

PEER TUTORING AT HIGHER SCHOOLS OF THE UK AND THE USA

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In recent years, the number of students at higher schools of Great Britain and the USA has almost doubled, but at the same time, financial investments have decreased significantly. As a result, the number of students in groups increased, which caused a return to the traditional form of teaching - lectures. And as a consequence, there is the weakening of the contact between the student and the teacher, which is the main feature of the tutorials.

Practice shows that in order to improve the quality of knowledge, it is necessary to work more with fewer students. In this connection, higher educational establishments in the United Kingdom and the United States have increased their interest in peer tutoring.

Traditionally, peer tutoring is defined as “more able students helping less able students to learn in co-operative working pairs or small groups organized by a professional teacher”.

In the process of peer tutorials not only tutees are taught but a student-tutor as well. Tutors and tutees may be from the same or different years of study.

According to the traditional model of peer tutoring, tutor is more capable student, but in recent years the attention of researchers is attracted by the model, in which both a tutor and a tutee have the same abilities and work together in the direction of deepening knowledge. Traditionally, a student-tutor is the best student. However, if a tutor is a student with average abilities, in the process of training others he has the opportunity to develop his abilities.

The role of tutor and student does not necessarily have to be permanent, especially in same-ability tutoring. Structured switching of roles (reciprocal tutoring) increases self-esteem of students, because each of them gets the opportunity to be a tutor.

Peer tutoring can be officially scheduled in regular class contact time, outside of this, or supplementary.

Depending on the purpose of tutor activity, the content of educational work on a particular subject and forms of interaction between a tutor and tutees, peer tutoring is divided into the following types:

- The Personal System of Instruction;
- Supplemental Instruction;
- Same-year dyadic fixed-role tutoring;
- Same-year dyadic reciprocal peer tutoring;
- Dyadic cross-year fixed-role peer tutoring;
- Cross-year small-group peer tutoring;
- Same-year group peer tutoring;
- Peer assisted writing;
- Peer assisted distance learning;

Peer tutoring is a small component of a wide range of teaching and learning strategies deployed in higher education of the UK and the USA, so the extent to which it is realistic to expect associated gains to be measurable, widespread, maintained and generalized debatable.