

IV. СУСПІЛЬНО-ГЕОГРАФІЧНІ ДОСЛІДЖЕННЯ



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MENTORING AS A TOOL FOR STUDENTS' PERSONAL DEVELOPMENT IN THE MODERN SCHOOL

Background. Modern educational transformations, driven by rapid social change, necessitate a transition from traditional knowledge-centred models to personality-oriented approaches. In this context, mentoring emerges as a vital pedagogical tool for supporting students' personal development by fostering an environment of trust and individualized interaction. Mentoring shifts the educational focus from mere academic acquisition to the formation of intrinsic motivation, self-reflection, and life skills. Furthermore, the professional role of a "learning mentor" is increasingly recognized within international frameworks, such as ESCO, as a key factor in addressing diverse educational needs and ensuring long-term success. The purpose of this study is to substantiate mentoring as a comprehensive mechanism for students' personal growth and to analyse its impact on the development of qualities essential for self-realization in the contemporary world.

Methods. The research employs a multifaceted methodological framework combining theoretical analysis and empirical pedagogical inquiry. The theoretical component includes synthesis and generalization on issues of person-centered learning and individual support. The empirical basis of the study relies on pedagogical observation and the analysis of practical mentoring experiences within private secondary education institutions in Kyiv. Key methods include case analysis of typical educational challenges, such as low academic performance and lack of motivation, as well as pedagogical generalization to systematize effective mentoring strategies. Additionally, the study incorporates the development and testing of specialized diagnostic and reflective tools, such as thematic worksheets, designed to facilitate mentor-student interaction and track personal progress.

Results. The study identifies six core functions of mentoring: emotional support, adaptation to the educational environment, development of intrinsic motivation, implementation of individual educational trajectories, fostering reflection, and enhancement of soft skills. Practical implementation demonstrates the effectiveness of combining individual weekly sessions with group mentoring and team-building activities. The research also introduces and tests several thematic worksheets, including "Stalker's Diary," "All About Me," and "Flower of Values," which proved effective tools for self-discovery and emotional well-being. The findings indicate that common academic difficulties, such as systematic failure to complete assignments or a lack of interest in particular subjects, are more effectively addressed through mentoring grounded in partnership and support rather than coercion.

Conclusions. The study confirms that mentoring serves as a holistic mechanism for personal development, enabling students to take responsibility for their choices, strengthen resilience, and adapt better to the educational process. The results highlight the importance of mentorship-oriented interaction in modern education and its potential to support both academic and personal growth. Further research should focus on evaluating mentoring models in diverse educational environments and on developing standards for mentor training.

Keywords: mentoring, students' personal development, individual educational trajectory, mentor-student interaction, educational environment.

Background

Contemporary transformations in education, driven by rapid social change, require a reconsideration of teaching and student support approaches. Increasingly, the educational process is centred on the child's personality, needs, interests, values, and abilities for self-development and self-reflection. Under such conditions, traditional approaches focused mainly on knowledge transmission are no longer sufficient for developing key competencies and life skills. This creates the need to search for effective pedagogical tools, one of which is mentoring. Mentoring is an effective tool for supporting students' personal development in the modern school environment, as it is based on an individualised approach and the establishment of a trusting relationship between a student and a teacher-mentor.

Individual support within mentoring enables consideration of students' educational needs and personal characteristics, thereby creating favourable conditions for their harmonious development. Interaction with a mentor contributes to the

development of intrinsic motivation, awareness of personal values and goals, improvement of self-esteem, identification and overcoming of difficulties, and responsibility for educational outcomes. Thus, mentoring not only complements traditional educational practices but also transforms them by shifting the emphasis from knowledge acquisition to personality development (PeopleForce Logo, 2026).

The concept of mentoring dates back to ancient Greece (approximately the 8th century BC), specifically originating from Homer's epic poem, *The Odyssey*. The protagonist, Odysseus, leaves his son in the care of his trusted friend Mentor, who acts as a guide and educator (Ferrerres, 2018). As early as the late 1980s, Daniel Levinson was among the first to describe mentorship as a vital stage in personal development, highlighting its significance and its role in instruction, support, sponsorship, and guidance (Peeples et al., 2024).

Furthermore, the work of Jean E. Rhodes warrants recognition; she demonstrated that the duration of

mentoring is a critical factor in interactions with children and adolescents. Stable mentorship lasting more than a year exerts a significant positive impact on students' academic, behavioral, and psychosocial outcomes (Grossman, & Rhodes, 2002).

Particular attention should be paid to the research conducted within the European project "MENTOR." The authors established that systematic mentoring is crucial for the professional development and adaptation of novice secondary school teachers. Providing regular support from experienced colleagues helps new educators navigate daily challenges, prevents them from leaving the profession prematurely, and significantly improves the quality of instructional design and classroom management. The researchers emphasize that this process is mutually beneficial, as it stimulates self-reflection among the mentors themselves and serves as a key tool for enhancing the conscious competence of both parties (Duse et al., 2017).

Notably, the profession of "learning mentor" is formally recognised within the European Skills, Competences, Qualifications and Occupations framework. The role of a learning mentor includes providing targeted support to students with diverse educational needs, from those experiencing learning difficulties to gifted learners who require additional intellectual challenges. Through coordinated mentoring activities and interdisciplinary cooperation with teachers, psychologists and families, mentors contribute to creating an educational environment that supports students' long-term academic and personal success (ESCO, 2025).

The purpose of this study is to substantiate mentoring as an effective tool for students' personal development and to analyse its influence on the formation of qualities necessary for successful self-realisation in the contemporary world.

In accordance with the stated purpose, the following objectives were identified:

1. To substantiate mentoring as an effective tool for supporting students' personal development in the modern school environment.
2. To identify and analyse the functions of individual support in addressing students' educational needs and personal characteristics.
3. To generalise practical approaches to the implementation of mentoring within the educational process of contemporary schools.

The object of the study is the process of students' personal development in the modern school. The subject of the study is mentoring interaction as a factor influencing students' personal development in the contemporary educational environment.

The scientific novelty of the study lies in substantiating mentoring not only as a form of pedagogical support, but also as a comprehensive mechanism for students' personal development through individual and group interaction in the modern school environment.

The practical significance of the study consists in the possibility of applying the proposed mentoring approaches, thematic activities and forms of mentor–student interaction in the educational practice of secondary education institutions.

Methods

The research was conducted using a combination of general scientific and pedagogical methods, ensuring a comprehensive analysis of mentoring as a tool for students' personal development in the modern educational environment.

The theoretical basis of the study relied on the methods of analysis, synthesis, comparison, and generalisation of the

scientific and methodological literature on mentoring, personality-oriented education, individual educational support, and student development in contemporary schooling. The use of these methods enabled clarification of the conceptual foundations of mentoring, identification of its key functions, and determination of its role in supporting students' personal growth.

In addition, the study employed empirical methods, particularly pedagogical observation and the analysis of practical mentoring experience gained within the activities of secondary education institutions. Special attention was paid to the examination of real educational situations arising in mentor-student interaction, including issues related to academic motivation, adaptation to the educational environment, emotional support and the organisation of individual educational trajectories. Elements of case analysis were used to interpret typical problem situations and identify effective approaches to their resolution.

The method of pedagogical generalisation was applied to systematise practical approaches to organising mentoring sessions, individual support, and group interaction between mentors and students. This approach made it possible to summarise practical tools and forms of mentoring work that contribute to students' self-reflection, communication, emotional development and the formation of responsibility for their own educational progress.

The combination of these methods ensured a comprehensive examination of mentoring as an instrument of students' personal development in contemporary school education.

Results

1. *The significance of mentoring in the formation of students' personality in the modern school.* The modern school is gradually transforming into a space where individual educational trajectories and the ability to learn independently and develop oneself become increasingly important. In this context, particular attention is given to approaches that provide personalised pedagogical interaction and support for students.

One of such approaches is mentoring, which is considered an effective tool for supporting students' personal development in the modern school environment.

Mentoring is understood as a form of support and guidance provided to a younger or less experienced individual, particularly in educational or professional contexts (PeopleForce Logo, 2026). The purpose of mentoring is to strengthen trust and interpersonal relationships, develop resilience and character, and increase students' aspirations rather than focus exclusively on academic knowledge and skills (New Ukrainian School, 2024).

A person with pedagogical training who works in mentoring is called a mentor. Importantly, a mentor does not necessarily need specialised subject-specific education, as social pedagogues, psychologists and other educational professionals may also perform mentoring functions. A mentor serves as a guide in the sphere of self-development and future opportunities, helping students better understand themselves, identify their strengths and interests, formulate life goals and determine possible directions for future professional development (Atmospheric School, 2025).

It should be noted that mentoring is most systematically implemented in the private sector of education. This is largely due to the greater autonomy of private educational institutions in shaping educational models, introducing flexible curricula and adapting international practices of personalised learning.

Based on the analysis of scientific sources and the practical experience of private secondary schools in Kyiv, the following core functions of mentoring can be identified:

1. Support and guidance for students. In the context of social instability and wartime challenges in Ukraine, students increasingly require emotional and pedagogical support. Establishing stable, trusting communication between a mentor and a mentee is particularly important, as pedagogical support should not be limited to occasional consultations or formal assistance. Mentoring involves long-term interaction during which the mentor monitors the student's development, supports them in overcoming difficulties and helps strengthen confidence in their own abilities. Such support allows students to feel that they are not facing educational challenges alone but are interacting with an adult who understands their needs and helps them find effective solutions. Support should concern not only educational difficulties but also personal and emotional challenges, including family problems, anxiety, apathy and a lack of motivation.

2. Adaptation to the educational environment and learning requirements. Students often require support as they adapt to the educational process, particularly at the beginning of the academic year after long holidays or when entering a new educational environment. Mentors help students become familiar with school rules, routines and academic expectations, thereby facilitating smoother adaptation.

3. Support and development of intrinsic motivation. Mentoring contributes to the formation of conscious interest in learning, increases the personal significance of educational activity and encourages active cognitive engagement.

4. Identification and implementation of an individual educational trajectory. An essential component of mentoring interaction is helping students define their goals, interests, abilities and aspirations. Mentors organise regular meetings with students, including brief interactions during breaks or before and after classes, to discuss progress and adjust educational goals in line with students' developmental dynamics.

5. Development of reflection. This function is aimed at fostering students' ability to analyse their achievements, difficulties and directions for further development. Reflection encourages students to perceive their educational activity as a holistic process rather than merely the completion of separate tasks.

6. Development of soft skills. Mentoring contributes to the development of communication skills, critical thinking, creativity and emotional intelligence, all of which are essential for students' successful social interaction and personal growth (Atmospheric School, 2025).

The above-mentioned functions demonstrate that mentoring extends far beyond the academic sphere and encompasses broader aspects of students' personality development, life orientations, interests, and aspirations. In this context, a mentor acts not only as a pedagogical facilitator but also as a significant adult figure who helps students better understand themselves and their potential.

First of all, the mentor's influence becomes evident through students' self-discovery. Through individual conversations, reflective questions and discussions of life situations, students gradually begin to recognise their interests, inclinations and emotional reactions. Mentors encourage students not only to answer the question "What should I do?" but also to reflect on "What am I genuinely interested in?", "What do I enjoy?" and "In which areas can I develop?". Such interaction forms the foundation for a more conscious life position.

Another important aspect is supporting students' personal interests and hobbies. Extracurricular activities are often underestimated in school practice, although they play a significant role in personality development. Mentors help students identify their interests and find opportunities for further development through participation in clubs, projects, competitions and individual initiatives.

Special attention should also be paid to the influence of mentoring on the formation of life goals and value orientations. Through interaction with a mentor, students learn to distinguish between temporary desires and stable life goals and gradually become more aware of the responsibility for their own choices. In this case, the mentor does not impose ready-made solutions but helps students build their own internal system of values and orientations.

2. Individual support as a means of addressing students' educational needs and personal characteristics. One of the key characteristics of mentoring is its focus on individual support, which enables it to take into account each student's educational needs and personal characteristics. Under contemporary educational conditions, individualisation becomes an essential prerequisite for effective learning, since each student demonstrates a unique pace of learning, different levels of preparation, individual interests, goals and ways of perceiving information.

Within this process, it is important to understand that a mentor is not necessarily a teacher of a specific subject and does not function as a person responsible for constant academic pressure or grade improvement. The mentor's role is significantly broader: a mentor acts as a guide who helps students navigate not only the educational process but also life situations related to choice, responsibility, motivation and self-development. Such interaction is based on partnership, where students are viewed not as passive recipients of influence but as active participants in their own development.

Individual support involves a systematic study of students' personal characteristics, educational requests, strengths, weaknesses and preferences. On this basis, a flexible educational interaction is formed, in which mentors help students work through difficulties, overcome challenges, and receive support during both successes and failures.

Within individual support, mentors help students analyse educational and life situations, explore possible solutions, understand the consequences of their actions, and make informed decisions. Such interaction is based on dialogue, cooperation and joint search for optimal strategies of behaviour. Rather than imposing ready-made answers, mentors encourage students' independent thinking, which fosters responsibility and self-confidence.

Mentors and students jointly develop schedules and action plans in order to organise mentoring activities and monitor progress. Mentors also collaborate with teachers, educational psychologists, social workers, and parents when necessary to improve students' educational development (European comition, 2025).

An important component of mentoring is emotional support, which helps students feel stability and safety within the educational environment. Through communication, mentors help students verbalise difficulties, reduce anxiety and analyse situations from different perspectives. Such support creates conditions for a more conscious attitude toward learning and personal development.

The main focus of mentoring includes:

- creating a safe, reliable and supportive environment for students;
- motivating students toward learning;

- developing life skills and self-sufficiency (Dream and Action school).

- Within the tutor-mentoring approach, students:
 - learn to reflect on their achievements and difficulties;
 - take responsibility for their learning, decisions and choices;
 - receive emotional support from an adult who is ready to help.

Such an approach helps students learn consciously, understand themselves and recognise their own needs (Dream and Action school, 2026).

The following examples illustrate practical situations arising within mentor-student interaction.

Situation 1. Low academic performance due to frequent failure to complete homework. During the educational process, a student systematically received low grades due to the regular neglect of homework assignments. At the initial stage, the mentor organised an individual meeting with the student in order to analyse the situation without pressure or judgement. A trusting atmosphere became an essential condition, allowing the student to openly explain the reasons for the difficulties, including a lack of time, misunderstandings of educational material, low motivation, or overload.

Based on the information obtained, the mentor and student jointly developed a step-by-step strategy for completing educational tasks. Priority subjects, workload and realistic deadlines were determined. Additionally, the mentor initiated communication with subject teachers in order to coordinate requirements and, where necessary, adjust assignment deadlines.

A system of supportive monitoring was subsequently introduced: the mentor regularly reminded the student about agreements, monitored task completion and provided assistance when difficulties emerged. Importantly, the interaction was based not on coercion but on responsibility and partnership. Over time, the student gradually improved time management skills, developed planning abilities, and reduced the number of incomplete assignments, which positively influenced overall academic performance.

Situation 2. Persistently low academic performance in the Ukrainian language subject. For a considerable period, a student consistently demonstrated low academic results in the Ukrainian language subject, regardless of the type of educational task. In order to identify the causes of these difficulties, the mentor organised comprehensive interaction involving communication with the student, consultation with the subject teacher and cooperation with the student's parents.

The analysis revealed that the main problem was not a lack of ability but a decrease in interest, driven by the complexity and monotony of learning theoretical material, particularly grammar rules from textbooks. The student experienced overload and gradually lost motivation to study the subject.

Taking these factors into consideration, it was proposed to change the approach to learning. Together with the subject teacher, interactive methods and digital tools were introduced, including interactive visual materials and educational quizzes created in the Kahoot format. These tools allowed educational material to be presented in a more accessible and engaging way.

The mentor, in turn, supported the student throughout the adaptation to the new learning format, monitored changes and provided emotional support. As a result, positive dynamics gradually became evident: the student demonstrated greater interest in the subject, improved academic results and increased confidence in their own abilities.

The consideration of such practical situations demonstrates that effective resolution of educational

difficulties is possible only through a comprehensive approach combining pedagogical support, individualisation and partnership interaction. In such cases, the mentor acts not as a controller but as a guide who helps students understand the causes of difficulties, identify possible solutions and gradually develop their own strategies of action.

Practice shows that even typical educational problems such as low academic achievement, lack of motivation and difficulties in organising educational activities acquire a different character under mentoring support. Through dialogue, situation analysis and joint planning, students not only solve specific problems but also develop responsibility, independence and self-regulation skills.

Importantly, mentoring interaction in problematic situations is based on trust and cooperation rather than excessive control, which allows students to maintain positive communication with adults and develop readiness to overcome future difficulties.

3. Practical ideas for organising mentoring sessions. The question often arises as to how individual interaction with students should be organised and how frequently mentoring meetings should take place. Naturally, mentors should take into account students' needs, personal characteristics and academic workload. However, it is advisable to organise regular weekly meetings. At the same time, mentoring should not be limited exclusively to scheduled meetings, since communication during breaks, before or after classes, also plays an important role in establishing trust and emotional connection.

The time and day of mentoring sessions should always be coordinated with students, emphasising the importance of their opinions and promoting mutual responsibility. It is also important to plan a general framework for meetings and possible individual educational trajectories, though these plans should remain flexible, as unexpected situations and students' requests may arise at any time.

The content of mentoring sessions may cover a wide range of topics, from academic difficulties to emotional states, personal experiences, achievements and challenges. Within these meetings, it is important not only to discuss events and experiences but also to analyse them through reflection, helping students better understand their emotions, decisions and personal experiences.

One of the simplest yet effective tools involves the use of specially prepared thematic worksheets completed individually by students and subsequently discussed with the mentor. Such worksheets are especially appropriate for individual mentoring meetings. Examples of thematic worksheets developed for mentoring sessions and tested in educational practice are presented below.

For example, the worksheet "Stalker's Diary: The First Week at School" (Fig. 1) allows students to provide emotional and meaningful feedback about their first days within the educational environment. Students describe their impressions, difficulties, achievements and emotional states. This helps mentors better understand students' experiences with adaptation, peer interactions, and educational challenges.

Another type of worksheet focuses on students' self-presentation, encouraging them to describe their interests, hobbies and strengths (Fig. 2a). Such activities allow mentors to gain a deeper understanding of students' personalities, inner worlds and potential. Special attention should also be paid to activities aimed at developing self-awareness, emotional understanding and value orientations. Students are also encouraged to reflect on the role of mentoring interaction and their expectations regarding mentor support (Fig. 2b).

"STALKER'S DIARY: THE FIRST WEEK IN THE ZONE"

 Your in-game nickname: _____

 1.  **Code Challenge:**
What three words would you use to describe your first week of high school? Explain why?

 2.  **Radiation background of emotions:**
How have you felt this week?
calm, like an experienced stalker
anxious, like a newcomer to the Zone
excited, because adventures are everywhere
other (your options): _____

 3.  **Artifacts of the Week:**
What were the benefits and pleasant discoveries this week?

 4.  **Anomalies:**
What difficulties or "traps" did you encounter at school?

 5.  **New allies:**
Have you made any new friends or acquaintances? Tell us.

 6.  **Secret Map:**
What would you like to change or improve in your school life so that future "trips to the Zone" would be easier?

HEART OF CHORNOBYL

Fig. 1. Thematic worksheet for a mentoring session (developed by the authors)

All About Me

Fig. 2a. "All About Me" worksheet (developed by the authors)

Why Do I Need a Mentor

 _____

 _____

 _____

Fig. 2b. "Why Do I Need a Mentor?" worksheet (developed by the authors)

In particular, the worksheet "What Makes Me Happy?" presented in Fig. 3a is designed as a flower whose petals students fill in independently. Each petal contains something that brings the student joy and happiness. This activity encourages students to reflect on their emotional needs and recognise the factors that contribute to their emotional well-being.

What Makes Me Happy?



Fig. 3a. "What Makes Me Happy?" worksheet (developed by the authors)

The worksheets presented aim to develop students' reflection, self-awareness, emotional understanding, communication skills, and value orientations. Their use during mentoring sessions helps establish trusting interactions between mentors and students and supports students' personal development.

Such mentoring sessions create space for meaningful dialogue during which students learn to understand themselves, their emotions, needs and values more deeply. Activities of this kind contribute to the development of reflection, responsible decision-making and awareness of personal priorities.

It should also be noted that mentoring is not limited exclusively to individual interaction. Alongside individual mentoring, group mentoring also plays an important role, although its primary aim remains to support each student. Within-group mentoring involves mentors working with groups of students of the same age and organising collective meetings that foster healthy interaction, communication, and a positive psychological climate within the class.

In this context, the mentor's task is not only to support individual students but also to create a safe environment where everyone can express themselves, feel heard and learn to listen to others. Such an environment contributes to the development of trust, mutual respect and a sense of belonging.

One of the most effective tools in this process is team-building activities. These activities help students become acquainted with one another, reduce tension, overcome communication barriers and stimulate interaction in an informal atmosphere.

The activity "Five Questions" promotes self-presentation and interpersonal communication. Students answer several personal questions on separate stickers and then attempt to identify the authors of randomly selected answers through interaction with classmates.

Another activity, "Two Hands and Preferences", helps students discover common interests and develop a sense of unity. Students take turns naming two personal preferences,

Another activity, "The Flower of Values" (Fig. 3b), helps students develop awareness of their personal priorities. Students are provided with a list of values such as family, health, freedom, development, safety, respect and love, but may select only a limited number of them. This limitation encourages students to determine priorities consciously and compare the significance of different values.

Flower of Values

family, hobbies, health, development, freedom, security, love, hope, truth, happiness, respect, care



Fig. 3b. "Flower of Values" worksheet (developed by the authors)

while classmates with similar interests join hands with them, gradually forming a single chain or circle.

The activity "Counting to Three" develops attentiveness, reaction speed and group coordination. Students count consecutively, but whenever a number divisible by three appears, they clap instead of pronouncing the number. If someone makes a mistake, the counting starts again.

Mentoring sessions may therefore combine individual and group work, ensuring holistic support for students. Individual meetings help mentors better understand students and their needs, while group activities foster communication skills, cooperation, and a positive classroom atmosphere.

Thematic mentoring worksheets encourage reflection, self-awareness and responsibility, whereas team-building activities strengthen communication and social interaction. Combined together, these tools create favourable conditions for students' effective personal development.

The proposed worksheets and mentoring activities were tested in practical mentoring interactions in secondary education institutions and demonstrated their effectiveness in promoting students' reflection, communication, and emotional involvement.

Discussion and conclusions

Summarising the theoretical provisions and practical experience analysed in this study, it can be concluded that mentoring functions as an effective tool for supporting students' personal development in the modern school environment. Its significance is determined by its orientation toward students' individual needs, the creation of conditions for self-discovery, the development of intrinsic motivation and the formation of responsibility for personal educational and life choices.

The individual format of mentoring interaction ensures consideration of students' personal characteristics, facilitates overcoming educational difficulties, and contributes to the development of self-regulation skills. At the same time, group forms of mentoring complement this process by creating favourable conditions for the development of communication

skills, interaction and positive socio-psychological climate within the student collective.

Thus, mentoring should be regarded as an important component of the contemporary educational environment, providing not only academic support but also comprehensive personality development, readiness for independent learning, social interaction and life self-determination.

Prospects for further research involve studying the effectiveness of mentoring models in different types of educational institutions and developing methodological recommendations for mentor training and the implementation of mentoring practices in secondary education institutions.

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МЕНТОРСТВО ЯК ІНСТРУМЕНТ ОСОБИСТІСНОГО РОЗВИТКУ УЧНІВ У СУЧАСНІЙ ШКОЛІ

Вступ. Сучасні освітні трансформації, зумовлені стрімкими соціальними змінами, потребують переходу від традиційних знаньсво-центрованих моделей до особистісно орієнтованих підходів. У цьому контексті менторство постає як дієвий педагогічний інструмент підтримки особистісного розвитку учнів через створення середовища довіри та індивідуалізованої взаємодії. Менторство зміщує акценти із суто академічних досягнень на формування внутрішньої мотивації, здатності до рефлексії та життєвих навичок. Окрім того, професійна роль "ментора з навчання" дедалі частіше визнається у міжнародних структурах (зокрема, ESCO) як ключовий фактор задоволення різноманітних освітніх потреб і забезпечення довгострокового успіху. Метою дослідження є обґрунтування менторства як комплексного механізму особистісного зростання учнів та аналіз його впливу на розвиток якостей, необхідних для успішної самореалізації в сучасному світі.

Методи. У дослідженні використано багатогранний методологічний апарат, що поєднує теоретичний аналіз та емпіричний педагогічний пошук. Теоретичний складник містить синтез та узагальнення з питань особистісно орієнтованого навчання та індивідуальної підтримки. Емпірична база дослідження ґрунтується на педагогічному спостереженні й аналізі практичного досвіду менторства у приватних закладах загальної середньої освіти міста Києва. Ключові методи охоплюють кейс-аналіз типових освітніх викликів (таких, як низька успішність та брак мотивації), а також педагогічне узагальнення для систематизації ефективних стратегій менторства. Додатково розроблено й апробовано спеціалізовані діагностичні та рефлексивні інструменти (зокрема, тематичні робочі аркуші), спрямовані на фасилітацію взаємодії ментора з учнем і відстеження особистісного прогресу.

Результати. У дослідженні визначено шість ключових функцій менторства: емоційна підтримка, адаптація до освітнього середовища, розвиток внутрішньої мотивації, реалізація індивідуальних освітніх траєкторій, формування рефлексії та розвиток soft skills. Практична реалізація продемонструвала ефективність поєднання індивідуальних щотижневих зустрічей із груповим менторством і командоутворювальними активностями. У межах дослідження також було розроблено й апробовано низку тематичних робочих аркушів, зокрема "Щоденник сталкера", "Усе про мене" та "Кейткі цінностей", які виявилися ефективними інструментами самопізнання й підтримки емоційного благополуччя. Отримані результати свідчать, що типові академічні труднощі, такі як систематичне невиконання завдань або відсутність інтересу до окремих предметів, ефективніше вирішуються через менторство, засноване на партнерстві та підтримці, а не на примусі.

Висновки. Дослідження підтверджує, що менторство виступає цілісним механізмом особистісного розвитку, який сприяє формуванню відповідальності за власний вибір, розвитку стійкості й покращенню адаптації здобувачів освіти до освітнього процесу. Отримані результати підкреслюють значущість менторської орієнтованої взаємодії в сучасній освіті та її потенціал для підтримки як академічного, так і особистісного зростання. Перспективи подальших досліджень пов'язані з оцінюванням моделей менторства в різних освітніх середовищах і розробленням стандартів підготовки менторів.

Ключові слова: менторство, особистісний розвиток учнів, індивідуальна освітня траєкторія, взаємодія ментора та учня, освітнє середовище.

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