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Роль научного руководителя студенческими научными обществами при формировании вовлеченности в исследовательскую деятельность и становления субъектности студентов в российских вузах

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Аннотация. Цель статьи – определить роль научного руководителя студенческими научными обществами при формировании вовлеченности студентов и становления субъектности студентов в вузах. Научная новизна исследования заключается в выявлении ролей научного руководителя студенческого научного общества для формирования вовлеченности и становления субъектности студентов; характеристике организации работы научного руководителя в зависимости от развитости мотивационной, когнитивной, деятельностной, рефлексивной и волевой сферы студентов; определении трудностей в становлении субъектности студентов в ходе научной работы и рекомендаций по их преодолению с помощью различных методов формирования мотивации и субъектности студентов. Исследование имеет научную ценность, так как позволяет глубже понять роль научного руководителя в формировании вовлеченности и субъектности студентов в вузах. В рамках статьи обсуждаются различные аспекты работы научных руководителей, включая методы мотивации и поддержки студентов, создание условий для профессионального роста и развития личности, а также организацию работы студенческих команд на разных этапах исследовательской деятельности. Результатом исследования стал уточненный перечень ролей научного руководителя для развития субъектности и мотивации студентов. Подтверждено, что для эффективной работы студенческих научных обществ важно создание благоприятных условий для развития творческого потенциала студентов. Для этого необходима правильная организация работы научных руководителей, которые будут постоянно развивать научное мышление и культуру студентов.

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The role of academic advisors of student research teams in shaping student engagement in research and learning ownership in Russian universities

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Abstract. The purpose of this article is to determine the role of an academic advisor of student research teams in shaping student engagement in research and learning ownership in universities. The scientific novelty of the study lies in the identification of the roles of an academic advisor of student research teams in the formation of engagement and ownership; characterizing the process of organization of an academic advisor's work, depending on the level of the motivational, cognitive, operational, reflexive and volitional spheres of students; determining difficulties in students' taking ownership and recommendations for overcoming them through various methods aimed at promoting students' motivation and ownership. The study has scientific value, as it allows for a deeper understanding of the role of an academic advisor in shaping student engagement and ownership in universities. Various aspects of scientific advising are discussed, including methods for motivating and supporting students, creating conditions for professional growth and personal development, and organizing student teams at different stages of research activity. The result of the study is a revised list of an academic advisor's roles in shaping learning ownership and developing motivation. It is concluded that creating favorable conditions for the development of students' creative potential is required to ensure the efficient operation of student research teams. To achieve this, an effective organization of academic advisors' work is necessary, as the latter will constantly develop students' scientific thinking and culture.

Introduction

Research rationale. Academic advising is an essential component of the higher education experience, providing students with guidance and support as they navigate their academic journey. In recent years, there has been growing interest in research teams as a mechanism for enhancing student engagement and learning ownership (Кольшев, Антонова, 2010; Воробьев, Казакова, 2020; Стукалова, 2022). Research teams offer students the opportunity to work collaboratively on projects that are relevant to their interests and aspirations, providing them with valuable skills and experiences that can be applied both inside and outside the classroom. Students get engaged in authentic, real-world problem-solving, apply theoretical concepts to practical situations. By working collaboratively, students gain valuable experience in teamwork, communication, leadership, and project management. Furthermore, participation in research teams can enhance students' professional networks, providing them with connections to employers, mentors, and peers who share their interests (Смирнова, 2023).

Despite the potential benefits of research teams, little attention has been paid to the role of academic advisors in shaping success of these initiatives. Academic advisors can play a critical role in supporting students' development, not only through advising on course selection and career planning, but also by providing guidance on how to effectively participate in research teams. This is particularly important given the increased emphasis on experiential learning within higher education institutions (Некоркина, Шкрёбко, Плещёв et al., 2019). Research teams can present challenges for students. For example, navigating group dynamics, managing conflicting schedules, and maintaining motivation throughout the project can be difficult for some students. Academic advisors can help students overcome these challenges by providing guidance on effective communication and conflict resolution strategies, helping students set achievable goals and timelines, and providing feedback and support throughout the project. Apart from that, academic advisors can render assistance to students in defining opportunities to match their personal and professional aims by establishing relations with research fellows and mentors with focus on the same academic sphere. It is especially relevant for students who have never been involved in scientific research before or who are not aware of how or where to find research opportunities (Бельх, 2008; Гусева, Репина, 2022).

By counseling student research teams, academic advisors can ensure the development of intellectual curiosity and inquisitiveness among the students. When motivating students to inquire, investigate, apply critical thinking, academic advisors can mentor a new type of learners who are keen on mastering and comprehending new issues. Besides, by fostering intellectual curiosity and inquisitiveness, academic advisors can play a part in reaching the mission of any higher education institution and make students ready for successful careers and continuous education for career enhancement. This article will examine the published works on academic advising of student research teams in an attempt to identify and list the roles of advisors focused on stimulation of student involvement in research and leaning ownership.

Research tasks. To achieve the goal of research, we set a number of tasks:

- to study the organization of academic advising in universities, taking into account different levels of students' motivational, cognitive, operational, reflexive and volitional characteristics;
- to analyze the experience of academic advisors aimed at the promotion of learning ownership;
- to determine internal difficulties of such work that depend on the competencies of the advisor and external ones that depend on the competencies of students and to give recommendations on how to overcome external difficulties;
- to classify and define the roles of the academic advisor of student research teams in the development of learning ownership and students' motivation;

Theoretical background. For many years, academic advising and tutoring has been an integral part of higher education programs. Academic advisors, counselors and tutors direct, manage and support students' research work, assist them to cope with academic requirements, seek for new career options and plan their future education or career prospects. No wonder that the role of academic advising in higher education institutions has been rising as long as education gets focused on individual learning trajectories that attempt to tailor education to the needs of an individual student. Experiential learning, which emphasizes the application of theoretical concepts to practical situations, has become an increasingly popular approach within higher education. Research teams have emerged as one of the most prominent ways in which institutions are providing students with experiential learning opportunities. Research teams are groups of students who collaborate on research projects, typically under the supervision of a faculty member or other expert in the field. Participation in research teams can offer students a range of benefits. They gain hands-on experience in conducting research, analyzing data, and presenting findings. They also develop skills in teamwork, communication, leadership, and project management. Moreover, engagement in research teams can make students establish valuable professional connections, including mentors, colleagues, and potential employers (Кудрина, Огнева, 2018; Заболотная, 2018; Григорьева, Панкова, 2017).

Despite the potential benefits of academic advising for research team participants, there is a dearth of empirical research on this topic. Much of the existing literature has been focused on the broader concept of academic advising, rather than specifically examining the role of advisors in shaping student engagement and learning ownership within research teams (Пирогланов, Анцупов, 2022; Стромов, Сысоев, Завьялов, 2018). Hence, it is essential to examine the existing literature on academic advising of student research teams and identify key themes and findings that can inform the best practices for supporting student success.

Therefore, this research article explores the existing literature on academic advising of student research teams, with a particular focus on the impact of advisors on research team dynamics, student motivation, and learning outcomes. By synthesizing this literature, we hope to identify the best practices and recommendations for supporting student success within research teams and contribute to ongoing discussions about how to enhance student engagement and learning ownership in higher education.

Methodology. The methods applied in this research were as follows: first, a broad review of literature was performed in order to study various roles of academic advisors in developing the engagement and learning ownership of students during research work. Analysis of the publications was done systematically, in accordance with the approved guidelines for literature reviews. To find suitable existing research publications on the issue, the search was conducted by such keywords as ‘academic advising’, ‘experiential learning’, ‘research teams’. The articles analyzed during this study were included in reputable databases, like Google Scholar, Web of Science, and ERIC. To shortlist the available articles, a range of inclusion and exclusion criteria was formulated to select relevant ones, especially focusing on academic advising of research teams rather than individual students, another criterion for analyzed publications was the date of publication – not later than 2010. Having selected the necessary studies, we extracted relevant data from them and gathered details about study methods and design, main results. Besides, each of the selected studies was evaluated by research quality criteria. After the data extraction, findings of this article were arranged into two categories, one of which was the influence of academic advisors on student motivation and learning outcomes. Another category was typical problems that students may face during research work and the role of academic advisors in overcoming them and supporting successful students’ work. To maintain the academic accuracy of this study, analysis and synthesis of the data were based on a narrative synthesis approach, so that the data should be organized systematically. Narrative synthesis required identification of basic topics and concepts and accumulation of data from various sources to coordinate the details in the current paper. At the last stage, the findings of our work became a background of the best experience of academic advisors; so, recommendations were formulated on how to work with research teams. Since the recommendations rely upon practical evidence, they encompass modern tendencies in academic advising and experiential learning in higher education. In general, this article suggests a broad analysis of available studies devoted to academic advising of student research teams and focused more specifically on the roles of advisors who increase students’ engagement and learning ownership.

Practical relevance of the research. The article accumulates available research results in order to contribute to open-ended discussions about the role of experiential learning in higher education; it also renders recommendations for academic advisors who intend to support successful research of student research teams. The results prove a crucial role of academic advisors in supporting successful work of students in research teams and can be used as a manual for advisors aimed at improving student commitment to learning and achieving positive outcomes by using effective practices or research advisors.

Discussion and results

In recent years, there has been growing interest in the role of experiential learning within higher education institutions. Research teams have emerged as one of the most popular mechanisms for providing students with practical experiences related to their fields of study. They offer students opportunities to engage in authentic, real-world problem-solving, allowing them to apply theoretical concepts to practical situations. Despite the clear benefits of research team participation, challenges can arise for students working in these groups. Navigating group dynamics, managing conflicting schedules, and maintaining motivation throughout the project can be difficult for some individuals. Academic advisors can play a critical role in helping students overcome these challenges by providing guidance and support throughout the research process. Furthermore, academic advisors can help promote a culture of inquiry and intellectual curiosity within the institution. By encouraging students to ask questions, seek out answers, and engage in critical thinking, academic advisors can foster a community of learners who are invested in pursuing knowledge and understanding (Касьяненко, Рубцова, 2018; Один, 2020).

Characteristics of organization of students’ research teams in higher education institutions

Research work serves as a tool to train highly qualified specialists and demands participation of students in student conferences, research societies, discussion panels, round tables, presentation of research results. Research work not only expands students’ horizons, but also teaches them to pursue self-learning, turning them from objects (passive) into subjects (active) of a learning process. The main goals of students’ research work at universities are: improved quality of training; profound mastering of learning material; development of sustainable skills of independent scientific work in a team; upgrade of problem-solving, critical thinking, creativity and cooperation. No research is possible without scientific background and deep plunge into the issues; thus, all extracurricular research must be guided by the faculty members.

Academic advising of students’ research teams in a university has a number of characteristics. Research activity plays a crucial role in the learning process. That is why the state standard of higher education (Портал федеральных государственных образовательных стандартов высшего образования. URL: <https://fgosvo.ru/>) names research skills and abilities among qualification characteristics. Students must be able to conduct research activities. However, the scientific level of their work shall range from the reproductive to the research one, varying by the depth of study, effectiveness of implementation, scientific value and novelty of the research. In order to master research competencies,

students must have inclination and motivation towards research. We believe that pre-disposition to research is based on motivational, cognitive, operational, reflective and volitional readiness. Not all students are research-driven. Depending on the development of their cognitive abilities, students can be classified into three groups:

1. Research-oriented students, with desire and abilities for academic work, including, among other things, active and self-directed learning, which is a core issue in taking ownership by understanding and implementing their own goals, identifying the necessary resources, and self-evaluating the work progress.

2. Motivated students, who lack structural background in organization of research. Such students are ready to move from being passive recipients of information to actively constructing their own understanding of the subject matter, but need more encouragement and assistance from the academic advisor.

3. Students with the least developed motivational, volitional, cognitive, operational and reflective abilities, who can be followers rather than initiators in research and are reluctant in taking ownership; however, they can contribute to research by performing assigned tasks, receive information that supplements, specifies or illustrates the research. Being actively involved by the academic advisor, they can eventually feel like owners of and contributors to the research process. It is the third category that may present the most problems for academic advisors.

Depending on the type of guided students, there can be different methodological options of academic advising aimed at involvement and ownership development:

1. The role of an academic advisor for category one (research-oriented students) is to be a facilitator, a co-researcher with the functions of general guidance; most of the student's research activity shall be independent. Involvement and taking ownership do not present much problem.

2. The role of an academic advisor for category two (motivated students) is to support scheduled work, assist in determining research questions, set a correct flow of actions, support the taxonomy and structural framework of research.

3. The main role of an academic advisor for category three (students with the least developed motivational, volitional, cognitive, operational and reflective abilities) is to involve students in decision-making, stimulate their creative thinking, making them fulfill their potential, since such students tend to keep low profile and are more inclined to perform reproductive work by established algorithms and known stereotypes.

In any case, in terms of having students take ownership, organization of research work should be based on the student-centered approach and promote their motivational, cognitive, operational, reflective and volitional spheres. The motivational element of students' readiness for research is developed by academic advisors by providing individual learning trajectories and setting clear personal goals. The cognitive element of students' readiness for research is developed when students learn methods of critical thinking (thin (simple, close-ended) and thick (complex, open-ended) questions, cluster analysis, fish-bone). The operational element is developed at research team sessions, when students begin to get a better understanding of such concepts as object and subject of research, hypothesis, research methods. When students present results of their works, their peers ask questions and give feedback, actively participate in discussions on results of research, formulating questions. Thus, social interaction of the students contributes to self-control, self-esteem, reflexive assessment of their own work. Finally, students develop stable value preferences related to volitional efforts in terms of research.

Analysis of practical experience of academic advisors in organizing student research teams aimed at the development of student involvement and a sense of learning ownership in universities

Among national researchers there are many who address the theory and practice of academic advising, discuss its methodology, provide classification, describe functions and tasks, propose various strategies of work and suggest criteria of its effectiveness, with student involvement and learning ownership: the problem is dealt with in the following papers (Кошелева, Шевченко, 2016; Резник, Черниковская, 2020; Котляров, 2010; Никифорова, 2019; Довгая, 2015; Кельсина, 2020; Мельничук, 2016; Грибанькова, 2011; Роботова, 2004; Шевченко, 2019; Эрштейн, 2012). However, few, if none, analyze the issue in terms of learning ownership. Let us consider the experience of academic advisors with a focus of involvement and subjectivation (sense of ownership) of students. First, it is necessary to agree upon terminology. Academic advising is entwined into research activities of higher educational institutions, being the most widespread phenomenon of modern educational practice. We shall treat academic advising as a social institution with a range of significant functions, among which the most important are: socialization, ownership, regular development, self-fulfillment, etc.

Ownership (or subjectivation) is an educational concept referring to the fact that learners turn from objects (passive) into subjects (active) of a learning process to implement their own identity, expectations, needs, thoughts, and perspectives. It can be treated as a special level of personal development based upon the self-awareness of being an actor to creatively change oneself and the world around. Ensuring a deep sense of learning ownership in students is one of the key requirements to the quality of modern university education that must provide educational support aimed at ownership development. The best approach for such support is a procedural-activity approach, one element of which is research activities held in teams. The more fully a person owns a process, the more opportunities they get in self-fulfillment (Бардынина, 2020; Горбунова, 2005).

E. V. Udaltsova (Удальцова, 2017) argues that in order to influence a student's personality, shape their worldview or professional position, cultivate self-confidence, direct their cognitive activities and ensure their roles in problem-solving (which directly relates to taking ownership), an academic advisor shall act in accordance with

some procedural steps: assist in formulating the topic of research and making a research plan; arrange regular discussion panels; guide the selection of research methodology; advise on the sources; monitor the progress of the work; provide practical recommendations and feedback; recommend on the design of the work in case it needs improvement; throughout the course make students regularly re-consider the results by offering recommendations and directing their research. Analyzing the academic advising practice that motivates students, promotes a culture of professional self-development and ensures involvement of students, S. D. Nazarenko (Назаренко, 2021) comes to the conclusion that in order to achieve the above-mentioned outcomes, an academic advisor must have a range of competencies, among which are: theoretical background, i.e. explication of research tasks, ways to solve problems, requirements of research projects; active position in research supervision as purpose and value; managerial skills in order to control relations, plan, organize and control work; willingness to share personal experience with students.

Another paper (Долматов, Эрштейн, 2012) based on the questionnaire of the students involved in research found out that among the highly valued competences of academic advisors was professional competence and organizational competence. However, the first place was occupied by motivating students. Lack of the above-listed skills and resources can not only lead to poor results of concrete research, but also de-motivate students, decrease their commitment to learning and positive learning ownership.

However, even a brilliant mentor may fail if the other party rejects taking ownership due to some problems. K. V. Kabanov (Кабанов, 2021) discusses the inability of students to take ownership of research. The key reason for it is defined as the immaturity of the cognitive component in students. For instance, when applying reflexive procedures and tools offered by the academic advisor, students cannot suggest a course of actions, or range them in an incorrect sequence. As a result, not only the research goal will be doomed to failure, but there is no sense of ownership in students. Thus, the difficulties that academic advisors face in the course of their work aimed at the development of involvement of ownership among students can be presented in two categories: internal ones that depend on the competencies of the advisor and external ones that depend on the competencies of the students. We suppose that the latter presents a greater problem.

Recommendations on how to overcome difficulties arising in academic advising

Students' research teams can be varied in terms of the cognitive, motivational, volitional, reflexive skills of its members. The presence of students with both high level and low level of such skills can pose difficulties for attempts of the academic advisor to develop ownership and involvement. What can be done to eliminate obstacles that occur while developing student ownership in research activities? We suggest three options, each relying upon the organization of mutual work of peers with different levels of cognitive and motivational development.

1. The first option can be applied at the stage of problem setting, by involving the students who do not identify themselves as actors capable of creating and producing new ideas into peers' discussion. In case of a group brainstorming session, the academic advisor can support such students in getting involved in the work and formulate their opinions after the proactive group members have discussed the key concepts, therefore recognizing the importance of even a small contribution formulated thanks to the cognitive activity. And despite the fact that the idea was inspired by the peers, the student will not feel left behind, being a contributor to the common work and acting as a co-initiator. The advisor can emphasize this status by evaluating the work of each member of the research team. It is an important feedback for students, which brings them the sense of research ownership, feeling of personal investment, responsibility, and pride towards their work: students identify themselves with the peers who have similar subject interests. Therefore, the main task of the academic advisor is to support collaboration of students, involve them in group interaction, stimulate this interest and cognitive activity.

2. The second option for overcoming difficulties in developing student ownership is to make the students who lack their own ideas observe the work of peers, implicitly driving them to the idea that they can act by analogy. Critical examination supported by the academic advisor can show that some areas of common work need improvements. As a result, these students feel like full-fledged participants. The task of the advisor here is to give positive feedback on any unique proposals that are offered by students in order to preserve self-esteem of the latter, not to suppress their initiative, and stimulate cognitive activity and show that even a seemingly irrelevant idea will be taken into account.

3. The third option can be applied to the students who fail to get involved due to lack of knowledge or self-doubt. The academic advisor can arrange their entry into the research at the stage of resourcing, when students in a panel discussion systematize resources, determine which are available, think through necessary actions to get the missing resources. Talking about resources, we mean not only material ones, but also non-material (knowledge, skills, abilities) and personal (character properties), since they characterize the competences of the student and not the material values at their disposal. It initiates the student's reflection on those resources and options for getting them. Resource analysis in the project teams gives peers a chance to realize their knowledge, skills, personal characteristics, thus, taking ownership of the research and becoming co-executors. During team sessions, they coordinate their actions with other students, seeing who can cope with tasks, and reflection receives a comprehensive nature, when each team member acts as a full-fledged subject of the research activity. Based on the foregoing, the task of the academic advisor is to contribute to reflection over resources.

We found that members of student research teams with the underdeveloped motivational, cognitive, operational, reflective, and volitional spheres may face challenges when trying to take ownership of research; and below the author suggests ways for academic advisors to assist students in getting over the hindrances.

Challenges related to learning ownership	Role of the academic advisor in overcoming them
1. Lack of motivation and engagement	Advisors can provide guidance on setting achievable goals and creating a sense of purpose for the research
2. Time management difficulties	Advisors can help students prioritize tasks, establish timelines, and manage competing demands on their time
3. Problems with self-learning	Advisors can recommend and select resources for the research and supply students with the strategies and tactics of how to develop skills of independent study and self-learning
4. Failures in communication and partnership	Advisors can arrange team-building, foster communication, and formulate understandable outcomes of teamwork
5. Inexperience with research methods	Advisors can provide training in research methodology, offer feedback on research designs, and connect students with resources on the best practices
6. Limited access to resources	Advisors can help students navigate institutional resources and access external resources, such as online databases or libraries
7. Difficulties in written or oral presentation of the research results	Advisors can check drafts of oral or written presentations, give feedback with recommendations on how to improve them, comments on the structure and style of academic reports, suggest ways to practice presentation of results
8. Feeling of anxiety due to the research coverage	Advisors can break down the general aim of the research into step-by-step tasks and guide students when tackling each small step
9. Multitasking challenge	Advisors can help students to formulate realistic goals and prioritize them wisely, in order to handle concurring needs
10. Managing changes	Advisors can help students to become more flexible and adaptable to unexpected situations or changes in the research

***The roles of the academic advisor of student research teams
in the development of learning ownership and students' motivation***

The review of available research publications showed that many scholars have been considering the role of students' research work and of academic advisors in modern universities. For example, I. K. Asmykovich (Асмыкович, 2008) analyzes participation in research and development work as a way to oppose a decrease in the workload of some subjects; other researchers (Морозова, Волкова, 2021; Поротников, Корицкая, 2012) treat student research work as an integral part of education to prepare students for practical activities. Another paper (Рудакова, 2015) considers student team research work in terms of the development of skills of independent work, mastering methods and means of independent problem-solving.

Some scholars believe (Иванова, Мартемьянов, 2013) that it is a way to deepen knowledge in future profession and gain new skills. Various researchers highlight different roles of academic advisors, depending on the goal of their work. For instance, Yu. A. Vorobyev and T. A. Kazakova (Воробьев, Казакова, 2020) argue that the supervision of a student research team allows performing one of the most important functions, formulated as step-by-step support of the development and implementation of a tailored educational program for students, seeing the goal of the advisor's activity as assistance in students' adaptation into the university educational environment. The authors believe that a guided research activity to facilitate freshmen's integrating and orienting into the university will form skills and abilities of self-education; and since preparation of profound research is only possible in conjunction with specialists recommended by the advisor, the work of the research team leads to close academic relations and also helps students fit the learning environment.

Other scholars (Григорьева, Панкова, 2017), considering the goal of student research teams to be self-education and raising the level of professional knowledge, expanding the range of research activities, improving the quality of education, state that the key roles for academic advisors in that case are being a mentor and a guide, who will provide guidance on time management, study skills, academic strategies, as well as offer encouragement and assistance in challenging issues.

In the study of S. G. Zabolotnaya (Заболотная, 2018), the key function of academic research at universities is treated as the professional development of personality, among other things, raising interest, positive motivation for practical knowledge, development of the intellectual sphere, cognitive activity and independent thinking; therefore, the role of academic advisors tends to be in the line of a resource provider, who educates students about available research resources, directs them to appropriate resources based on needs or challenges of students, and keeps updated on new trends in the field of research.

Another study (Зубанова, Ошкова, 2023) formulates the goal of student research team work as the development of interest in research work, participation in academic events, understanding research methods and technologies for public speaking; therefore, the role of an academic advisor is seen as a facilitator, who can actively encourage students' involvement in conferences, panels, round tables, identify suitable events, assist with submissions of abstracts, guide on preparation of presentations.

Some researchers (Юрьева, 2022; Шевель, 2022) state that academic advising of research teams plays a crucial role in the development of student commitment to learning and positive learning ownership. Others (Назаренко, 2021) report that functions of academic advising can be classified as: (1) creation of a scientific collaboration; (2) analysis of resistance and overcoming of resistance; (3) building individual research trajectory; (4) arrangement of research; (5) planning of research; (6) control of research.

The most common roles of an academic advisor are being a teacher and a mentor. However, few considered a specific focus of the work of academic advisors aimed at stimulating students' involvement in research and learning ownership. Therefore, we can suggest a list of relevant roles that are common for students with different levels of development of the motivational, cognitive, operational, reflective and volitional spheres. We classify those roles in categories of (1) cooperation, (2) motivation, (3) skills development, (4) research making and (5) career advice.

We believe that with a view to students' involvement and learning ownership, an efficient academic advisor shall perform the following functions:

1. Manage cooperation of students in the research team, as well as help to develop and maintain partnership relations among the students by organizing and holding group discussions, brainstorming sessions or other team-building events.

2. Cultivate and improve academic communication by requesting feedback on peers' presentations or explaining the structure of successful papers and reviews, effectively communicate the findings and stick to the rules of academic writing.

3. Show positive effects of professional networking by helping students to build relationships with other researchers, organizing meetings with specialists, suggesting conferences to attend.

4. Support the sense of ownership by having students participate in decision-making, giving them tasks to independently formulate research questions or offer analysis methods.

5. Build research-friendly environment by supporting and inspiring students, communicating positive feedback or praising students for performance.

6. Give special attention to critical thinking skills by proposing challenging ideas and assignments, such as "identify research limitations" or "present ways of interpretation of the findings".

7. Improve time management skills by giving recommendations on how to meet the deadlines, helping to create realistic research schedules.

8. Develop self-assessment skills by motivating students to analyze their progress, having students keep a self-appraisal log, conducting peer review sessions.

9. Support planned work by helping to set schedules and deadlines, formulate research questions, find the best research methods.

10. Suggest new resources for students' research by providing access to academic databases or recommending experts in the research area.

11. Teach methods of data analysis, instruct on manual and software statistical tools by introducing a selection of statistical methods or holding trainings on software for statistical calculations.

12. Provide criticism on the presented results of research by finding mistakes and inaccuracies in the writing style, report structure, formulations of ideas.

13. Teach research ethics by showing best research practices and principles of responsible research, discussing the ethical issues of quotations.

14. Accumulate and share research experience by applying benefits of personal experience, informing about the typical pitfalls in the research area.

15. Orient students in future profession by giving recommendations about career paths and job seeking strategies.

The analysis of the data indicates that the work of an academic advisor contributes to the development of research and problem-solving skills, students' focus on self-learning, development of professional independence, self-awareness, cognitive interest, creative initiative, and responsibility. Therefore, the work of student research teams is an effective way of transfer of a student from an object to a subject of learning process. The results hereof can influence the organization of academic advisors' work in universities.

Firstly, the described role of an academic advisor will only be effective on condition of the student-oriented, tailored approach and individual support to every student. Advisors should work in close collaboration with students to help the latter set clear goals and expectations, rather than suggest ready-made solutions; create an action plan and check students' progress throughout the whole research process.

Secondly, this study emphasizes good communication skills in effective academic advising. Advisors should establish a rapport, stimulate communication and provide constructive criticism for students, in this way, they are more likely to succeed in the development of student engagement in research and learning ownership of the students.

Thirdly, advisors must carefully balance between their functions of advisors and researchers by prioritizing their responsibilities at a certain moment of time to meet the current needs of students who require either a mentor for general issues or a research assistant in particular questions. For that purpose, it is necessary for advisors to develop management and organizational skills.

Fourthly, academic advisors should keep rendering assistance even after one research project is over, because ongoing support and guidance throughout the whole academic course will help to identify research opportunities and career paths to the best interest of students.

Conclusion

This study presents important considerations on the role of academic advising of students' research teams in development of learning commitment and learning ownership. We found out that academic advising, as an integral

part of higher education programs, has been rising as long as education gets focused on individual learning trajectories and national educational standards require research competencies as one of the learning outcomes. Participation in research teams can offer opportunities for students to be engaged in authentic, real-world problem-solving and provide students with a range of benefits, among which are the improved motivation and sense of ownership, since research work teaches to pursue self-learning, turning students from objects (passive) into subjects (active) of a learning process, given that the academic advisor has organized and managed the work of research teams correctly. It is the effective academic advising that promotes skills, knowledge and experience in order for students to succeed in their learning goals. Student research teams will operate successfully only if there are favorable conditions for the development of creative potential. A necessary requirement for academic counselors is to have broad knowledge and extensive research experience to help students select a research topic, conduct research and prepare a report. Besides, it is necessary to exchange experience between academic counselors and students, as it will improve the quality of scientific research and, ultimately, develop science.

Not all students are research-driven; their pre-disposition to research is based on the motivational, cognitive, operational, reflective and volitional readiness. Depending on the level of students' cognitive, motivational, reflective, etc. abilities, research advisors apply different methodology aimed at the development of involvement and ownership and should vary their roles. In general, academic advising is defined as a social institution with a range of significant functions, among which are: socialization, ownership, regular development, self-fulfillment. In order to perform those functions, on the one hand, an academic advisor must have such competencies as theoretical background and broad experience in research, have managerial and facilitating skills. Lack of such competencies can de-motivate students and decrease their commitment to learning and positive learning ownership. On the other hand, students must also be inclined to conduct research, and development of their disposition to research can present a problem, especially if their cognitive, reflective, operational, motivational skills are underdeveloped. This is where a wise management of a research team can improve the situation. By arranging the joint work with the peers in the team, it is possible to make a student feel like a contributor to the work and a co-initiator, thus, providing them with opportunities to take ownership.

Thus, the article suggests a reconfirmed list of roles of an academic advisor that the latter shall acquire regardless of the level of students' cognitive, motivational, reflective skills, the roles being classified in categories of cooperation, motivation, skills development, research making and career advice. In any way, the work of an academic advisor aimed at promoting motivation and learning ownership must be based on the student-oriented approach.

The study can impose some effects on academic advising in higher education, highlighting the necessity of a tailored approach and individual support to every student and a careful balance between various roles of the advisor as a counselor and a researcher. In general, this paper makes a contribution to the issue of academic advising and its effect on student success. It offers a basis for future research and provides practical recommendations for academic advising practices.

Recommendations for future research. Despite the fact that the study presents the important considerations on the role of academic advising in the development of student engagement in research and learning ownership, there is still room for future research and exploration of this topic. One possible aspect is to study the effect of different advising styles on the engagement in research and learning ownership of students. For instance, a study can be conducted to compare the effectiveness of the traditional one-on-one advising versus team advising. Another aspect of future research is to study influence of technological advances on academic counseling. Nowadays, the application of online platforms for communication between students and advisors is growing in popularity; thus, future research could study potential advantages and disadvantages of those platforms in academic advising. Besides, another research area can be relations of academic advising and diverse student communities. Such research can study the adaptation of advising practices to the needs of students with personalized needs.

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