



6th Congress of the International Society of Cultural-historical Activity Research
Cultural-historical Activity Research in crisis contexts: challenges and perspectives



THE ROLE OF A MENTOR IN THE FORMATION OF THE ZONE OF PROXIMAL DEVELOPMENT(ZPD) IN ORPHANED CHILDREN

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Methodology

- The promotion of a child in the space of ZBR presupposes the existence of satisfactory cooperation both between the teacher and the trainee (mentor – mentee), who are directly involved in cooperation, and with the surrounding (cultural) environment
- Life in an isolated institution significantly increases the child's need for this cooperation, allows the mentee to form the values and behavior of an open social environment in the process of advancing through the ZBR
- The mentor includes the child in social situations outside the institution, demonstrates an adaptive mode of behavior that the child learns and subsequently reproduces independently
- The mentor plays the role of a significant adult, on the one hand, on the other, and a carrier of cultural values and behaviors of an open social environment, motivates the child to learn and develop within the framework of satisfying cooperation. That allows the child to move forward in the space of the ZBR
- **Scaffolding** is considered as the actions of an adult in relation to a child, building the space of his ZBR

Research objectives:

to identify the influence of the mentor's "positive" scaffolding on the SB domains, including the "ZBR" domain, among pupils of organizations for orphans of different age groups.

Sample:

- A total number of 3,426 orphans who were brought up in organizations for orphans and children left without parental care participated in the study
- In each group, the children were aligned by gender. All the children were with intact intelligence and studied according to general education programs
- The study was conducted during 2020-2021 as part of the study "Subjective well-being of pupils of organizations for orphans of the Russian Federation"

Concept and operational model of subjective well-being of mentees

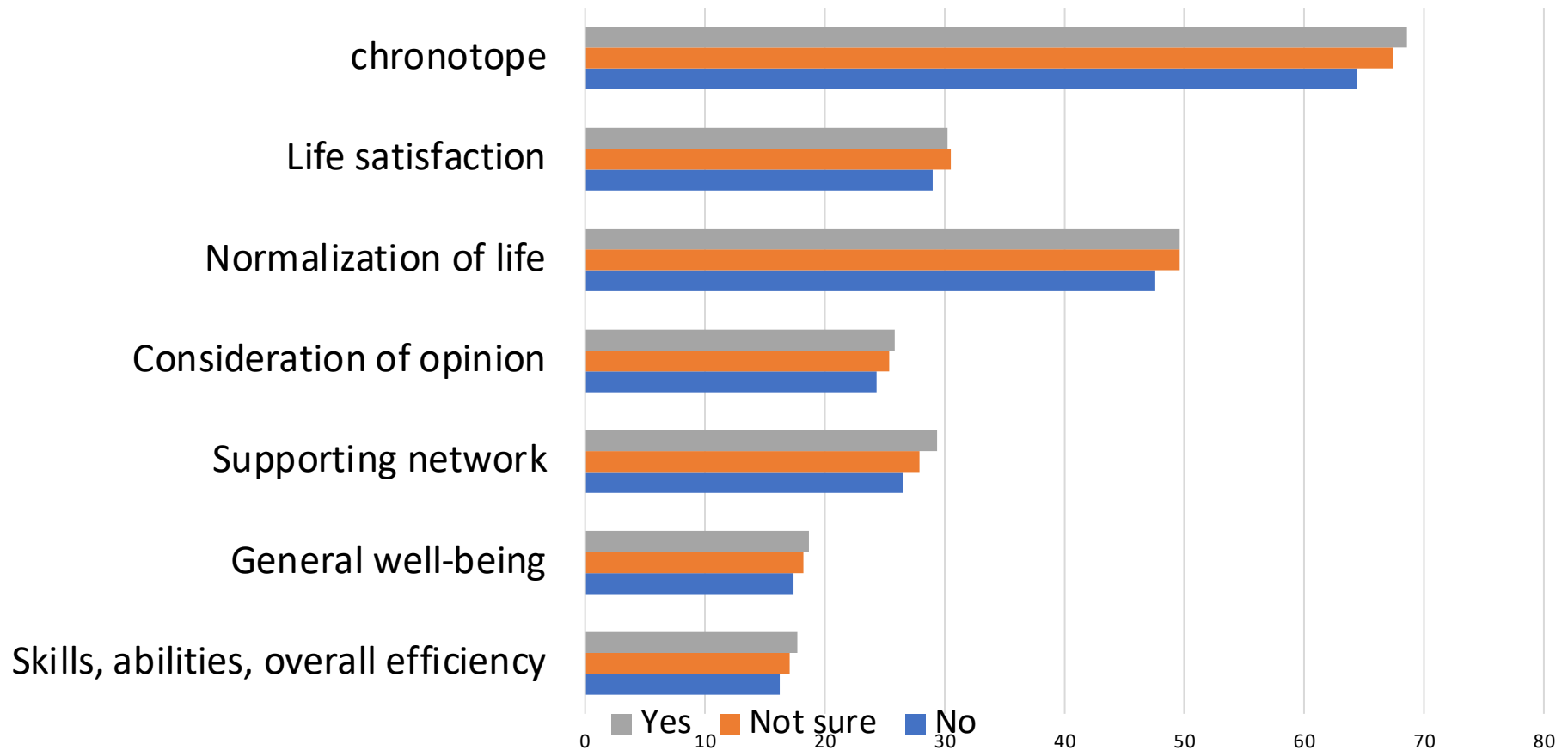
The author's concept "Theory of Relations" is based on V. N. Myasishchev

SAT of a child (teenager) being brought up in an organization for orphaned children

- - **the child's satisfaction with the system of their relationships:**
- **to himself** (considers himself attractive in appearance and character, as well as that others evaluate him positively; he is satisfied with his skills and educational achievements),
- **to others** (has adults with whom you can build trusting relationships in the organization and outside it; has a satisfying relationship with peers),
- **with the environment** (lives in conditions of physical and psychological security, has the opportunity to lead the same life as other children, his opinion is taken into account when solving issues related to his life, knows his rights and knows how to use them),
- **to his "chronotop"**, individual time (he knows his history, is satisfied with the current life and his prospects for the future)
- **The criterion for assessing subjective well-being is the child's satisfaction with the system of their relationships**

The results of the study "Teenagers" The Impact of Positive Mentor Scaffolding on Employee Satisfaction separate domains

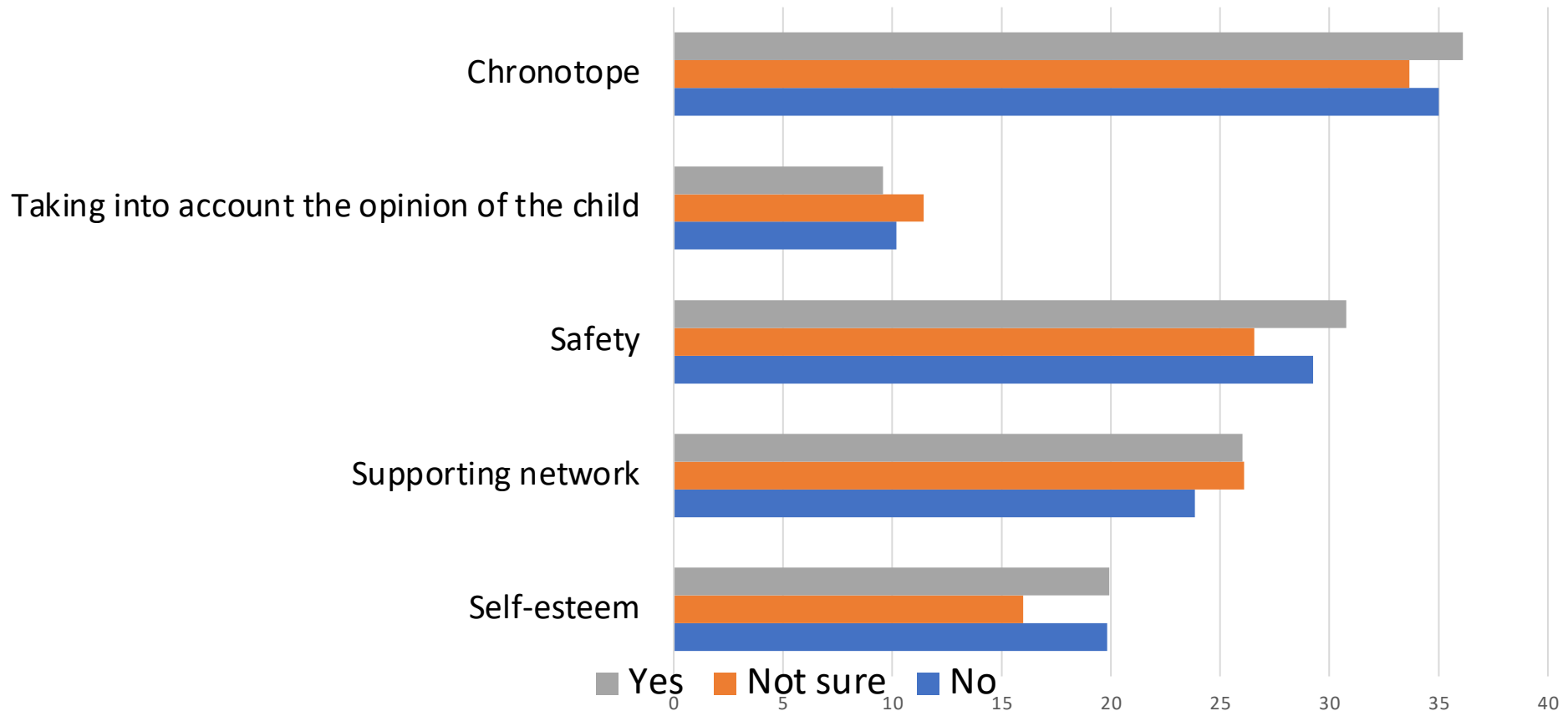
- The mentor's scaffolding that satisfies a teenager has an impact on the SB (Chi-square - 8,682, St.-2, $p=0.013$) and is the most influential system-forming indicator in the structure of the SB, since it affects most domains.



The results of the study. Children from 7 to 12 years old

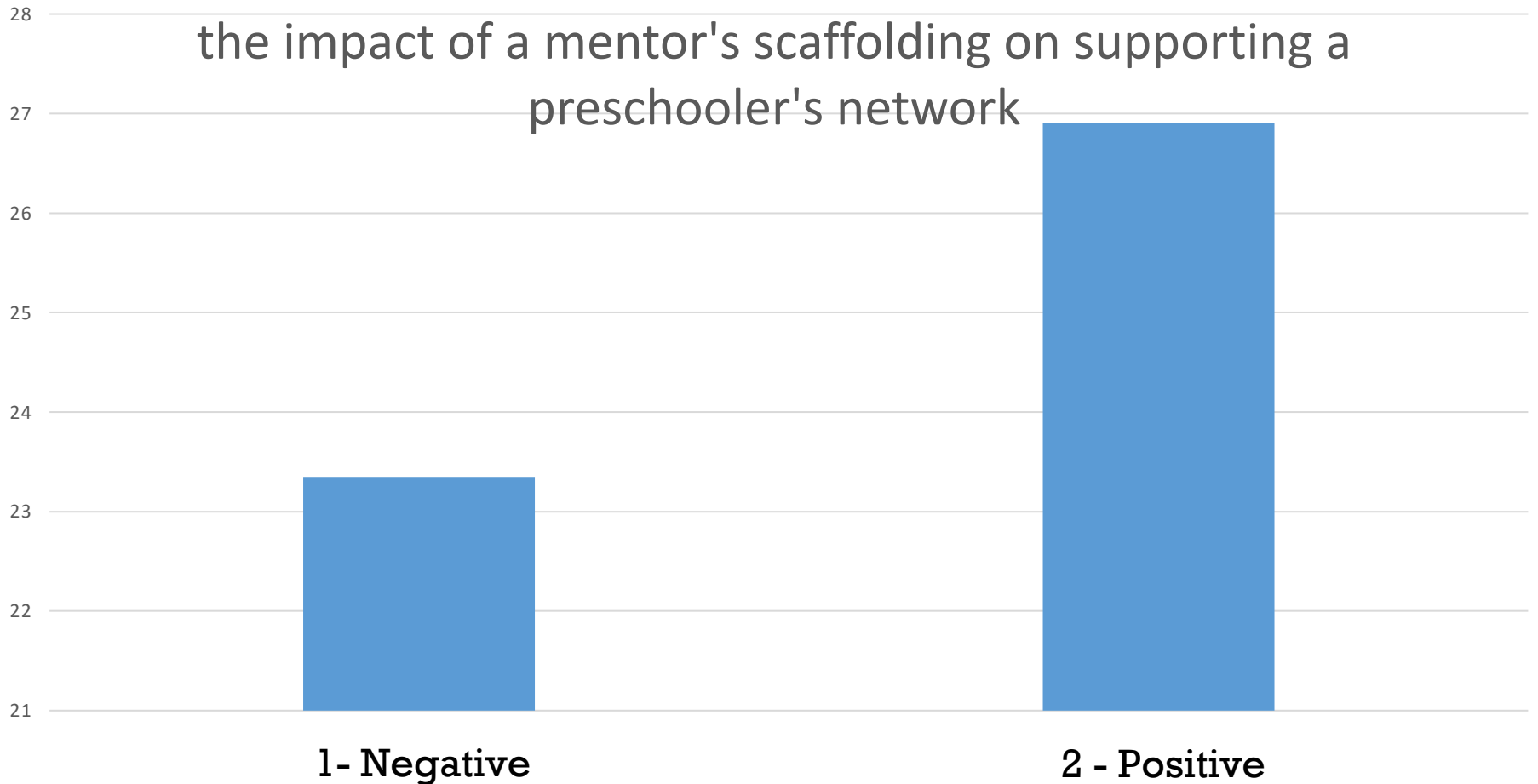
The Impact of Positive Mentor Scaffolding on Employee Satisfaction separate domains

- The mentor's scaffolding that satisfies a teenager has an impact on the SB (Chi-square - 8,682, St.-2, $p=0.013$) and is the most influential system-forming indicator in the structure of the SB, since it affects most domains.



Preschoolers

- The mentor's scaffolding does not affect the level of SAT of preschoolers



The influence of the mentor's scaffolding on the domain "Zone of immediate development" in pupils of different age groups

- Indicators:
- satisfaction with their own "progress" in the areas of cooperation with the mentor, the interest in which he initiates in the child (teenager): education, creative leisure, sports, art, mastering household skills (teenagers);
- belief in the ability to influence the results of their education (adolescents, primary school students);
- self-assessment of involvement in educational activities (adolescents, primary school students);
- satisfaction with their prospects for the future ("teenagers", "junior schoolchildren");
- Trust in Another ("teenagers", "younger schoolchildren", "preschoolers");
- satisfaction with their cooperation with a mentor ("teenagers", "younger schoolchildren", "preschoolers")

Conclusions

- The mentor's scaffolding that satisfies a child (teenager) is the most influential system-forming indicator in the structure of the SB of "teenagers" and "younger schoolchildren", since it affects, practically, most of its domains.
- In preschool children, the mentor's scaffolding contributes to the formation of trust in Another;
- In pupils of "adolescent" and "primary school age", the positive scaffolding of the mentor can be considered as a "predictor of overall success".
- Cooperation with a mentor increases the satisfaction of a teenager and a younger student with their school achievements, opportunities in coping with school stress, interaction with other significant adults.



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