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## FROM CURATORING TO TUTOR: FEATURES OF STUDENTS' IMAGINATION

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*У статті розглянуто особливості уявлень студентів про кураторство та тьюторство в закладах вищої освіти. Показано, що уявлення студентів про кураторство та тьюторство мають багато спільного: майже половина респондентів не бачить різниці між досліджуваними поняттями. Студенти визначають їх наставниками, лідерами, що вміють вести за собою, передавати свої знання та навчати. Але лідерство найчастіше пов'язується з кураторством, аніж з тьюторством. В свою чергу, тьютор є більшою мірою другом, ментором та репетитором. Визначено, що студенти описують кураторство, у зв'язку з основними завданнями роботи в академічній групі, а саме, називають їх організаторами та людьми, які можуть допомогти та є відповідальними. Тьютора описують як друга, помічника, ментора та репетитора, тобто як викладача, який більше схильний допомагати та навчати, розвивати вміння та навички.*

*Ключові слова:* куратор, тьютор, особистісні якості, заклад вищої освіти.

*The article deals with the peculiarities of students' ideas about curating and tutoring in higher education institutions. Used: the methodology of diagnostics of interpersonal relations (T. Leary) to determine the peculiarities of students' ideas about the personality of the curator and tutor and the specific interaction of students with the curators and tutors; questionnaire method to determine the features of the curator and tutor; C. Osgud's semantic differential method for determining the self-esteem characteristics of curators and tutors.*

*It has been shown that students' perceptions of curating and tutoring have a lot in common: almost half of the respondents do not see a difference between the concepts under study. Students identify them as mentors, leaders who can lead, impart and teach. But leadership is more often associated with curating than with tutoring. The tutor, in turn, is more of a friend, mentor, and tutor.*

*It has been identified that students describe curating in relation to the main tasks of working in an academic group, namely, calling them organizers and people who can help and are responsible. Tutors are also described more as a friend, assistant, mentor and tutor, that is, a teacher who is more likely to help and teach, develop skills.*

*Problems of students' attitude towards curators were identified. Almost a third of respondents believe that a supervisor does not perform their duties and communicating with him causes anxiety, anxiety in students. This may be due to the supervisor's attribution of the control and enforcement functions that apply to students' poor performance of their duties.*

*Statistically significant differences have been identified: tutoring has significantly higher performance than octant curating: "Authorities," "Friendliness," "Altruism." Thus, the tutor can be described as a more confident person, a persistent, responsible, responsible student, caring, selfless and responsive, prone to cooperation, compromise in solving problems and conflicts, sociable, friendly in relationships.*

*It has been concluded that the tutoring institute has considerable potential in enriching and expanding the traditional teacher-student relationship, contributing to the personal growth of students, and expanding educational resources.*

*Keywords: curator, tutor, personal qualities, institution of higher education.*

*В статье рассмотрены особенности представлений студентов о кураторстве и тьюторстве в учреждениях высшего образования. Показано, что представления студентов про кураторство и тьюторство имеют много общего: почти половина респондентов не видит разницы между исследуемыми понятиями. Студенты определяют их наставниками, лидерами, которые умеют вести за собой, передавать знания и обучать. Но лидерство чаще связывается с кураторством, чем с тьюторством. В свою очередь, тьютора описывают как друга, ментора и репетитора. Определено, что студенты описывают кураторство, в связи с основными задачами работы в академической группе, а именно, называют их организаторами и ответственными людьми, помогающими студентам. Тьютора описывают как друга, помощника, ментора и репетитора, то есть как преподавателя, который больше склонен помогать и обучать, развивать умения и навыки.*

*Ключевые слова: куратор, тьютор, личностные качества, учреждение высшего образования.*

One of the important tasks of organizing the modern educational process is the individualization of education and upbringing, the development of authenticity and subjectivity of a developing person. The solution to these problems is possible provided the introduction of tutoring activities in educational institutions of the country. Tutoring is a way to realize the idea of an individual educational trajectory, which is declared by the Law of Ukraine «On Education» [5]. It helps to formulate the educational order of the recipients, to be the author of their educational history.

Tutor is a professional who builds a new educational service that is appropriate to the current situation, challenges of society and the professional world. A teacher of a higher education institution, who assumes the duties of a tutor, must understand that nowadays the task of formation of knowledge, competencies, outlook, development of abilities of applicants for education is accompanied by the task of support in the educational process, work with human resources and yourself. It is the tutoring that promotes the self-determination of the individual and their effective integration into the process of professional vocational training in the higher education system.

Psychological and theoretical basis of models of tutoring as support of educational progress of students in their personal and professional formation is the subject-activity approach (O.M. Leontiev, S.L. Rubinstein). These personality-oriented models are based on the following principles: the primacy of students' personal development, the consideration of their available resources, the focus on the formation and development of young people's independence, support for their own needs and interests, assistance to them in the process of self-discovery and self-determination.

Modern psycho-pedagogical studies pay attention to various aspects of tutoring: organization of tutoring as a realization of the activity approach in education (P.G. Shchedrovitsky); tutoring as a means of individualization of education and upbringing (T.M. Kovaleva; T.V. Stetsyuk; A.M. Tubelsky); tutoring in the system of self-determination of personality (A.O. Popov, O.O. Zotkin); historical reconstruction of tutoring (I.D. Proskurivskaya) [11].

In terms of the practical implementation of tutorial support, group and individual forms of interaction are distinguished. Among the group forms of work, the most effective form of psychological practice are trainings in which methods of group discussions, group decision making, brainstorming, etc. are implemented. But the classic form of tutoring as a psychological and pedagogical model is individual work, which can take the form of individual interviews, psychological counseling and diagnostics.

Today in many higher educational institutions there is an institute of curators of students' academic groups, whose main tasks are assistance in teaching, scientific work, community activity, promotion of students' self-government, development of students' abilities, etc. [2; 7]. Educators face the challenge of transforming the existing curatorial system into tutoring, which will combine the training of educational recipients with their psychological and pedagogical support and support, which will enable the individual trainee to realize the educational path. In our view, this task should begin with the formation of a clear understanding of curatorial and tutorial function in the educational process. And if teachers can distinguish between these characteristics, this task is quite difficult for students. Therefore, we decided to explore modern students' ideas about curating and tutoring.

**The purpose** of the work is to study the features of students' ideas about curating and tutoring at the Higher Educational Establishment (HEE).

**Research methods and methods:** methodology for diagnostics of interpersonal relations (T. Leary) to determine the peculiarities of students' perceptions of the personality of the curator and tutor and the specific interaction of students with curators and tutors; questionnaire method to determine the features of the curator and tutor; Ch. Osgud's semantic differential method for determining the self-esteem characteristics of curators and tutors; methods of mathematical statistics (primary mathematical analysis, Spearman correlation coefficient; comparative analysis of the Mann-Whitney U test).

The study involved 50 students, aged 19 to 22 years, studying at the HEE in Kharkiv.

Modern psycho-pedagogical studies of curators and tutors pay attention to defining different charac-

teristics of these concepts. But, unfortunately, the perceptions of a personality and activities of a curator and tutor are not yet differentiated. Many researchers point to the need to differentiate these concepts, so there is an urgent need to define criteria by which these concepts can be distinguished.

Pidbutska N.V. defines curatorial education as one of the main strategic directions of educational work in the HEE. Today, the work of curators involves, first and foremost, the creation of an educational environment for social adaptation of first-year students, involvement in the corporate culture of the university and the development of certain abilities and skills [1]. O.V. Reznichenko the institute of curatorial relations, first of all, is associated with the work of student self-government bodies, and it is the improvement of the latter that causes the efficiency of the educational work in the educational institution [8].

According to the of definition, L.M. Vasilyeva "A curator of an academic group is a person who performs educational activities in the HEE, which is a spiritual mediator between society, profession and student in the development of general and professional culture, organizes a system of value relations through various activities of a student team, which creates the conditions for the development of each student who protects the interests of students" [3].

A tutor is a special teacher who works on the principle of individualization and accompanies the construction of an individual educational program. One of the activities of the tutor is to participate in the educational and methodological and documentary support of the educational process and to organize the preparation and conduct of educational events. An educational event is seen as a situation that is experienced and perceived by a person as significant (turning) in his own education, when a person finds new knowledge, increases competence, his own subjectivity, forced to change the stereotypes of actions [10].

Demyanenko N.M. considers the main task of professional tutoring to support the development and implementation for each student of an individual educational program. Supporting an educational event is also expressed in the organization of reflection of the participant of the event in the context of various opportunities, which contributes to the construction of an individual educational trajectory [4].

Sevryukova A.A. says: "The main task of a tutor, as before, is now to enable a student to express his ideas freely in the educational process, to use his potential effectively, to develop his skills and abilities that will contribute to the development of a competent personality" [9].

Tikhonovich V.M., who studied the value orientations of the tutors' personality, says the following: "a person who is appointed a tutor fully takes into account the student's educational experience - the possibility of trial and error correction, recognition of their value; initiative in offering their knowledge and skills that go beyond subject areas; any active activity of students; communication and personal contact with students; freedom and choice of student, awareness of own actions; communication and positional self-determination of the participants of the real situation. " The values of a person who performs the work of a tutor are the following: the desire to understand and accept the other person as they are; the desire for maximum flexibility; the ability to empathize, that is, to understand the feelings of the others, the willingness to respond sympathetically to their immediate needs; setting on the creation of positive incentives for students' self-perception; mastering the style of informal, warm communication with tutors; emotional equilibrium; tolerance; honesty, kindness and conscientiousness, etc. [11].

Most authors consider that the main responsibility of the curators is to organize the students' educational process, provided that the entire academic group is involved in the educational activities and inform each of them about the affairs of the faculty and the university. The tutor is oriented more on individual work with the student, has a certain plan of work with each, more directed on both educational and scientific activity, on development of skills and abilities of the participant of educational process.

Thus, the results of the analysis of the literature indicate that curating and tutoring are common and distinctive traits. A teacher who performs the duties of a curator is focused more on the organization of the educational process; informing students about faculty and university affairs; controls of success and attendance of students, etc. The main duties of a tutor are to develop for each student an individual plan of work, which will be directed to both educational and scientific activities, development of skills and abilities of a participant of the educational process, which will contribute to his becoming a highly qualified personality. All of the above contributed to formulating our theme research to determine the features of students' ideas about curating and tutoring in HEE.

In the first phase of the study, we analyzed how students define the concepts of curating and tutoring. Almost half of the respondents did not see any difference between the concepts studied, they used the same words both to define a curator and a tutor. Students see them as: mentors, leaders who need to be able to lead, pass their knowledge to the others, and teach them. In its turn, it should be noted that the word "leader" students tend to connect more with a curator than a tutor.

Further analysis identified differences in responses. The students described a curator in relation to his / her main tasks of working in an academic group, namely, calling him / her an organizer, a guardian, and a person who can help and be responsible. Tutors are described more as a friend, assistant, mentor and tutor, that is, such a person who is more likely to help and train, develop skills.

The next question of the questionnaire was related to the definition of main activities of a tutor, from the point of view of students. As we can see from the table 1 students indicate positive characteristics of the tutor's activity, his willingness to come to help and support the students. In addition, students pay attention to the active position of a tutor towards the formation of educational materials and individual approach to each of the students.

Table 1

The answers to the question "If I were a tutor ..."	
Answers	Frequency of responses
I would help all students equally	23%
I would participate in the development of course materials	27%
I would be interested in the life of students, looking for an individual approach	20%
I would job, but not more, kept the distance for not being used by me, or would not be a tutor at all	10%
I would develop some qualities that are missing	10%
It would be fair	10%

Students' answers the question «Is the purpose of the curator's work different from the purpose of the tutor's showed that the respondents (62%) distinguish certain differences in their activities, respectively 38% do not see this difference. related activities: the curator, according to students, organizes the educational process, promotes the work of the academic group of students, controls the success of students, their attendance at classes. The tutor is aimed at a student, his individual educational work and takes into account all his requests.

The next task was to identify the opportunities students receive with the help of a curator «Thanks to a curator, students can ...». Most students responded that curatorial connecting line with the HEE administration: «you can be heard», «your interests will be taken into account» and «you will always be informed». Several researchers also noted that teachers who act as curators help to organize themselves and develop culturally.

The task to continue the sentence, «Most curators ...» identified a number of negative perceptions of students about curating. 43% of respondents believe that most curators do not perform their duties properly, do not understand how to interest a student (10%) and are completely unnecessary (7%). Only 21% of the surveyed students, while continuing the sentence, indicated the positive characteristics of curating: responsibility, commitment to mentoring.

The continuation of the sentence «When a student approaches a curator, then ...» revealed the students' dissatisfaction with the interaction with a curator. In most cases, the curator takes the position of «top»: controls, disciplines, organizes without focusing on the interests and mood of students, which leads to dissatisfaction and irritation of the latter.

The continuation of the sentence «As for me, a real tutor ...» has identified a number of positive ideas about tutoring. Most students note that a true tutor assists students, finds an individual approach to each, and is well-mannered and responsible. In addition, according to the students, a tutor does not only teach, but also develops himself, widens his outlook.

Further disclosure of positive ideas about tutoring was found in the continuation of the sentence «A tutor is capable of ...». Students imagine a tutor as a teacher who approaches everyone (17%), helps students (17%), can take responsibility (13%), increase student confidence (10%), solves serious questions (7%), and clearly organizes its activities (7%).

Using T. Leary's method, the researchers evaluated curatorial and tutoring in terms of the personal characteristics of the teachers in the interpersonal interaction with the students. According to the students, the most pronounced characteristics of the curators and tutors are altruistic, friendly and authoritarian (see Table 2). The results that characterize curating and tutoring are within the adaptive behavior, but the curators' scores are generally low and the tutors' estimates are moderate.

Further analysis was related to the identification of significant correlations between the indicators by T. Leary method and the semantic differential method for curators and tutors. In the students' perceptions, curating is characterized by such significant correlation. The "Ratio" factor is directly related to the "Dependency" indicator ( $\rho = 0.411$ ,  $p \leq 0.01$ ). Students evaluate the teacher who performs the duties of the curator, the more he demonstrates the softness and tact in interpersonal communication with them; the more they can be controlled and manipulated to get what they want.

Table 2

Data of personal characteristics of curators and tutors according to the students' ideas		
Indicators	Curators ( $\bar{x} \pm \sigma$ )	Tutors ( $\bar{x} \pm \sigma$ )
Authoritarianism	<b>5,63 ± 3,11</b>	<b>7,70 ± 2,84</b>
Selfishness	4,13 ± 2,7	4,10 ± 2,33
Aggressiveness	4,27 ± 2,16	4,63 ± 2,02
Suspicion	1,30 ± 1,64	1,50 ± 1,88
Obedience	1,47 ± 1,27	2,90 ± 2,09
Dependence	3,17 ± 1,91	3,97 ± 2,31
Friendliness	<b>4,97 ± 3,22</b>	<b>6,63 ± 3,17</b>
Altruism	<b>5,30 ± 4,17</b>	<b>7,23 ± 3,69</b>

The factor «Strength» is related to «Selfishness» ( $\rho = 0.407$ ,  $p \leq 0.05$ ). That is, the more the curator influences the life of the students of the group, the more the students attribute to him the behavior, which is oriented towards the achievement of their own selfish desires and goals, without taking into account the interests of students. Thus, students evaluate the personal characteristics and activities of the curator above if they are mild, unsure of themselves, and willing to fulfill the wishes of the students.

In students' understanding, tutoring is characterized by such significant correlation. The factor «Strength» is associated with «Authoritarianism» ( $\rho = 0.420$ ,  $p \leq 0.01$ ). This indicates that the tutor, who has a clear plan of action, has the authority, power and leverage to address the issues of students of a group, has a greater impact on the lives of students of an academic group, knows what needs to be done and manages and coordinates the efforts of students in the direction he knew.

The «Activity» factor has an inverse relationship with «Friendliness» ( $\rho = -0.435$ ,  $p \leq 0.01$ ) and «Altruism» ( $\rho = -0.501$ ,  $p \leq 0.01$ ). As we can see, students are not ready for active collaboration and communication with the tutor: the more intense the interaction becomes, the less friendly and altruistic they find this teacher. Students view the tutor as passive and influential, a «quiet» force that determines what, where, and when, students need to do without loud orders.

Mann-Whitney's nonparametric statistical U-criterion identified significant differences in students' perceptions of tutoring and curating. In the opinion of students, tutoring has significantly higher rates than curating by octants: «Authoritarianism», «Friendliness», «Altruism». Thus, the tutor can be described as a more confident person, a persistent, responsible, towards students', caring, selfless and responsive, prone to cooperation, compromise in solving problems and conflicts, sociable, friendly in relationships.

As a result, we can draw **conclusions**.

Students' understanding of curating and tutoring have much in common: almost half of the respondents do not see a difference between the concepts under study. Students identify them as mentors, leaders who can lead, impart, and teach. But leadership is more often associated with curating than with tutoring. The tutor, in turn, is more of a friend, mentor, and coach.

Students describe curating, in relation to the main tasks of working in an academic group, namely, calling them organizers and people who can help and who are responsible. Tutors are also described more as a friend, assistant, mentor and coach, that is, a teacher who is more likely ready to help and teach, develop skills.

The problematic aspects of the students' attitude towards the curators were identified. Almost a third of respondents believe that a curator does not perform his duties and communication with him causes anxiety, stress in students. This may be due to the attribution of the control and enforcement functions a curator which are applied to students in case of poor performance of the duties.

According to the results of the comparative analysis, statistically significant differences were identified: tutoring has significantly higher rates compared to curating by octants: «Authoritarianism», «Friendliness», «Altruism». Thus, the tutor can be described as a more confident person, a persistent, responsible, towards a student, caring, selfless and responsive, prone to cooperation, compromise in solving problems and conflicts, sociable, friendly in relationships.

Thus, the tutoring institute has a great potential in enriching and expanding the traditional teacher-student relationship, contributing to student personal growth, and greatly expanding educational resources.

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