



Филиал МГУ имени М.В.Ломоносова
в г. Ереване

Журнал входит в список
периодических изданий ВАК РА

ՌՌԻՍԱԳԻՏՈՒԹՅԱՆ ԱՐԴԻ ՀԻՄՆԱԽՆԴԻՐՆԵՐԸ

Գիտամեթոդական հանդես

ПРОБЛЕМЫ СОВРЕМЕННОЙ РУСИСТИКИ

Научно-методический журнал

MAIN ISSUES IN MODERN RUSSIAN STUDIES

Scientific Methodological Journal

2023

Երևան քաղաքում Մոսկվայի Մ.Վ. Լոմոնոսովի անվան պետական
համալսարանի մասնաճյուղ

Филиал Московского государственного университета
им. М.В. Ломоносова в г. Ереване

M. Lomonosov Moscow State University, Yerevan branch

ՌՈՒՍԱԳԻՏՈՒԹՅԱՆ ԱՐԴԻ ՀԻՄՆԱԽՆԴԻՐՆԵՐԸ

Գիտամեթոդական հանդես

ПРОБЛЕМЫ СОВРЕМЕННОЙ РУСИСТИКИ

Научно-методический журнал

MAIN ISSUES IN MODERN RUSSIAN STUDIES

Scientific Methodological Journal

12 (16)

ԵՐԵՎԱՆ 2023

ЕРЕВАН 2023

YEREVAN 2023

*Երաշխավորվել է սույազրության Երևան քաղաքում Մոսկվայի Մ. Վ. Լոմոնոսովի
անվան պետական համալսարանի մասնաճյուղի գիտական խորհրդի կողմից*

*Печатается по решению Ученого совета филиала Московского государственного
университета им. М.В. Ломоносова в г. Ереване*

*Reprinted by decision of the Academic Council of the branch of the Moscow State Univer-
sity M.V. Lomonosov in Yerevan*

«ՈՌԻՍԱԳԻՏՈՒԹՅԱՆ ԱՐԴԻ ՀԻՄՆԱԽՆԻՐՆԵՐԸ» գիտամեթոդական հան-
դեսի առաքելությունը ՀՀ-ում ռուսագիտության՝ որպես լեզվաբանության ճյուղի
մասսայականացումն է, ռուսաց լեզվի ուսումնասիրման նկատմամբ հետաքրքրու-
թյուն առաջացնելը, օտարերկրյա հետազոտողների ուշադրությունը հայ գիտնա-
կանների մշակումներին հրավիրելը, դրանով իսկ հայ ռուսագիտության մասսա-
յականացումն է, համատեղ ծրագրերի, դրամաշնորհների մշակման հնարավորու-
թյան ընձեռումը, մագիստրոսների ներգրավումը հետազոտական աշխատանքներին:


Назначение научно-методического журнала **«ПРОБЛЕМЫ СОВРЕМЕННОЙ
РУСИСТИКИ»** рассматривается нами в ракурсе популяризации в РА русистики как
отрасли языкознания, привлечения интереса к изучению русского языка, привлечения
внимания зарубежных исследователей к разработкам армянских ученых и тем самым
популяризации армянской русистики, возможности разработки совместных проектов,
грантов и пр., привлечения магистрантов к научно-исследовательской работе.

ПРОБЛЕМЫ СОВРЕМЕННОЙ РУСИСТИКИ // Научно-методический журнал, №12
(16). / Глав. ред. Саркисян И.Р.; сост.: Акопян А.С. – Ереван: Изд-во МГУ, 2023. – 266 с.

ISSN 1829-4820

*Журнал входит в список периодических изданий **ВАК РА***



 ORCID: 0000-0002-4377-1601

 ORCID: 0000-0001-9263-6791

© Филиал МГУ им. М.В. Ломоносова в г. Ереване

РАССМОТРЕНИЕ MENTER-ТЕХНОЛОГИЙ В РАКУРСЕ ПРОГРАММ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ ПРЕПОДАВАТЕЛЕЙ ВУЗОВ

Гаяне Виуловна Егиазарян

gyeghiazaryan1@hotmail.com

*Д.ф.н., профессор,
Зав. кафедрой английского языка,
Государственный университет им. В.Я. Брюсова
Ереван, Республика Армения*

Кристина Грачьяевна Мурадян

christinamuradyan24@gmail.com

*Аспирант кафедры английского языка,
Государственный университет им. В.Я. Брюсова
Ереван, Республика Армения*

АННОТАЦИЯ

Представленный нами институт менторства – это актуальный и успешный механизм повышения квалификации преподавателей на курсах переподготовки. Институт менторства становится эффективным средством интенсификации и модернизации процессе обучения, равно как и оптимальной реконструкции методики взаимосотрудничества преподавателей в процессе обучения на курсах ПК. В результате анализа состояния менторства в РА мы пришли к выводу о необходимости создания в нашей республике «Института наставничества».

Ключевые слова: менторство, механизм повышения квалификации преподавателей, взаимосотрудничества, интенсификации и модернизации процессе обучения.

Currently, the Republic of Armenia attaches great importance to the professional development programs for university lecturers. Professional development (PD) courses are a form of additional professional education for university specialists.

A qualitative analysis of the attendees of the RA PD courses showed that 20% of the students are experienced and qualified specialists who have been working in the higher education system for over 20 years. Additionally, around 50% of the participants are young professionals with limited work experience, typically about five years or less.

It seems obvious that the work of rural and urban teachers, as well as university lecturers, has certain specifics, therefore, special refresher courses should be organized for each of the above-mentioned groups. Moreover, each of the selected groups of attendees of PD courses has a certain amount of professional knowledge, as well as professional experience.

Given current conditions, we can effectively use the experience of certain specialists in the process of training course participants. This can be done effectively with the help of mentor technologies, which provide personalized guidance and support to course participants. It should be noted that the educational value of the experience of students of PD courses is undoubtedly a priority factor, which, as a rule, contributes to an effective and high-quality improvement of learning outcomes.

The term «mentor» in modern interpretation has a positive meaning – it refers to an educator, adviser, guide, and specialist with professional experience and expertise, who is ready to share all their knowledge, skills, and abilities. A mentor is a qualified specialist who has successfully worked in a professional field and is therefore well-suited to act as a guide. Mentoring is an experience transfer model, where the mentor offers support, opportunities for growth and development, and guidance to individuals seeking to develop their skills and knowledge in the same or a related professional field.

At the same time, it should be stipulated that the mentor in a PD course is not a teacher in the literal sense of the word. They are, first of all, experts in the field of professional activity under consideration.

The so-called mentor technologies are somewhat similar to the traditional guiding system. It should be noted that this system, according to our analysis of scientific and methodological literature, was very successfully implemented in the educational space of the Soviet Union. This fact convincingly proves that the innovative mentoring methods and corresponding terminology systems adopted today are not entirely new, but rather effectively modernized to fit the realities of the modern world.

It should be noted that at the present stage, the experience of borrowing foreign terminological systems is very common in Armenia. Therefore, some innovations in the modern system of education in Armenia and the corresponding terminology typically come from Western countries. An obvious example is the processes of globalization, as well as the increased pace and scope of modernization in the educational sector in the Republic of Armenia. Recently, the educational system has been enriched with new terms such as tutoring, coaching, workshop, mentoring, and more [1].

It is worth mentioning that mentoring is very common in Armenia at present. At the same time, we stipulate that in the process of historical development, the technologies for implementing mentoring have been noticeably modernized and improved.

An interesting fact is that in some government agencies, as well as in certain commercial companies in Western countries, various modern mentoring systems have been developed, and the mentoring method is often used involuntarily. It depends on the relevant goals, for the implementation of which both government agencies and various commercial companies use special tools and types of mentoring [2].

Let's define the difference between guiding and mentoring: guiding, as a rule, puts its emphasis on direct transfer, as well as the implementation of practical experience. This is the case when, for example, a qualified and experienced teacher with a corresponding long work experience transfers knowledge, skills, and abilities to a young novice specialist. Mentoring is inherently integrative, as it requires the mentor to have a solid theoretical foundation, effective practical experience, and a thorough understanding of the current methodologies for cooperation used in educational programs.

The invaluable potential of using mentor technologies is very high. In the field of teaching foreign languages (English, Russian, German, French, Chinese, Persian, etc.), interaction with experienced and highly qualified teachers and practitioners is successfully implemented in the courses of additional professional education in the Republic of Armenia. The experience of foreign specialists is used in PD courses as well. This intensified interaction is successfully implemented in the process of teaching modern technologies of cooperation between students and a qualified university lecturer. Additionally, students interact with each other within the group enrolled in the professional development program. At the end of the program, students present interesting methodological and pedagogical projects they have developed.

As an example of a modern, interesting, and effective educational program for advanced training, we will discuss «Grant as an Instrument of Extra-Budgetary Financing: Development Technologies». Participants of this program (students) share their experience of partaking in various grant competitions. At the same time, they constantly communicate with specific practitioners, as well as qualified experts of the funds. It should be noted that students themselves can also become experts in the process of evaluating submitted projects. Moreover, students of professional development courses acquire solid up-to-date knowledge in the field of grant activity, after which they proceed directly to the development/implementation of their grant project.

This project is accompanied by constant consultations with the relevant mentors during the training courses. Upon completion of the training, the student has the full right to participate in the grant giver's competition. We stipulate that at the present stage, the educational process in foreign countries is based on project-based training, and additional professional education in this perspective is no exception.

This experience is gradually being adopted by methodologists and teachers of the Republic of Armenia, successfully using project-based training in additional professional education, which we consider an effective element of the methodology. It should certainly be noted that as a result of using this current project method in teaching, students receive the appropriate skill and actively apply it in the development, as well as the implementation of their project.

In general, the so-called mentor technologies are based on modern relevant principles:

- *moral and ethical stability;*
- *reliance on successful personal experience,*
- *motivation and deep interest;*
- *the use of psychological and pedagogical approaches developed in the personal professional activity of the mentor;*
- *personification of the mentor's interaction with the students of the additional professional education [3].*

It should be noted that in Armenia, the system of professional development courses generally uses traditional teaching methods, while, unfortunately, the huge and effective potential of mentor technologies is practically not used to the desired extent. It does not take into account the fact that in the learning process, mentor technologies are considered technologies for the successful exchange of experience, knowledge, skills, and abilities between groups of mentors and students. At the same time, after training, an obvious increase in the level of knowledge, skills, and abilities is recorded, as well as obvious achievements in the career growth of attendees of professional development courses.

Modern mentoring technologies should focus on transferring the practical experience of specialists, which includes their knowledge. After all, the learning process involves valuable communication with an experienced teacher who should act as a mentor and cannot be replaced. So, modern educational training can be enhanced by integrating the practical experience of successful specialists, which can help to improve the effectiveness of the training.

During the university education of future teachers, it is often noted by methodologists that there is an urgent need to involve teachers who have successful teaching experience at schools in the educational process. Therefore, it is they who should pass on to the new generation their experience of successful work at school, reinforcing it with direct examples from actual practice.

We would like to quote the projection from the Agency for Strategic Initiatives known as «Skolkovo»: mentoring is a profession that is currently gaining popularity, along with the role of a curator of collective creativity. It can be stated

with full confidence that the manager of socio-cultural activities corresponds to the definition and characteristic functions of a mentor [4].

In summary, we can confidently state that the mentoring institute we have presented is an effective mechanism for improving the qualifications of teachers during their professional development courses. A mentoring institute is an effective tool for enhancing and modernizing the learning process, as well as optimizing the methodology of teachers' cooperation during professional development courses. After analyzing the state of mentoring in the Republic of Armenia, we have concluded that it is necessary to establish a «Mentoring Institute» in our country.

ЛИТЕРАТУРА

1. Атлас новых профессий // Разработка сайта: креативное агентство Brainstore [Электронный ресурс]. – Режим доступа: <http://atlas100.ru/catalog/obrazovanie/mentor-startapov/> (Дата обращения: 17.09.2023г.).
2. Габдулхаков В.Ф. Menter-технологии подготовки учителей: монография / В.Ф. Габдулхаков. – Казань: Казанский (Приволжский) федеральный университет, Изд-во НПО «МОДЭК», 2018. – 159 с.
3. Клищ Н.Н., Январев В.А. Наставничество на государственной службе – новая технология профессионального развития государственных служащих (зарубежный и российский опыт наставничества на государственной службе): Препринт WP8/2014/01 / Н.Н. Клищ, В.А. Январев; Нац. исслед. ун-т «Высшая школа экономики». – М.: Изд. дом Высшей школы экономики, 2014. – 64 с.
4. Соколова Е.И. Анализ терминологического ряда «коуч», «ментор», «тьютор», «фасилитатор», «эдвайзер» в контексте непрерывного образования // Непрерывное образование: XXI век, 2013, № 4(4). – СС. 124–135 [Электронный ресурс]. – Режим доступа: <https://cyberleninka.ru/article/n/amliz-terminologicheskogo-ryada-kouch-mentor-tyut> (Дата обращения: 17.09.2023г.).

**MENTER ՏԵԽՆՈԼՈԳԻԱՆԵՐԻ ԴԻՏԱՐԿՈՒՄԸ
ԲՈՒՀԵՐԻ ԴԱՍԱԽՈՍՆԵՐԻ ՈՐԱԿԱՎՈՐՄԱՆ ԲԱՐՁՐԱՑՄԱՆ
ԾՐԱԳՐԵՐԻ ՏԵՄԱՆԿՑՈՒՆԻՑ**

Գ.Վ. Եղիազարյան
gyeghiazaryan1@hotmail.com

*Բ.գ.դ., պրոֆեսոր,
Անգլերեն լեզվի ամբիոնի վարիչ,
Վ.Յա. Բոլոսովի անվ. պետական համալսարան
Երևան, Հայաստանի Հանրապետություն*

Ք.Հ. Մուրադյան
christinamuradyan24@gmail.com

*Անգլերեն լեզվի ամբիոնի ասպիրանտ,
Վ.Յա. Բոլոսովի անվ. պետական համալսարան
Երևան, Հայաստանի Հանրապետություն*

ԱՄՓՈՓՈՒՄ

Մեր կողմից ներկայացված մենթորության ինստիտուտը վերապատրաստման արդիական և հաջողված մեխանիզմ է: Մենթորության ինստիտուտը դառնում է ուսուցման գործընթացի ակտիվացման և արդիականացման արդյունավետ միջոց, ինչպես նաև փոխգործակցության մեթոդաբանության օպտիմալ վերակառուցում: ՀՀ-ում մենթորության վիճակի վերլուծության արդյունքում եկել ենք այն եզրակացության, որ մեր հանրապետությունում անհրաժեշտ է ստեղծել «մենթորության ինստիտուտ»:

Բանալի բառեր՝ մենթորություն, դասախոսների որակավորման բարձրացման մեխանիզմ, փոխհամագործակցության, ուսուցման գործընթացի ակտիվացման և արդիականացման մեխանիզմ:

**EXPLORING MENTOR TECHNOLOGIES IN THE CONTEXT
OF PROFESSIONAL DEVELOPMENT PROGRAMS
FOR UNIVERSITY LECTURERS**

G. Yeghiazaryangyeghiazaryan1@hotmail.com

*Doctor of Sciences (Philology), Professor,
Head of the Department of English,
Brusov State University
Yerevan, Republic of Armenia*

Ch. Muradyanchristinamuradyan24@gmail.com

*Postgraduate student at the Department of English,
Brusov State University
Yerevan, Republic of Armenia*

ABSTRACT

The mentoring institute we have presented is an effective mechanism for improving the qualifications of teachers during their professional development courses. A mentoring institute is an effective tool for enhancing and modernizing the learning process, as well as optimizing the methodology of teachers' cooperation during professional retraining courses. After analyzing the state of mentoring in the Republic of Armenia, we have concluded that it is necessary to establish a «Mentoring Institute» in our country.

Keywords: mentoring, the mechanism of teacher training, mutual cooperation, intensification and modernization of the learning process.

Информация о статье:

*статья поступила в редакцию 25 сентября 2023 г.,
подписана к печати в номер 12 (16) / 2023 – 15.12.2023 г.*