

2. Реальная дифференциация и индивидуализация профессионального воспитания, основанная на результатах мониторинга профессионально-личностного развития студентов.

3. Куратор должен быть знаком с возрастными психофизиологическими особенностями студентов, с особенностями их потребностно-мотивационной сферы, с психологией межличностного взаимодействия и психологией учебной группы.

4. Будущим специалистам должны быть предъявлены эталоны, образцы, задающие планку требований студента к себе, как представителю своей профессии.

5. Должны быть обеспечены реальные условия самооценки для сравнения себя с другими, формирование на этой основе собственных перспектив профессионального и личностного роста.

6. Студент должен видеть и понимать динамику позитивного и устойчивого профессионально-личностного развития, сам должен оценивать, насколько он приблизился к задаваемому им самим эталону

7. Должен быть предложен ряд вариантов социально полезной профессионально-ориентированной практической деятельности.

8. Куратору необходимо включить каждого студента в социально полезную деятельность, в занятия творческих коллективов и общественных объединений, в работу различных клубов, объединений и отрядов.

9. Должны быть созданы реальные возможности и стимулы для активного взаимодействия будущего специалиста с культурой и искусством, освоения им лучших образцов художественного творчества, постижения культуры.

Таким образом, кураторская работа является важнейшей формой, которая в определенной мере определяет дальнейшую судьбу студента. Для более качественной работы куратора необходимо введение портфолио, которое будет являться отражением процесса деятельности куратора и достигнутых результатов в ходе этой деятельности.

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THE ROLE OF THE TUTOR AT THE MODERNHIGH SCHOOL

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Inclusion of education system of the Republic of Kazakhstan in the all-European Bologna Process dictates new requirements to the organization of educational work in higher education institution that is to train the competitive expert. Here it is the tutor who can play a crucial role. The educational paradigm in the conditions of modernization of system of higher education is focused on strengthening of educational and didactic component of this process. Relevance and the importance of educational work in high school society in the conditions of integration into universal educational space doesn't only decrease but considerably increases.

Today, educational work is understood as extra work, that includes the events directed for the organization of leisure of students. Meanwhile, in our opinion, education, along with training, is one of education components which essence consists in development of the identity of the students.

Therefore, educational activity has to be present not only at extra work, but also, first of all, at educational process. At the same time, the identity of the student can be considered as still necessary to be managed by teachers as, from our viewpoint, many students have less psychological in comparison the physiological one. Many of them still need development in social and civic position, communication, creative abilities, self-expression. The student continues to develop as the subject of educational activity, and his role as active participant of own education hasn't been realized up to the end.

In this regard it is necessary to formulate the definition of mission of the teacher not only as a translator of knowledge, but also as active agent of education of students at higher educational institution.

Mission of the tutor is, first of all, in the assistance to students in the correct organization of their educational and extracurricular activities, in understanding of the place and role of the higher educational institution in social space that promotes improvement of quality of future experts training. As private tasks the solution of the following questions here takes place: adaptation of students to new conditions of the educational environment, fixing motivation on vocational training, assistance to active participation in educational process, control of attendance, progress, the organization of work practice, informing on scientific events held at higher educational institutions – competitions, conferences, the Olympic Games, etc., and also identification of problems of the organization of leisure, including the solution of household problems, definition of forms and the content of conducted cultural events.

The institute of tutoring for the purpose of the organization of educational work with junior students assumes such pedagogical support which is necessary even for the adults who are taught. However throughout study at higher educational institution this support can carry different degree of involvement into the student's life. The support in adaptation is necessary at the first year study, and during the last years of study the help in scientific self-determination is required, and this function can be carried out by research supervisors. Thus, the teacher who is carrying out functions of the tutor of student group is an intermediary between students and difficult structure of activity of higher educational institution. Many pupils note that controversial issues concerning their academic problems are resolved by the tutor more successfully. He knows the group and certain students better, than other teachers giving training courses within a year or semester.

The tutor is one of professional functions of the high school teacher, connected with pedagogical support of students as adults being trained. Therefore, carrying out tutoring to the professional field of activity of the high school teacher, we consider that pedagogical erudition, pedagogical aim-setting, pedagogical (practical and diagnostic) thinking, pedagogical intuition and anticipation, pedagogical observation, pedagogical optimism and resourcefulness, pedagogical reflection have to be his important professional qualities.

The professional role of the tutor assumes the alloy of the individual, personal, actually subjective qualities which adequacy promotes successful performance of these professional duties and influences style of an impersonation of the tutor.

Tutors can purposefully promote process of cultural growth of students, formation of a certain experience in various situations. You shouldn't understand work of the tutor from one hand, as only informing and controlling. The tutor has many functions, but, first of all, he is a mentor, and in modern sense the manager, that is the one who uses resources and internal potential of other people for achievement of specific purposes.

According to tasks which are defined by tutors themselves, tutors can be divided into some types conditionally.

The tutor – "informant", who assumes that his only task is transferring necessary information to students (about the schedule, about events, etc.) in time. He doesn't consider it necessary to penetrate into group life, considering students to be adult and independent.

The tutor – "organizer", who considers necessary to organize group life by means of any extra events (evenings, campaigns, etc.) In the duties he also includes the participation in elections of the

monitor, feels responsibility for the occurring interpersonal conflicts in group and tries to join into their permission.

The tutor – "psychotherapist", who takes personal problems of students very much to heart, he is ready to listen to their revelations, tries to help with advice. It spends a lot of personal time for psychological support of students, comes into too close contacts and the tutor risks with emotional exhaustion as day he is absorbed with students' problems.

The tutor – "parent", who assumes a parental role concerning students. He controls them excessively, quite often deprives of their own initiative. He solves family and personal matters of students, but not from the point of view of psychological support, and as the controlling parent demanding full submission to his decisions. Most often these people are of the senior age category, and in the relations with students they refer to the life experience.

The tutor – "friend", who is interested in how student group lives, he tries to take part in many group actions. Students accept the tutor as a member of group, he is respected, but quite often doesn't have the necessary distance in order to impose requirements in necessary cases. Most often young teachers or the graduate students who are carrying out this role treat this type of tutors.

The tutor – "the carefree student", who doesn't consider necessary to carry out any duties, indistinctly understand his tasks. He only formally is considered to be the tutor, quite often even not knowing the group.

The tutor – "administrator", who sees the main objective in informing the administration about admissions of students, keeps attendance account. Generally, he carries out controlling function, but, unlike the tutor parent, carries out it formally, without personal interest and inclusiveness in interests of student group.

The dominating features of each type exclude optimum realization of all necessary functions of the tutor and strengthen only one. Besides, "psychotherapist" and "parent" interfere with private life of students that is inadmissible and causes a protest from their party concerning tutoring in general. "The carefree student" strengthens opinion of others that the tutor is "blank space", and there is no need to enter the duties.

The key to success of tutor work is interest of administration of higher educational institution which belongs today to this kind of activity as to formal duties of the teacher. In our opinion, mechanisms of selection of tutors from total number of teachers, administrative measures for motivation of tutors, mechanisms of effective training and control of their activity are sharply necessary today. For this purpose it is necessary to provide interest of tutors in honest work.

The content of activity of the tutor is defined by such functions, as:

- 1) informative (assumes responsibility of the tutor for timely receiving by students the information of educating and extra events necessary for them);
- 2) organizational (assumes structuring student group by the tutor of extra activity life);
- 3) communicative (providing and support the favorable psychological atmosphere in the supervised student group, structuring the intra group relations, direct participation in life of group as the formal leader);
- 4) controlling (administrative);
- 5) creative (assumes expansion of activity of the tutor in connection with his individual requirements and abilities).

These functions outline also duties of the tutor. Only the last, creative function assumes not so much duties of the tutor, as his desire to be involved in events of life of student group. Control function, at its abuse, can oppose students and the tutor.

In educational process of higher education institution, relying on opinion of researchers, in our opinion, observance of conditions under which educational work will be effective is necessary:

1. reliable and overall students diagnostics concerning the efficiency of their professional and personal development, systematic monitoring of level of formation of the major personal and professional qualities of future experts;

2. real differentiation and the individualization of professional education based on results of monitoring of professional and personal development of students;

the tutor has to be familiar with psychophysiological features age of the students, with features of their require-motivational sphere, with psychology of interpersonal interaction and psychology of educational group;

3. future specialists should be set the samples which have the certain level of self-requirements of the student, as to the representative of his future profession;

4. real conditions of self-assessment for comparison with others should be provided, formation on this basis of own prospects of professional and personal growth;

5. a student has to see and understand the dynamics of positive and sustainable professional and personal development, to estimate as far as he has reached the standard set by him;

6. a number of options of socially useful professional focused practical activities should be offered;

7. a tutor needs to include each student in social and useful activity, in activities of creative collectives and public associations, in work of various clubs, associations and groups;

8. real opportunities and stimuli for active interaction of future expert with culture and art, development of the best models of art creativity, comprehension of culture by a student have to be created.

Work forms with group can be different: from saturated information (conversation, story, tutor class, meeting, etc.) up to collective creative matters of various type. The place and forms of carrying out joint matter promote realization of a maximum of opportunities of interpersonal pedagogical communication.

The indicators characterizing participation of the teacher in educational work were developed for an assessment of quality of participation of teachers in educational work as researchers. They are:

1. tutoring or mentoring (the scientific management);

2. the organization of visiting museums, exhibitions, theaters, movie theaters, carrying out round tables, etc. at the level of a group, course, faculty, hostel, higher educational institution;

3. the organization of activities of leisure character, clubs on interests, scientific circles, the scientific or subject Olympic Games, sections and so forth;

4. preparing students for participation in creative competitions, the Olympic Games, sports competitions at the level of higher education institution, the city and region, Kazakhstan, international;

5. preparing the students who have received 1-3 prizes in creative competitions, the Olympic Games, sports competitions at the level of higher education institution, the city and region, Kazakhstan, international;

6. participation of students of supervised group in the sports and mass and cultural events held at the level of higher education institution, the city and region, Kazakhstan;

7. participation of students of supervised group in the organization of sanitary and ecological community work days at higher education institution;

8. publications of teachers in mass media on problems of education of youth at the level of higher education institution, the city and region, Kazakhstan;

9. participation of the teacher in development of methodical grants, information booklets on problems of the organization of educational work at higher education institution;

10. absence among students of the supervised group of cases of violation of the rules of the internal schedule of higher education institution, administrative offense, criminal offense;

11. professional orientation work of teachers with future applicants.

The objective picture of the events with tutoring consists of the analysis of a number of factors: a) existence of abilities, skills, set of the personal qualities necessary for implementation of tutor activity; b) readiness of teachers-tutors for continuous self-education and self-improvement in the field of theoretical and practical pedagogics and psychology; c) efficiency of the organization

and functioning of system of increase of psychology and pedagogical literacy of teachers and rendering social psychological assistance to subjects of educational process (courses, seminars).

For disclosure of educational potential of tutoring, its transformation into the actual innovative resource of higher education it is necessary besides the solution of each of the above-named problems also creation of a number of systems on organizational, scientific methodological support and social psychologically support of institute of tutors of the academic groups.

The understanding of the importance of tutor activity and complex system of support of tutoring at higher educational institution as in the organizational and methodical, and social and psychological plan at all levels are necessary. Ignoring of educational component or even in some cases negative attitude to it in pedagogical process breaks its integrity and is negatively reflected in results of professional formation and development of future expert.

The objective picture of the events with "class" of tutors consists of the analysis of a number of factors: a) existence of abilities, skills, set of the personal qualities necessary for implementation of tutor activity; b) readiness of teachers-tutors for continuous self-education and self-improvement in the field of theoretical and practical pedagogics and psychology; c) efficiency of the organization and functioning of system of increase of psychology and pedagogical literacy of teachers and rendering social psychological assistance to subjects of educational process (courses, seminars).

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The modern educational situation led to awareness of necessity of introduction of new forms of organizational and educational work, revision outdated practices of tutor "supervision", comprehension of tactical tasks and strategic objective of tutoring that is timely identification of negative situations, their prevention, the direction of efforts of students to the creative and search course that conducts to stabilization of situation in educational system, strengthening personal positions, development and growth of scientific potential both student and teacher that finally provides improvement of quality and efficiency of education.

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