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Igor KOVAL

Lviv Polytechnic National University  
Educational and Scientific Institute  
law, psychology and innovative education  
Candidate of Law, Associate Professor  
Associate Professor of the Department  
theories of law and constitutionalism  
ihor.m.koval@lpnu.ua  
ORCID: 0000-0002-5332-6958

## IMPLEMENTATION OF THE INSTITUTE OF MENTORING IN HIGHER EDUCATIONAL INSTITUTIONS (THEORETICAL AND LEGAL ASPECT)

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The article is devoted to the theoretical and legal aspect of the implementation of the institute of mentoring in higher education institutions in the context of the formation of a comprehensively developed personality, who has mastered all the necessary competencies through interpersonal interaction between the student and the mentor within the educational space.

It is emphasized that the present has actualized mentoring work with internally displaced persons, military personnel and persons with special educational needs.

It is found out that in mentoring it is important to adhere to the principles of voluntariness and mutual consent to form mutual understanding and active cooperation. Mentoring activities in higher education institutions should be carried out with the support of qualified psychologists and lawyers who are full-time employees of higher education institutions, because the supervisor can receive information that the student needs such qualified assistance, especially if these are first-year students who have not yet adapted to the new conditions of study and life.

It is noted that the complex modern realities of the formation of young specialists prove the importance of moral, socio-cultural, professionally-oriented support within the educational and socio-legal space. The institute of mentoring becomes a "guide" in the new conditions of the formation of a holistically developed specialist who will be able to compete in the labor market.

Attention is focused on the fact that an important aspect of the work of a mentor in a higher education institution is educational work with students. The supervisor chooses the forms of such work taking into account the needs of a certain circle of students at a specific time. It is important to observe safety conditions and conduct educational activities, it is necessary to coordinate with the management of the higher education institution and choose places where shelters are equipped.

**It is noted that higher education institutions should have a regulation on mentoring, which defines the rights and obligations of the parties, requirements for the person entrusted with the functions of a mentor, and other important points regarding this form of activity. It is also worth keeping accounting and planning journals for the mentor's work, which are coordinated and approved by the management of the higher education institution.**

**Key words:** mentoring, student-centrism, Law of Ukraine "On Higher Education", educational space, special educational needs, internally displaced persons, rights and freedoms of the individual.

**Problem statement.** Reforming the higher education system involves the implementation of the principle of student-centeredness and a personal approach to the formation of a specialist within the educational trajectory.

Such processes in higher education institutions are regulated by the legislation of Ukraine and internal local regulations. Undoubtedly, to form a comprehensively developed personality who has mastered all the necessary competencies, it is necessary to use all methods of interpersonal interaction, in particular, mentoring.

The complex modern realities of the formation of young professionals prove the importance of moral, socio-cultural, professionally oriented support within the educational and socio-legal space. The institute of mentoring becomes a "guide" in the new conditions of forming a holistically developed specialist who will be able to compete in the labor market.

**Analysis of the research problem.** For a comprehensive analysis and understanding of the indicated issues, it is advisable to rely on the theoretical and methodological potential of the works of domestic and foreign legal scholars and teachers of different periods.

Modern scholars who have paid significant attention to the problems of the theoretical and legal aspect of implementing the institute of mentoring in higher education institutions are: N. Bobro, O. Ivanytska, O. Tadeush, J. Domeikiene.

Scientific concepts and improved regulations contribute to the formation of a fundamentally new approach to understanding the institution of mentoring in conditions of martial law and global challenges.

**The purpose of the article** is to deepen the study of the theoretical and legal aspect of the implementation of the institute of mentoring in higher education institutions.

**Presentation of the main material.** Today in Ukraine, the educational process is implemented in the realities of wartime, and therefore it is important to take into account not only the methods and techniques of acquiring educational competencies, but also the moral and psychological state of students, special educational and adaptation needs.

According to the legislation of Ukraine, higher education is "a set of systematized knowledge, skills and practical abilities, ways of thinking, professional, ideological and civic qualities, moral and ethical values, and other competencies acquired in a higher education institution (scientific institution) in a relevant field of knowledge for a certain qualification at higher education levels that are higher in complexity than the level of complete general secondary education" [1].

For a student to fully acquire these competencies, it is advisable to work and interact with a mentor who can help to optimally master the educational component and form socio-cultural activity.

The content component of mentoring consists of the relationship between a student and an experienced teacher who helps the student learn educational competencies, acquire professional skills, and successfully socialize in a new environment [2].

Reference literature interprets the concept of a mentor as one who gives advice, teaches; advisor, teacher [3]. We note that in mentoring it is important to adhere to the principles of voluntariness and mutual consent to form mutual understanding and active cooperation.

This aspect is especially important for individual mentoring.

Regarding the types of mentoring, the main varieties can be identified as: collective; – individual. In the collective form of mentoring, the mentor works with a certain number of students, usually with a group, and in the individual form, the work is carried out with one or several people, depending on the situation.

For example, today we have a significant number of students who are internally displaced persons (IDPs) who need both educational and socio – cultural adaptation in a new environment. Many of them have experienced occupation, active hostilities, and the loss of loved ones.

Mentoring with individuals who share common needs and issues may involve working with multiple individuals, with their consent.

The status of IDPs is regulated by the legislation of Ukraine, which states that such persons, in accordance with the Constitution of Ukraine, laws and international treaties, are endowed with the same rights and freedoms as citizens permanently residing in Ukraine [ 4 ] .

It is important that the legislation states that discrimination against IDPs on the basis of their status is prohibited when exercising any rights and freedoms. Mentoring activities in higher education institutions should be carried out with the support of qualified psychologists and lawyers who are full-time employees of the higher education institution , because the supervisor may receive information that the student needs such qualified assistance, especially if they are first-year students who have not yet adapted to the new conditions of study and life.

Mentors help students rationally allocate time and physical and psychological resources to master the educational program, which, according to the Law of Ukraine "On Higher Education", is "a single complex of educational components (subjects, individual tasks, practices, control measures, etc.) aimed at achieving the goals and learning outcomes provided for by such a program, which gives the right to obtain a certain educational or educational and professional (professional) qualification (qualifications) [1].

The realities of martial law prompted us to continue our studies in an online format, which was launched during the COVID -19 pandemic . This format is most relevant in areas with active hostilities. Under such conditions, the supervisor helps students navigate the curriculum, adjust to working in a virtual learning environment, and, if necessary, create an individual study schedule.

An important aspect of the work of a tutor in a higher education institution is educational work with students. The tutor chooses the forms of such work taking into account the needs of a certain group of students at a specific time. It is important to observe safety conditions, because even a trip to the theater, museum, or a trip to nature should not expose students to danger during an air raid alert. Such measures should be coordinated with the management of the higher education institution and places where shelters are equipped should be chosen.

In this context, we support the opinion of N. V. Bobro that, using various forms of work, the mentor directs such activities to the formation of certain qualities in students that contribute to their personal development [5, pp. 63-66].

We focus on such a category of students as combatants. Today, considerable attention is paid to this issue, because they need not only higher education, but also retraining due to the inability to work in their previously obtained specialty due to the consequences of injury or other circumstances.

The Law of Ukraine “On the Status of War Veterans, Guarantees of Their Social Protection” stipulates that combatants and their children are provided with benefits and discounts for education, namely: - education at the expense of the local or state budget; – preferential long-term loans for education; - social scholarships; - free provision of textbooks and access to the Internet in educational institutions; - priority settlement and accommodation in dormitories [6;7].

All conditions and benefits provided by the legislator must be properly implemented. Higher education institutions create conditions for the proper mastering of educational programs by such individuals, but mentors provide them with support in this process.

Quite often, such students are of an older age group and find it difficult to navigate the modern requirements of the educational space. Curators help to master the virtual learning environment, optimally form an individual study schedule (if necessary), and, like all other first-year students, familiarize themselves with the infrastructure of the higher education institution (libraries, computer classes, etc.). Such support is especially important for non-resident students who find it difficult to navigate in a new city.

The participation of a mentor in the process of inclusive education is important. This also applies to combatants with special educational needs. The mentor helps to determine the number of such individuals, what kind of help and support they need, and implement it, together with the leadership of the higher education institution.

We support the opinion of O. Tadeusz that in the process of mentoring, attention should be paid to the individual needs of the student, his value orientations in understanding the world and self-development. It is important to create conditions under which everyone can achieve the desired results, taking into account their own abilities and efforts, because mentoring is a process that contributes to the acquisition of deep knowledge and practical experience by students, provides educational, advisory and support functions, based on the principles of partnership interaction [8, pp. 113–13].

The mentor helps to form so-called "interest groups" in the team. In particular, students may be deeply interested in a certain scientific direction, practical experience that unites their interests, and then it is worth involving such students in thematic scientific and practical activities, cooperation on the exchange of experience, etc.

specialists emphasize that the knowledge and skills of a mentor can be implemented in different forms, depending on the approaches and methods he chooses and distinguishes [9] :

- support – a form of interaction where the mentor plays the role of support and assistance;
- demonstration – the mentor acts as an example to follow;
- situation analysis – the mentor helps the student independently reflect and form conclusions based on their own previous experience.

These methods are not exhaustive, as experienced mentors develop their own approaches to knowledge transfer. The main task of mentoring is to ensure the effective acquisition of skills by a higher education student, and the choice of methods is determined by the capabilities and resources of the mentor.

Mentoring activities should be based on the principle of student-centeredness . The legislation of Ukraine states that “ student-centered learning is an approach to organizing the educational process, which provides for:

- encouraging higher education students to play the role of autonomous and responsible subjects of the educational process;
- creating an educational environment focused on meeting the needs and interests of higher education applicants, in particular providing opportunities for forming an individual educational trajectory;
- building the educational process on the principles of mutual respect and partnership between participants in the educational process” [1] .

Mutual understanding and respect in the cooperation of the mentor with the students are the key to fruitful cooperation. Mentors transfer their ideas, skills and experience, helping the mentees to gain valuable knowledge and opportunities for learning. Thanks to this, students become more confident and flexible in solving difficult situations. Such an exchange of experience helps to overcome the generational gap and provides an opportunity to achieve success, minimizing the need for the trial and error method. Mentoring is focused on the individual needs of the mentee, contributing to the development of skills necessary for the effective performance of current tasks or preparation for future responsibilities. The mentor helps to identify key areas for improvement, provides constructive feedback and provides the necessary resources to expand the capabilities of the mentee [10] .

We emphasize that the HEI should have a regulation on mentoring, which defines the rights and obligations of the parties, requirements for the person entrusted with the functions of a mentor, and other important points regarding this form of activity. It is also worth keeping accounting and planning journals for the mentor's work, which are agreed upon and approved by the HEI management.

**Conclusions.** Thus, we have come to the conclusion that the implementation of the mentoring institute in higher education institutions should be carried out on the basis of the legislation of Ukraine and internal norms and regulations on such activities.

Mentoring is an important mechanism for supporting students in the process of learning, professional development, and social adaptation.

The mentoring institute is an important tool for improving the quality of higher education and training competitive specialists. Its effective implementation requires a comprehensive approach, including theoretical justification and legal regulation.

The task of mentoring in higher education is to assist students in acquiring certain educational and scientific competencies through interaction and cooperation between stakeholders based on student-centeredness, mutual respect, and socio-cultural cooperation.

In Ukraine, the regulatory framework for mentoring in higher education institutions needs improvement, as current documents regulate only general aspects.

For effective implementation of mentoring, it is necessary to create uniform standards, develop mechanisms to stimulate mentors, and introduce modern digital technologies into the mentoring process.

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## **РЕАЛІЗАЦІЯ ІНСТИТУТУ НАСТАВНИЦТВА В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ (ТЕОРЕТИКО-ПРАВОВИЙ АСПЕКТ)**

Стаття присвячена теоретико-правовому аспекту реалізації інституту наставництва в закладах вищої освіти в контексті формування всесторонньо розвинутої особистості, що опанувала усі необхідні компетентності через міжособистісну взаємодію між студентом та наставником в межах освітнього простору.

Наголошено, що сьогодення актуалізувало наставницьку роботу з внутрішньо переміщеними особами, військовослужбовцями та особами з особливими освітніми потребами.

З'ясовано, що в наставництві важливо дотримуватися принципів добровільності та взаємної згоди для формування взаєморозуміння і активної співпраці. Наставницька діяльність у закладах вищої освіти повинна здійснюватися за підтримки кваліфікованих психологів і юристів, що є штатними працівниками закладів вищої освіти, адже, куратор може отримати інформацію про те, що студенту необхідна така кваліфікована допомога, особливо, якщо це студенти першого курсу, які ще не адаптувалися до нових умов навчання і життєдіяльності.

Зазначено, що складні сучасні реалії становлення молодих фахівців доводять важливість моральної, соціокультурної, професійно-орієнтованої підтримки в межах освітнього та суспільно-правового простору. Інститут наставництва стає «провідником» в нових умовах формування цілісно розвинутої особи фахівця, що зможе конкурувати на ринку праці.

Акцентовано увагу на тому, що важливим аспектом у роботі наставника в закладі вищої освіти є виховна робота зі студентами. Форми такої роботи куратор обирає з огляду на потреби певного кола студентів в конкретний час. Важливо дотримуватися умов безпеки і проведення виховних заходів потрібно узгоджувати з керівництвом закладу вищої освіти і обирати місця де обладнані укриття.

Зазначено, що в закладах вищої освіти повинно бути положення про наставництво, в якому визначено права і обов'язки сторін, вимоги до особи, на яку покладаються функції наставника та інші важливі моменти щодо такої форми діяльності. Також варто вести журнали обліку та планування роботи наставника, що узгоджуються та затверджуються керівництвом закладу вищої освіти.

Ключові слова: наставництво, студентоцентризм, Закон України «Про вищу освіту», освітній простір, особливі освітні потреби, внутрішньо переміщені особи, права і свободи особи.