TRAINING OF TUTORS IN DISTANCE LEARNING

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Abstract: This article is about the role of training tutors in distance learning. It analyzes the use of coaching technology in e-learning.

Key words: distance technologies, teacher, tutor, professional development, flagship university.

The new personnel policy of the flagship university is focused on a modern approach to work with personnel and provides for staffing the university with employees of the required qualifications, capable of ensuring high labor results; ensuring constant growth of business qualifications, professionalism and personal development of the employee; creation of working conditions that stimulate and encourage employees to achieve high results. The advanced training of teachers of the Tyumen Industrial University aims to: − comprehension of the strategy and personnel policy of the university to ensure its leading positions in the market of educational services in the near future; − mastering the teaching staff of TIU with modern information technologies that ensure high efficiency and quality of work in the field of oil and gas vocational education (in particular, advanced distance learning technologies);

− provision of personnel support for high-tech educational technologies and modern tools introduced in the educational departments of the university;

− search for progressive cost-effective educational technologies to reduce unit costs in teaching students. Advanced training courses conducted by the TIU Distance Education Center, according to the program "Tutor (teacher) of distance learning", solve the following tasks:

− promotion of the strategy and technical policy of the university in matters of teaching staff training;

− expanding and deepening knowledge about promising information technologies;

− positioning knowledge in the field of new tools used to develop electronic teaching materials;

− practical study of advanced experience in the educational departments of the university;

− passing certification by course participants. A tutor is a specialist in the field of educational organization and self-education.

The tasks of the tutor include methodological preparation and conducting group workshops (in full-time and remote versions); assistance in performance of certification works, their verification and assessment; consultations and other forms of psychological support for students; vocational guidance and counseling. The university teacher is the principal source of course content; available only during scheduled classes; deals only with the course material; establishes hierarchy relationships with students. The tutor (teacher) methodically manages the development of the course; always available to students; organizes educational activities of students; establishes partnership relations with students.

One of the disadvantages of distance learning, limiting the widespread use of this form in modern education, is the leveling of interpersonal emotional interaction. However, the practice of modern education includes psychological mechanisms that make it possible to individualize the educational process and maximally use the intrapersonal reserves of students. Building a distance technology in the context of a coaching approach can resolve a number of contradictions that hinder the widespread use of distance learning. The development of coaching technology in teaching is explained by its humanistic orientation, consonant with the changes taking place in the Russian education system. It is important not only to declare student-centered education, but also to build it competently, focusing on the inner world of the student. It is common knowledge that results are more influenced by what we feel than by what we know and can do. Therefore, coaching technologies that address the emotional sphere are designed to help the teacher unleash the inner potential of the student.

Long-term experience of receiving "impersonal education" has formed in students the mechanism of fear of error, as a guiding and starting the learning process. Therefore, educational activities were mainly aimed at achieving maximum compliance of the result with the teacher's requirement. If distance learning is focused on the knowledge paradigm, then the inclusion of the emotional potential of the student will become an obstacle to its realization. But we proceed from a personality-oriented paradigm, therefore, we see the need to build distance learning in the context of a coaching approach. To launch student-centered learning, it is necessary to learn to shift the focus of attention first from the result to the process, then to the student with his current level of development and, finally, to the potential - the "zone of proximal development".

One of the first tools to change learning interaction is open-ended questions, which allow the student to take a deeper look into himself and actively listen to the teacher ready to deep penetration into the world of the student. It can be difficult for a mentor-oriented teacher who is focused on objective results to follow coaching tactics and not slip into closed questions and direct answers. But it is precisely in the pauses and "confusion" that the student will have the opportunity to meet himself and get a personally significant result.

An important condition for the implementation of the coaching approach in distance learning is the equality of the positions of the teacher and the student, and this becomes possible only in a situation of trust that the teacher must create. One of the tools of trust is to provide choices, even if they fail. The student has the right not only to luck, but also to failure. The task of the teacher is to respect the personality of the student, to believe in his potential and not to rely on the fear of error, but to help to realize the many options of choice and make an informed choice. In this case, responsibility becomes not a fault, but an opportunity. The student becomes an evaluator for himself and deduces with the help of the teacher a formula for success. There are many tools for this in coaching, for example, the "Wheel of Development" allows the student to learn to set goals in accordance with their knowledge needs, to highlight personally significant criteria for self-

esteem, and to learn to independently control their training in any academic discipline.

At first glance, it may seem that coaching technology can only be used for on-line training. But this is just one of the options. Coaching tools can be organically incorporated into content and reinforce the reflective component of the learning process. To do this, you can use the "Champion's Diary", which is built through a system of open questions: − What am I doing? − How far have I come to achieve my goal? − What changes should be made to the action plan? Why? − What did this experience teach me? − What can I do differently to make my training more effective? The potential for using coach technologies is high. These tools are not difficult to master. The main thing is that the teacher wants to leave the "comfort zone" into the "zone of uncertainty" and huge opportunities for professional development.

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