

PEDAGOGY

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Readiness of bachelors of pedagogical education to implement mentoring of schoolchildren as a problem of pedagogical science and education

The readiness of bachelors of pedagogical education to implement mentoring of schoolchildren as a problem of pedagogical science and education is studied. The conceptual apparatus of the readiness of bachelors of pedagogical education to implement mentoring of project activities of schoolchildren is specified, the concept is conditionally differentiated into three components: "mentoring as a pedagogical category", "readiness as a pedagogical category", "readiness of bachelors to implement mentoring of schoolchildren". A narrative, historical-genetic and categorical-conceptual analysis of mentoring as a paradigm and institution is carried out, on the basis of which the essential characteristics of the phenomenon are revealed. The transformation of the paradigm, conceptual and substantive core of mentoring in Russia is schematically presented. The essential characteristics of mentoring are highlighted, the author's definition of the concept is formulated. The content and structure of the readiness of bachelors of pedagogical education to implement mentoring are considered, on the basis of which the author's definition of the studied definition is formulated.

Key words: mentoring, mentor, readiness to implement mentoring, conceptual apparatus, educational deficit, motivation, adaptation, pedagogical support.

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