

## PSYCHOLOGICAL QUALITIES OF THE TEACHER-TUTOR AS A BASE OF THE QUALITY OF STUDENTS' EDUCATION

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The subject of our study became the activity of the teacher because it is the beginning of all, the starting point for changing the mental qualities of the person in educational institutions. The famous Greek philosopher Socrates said that all professions are from the people and only the teachers, judges and doctors are from God. The teacher has many opportunities to influence the future in positive way - through the students.

The education, the training and the development are the equal objectives that the teacher solves during the pedagogical process. The last component is the limit between the preliminary and combines the inherent characteristics, as in the process of developing training the new personal qualities of those, who teach, are brought. Education and development are in the mode of subjection in the category of teacher-tutoring. Successful pedagogical activity provides the effective interaction between the teacher and groups of students. This interaction will be one of the most important factors of socialization of students.

The purpose of the article is that the teacher-tutor has psychological characteristics that determine the effectiveness of positive educational interaction between teacher and students.

The unsolved part of the problem is a differentiated approach to the casting of teacher-tutors of the academic groups of students.

In work the method of the theoretical analysis of the personality and professional activity and duties of the teacher-tutor of the university students groups is used. The realizing of functions of the teacher-tutor imposes certain requirements for personal psychological areas, including the specific mental functions related to the peculiarities of the activity of a teacher-tutor. The structure of the personality of the teacher, due to his/her educational activities, consists of three essential components: general characteristics (they are necessary, but not sufficient), specific properties (the requirements only for educators, organizers, teacher-tutors, etc.) and personality differences, that determine the types of teachers.

General features are related to the orientation of the personality, to the professional competence that can show the preparedness to the organization of the educational activities and some common personal traits. The professional orientation of the personality of the teacher-tutor and his belief in the effectiveness of his educational actions, themselves are the strong factors in the development of the students. The qualification of the teacher-tutor includes his knowledge, skills, abilities, experience. The professional competence of the teacher-tutor must combine the knowledge of the subject with the training of the science management, and a special organizational training. It goes without saying that organizational skills, as well as any psychological abilities are formed and fixed only in a particular practice while working with people. The competence of the teacher-tutor of student's academic group develops in the process of active doing his professional duties.

In our opinion, the general qualities of the personality of the teacher-tutor are:

- the practical intellect – the practical quick intellect, the ability to apply knowledge and experience in practical life, in the pedagogical situation;
- the sociability – the openness to others, the willingness to communicate, the need to have contact with people;
- the depth of the intelligence - the ability to reach the essence of the phenomenon, to see their reasons and consequences, to identify the important things;

- the activity - the ability to act energetically and persistently in solving practical problems;
- the initiative - a special display of creative activity, proposing ideas, suggestions;
- the persistence - a display of will power, the ability to bring the situation to the positive end;
- the self-control - the ability to control their feelings, their behaviour in difficult pedagogical situations;
- the hard-working – the endurance, keeping the ability to realize constructive work for a long time without getting tired;
- the observation - the ability to mention necessary things in the professional situations, save the important details in the memory;
- the organization - the ability to plan their professional activities, to display the concentration on the work;
- the pedagogical independence – the independence in making pedagogical decisions, the ability to find ways that can help to complete the task, to take the responsibility of the decisions.

These qualities are a talented teacher-tutor may be cannot achieve a high level of development, but should not go into its opposite. For example, we can suppose that the sociability is not developed in the teacher-tutor's personality, but there is no unsociability. The teacher cannot identify a particular skill to work quickly, but in some pedagogical situations displays it.

The orientation of the personality and general qualification can be the peculiarities of the good organizer and also, on the contrary, the peculiarities of the person that does not know how to organize people. Only specific properties can make bright and perspective organizational possibilities of the personality of the teacher-tutor.

The organizational intuition is the ability to understand the features of another person and "display" it quickly and deeply, skilfully changing the pedagogical tone and the form of address, and the pedagogical methods and actions. The person, who is organizationally intuitive, can easily determine, what are the abilities of the worker or the student, can easily distinguish the dynamics of the changing relationships in the professional team, can skilfully form the groups of people depending on their likes and dislikes. This is a display of the psychological selectivity of the teacher-tutor.

The empathy - the human ability for empathy, the ability to put yourself to the place of the other person and to understand his experience. It is one of the indicators of the psychological selectivity. The teacher with the high level of the empathy is often able to make quick and exact psychological characteristics of the person to give an accurate verbal and sometimes mimic portrait. The teacher-tutor has the developed tendency to make psychological analysis, explain the behaviour and actions of others and his own pedagogical actions.

The ability to find its place for students, according to the personal characteristics of the character, psychological structure in every common case - is also the display of the organizational intuition. This quality (we can make a definition for it as the practical psychological intellect) is very important for the teacher-tutor. And the more is hard the character of the work, the more strong is fatigue, the more difficult is the situation, the more necessary, and the more urgent become this practical and psychological preparation of the teacher-tutor, as his ability of measure the real possibilities with the objectives, to align them with each other. The teacher-tutor as a capable organizer can accurately determine the incentives of interest. The property of the practical psychological intellect is to learn and creatively apply the best practical experience of the pedagogical work and to transfer freely and easily the previous experience on new pedagogical activities in new professional



conditions. The next important component of the organizational intuition, which is closely related with the individual approach, is the psychological tact. Specifically, it is expressed in the ability to find the approach to people. The psychological tact – is the attentiveness, sensitiveness, the ability to select only one right way of the relationship with the students, the perception of subjective characteristics of people. The psychological tact is a special psychological feature of the teacher-tutor that he displays in the communication with the group of students. It is the ability always to be himself, to save the professionally important features, by which the teacher-tutor find reliance from the students. The slightest display of pride voice tone that teaches could cause a sharp negative reaction of youth. The natural, fair, objective approaches to students – these qualities are valued especially by young people. Generally, the skill of conversation with people is the art, which is necessary to study specifically. The pedagogical mastership does not come at once, but if there is naturalness in the professional behaviour of the teacher-tutor, it is the best guide to the soul of every student.

So, we decided that the components of the organizational intuition of the teacher-tutor are: the psychological selectivity, the practical psychological intellect and the psychological tact. In our opinion, it is the kind of the specific alloy. If the teacher-tutor of the group of students knows and understands the behaviour of people, especially in the important for the students educational situation, that is, if he has the psychological selectivity, then it is easier to the teacher-tutor to get people interested in education, to put all things to the right place, (display practical and psychological intellect) and choose the only one right way to influence the pedagogical situation – to show the psychological tact.

The another specific property that is necessary for the effective interaction between teacher-tutor and student groups is the emotional and volitional influence. It is expressed in the ability to influence others using a variety of methods - from an ironic smile to a strict order. The teacher-tutor integrates the students for the educational goals and tasks with his will, thoughts, feelings, mobilize their energy and directs it. His emotional and volitional impact displays in the social vigour – the ability to inspire others with own attitude to the important educational events. The teacher-tutor affects on the students by doing his pedagogical work, by his own example and word persuasion. Revealing the causal connection of phenomena, he proves their logical sequence, explains and clarifies how and what to learn in the university.

The skill to influence others expresses in the pedagogical insistence of the teacher-tutor. When we speak about the insistence of the teacher, we mean not random demands that occasionally occur, but the permanent, stable educational demands. The teacher-tutor, who is a talented organizer, requires confidently, firmly but flexibly, depending on the specific situation, concrete circumstances, using a variety of educational influence forms. It is always important for the teacher to remember that the pedagogical insistence for the students will not give the educational effect without using the high standards of work for himself. We can recall also about self-criticism of the teacher-tutor, without which all his valuable properties as the organizer can be negated. Without critical assessment of their actions the teacher's training and education activities may be failed.

The qualified teacher-tutor has always a need for performing the organizational activity and having strong interest in it. As well as the ability to determine the need for educational work, its appropriateness for certain circumstances. To achieve the success in the professional activity, the teacher-tutor should aspire to develop a whole range of these qualities in his personality.

The teacher, like every human being is the unique personality. The teacher-tutor has his own peculiar style of the pedagogical work, of doing educational duties, a special approach to make the right decisions in the educational process. The individual features of the

personality of teacher-tutor are a very important factor. It determines the individual range of the personality: a range of business, age and dynamics. The organizational skills have the business range: some people display it in almost all the types of activities. This type of skills can be characterized as general organizational skills. Other people focus their organizational skills on only one type of the activity – these are specific skills. There are also special abilities that are useful only in the highly specialized situations. Of course, this division is conditional; moreover, the abilities are in the process of development. It goes without saying that personality skills cannot be ignored in the educational work. There would be considerable benefits if the business would find its organizer and the organizer – the suitable business for him.

Together, these three characteristics make generalized portrait both of the personality of the teacher and the teacher-tutor particularly. The teacher should develop specific and general skills. The success of his activity depends on the availability of these skills and professionally important personality characteristics: interests, volitional, emotional and motivational characteristics, communication and organizational skills, specific competencies (for example, efficiency or punctuality in resolving certain, significant issues for this activity). The features of individual mental functions: thought, memory, perception, imagination, sensomotorics and attention also play a significant role. Thus, the realization of effective interaction between the teacher and student groups requires not only the high level of professional knowledge and wide range of intellectual interests of the personality, but also individual psychological qualities required to perform these functions.

In our opinion, the problem of professional selection of the teacher-tutors of the academic groups of university students deserves separate consideration. It is caused by the need to improve the quality of educational process by selecting the most capable and inclined to the educational work teachers. We proposed the set of psychological test procedures that allow making careful professional selection of the teacher-tutors of the academic groups of university students.

To our mind, it would be advisable to include into the set the following psychological methods:

1. The test "Emotional consciousness" – a psychological technique is designed to identify such indicators as the differentiation of emotion, the expression of emotions, the empathy, the management of emotions, the acceptance of responsibility and the general scale of emotional consciousness

2. The questionnaire "Sixteen personality factors" was designed by Raymond Bernard Cattell. The method measures 16 personality factors. This test is an implementation of the approach to the study of the personality based on the features.

3. The Research method of the social intelligence was designed by J. P. Guilford. The social intelligence is an important quality for the professions of the type "human-human". This feature allows predicting the successful activity of teachers.

4. The Psychogeometric test by S. Dellinher – the method was designed to identify the basic characteristics of the personality. It also helps people to define the features of the general orientation of the personality.

To analyze the effectiveness of the work of the teacher-tutors of academic groups of university students it would be advisable to use the following psychological techniques:

1. The Method of research of the effectiveness of the activity of the teacher-tutors of academic groups of university students. It is the original author's questionnaire that we developed specifically to determine the pedagogical skills of teacher-tutors.

2. The Sociometric method, that is indispensable in identifying relationships in the student group. On the basis of sociometric analysis we can make conclusions about the level of cohesion and the presence of groups; their relationship with the leaders; the interaction



between these leaders; matching the chosen asset to the real group; the presence of members of the group which the group does not accept and isolated.

So, during the process of the theoretical analysis of the personality and professional activity of the teacher-tutor of the students' groups as a base of the quality of educational process, we can propose the following recommendations of the development of teacher-tutors in university:

The training of teacher-tutors should include the introduction of the most modern and effective achievements of world psychological and pedagogical science. It is necessary to learn foreign languages, especially English, to have opportunities to study international scientific educational sources.

To raise the general cultural level: this feature has some structural aspects: on the one hand - the new global knowledge of psychological and pedagogical science expanding the qualification of the teacher-tutors, with another - learning new educational and professional competencies facilitates the professional development of the teachers.

The further implementation of the most appropriate advances of world pedagogical science and practice to the educational activity of the teacher-tutors and the training process of Ukrainian universities, including National University of Food Technologies. It is necessary to carry out a gradual and methodologically grounded planning to study and possible use of some innovative principles, tasks of education and teaching technologies, methods, practiced in the foreign countries, in the conditions of Ukrainian higher educational institutions, including the National University of Food Technologies. It is advisable to monitor the implementation process in order to optimize the interaction of the new world educational technologies, methods with the existing achievements of Ukrainian science of teaching.

The distance learning is a part of advanced educational training of the teacher-tutors, including university lecturers, because it greatly expands the temporal and spatial opportunities for the specialists in mastering new or improve existing professional pedagogical experience.

Another essential feature of the implementation of investigated topics in university education area is the exchange of professional experience in the process of the training of teachers and their participation in international conferences, writing scientific articles in Ukrainian and foreign languages, introduction with innovative world professional experience.

In our opinion, the successful display of this program is the organization and conduct of the international scientific activities of various scientific and practical issues, involving many international experts in food science in the National University of Food Technologies. Here are some examples:

1. 8th Central European Congress on Food 2016. — Food Science for Well-being (CEFood 2016): 23-26 May 2016.

2. Scientific achievements of young people – for solving the problems of human nutrition in the XXI century: 82 international scientific conference of young scientists (Kyiv, 13–14 April 2016)

3. Health foods and dietary supplements: technology, quality and safety: international scientific practice conference, Kyiv, 12-13 May 2016.

Thus, we can conclude that during the process of education, the special psychological atmosphere appears in which the teacher-tutors and the groups of university students interact with each other. While interesting the group life, the teacher-tutor should try to maintain the optimistic mood of students, to form the confidence for overcoming difficult situations in their consciousness. It's important to match all the positive in the behaviour of the group and give it a proper assessment. The praise, encouragement, ability to highlight

the efforts of the student, the determination of the merits of the group can give a positive result.

### *References*

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