opinion of mentoring subjects regarding the technological aspects of the manifestation teachers’ innovative orientation, which allowed us to identify six dominant innovations, such as: project technologies, STEAM-education and game technologies, activity approach in education, learning through research, distance and blended learning technologies. The analyses of teachers’ responses showed that practitioners’ preferences gradually shifted from game and project technologies (in 2016) to learning through research and distance/blended learning technologies (in 2023). Education seekers chose game technologies and STEAM-education technologies as their top preferences in 2016, but in 2023, they prioritized distance and blended learning technologies and supported an activity approach in education. The results of ranking responses are presented in Table 1. We believe that such a shift in priorities regarding innovations among pedagogical mentoring subjects illustrates the rapid technological development of the pedagogical tools and confirms the perspective of combining face-to-face and distance learning, including in the system of teacher professional training.

*Table 1: Ranking of dominant innovations of pedagogical mentoring subjects*

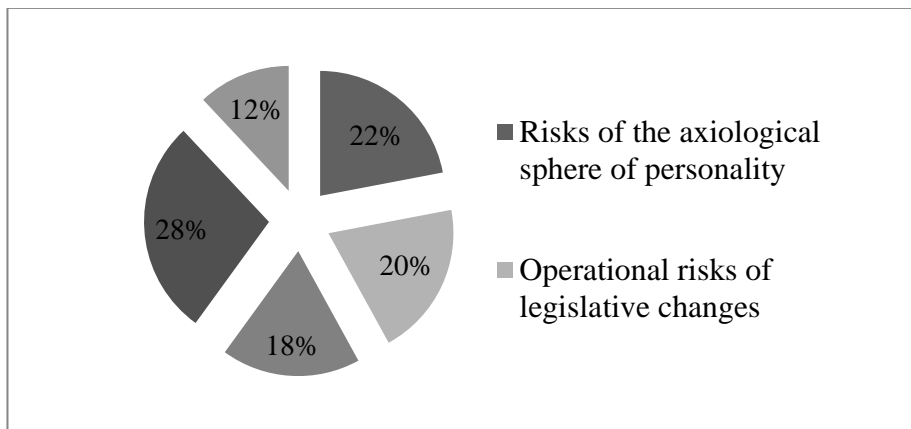
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Dominant innovations	2016		2023	
	Students	Practicing teachers	Students	Practising teachers
Project learning	III	I	VI	VI
STEAM-education technologies	II	III	IV	V
Game technologies	I	II	V	IV
Active approach in education	IV	IV	II	III
Learning through research	VI	V	III	II
Distance and blended learning technologies	V	VI	I	I

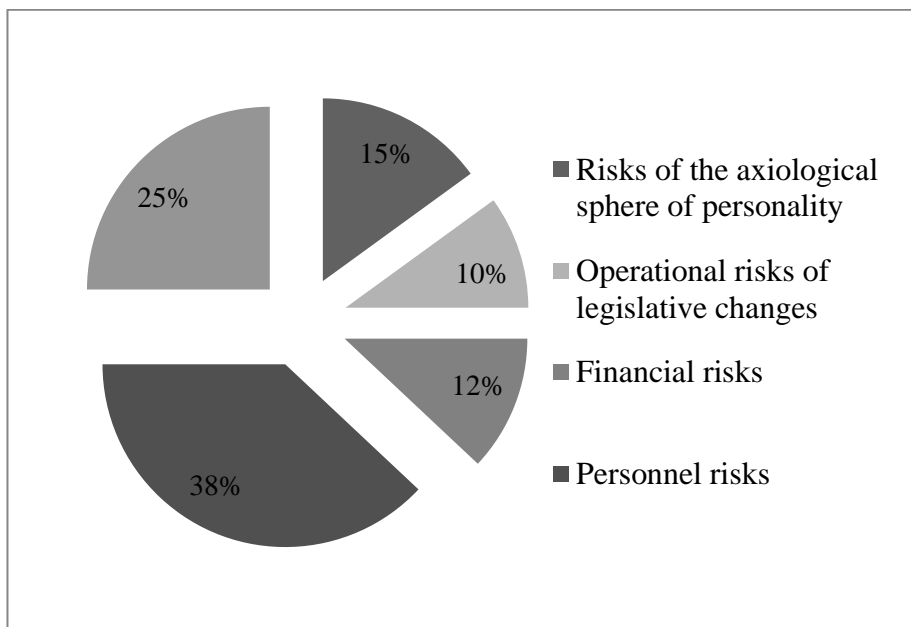
The object of research attention was also focused on the existing risks related to the development of pedagogical mentoring in the conditions of martial law in Ukraine. The results of the analysis of risks identified by teachers and students, illustrated in Pictures 5 and 6, indicate that the highest risks are associated with the problems of personnel support in the education sector, noted by 28% of teachers and 38% of students. The difference in the positions of respondents in assessing risks in the axiological sphere of personality, were noted with 20% of teachers and only 10% of students, while the risks in the socio-emotional sphere of personality were identified by 25% of students and only 12% of practicing teachers. Regarding the risks of promptness legislative changes, teachers rated them higher compared to students (20% and 10%, respectively) and paid more attention to financial risks than students (18% and 12%, respectively).

In our opinion, these results reflect the presence of more life and professional experience among teachers and increased emotional instability among students in the conditions of martial law in Ukraine.

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*Fig. 5. Risks of improving pedagogical mentoring in conditions of long-term traumatization of society (as assessed by practicing teachers).*



*Fig. 6. Risks of improving pedagogical mentoring in conditions of long-term traumatization of society (as assessed by students).*

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According to the results of the research, we conclude that the individual educational trajectory is a good start-up for realizing personal potential because the individual educational trajectory is a personal way of student's educational realization, which is formed taking into account his abilities, interests, needs, motivation, opportunities and experience and it is based on the learner's choice of types, forms and pace of education, subjects of educational activities, and the proposed educational programs, educational disciplines and their difficulty levels, as well as teaching methods and tools. In this context, the functions of the modern teacher include stimulating the development of pupils/students' creativity, promoting the development of critical thinking, assisting in the educational process, and organizing learning according to the model «teacher-assistant, teacher-mentor». It is encouraging to note that online courses for professional development and mentoring have already been developed and disseminated (for example, the online course «Teachers 2.0» – (<https://study.ed-era.com/uk/courses/course/2950>)). These programs provide teachers with the opportunity to receive support and improve their teaching practices.

Therefore, we consider it promising to further implement pedagogical internship in Ukraine, which undoubtedly stimulates positive changes in Ukrainian education, and this is precisely what the participants of the study pointed out during trainings and discussions that «pedagogical internship helps to maintain the effectiveness of newly appointed teachers, their purposefulness and the opportunity for professional development, it is one of the ways to motivate teachers to work in school»; «mentoring contributes to the professional development of teachers, helps overcome professional challenges, and take into account needs, provides an opportunity for exploring one's own practice since because requirements for teaching are constantly changing, so teachers need to constantly adapt their knowledge»; «pedagogical internship makes the establishment in the profession fast, efficient, and rational, as mentors guide through difficulties, explain cause-and-effect relationships, and instruct how to teach».

Therefore, we can conclude that mentoring helps teachers improve their professional skills and improve teaching methodologies, thereby contributing to the improvement of educational quality and making the educational process more effective; teachers who receive support and have the opportunity to develop their professional competencies are more satisfied with their work and less inclined to change their workplace. Additionally,

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mentoring provides teachers with the opportunity to develop and improve in their profession, reducing the risks of professional burnout and improving job satisfaction. Mentoring helps newly appointed educators adapt more quickly to new working conditions and the education system, providing a better start to their professional career; it fosters strong relationships among educators and promotes the exchange of knowledge and experience, which directly affects the development of the pedagogical community and the education system as a whole.

However, there are numerous difficulties on the way of mentoring development: it is necessary to ensure a sufficient number of qualified teacher-mentors, which capable of implementing effective mentoring activities in educational institutions; one of the difficulties may be the financial costs for mentors training in educational institutions; the preparation of mentors may require additional materials (books, manuals, software, and other resources) used for training; despite all the efforts of the government and the educational community, some teachers are not interested in mentoring or consider it unnecessary, posing an obstacle to its effective implementation; another obstacle could be a lack of time, which is difficult to provide in modern conditions.

The main point is that mentoring helps teachers understand their strengths and weaknesses, and develop their professional competencies, which can improve their self-image, self-esteem, and self-respect; contributes to creating a culture of support and cooperation among teachers, which helps to improve the atmosphere in the teaching staff; in general, mentoring contributes to the creation a positive image of the educational institution among parents and society by enhancing the professional development of teachers, which impacts the quality of education and student performance. Through the analysis of the potential of pedagogical internships in the context of the constructive experience of Ukrainian higher education institutions and the implementation of the «New Ukrainian School» reform, we conclude that this social institution involves the unification of resources of various forms and types of mentoring, tested in the international experience, and enshrined in the Pedagogical Constitution of Europe in May 2013.

## **Conclusions**

Based on the scientific and pedagogical analysis and the study of research results, we will identify the advantages and challenges of

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implementing mentoring in educational institutions for the professional development of educational professionals, and describe some features and characteristics of mentoring in Ukraine:

1. Ukraine is actively working on the development of a mentoring and coaching system for educational professionals. In particular, the Law of Ukraine «On Complete General Secondary Education» defines strategies for the development of mentoring in educational institutions. Various professional development programs for educators are being implemented, which include mentoring and coaching, contributing to the improvement of pedagogical practice.
2. There are different mentoring models in various regions of Ukraine: in some schools or higher education institutions, one mentor may be assigned to support several teachers, while in other institutions an individual mentor may be assigned for each newly appointed educator. Mentoring can be initiated by the educators themselves or by educational institutions or professional communities of teachers.
3. Like in most countries, mentoring in Ukraine faces challenges such as inadequate funding, low qualifications of mentors, limited access to mentoring training programs, the absence of clear legal regulations for mentoring procedures, and some underestimation of the importance of mentoring for professional teachers' development. Despite this, mentoring is gaining popularity within the professional community of educators in Ukraine, as it is an effective tool for improving the quality of education and developing the professional skills of educational professionals.
4. The implementation of mentoring has numerous benefits for educational institutions and the professional development of educators, including: improvement of education quality; reduction of staff turnover; support for newly appointed teachers; knowledge and experience exchange; increasing of teachers' self-esteem, improvement of the institution's image, etc. However, during the implementation of mentoring, certain challenges may arise, among which the most common are a shortage of qualified mentor educators; financial expenses; low motivation levels among educators; lack of time, etc. The effectiveness of mentoring depends on providing mentor educators with proper support, professional development, and motivation to fulfil their professional responsibilities.
5. After completing the pedagogical internship, a teacher successfully applies the acquired knowledge and skills in professional activities.

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However, professional development is a continuous process, so it is important to consider pathways for further teacher development. Continuing professional development involves taking additional courses and attending training and seminars on pedagogical topics (both offline and online). Mentorship can provide valuable advice during the professional growth process and introduce teachers to new approaches and methods in the educational process. Another possible way is participating in scientific conferences, where teachers can engage in discussions with other specialists in their field. Additionally, obtaining additional education, for example, studying for obtaining of higher education degree in pedagogy is a valuable opportunity for professional development.

The key source of professional development for educators is self-improvement, which can be achieved through familiarizing with professional literature, watching webinars and video lectures, as well as reflecting on their own pedagogical practices. It is important to emphasize that professional development is a lifelong process, so teachers must constantly work on their development to remain competitive in the job market.

#### **Compliance with ethical standards**

**Ethical approvals.** In the process of conducting the research, relevant ethical norms and rules were observed. All procedures were in accordance with the Helsinki Declaration of 1964 and its later amendments. The examination of the research was conducted and approved by the Ethics Committee of Scientific Research of the IZMAIL State University of Humanities (Ukraine).

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**Publication Consent.** The authors have approved the final content of the article after its review and agree to its publication in the final manuscript version. The article has not been submitted to other scientific publications for consideration and publication.

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