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Implementation of teaching technology in the process of future specialists' professional development

Впровадження технології наставництва у процес професійного розвитку майбутніх фахівців

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Abstract

The technology of mentoring and the possibilities of its implementation in the process of professional development of future specialists are considered. The functions of mentors (advisory, socio-pedagogical, spiritual) and criteria of mentoring (democratic, social orientation, originality, research, dialogue, leadership, cooperation) were analyzed. Assertiveness, fascination, attraction of the mentor's personality, spiritual constants, and moral and ethical maxims of behavior are considered. The task of the mentor is written. The factors that influence the effectiveness of mentoring and the characteristic features of the mentors' style are singled out. To increase the effectiveness of pedagogical mentoring, the need for principles is substantiated. The types of mentoring (religious, based, industrial,

Анотація

Розглянуто технологію наставництва та можливості її впровадження у процес професійного розвитку майбутніх фахівців. Проаналізовано функції наставників (консультативну, соціально-педагогічну, духовну) та критерії наставництва (демократичність, соціальна спрямованість, самобутність, дослідництво, діалогічність, лідерство, співробітництво). Розглянуто асертивність, фасцинація, атракція особистості наставника, духовні константи, морально-етичні максими поведінки. Виписано завдання наставника. Виокремлено фактори, від яких залежить ефективність наставництва та характерні ознаки індивідуального стилю наставників. Для підвищення ефективності педагогічного наставництва обґрунтовано необхідність принципів. Подано типи

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professional) are given. The importance of a remote form of support for young professionals - telementoring - is shown, which is necessary with the rapid development of Internet communications.

Keywords: mentoring technology, professional development, future specialists, telementoring, partnership.

наставництва (релігійне, базоване, виробниче, професійне). Показано важливість дистанційної форми підтримки молодих фахівців – теленаставництва (telementoring), що є необхідним при стрімкому розвитку інтернет-комунікацій.

Ключові слова: технологія наставництва, професійний розвиток, майбутні фахівці, теленаставництво, партнерство.

Introduction

The development of modern society suggests changes in the system of professional improvement of scientific and pedagogical workers. At the same time, the following conditions are taken into account: integration of the country into the world and European educational community, a socially oriented economy. Nowadays, we observe a discrepancy between the existing level of readiness of teachers for professional activity and the challenges of our time. And this position is extremely acute today in all spheres of educational society (Shapovalova et al., 2020).

One of the main tasks of the policy of most developed countries is to improve and update the quality of education, informatization and intercultural dialogue, internationalization, as well as its new socio-economic realities by global trends. The teacher, who acts as a model of the educational process, its improvement, and the initiator of his continuous professional development, plays the main role in the implementation of such tasks. High-quality professional training in a higher educational institution does not always guarantee the competitiveness of a graduate. For the adaptation to be successful, and the professional development to be clear and significant, the further professional development of the young teacher always took place, a clearly planned and scientifically based system of methodical and individual socio-psychological support is necessary. Such a system of support for young teachers is effective, the core of which is mentoring (Zembytska, 2015).

The main indicator by which the level of development of each country is measured is the level of quality education, which is carried out throughout life. Mentoring, including scientific mentoring, is considered one of the main factors that significantly affect the quality of continuing education. It is a technology that allows us to understand the role of scientists as bright personalities, bearers of a certain subculture, and their role in reforming the modern education sector based on Europeanness and cultural relevance.

Changes in education, socio-economic realities, and the development of various industries allow to consider mentoring technology as a form of interaction on a socio-personal basis (Semenog & Vovk, 2016).

Literature Review

Yu. Zaporozhtseva (2020) specified the essence of the concepts of "mentoring", and "supervision", justified the strategies of supervision (cycles and functions) in the activities of educational institutions, proved the favorable approach of reflection in the professional activity of a teacher and showed the standardization of the quality of the work of an educational institution.

O. Shapovalova, V. Butenko, M. Boychenko (2020), the justification was made and the need to introduce mentoring technology into the process of professional development of future teachers of preschool education institutions was shown.

O. Semenog (2017), the micro-pedagogy of scientific mentoring and its open environment is considered, the renewal of the education system is shown by the world trends of globalization of the quality of education.

Zh. Savych (2021) developed a workshop for all educational institutions, where the task of developing a system of working with personnel is urgent.

O. Bida, N. Mukan, V. Honcharuk (2020) considered mentoring as one of the forms of adaptation, one of the main and progressive types of training, as an effective type of professional training of a specialist, an important link of training in the organization of educational space.

The purpose of the article. To consider the technology of mentoring and the possibilities of its implementation in the process of professional development of future specialists.

Methodology

To check the goal and solve the tasks, we used theoretical methods of scientific research: analysis of psychological and pedagogical literature; analysis and generalization of collected information; classification, induction, deduction, construction of analogies, modeling, and comparison of research results.

The leading idea of the study is the provision that mentoring technology and the possibilities of its implementation in the process of professional development of future specialists are provided:

- implementation of the developed interactive synergistic complex aimed at intensifying the content of professional development of teachers due to the integration of innovative educational technologies, in-depth study of disciplines, and the use of ICT in the process of professional development of teachers;
- modernization of the research component during practices;
- improving the educational environment of higher education institutions;
- subject-subject interaction, creative pedagogical interaction of teachers and specialists;
- using methods of self-control and management of self-learning;
- using interactive learning technologies;
- a personally oriented approach to education and upbringing of students in educational institutions, taking into account the individual characteristics of students;
- professional health care competence of teachers;
- a complex interdisciplinary approach, which involves the integration of competencies, skills, knowledge, and abilities during educational activities in educational institutions.

During the determination of modern trends in mentoring technology and the possibility of its implementation in the process of professional development of future specialists, the focus was on the position of the concept of continuous human education:

- about the continuous development of a person as an individual, a subject of goal realization and goal setting throughout life;
- continuity of the educational process using the categories of continuity and gradualness, integrity and purposefulness, flexibility and dynamism;
- continuous education as an organizational and pedagogical principle;
- continuous education as a single complex of non-state and state educational institutions of various purposes and levels.

The set of trends in mentoring technology and the possibilities of its implementation in the process of professional development of future specialists can be imagined at the state, institutional and personal levels.

The following methodological approaches are defined as the methodological basis for substantiating the technology of mentoring and the possibility of its implementation in the process of professional development of future specialists: structural-systemic, integrative, polysubject, competence-based, andragogical, procedural-active, individual-personal, axiological-cultural:

- structural-system provides an opportunity to determine and substantiate the importance of mentoring technology and the possibility of its implementation in the process of professional development of future specialists, which is carried out with the help of involvement in the general culture and the formation of readiness to perform professional activities;
- integrative approach ensures the creation of tolerant conditions for effective interaction of specialists in the conditions of the information society, development of cooperation abilities, disclosure of the intellectual and spiritual potential of the communication personality;
- the polysubject approach involves the polysubject interaction of the subjects of the educational environment in the context of integrative unity and ensures the process of acmeological self-development;
- the competency-based approach promotes the acquisition of professional, social-personal, and academic competencies, correlation of individual characteristics, ensuring personal uniqueness during mentoring;
- the andragogic approach carries out: the development of socially significant qualities of an adult with the help of mentoring technology and the possibility of its implementation in the process of professional development of future

specialists; mastering the competencies, skills, knowledge, skills, value orientations, and qualities necessary to perform the role of a teacher during classes; organization of the educational process taking into account the emotional and volitional sphere and peculiarities of thinking;
- the procedural and activity approach provides: mastering the structure of activity, mentoring, and the process of professional development of future specialists, starting from the awareness of the purpose, and motives of activity, to obtaining results and monitoring;
- an individual and personal approach makes the pedagogical process more effective, implies respect for the subject, recognition of intellectual and moral freedom, and the uniqueness of the individual;
- axiological-cultural creates conditions for the formation of a creative personality, new integration qualities, stimulates learning, and reflects the specificity of the subject, his needs, and values.

A set of complementary methodological approaches provides an opportunity to learn about the researched phenomenon of mentoring technology and the possibility of its implementation in the process of professional development of future specialists.

Results and Discussion

In our time, there are different opinions about the forms, methods, and content of youth education, sometimes education and education lose their humanistic spirit, and therefore the importance of supporting a mentor who has a high level of national self-awareness, who fills individuals with respect for other people, tolerance, and spirituality, is actualized, teaches a person to be a Man.

Researchers single out in an open environment the micro-pedagogy of a teacher-mentor in which a specialist with acquired experience broadcasts examples of the assimilation of cultural values and norms, helps to form examples of models of behavior, personal position, conveys the value attitudes of science in the formation of a scientific style of thinking in a student. Personal and professional development, self-realization, and self-development of the personality of a graduate student, student, student depends on the personal qualities of the teacher-mentor, who guides, accompanies, and leads the process of adaptation to professional requirements, to the self-development and self-knowledge of individuals as successful specialists in the national and global space.

The multifaceted activity of a mentor in the educational field is characterized by:

- the intellectual and ethical system of values,
- academic culture,
- the culture of high spirituality and morality, behavior, and communication of people;
- pedagogically adapted experience of cognitive scientific activity;
- high-quality labor indicators;
- responsibility for performance (Semenog, & Vovk, 2016).

We agree with O. Samsonova (2016) about the fact that taking on the responsibilities of a mentor, a teacher has several advantages:

- satisfaction from communicating with students and colleagues;
- expanding the arsenal of skills and abilities;
- development of one's professional career;
- professional development;
- mastering modern learning technologies;
- the opportunity to share one's own experience with younger colleagues and learn from them;
- a sense of the need to find prospects in the field of professional activity;
- striving for self-improvement.

The mentor provides pedagogical support for young specialists within the educational space of the educational institution. He can be motivated by an experienced authoritative worker, coordinator, or consultant for the personal and professional growth of young workers. Its activities are aimed at mutual professional development based on partnership.

In the conditions of the educational institution, we will classify the forms of mentoring of future specialists according to the following characteristics:

- vector of developmental action: mutual, collegial, reciprocal;
- number of process participants: group, individual, team;
- mentoring tools: informative, electronic, traditional;
- duration and intensity of the mentoring program: situational, planned, corrective;
- by content: subject-thematic, complex;
- by the method of influence: indirect, direct;

– by the person providing guidance: an experienced employee of the institution.

Individual mentoring is the most common form of pedagogical mentoring. Individual mentoring is manifested in the cooperation of a mentor with a young teacher, with joint work and agreed development of an individual mentoring plan. Joint work is based on the results and monitoring of the performed diagnostics.

In modern educational society, the role of electronic mentoring is increasing (Osypova, 2016).

The three most important characteristics are singled out based on the analysis of the essence of the concept of "mentor":

1) the mentor is considered a wise person with extensive experience who has the desire to help a young specialist;
2) the mentor manages the young specialist, provides assistance, advises, directs training and development;
3) there is respect, trust, and an emotional connection between the mentor and the young specialist, which contributes to the process of professional development of future specialists (Zembytska, 2011).

The competitiveness of a young specialist in the modern labor market largely depends on the quality of continuing education. The quality of education, self-development, self-realization, and personal and professional development of the personality of a graduate student, student, student depends on the personality of the teacher-mentor, who skillfully directs the educational process to self-development, self-knowledge of individuals as self-sufficient and successful (Giles et al., 2020).

Today, mentoring is constantly changing, improving, and computerized.

Important among the functions of mentors are spiritual, socio-pedagogical, and consultative.
Mentoring criteria are defined as cooperation, social orientation, democracy, originality, leadership, dialogue, and research. The attraction, assertiveness, and fascination of the mentor's personality are important.

Characteristic features of the individual style of mentors are scientific integrity, selflessness, intelligence, truthfulness, a high level of empathy, an honest attitude to scientific results, and selfless activity for society (Semenog, 2017).

Mentoring for human development is an important and successful method, the process of transferring skills from management to subordinates; it is a system of tolerant relations, a system of innovative processes, the purpose of which is to help management at the workplace, provide qualified advice to young professionals, and promote the formation of relationships in a new team.

Let's define the mentor's task:

– encouragement and support of a new employee;
– transfer of knowledge, determination of norms of behavior, and rules adopted in the organization;
– revealing the potential of a new employee.

The mentor's motivation to fulfill the duties assigned to him to train new employees is increased by the very experience of mentoring, as a result, the mentor's authority in the team is strengthened, and the mentor's professional and personal achievements are recognized by the management team. And the mentoring process itself contributes to the mentor's self-development and also contributes to personal satisfaction due to the successful performance of new functions. As a result of his mentoring mission, the mentor acquires new skills, abilities, and knowledge while performing his functions, and this approach systematizes professional experience (Pamuk, & Thompson, 2009).

Mentoring is a form in which individual work is carried out with an employee regarding his introduction to the profession, or consulting a mentor when changing an employee's position, providing him with support, assistance in socio-cultural adaptation in a new team, in professional development.

From the mentor's work, the organization develops and improves its work. Thanks to mentoring, a team of specialists is formed, who influence the creation of a positive image of the educational institution, perform their duties well, transfer their knowledge and professional skills, are carriers of corporate culture, and spread team spirit and corporate values in the team.

Let's list the factors on which the effectiveness of mentoring depends:

– development of professional instructions, algorithms, and provisions, with the help of which the introduction of a new employee

into the organization's position is organized and implemented;
- positive motivation of the worker, his voluntary cooperation with the mentor, understanding of the need for mentoring;
- flexibility, voluntariness, and innovativeness of the system of introduction of a new employee, taking into account the capabilities and individual characteristics of the employee;
- the mentor's professionalism, based on his competence in the profession.

The mentoring system is an effective modern method of training employees and adapting them to clearly defined tasks and goals (Edouard, 2023).

The constant and purposeful work of the mentor's activities for the final result consists in the adaptation of a new employee who has started working at the workplace, the indicators of which are productive activity, the clear performance of assigned tasks, development of professional qualities, building effective professional relationships with team members.

Adaptation of novice workers in educational institutions is the main direction of the work of units responsible for quality work, which leads to the professionalism of the worker and authorized persons (Savych, 2021).

Based on mentoring, in the conditions of an educational institution, the process of successful implementation of professional development technology by future teachers takes place, which can be divided into four stages: operational-technological, analytical-prognostic, reflective-corrective, and problem-searching. Such stages adjust the levels of professional development of young teachers: from stabilization, critical, to perfect and normative (Shapovalova et al., 2020). Let's list the principles, provided they are followed, the effectiveness of pedagogical mentoring increases:

- an individual and differentiated approach, which allows raising the scientific level of a young teacher, aspirations, professional training, hopes, character, and temperament;
- systematicity and systematicity of pedagogical mentoring, which makes it possible to provide professional assistance to young specialists, to systematically conduct consultations;
- stimulation of self-education and self-education, which provides an opportunity to learn throughout life;
- a comprehensive approach includes the following areas of work: various methods and forms of work, psychological-pedagogical, general scientific, and methodical areas of work;
- a combination of such forms of work with young teachers as group, individual, frontal work: participation in methodical work at school, method combination, consultations, school of pedagogical skills, individual conversations, school of young teachers, mutual attendance of lessons.

Let's consider the formal and informal aspects of pedagogical mentoring.

The formal side of mentoring is carried out in an educational institution within the framework of general methodical work, is legally regulated by various instructions, proposed by official documents, and supported by methodical materials. Professionally, a mentor's work plan for the competent training of a young specialist is drawn up, and various activities are held, such as conversations on individual sections of pedagogy, mutual attendance of classes, discussion of the scientific content of the subject, updating of interactive teaching methods; consultations are held on individual issues of the methodology of conducting classes, the mentor makes a report on his work regarding the readiness of the young specialist for work, prepares a conclusion on the achievements and compliance of the young specialist with the performance of professional duties, on the changes that have taken place in his professional development (Gunuc, 2015).

The informal side is manifested in trusting relations, and friendly professional relations, between a young specialist and a mentor. Such a relationship of friendly, professional relations creates a positive emotional background, with the help of which positive motivational aspects of the professional activity of a novice specialist are formed, and a constant desire to improve arises. With such an approach based on the formal side, all instructions and guidelines are not imposed authoritarian and take on the character of consultations, advice, and recommendations.

The most common methods of work when working with young specialists are directives, analysis of wrong, erroneous actions, approval, observation of their work, showing, demonstration, recommendations, advice, encouragement, awards, and thanks. All of them awaken a critical attitude towards themselves in a young specialist, allowing them to

professionally involve beginners in innovative methods and methods of work. So, we prove that mentoring provides interaction between a young specialist and an experienced one, ensures partnership, and cooperation. Together, they achieve the set goal of improving the quality of education while forming the skills of a young specialist (Lyakh, 2016).

Let's distinguish the main types of mentoring, depending on the field of application: religious; based; industrial, and professional.

Recently, corporate mentoring has been gaining tremendous development, turning into a familiar tool that promotes the development of leaders in the company.

Let's highlight the signs that clearly emphasize the specifics of mentoring tasks:

1. Strategic: contribute to the formation of a culturally integrated personality, its competence and stem from the general goal of mentoring.
2. Tactical: during the adaptation of future specialists to the organization of work methods of a certain unit, conditions, content, and current tasks are provided.
3. Operative: appear in practical activity before the mentor. That is why, in institutions of higher education, the training of future specialists should be based on competence-oriented training (Denysenko, & Smirnov, 2016).

The modern mission of mentoring is ensured by:

– the main goal - which is represented by socio-pedagogical assistance while ensuring high-quality innovative professional training of future specialists for a certain profession;
– the main task - in which the necessary indicator is the formation of socially significant qualities and professional competencies in the student within the framework of the educational and professional program of training a specialist in higher education, based on the main requirements of the educational and qualification characteristics, as well as the transfer and transformation of key corporate competencies of a certain profession.

The rapid development of Internet communication and scientific progress in the field of education contributed to the emergence of telementoring, a remote form of support for young professionals. Telementoring (also "online mentoring" - ementoring, "electronic mentoring") is possible over a long period - from one to several years with the help of communication and innovative activities between mentors and wards, with the help of e-mail, professional blogs, forums, using video conferencing.

Telementoring does not involve regular meetings of its participants, so it is difficult to achieve a sufficiently high level of closeness in the relationship between the mentor and the mentee. If we consider mentoring in a virtual environment, then the implementation of its main function here is unlikely. It requires purposeful copying of work skills and observation of the mentor's behavior and work. Let's highlight the potential risks of telementoring:

– the possibility of some misunderstanding and the inconvenience of teamwork between the process participants,
– the inconvenience of forming close interpersonal relationships,
– less sense of attachment and mutual obligation.

Let's list the advantages of telementoring compared to traditional forms: spontaneity, flexibility, availability, insignificant time costs, low cost, and absence of psychological, ethnic, gender, and age barriers (Zembytska, 2014).

The final result of a specific organization is achieved with the effective cooperation of its members. Training is successful when the intern solves competitive tasks under the guidance of a highly qualified mentor. With this approach, attention is emphasized on the practical component (Bida et al., 2020).

M. Zembytska (2015) the mentoring programs of young teachers in the USA were analyzed, the peculiarities of their implementation were highlighted, and the positive impact of mentoring on the psycho-emotional state of the mentor was proven. This approach is strengthened by the fact that in the process of mentoring, the teacher regenerates professionally and psychologically, is allowed to feel his need, fulfill the functions of transferring experience to the future generation, gains recognition and authority, and be involved in the professional development of a young competitive specialist.

When the mentor is completely or partially released from educational activities, the type of activity changes and the focus of subject-object relations with students of education changes to

partnership creative cooperation with the mentee, i.e. subject-subject interaction. During the mentoring professional activity, pedagogical reflection is stimulated, which provides an opportunity for a higher level of professional competitive development and prevention of professional stagnation of the teacher. Individuals who have had the opportunity to work under the guidance of mentors during their careers are inclined to be mentors to young professionals. Therefore, mentoring is considered a self-reproducing system. Foreign scientists consider mentoring to be a process of learning adults, giving special importance to the andragogic approach (development of support programs for young professionals, mentoring programs.

British researcher R. Rice (2007), considers mentoring as an interaction between two adults. Training even experienced teachers (if they do not have experience teaching adults) to perform the functions of a mentor causes difficulties. Here, an adult is considered a psychologically, physiologically, morally, and socially mature person with a level of self-awareness and life experience. Educators differ from novice specialists in that they have professional views, beliefs, knowledge, professional interests, abilities, and skills and act as initiators of professional development and their own learning throughout life.

Research by the American scientist R. Stanulis (2009) justifies the importance of building a relationship between a mentor and a pupil. At the same time, the principles of adult education and the most important tasks facing the mentor are taken into account:

- monitoring the work of a young specialist and methodically helping him in working with the class;
- ensuring a suitable working atmosphere and feedback during work;
- monitoring the work of education seekers, joint development of lessons and their content,
- selection, production, and analysis of the use of teaching and methodical materials for the lesson;
- promotion of professional growth, determination of ways to improve qualifications;
- joint justification of ways to solve problems;
- professional assistance to achieve the success of education seekers.

Such tasks provide an opportunity to fully implement the ways of high-quality professional intervention of the mentor, who must be andragogically competent, friendly, tolerant, empathetic, communicative, and correct. At the same time, it is worth carrying out andragogic diagnostics to identify the cognitive style, level of competence of novice specialists, psychological individual characteristics, and professional needs. The results of andragogic diagnostics are used for forecasting and monitoring the professional development of specialists. Carrying out methodical work with young specialists should be oriented towards diagnostics, compliance with the principles of joint activity, the actualization of results, development of educational needs and pedagogical reflection, systematicity, and development. When organizing mentoring work, the andragogic approach involves:

- work in a favorable atmosphere of cooperation: the rejection of criticism of young specialists, their democracy, encouragement of specialists to develop creativity, and free expression of opinions;
- application of the principles of motivated learning (invitational learning) (Purkey, 1996). The principles of motivated learning assist students who have untapped potential and are responsible, valuable individuals. The teacher has the task of promoting the professional and personal development of students, and mentoring helps in this, which requires an experienced specialist not only to encourage and teach a beginner but also to promote active participation in the life of the organization.

American educator M. Knowles, 1970 first proposed the term "andragogy" and proved the need for a clear motivation for learning, empiricism, and a problem-based approach for high-quality professional mentor intervention. He proposes six principles of adult learning, according to which adult learners:

- are self-directed when working in an atmosphere of respect, cooperation, trust, and openness;
- take into account the best experience in the educational space;
- realize the need for quality education and study throughout their life;
- prone to problematic learning;
- see the possibility of applying the acquired knowledge during life in work and skills;
- apply sufficient self-motivation when learning knowledge (Early & Weindling, 2004).

The following factors affect the effectiveness of a young specialist's training with the high-quality professional intervention of a mentor:

- motivation of a young specialist under the guidance of a mentor;
- level of availability of material, competence approach, and perception of learning tasks and goals;
- learning conditions that contribute to an effective educational process that takes place in an informal and non-authoritarian atmosphere;
- the level of preparation of a specialist under the guidance of a mentor;
- the choice of educational methods for the effectiveness of the educational process of students;
- taking into account the mentor's life experience and applying his knowledge and skills in practical activities.

In the USA, mentoring programs are focused on the pedagogical interaction of a young specialist with a mentor, the discussion of practical situations of professional orientation, and the use of modern pedagogical technologies. Conditions are created for independent search for knowledge throughout life, and the development of personal reflection. At the same time, the principles of andragogy are taken as a basis.

The andragogical model of organizing the educational process of a young specialist assumes that the main driving force of learning is the young specialist, while the mentor plays the role of coordinator of the educational process, and applies effective methods and forms of information delivery to the young specialist. In particular, for a mentor, these are seminars, discussions, presentations, master classes, webinars, trainings, and online conferences. The teacher demonstrates:

- competence-based approach to understanding the specifics of training young professionals;
- taking into account the characteristics of a young specialist as a subject of educational activity;
- possession of learning technologies that take into account the peculiarities of the position of a young specialist;
- interaction based on the partnership of a mentor and a young specialist.

Traditional education has a didactic orientation. When a mentor interacts with a young specialist, the following is inherent: a clear practical orientation, the applicability of practical situations in the specialist's professional activity, a focus on self-realization and self-knowledge in professional activity (Zembytska, 2015).

Conclusions

The technology of mentoring was considered to find out the possibility of its implementation in the process of professional development of future specialists.

The forms of mentoring of future specialists in the conditions of an educational institution were analyzed according to the following characteristics:

- vector of developmental action: mutual, collegial, reciprocal;
- number of process participants: group, individual, team;
- mentoring tools: informative, electronic, traditional;
- duration and intensity of the mentoring program: situational, planned, corrective;
- by content: subject-thematic, complex;
- by the method of influence: indirect, direct;
- by the person providing guidance: an experienced employee of the institution.

Individual and electronic mentoring are defined as the most common forms of pedagogical mentoring.

Important among the functions of mentors are socio-pedagogical, consultative, and spiritual. Research, leadership, originality, orientation, cooperation, democratic, dialogical, and social are defined as mentoring criteria. Attraction, assertiveness and fascination of the mentor's personality, spiritual constants, and moral and ethical maxims of behavior are important. The task of the mentor is written. Characteristic features of the individual style of mentors are singled out. The factors on which the effectiveness of mentoring depends are singled out. The principles under which compliance increases the effectiveness of pedagogical mentoring are analyzed.

Types of mentoring are distinguished: religious, based, industrial, and professional. The development of Internet communication has led to the emergence of the now necessary remote form of support for young professionals - telementoring, which is disclosed in the article.

We see the prospects for further research in the disclosure of the factors on which the effectiveness of mentoring depends.

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