

Peculiarities of tutoring functioning at the German HEEs in accordance with higher education standards and norms

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Annotation. The article describes peculiarities of tutoring functioning at the HEEs of Germany in accordance with German higher education standards and norms. It is shown that Germany belongs to the countries with the best developed system of tutoring in higher education. The article includes information on higher education system, types of higher educational establishments and their coordination of the tutoring activity. The influence of the peculiarities of higher education organization on the tutoring implementation and functioning is outlined. The research justifies positive influence of tutoring on quality assurance, learning outcomes, increase of comfort and confidence among students as well as HEEs rating improvement. The increased interest among scholars to the tutoring, its benefits and possibilities of its implementation at HEEs is supported by a variety of scientific works in this direction.

Keywords: *tutoring, tutors, higher education, HEEs, internationalization.*

Introduction. The implementation of tutoring at universities has a long history and dates back to the medieval Cambridge and Oxford universities which are among the best universities of the world today. Taking into consideration the students success and universities rating increase, the idea of tutoring was supported by leading universities of the USA and Europe. Nowadays, Germany developed a well-organized system of tutoring at HEEs which is realized by senior students who help younger students to achieve success in the study. There are only differences in the approaches to the tutoring realization depending on the German States. Therefore, the article outlines the peculiarities of higher education in Germany and the role of tutoring as one of the key tools in German education.

Overview of the literature. The tutoring issues have been actively analyzed during recent years by a number of leading researchers from European countries as well as from the USA.

The **aim** of the article is to analyze higher education in Germany, its influence on the tutoring implementation and realization as well as the peculiarities of the tutoring functioning at German HEEs.

Materials and methods. To accomplish the aim of the article and to solve the set tasks of the study, a complex of methods are used: comparative – for the purpose of comparative analysis of different models of tutoring at German HEEs, search and bibliographic – with the aim of systematization, classification of scientific literature on the topic of research; comparative-historical method with the purpose of the degree study of the research problem, the synthesis of historical facts; specific search tools – for the study of archival funds, library catalogs and data, bibliographic publications, which made it possible to reproduce objectively and accurately historical facts and events; method of theoretical generalization, which contributes to the formulation of the study findings; analysis, synthesis, systematization and synthesis of scientific materials.

Presentation of the main material. Germany is a federative country in which the higher education system management, development and functioning is carried out on the two levels: federal and state (Zhuravska & Myronchuk, 2014, p. 198). Each of the states is characterized by a number of differences that are determined by their

needs, but it develops according to the trends outlined by the Federal Ministry of Education and Research in the context of the international educational area. Therefore, due to the HEEs autonomy, each HEE may develop its own policy concerning educational and scientific vision. However, at the same time HEEs reforms must correspond mainly to the standards and norms of the states and generally to the standards and norms of the Federal Government.

Ohiyenko (2012) emphasizes on the decentralization of higher education and divides universities into three types: Universities (Universitäten Universities) and higher schools (pedagogical, medical, theological, political, business and management, physical education and sports); specialized high schools or universities of applied sciences (german Fachhochschulen); college of arts, cinema and music (n.Kunst-, Film- und Musikhochschulen).

In the higher education system of Germany, someone may obtain a bachelor's degree after 3-4 years of study, a master's degree (1-2 years of study), a doctor of philosophy (2-3 years of study). The universities of applied sciences which include approximately 10% of students constitute the most part of higher educational establishments of private ownership (Böhm, 2015). Private institutions of higher education usually have well-established cooperation with enterprises that help future graduates with employment (Kravchenko, 2012). Besides, some universities cooperate with Chambers of commerce which also increases the cooperation of higher educational establishments with enterprises.

In 2001, the Federal Ministry of Foreign Affairs provided the report on the migration to Germany. A number of activities were undertaken to improve the conditions for the training of foreign students, teachers and researchers. All measures were aimed at accelerating the adaptation of foreign students to the German higher education system, including the procedure for foreigners registration, social security at German universities, the organization of free courses for the German language study etc. (Nosova & Makovoz, 2012).

The internationalization of higher education is comprehensively supported by the Federal Government. As universities are interested in increasing the number of foreign students, each of them has developed its own

internationalization strategy, aimed at academic mobility and the expansion of international research collaboration, technology transfer. Particular attention is paid to the academic mobility of students and professors. As of November 2015, 319,000 international students were enrolled in German higher educational establishments. It is also worth noting that 138,000 German students studied at foreign universities (Böhm, 2015).

In recent years, Germany has increased the total number of refugees. Consequently, tutoring functioning has become useful in solving current problems. The implemented system of tutoring facilitates the adaptation of foreign students, including refugee students and students coming under academic mobility programs. In this case, the tutors are responsible for the educational process and its organization.

Actually due to well-developed education system, Germany is considered one of the most comfortable countries for study. Students come to study mainly from Eastern Europe and China. Germany is the third country in the ranking of the most popular countries to study after the United States and Great Britain (Ohienko, 2012).

The establishment of tutoring is necessary to address the problems associated with the expansion of international activities of higher educational establishments, the introduction of an effective internal quality assurance system, to meet the requirements and expectations of students as well as transformations in educational programs that are developing in accordance with international educational standards.

The basis of tutoring is partnership, where one of the students is a tutor, and the other is a person who is taught by the tutor, which contributes to the students' scientific and personal development (Krajewska & Kowalczyk-Waledziak, 2014).

Systemic implementation of tutoring at the European higher educational establishments began in the second half of the twentieth century and continues to this day. In Germany it happened in 70-80 years of the twentieth century and it was connected with the students movement initiated in 1968 (German students movement). Students required the improvement of the educational conditions and asked for greater rights and freedoms. It resulted in the emergence of the need for tutoring. Accordingly, the research of the tutoring peculiarities has been increasing, the results and the developed recommendations are the basis for the activities of higher educational establishments regarding the implementation of the tutoring system.

While talking about the differences in tutoring implementation at the German HEEs, there are common features which exist almost at every HEE and different priorities. Firstly, let us discuss the common features. As the internationalization strategies develop at each HEE, there is the increase in the number of foreign students who come for study and foreign staffs who come for training, therefore almost at every university there are tutors who are responsible for the foreign students and staffs. Also, there are first semester tutors who help first year students to adapt to the students life and the peculiarities of the university structure and policy. Besides, there are subject tutors who help with subjects, home tasks, laboratory works etc. Subject tutors are highly needed at the tech-

nical HEEs as there are a lot of applied subjects, such as physics, mathematics, software engineering etc. It is difficult for students to deal with such difficult subjects individually, therefore, tutoring is very needed in this direction. At the same time, we may talk about differences in the tutoring system implementation. For example, at the University of Wuerzburg the attention is mostly paid on tutors who work with disable students. They organize the series of sport events through which they stress on the equality of all students. At the same time, the Brandenburg University of Technology mostly develops tutoring for refugees.

As it was mentioned above, HEEs have autonomy in the implementation of tutoring. They must correspond to the educational norms and standards of the state and the Federal Ministry of education sets general rules and strategic plans for the German education development. There is the Network of tutors in Germany (Netzwerk Tutorienarbeit an Hochschulen) which was created in 2009 and coordinates tutoring at the German HEEs. The main task of the Network is to provide a platform for discussion and improvement of the tutoring programs and the coordination of the tutors work at higher educational establishments in Germany. The Network of tutors closely cooperates with higher educational establishments which are members of the Network. It should be noted that universities in Germany use various practices of tutoring, and cooperation with the Networks of tutors is used to exchange experiences and to improve the quality of tutoring organization at the HEE (Netzwerk Tutorienarbeit an Hochschulen).

Conclusions. The article describes the current state of tutoring at higher educational establishments of Germany in accordance with higher education standards and norms. The conducted research allows us to make the following conclusions:

1. On the top level of the German education management there is Federal Ministry of Education and Research, the main goals of which include the provision of quality assurance in education at different stages of human life, including lifelong learning; research excellence through innovative strength and cooperation with industry; development of funding opportunities for the educational establishments.
2. The Federal Ministry of Education and Research closely cooperates with States (Länder) which have their own laws and regulations. In the process of tutoring realization each HEE must meet the requirements of the State where the HEE is located in terms of laws, standards and norms.
3. Tutoring at German HEEs includes cooperation between professors, senior students – tutors and first years students.
4. Active introduction of tutoring began in the second half of the XX century and was caused by the movement of students (Students movement, 1968) who wanted to protect their rights, freedom and possibilities for future perspectives.
5. Successful implementation of tutoring directly influences on quality assurance at HEEs, learning outcomes, rating of HEEs, comfortable conditions of study and future perspectives of graduates.

6. The important role in the tutoring organization at HEEs is played by the Network of tutors (Netzwerk Tutorienarbeit an Hochschulen) which coordinates the tutoring activity at the HEEs of Germany which belong to the Network.

7. The models and forms of tutoring organization in German higher education prove its effectiveness. Therefore, the German experience may be used in other countries in compliance with their higher education standards and norms.

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