

THE ROLE OF THE CURATOR IN HIGHER EDUCATION UNIVERSITY

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ABSTRACT

The article discusses the importance of curatorial work with students and educational activities in high school. Currently, the priority purpose of the education system is the formation of a personality that is socially and professionally competent, capable of creative search, accurate determination of its location in an ever-changing world that is responsible and creative. Named the functions and responsibilities of the curators of student groups. Yesterday's school graduates become students and plunge headlong into the new environment of communication, educational process, leisure, living conditions, etc. Abrupt change of the school bench to lecture audiences, set new, seemingly impossible tasks - everything disorients the first-year student. In connection with the change of priorities in the tasks of university education of students in the conditions of modern universities, optimal conditions are created for the self-realization and self-development of the students' personality, the university of curator is being revived. It can be concluded that supervisors take their duties quite seriously, emphasize the importance of their work, consider it necessary for students, especially for first-year students, while we note the lack of a variety of forms and areas of work used by supervisors of student groups.

Keywords: Teacher, curator, student, higher educational institution.

INTRODUCTION

Currently, the priority purpose of the education system is the formation of a personality that is socially and professionally competent, capable of creative search, accurate determination of its location in an ever-changing world that is responsible and creative. The search for new approaches to education in educational institutions leads to the need to appeal to the systems approach, to study the role and capabilities of the subjects implementing it, including the teacher-curator. In this regard, interest is growing in the study of curatorial activities in the system of higher education. The article presents a theoretical analysis of some scientific sources on the role of the teacher-curator of the student group in the educational system, analyzes the educational conditions of the professional activity of the teacher-curator of the student group in a modern university, and draws conclusions on the results of a sociological survey of teachers-curators of student groups.

LITERATURE REVIEW

The current supervisory system in many respects does not meet the requirements imposed on it due to the fact that in the overwhelming majority of cases it is limited to the execution of a number of general pedagogical tasks and mainly functions guided by intuitive ideas about the organization of educational activities, not taking into account the individual characteristics of students. In this regard, it is necessary to clarify the main objectives, priorities, functions, methods and forms of educational activities of curators of student groups. The demand for the

development of new directions and approaches to the improvement of the educational activities of the curators of student groups is being actualized.

How to adapt to new living conditions? These and other questions help answer curators of student groups. But, unfortunately, many curators understand their role differently. Some are too actively involved in the student's life, assuming the role of a parent. Others formally approach their credentials, trying to minimize their duties and the time they should devote to students. In addition, they are not sufficiently knowledgeable about the psychology of the student and are not always ready to deal with problems that arise with an individual student or with conflicts in a group. They are concerned about how to rally the group and organize mutual assistance, how to occupy and interest students. These problems indicate the need for special training of supervisors, since they often become young teachers. And although they are closer in age to students and it is easier for them to understand their difficulties in learning and in life, they still lack everyday and professional experience. But teachers - supervisors with experience, do not consider that they need training, and do not perceive help in this direction. So who is the curator and what functions does he perform?

A student group (subgroup) is a specific team. The most developed concept of the team belongs to A.V. Petrovsky. He considers the group as consisting of three strata (layers). In the first layer, first of all, direct contacts between people are realized, based on emotional acceptability or unacceptability; in the second layer, these relations are mediated by the nature of the joint activity; in the third layer, called the core of the group, relations develop based on the adoption by the members of the group of common goals for group activities; This layer corresponds to the highest level of development of the group, therefore, its presence allows us to state that we have a team [1-5].

In fact, the curator is one of the key links in the educational system of the university, is in close contact with students, as no one else knows everything about the student group in charge. The curator is the link between the administration, teachers and students. According to students, the curator helps to solve problems related to academic performance, with teachers, with fellow students, everyday situations in the dormitory, to adapt in the new unfamiliar environment to first-year students.

Curator (lat. Curator - guardian, guardian) - a person who is charged with monitoring, supervising the progress of a particular work or series of works [6-9]. And we can add that the creation of a team. But curating is not only a process of education, but also the possibility of live communication between teachers and students, which leads to the self-development of both parties.

In connection with the need to strengthen educational work with students, the role of the curator and his range of responsibilities is expanding. "Any educational work must begin with the fact that the curator learns, is aware of the educational functions, i.e. duties, activities performed in the process of formation of the individual and the student team" [5-7].

There are several classifications of curator types, we will focus on one of them: The curator, the "informer," assumes that his only task is to timely transmit the necessary information to students (about the schedule, about the medical examination, about any events, etc.). He does not consider it necessary to delve into the life of the group, considering students to be adults and independent.

The curator, the “organizer,” considers it necessary to organize the life of the group with the help of any extracurricular activities (evenings, going to the theater, etc.) included in their resolution.

The curator - "psychotherapist" very close to the heart, takes the personal problems of students, is ready to listen to their revelations, encourages them, tries to help with advice. He spends a lot of personal time on psychological support of students, establishes too close contacts and risks emotional exhaustion, since he is provided with student problems all day and night.

The curator - “parent” takes on the parental role in relation to the students. He supervises them unnecessarily, often depriving the initiative. He assumes the responsibility to decide the family and personal affairs of students, but not from the point of view of psychological support, but as a controlling parent, demanding full subordination to his decisions. Most often, these are people of the older age category, and in their relations with students they refer to their life experience.

The curator - “friend” is interested in what the student group lives in, he tries to take part in many group activities. Students accept the curator as a member of the group, he is respected, but he often lacks the necessary distance to make demands in necessary cases. Most often, this type of curators includes young teachers who fulfill this role.

The curator - “carefree student” does not consider it necessary to perform any duties, does not clearly represent his tasks. He is only formally considered to be a curator, often not representing his student group and not realizing what it lives by.

The curator, the “administrator”, sees his main task as informing the administration about student passes, keeping records of attendance, reports students of the dean's office. Performs mainly controlling function, without personal interest and involvement in the interests of the student group [2-6].

The dominant features of each type exclude the optimal implementation of all necessary functions of the curator and reinforce only one.

It must be remembered that the functions of the supervisor include the four primary tasks of equal importance:

- informing;
- the organization of the life of the group and the favorable psychological climate;
- solving operational problems arising from the academic difficulties of students;
- ensuring that the student group adheres to internal university discipline.

METHODOLOGY

In 2017 - the beginning of 2018, two questionnaires were conducted. The first (spring 2017) was intended for students of all faculties of the 1st course, the second (autumn 2017 - winter 2018) - for students of 3-4 courses (mechanical faculty, engineering faculty, etc.). The first questionnaire for freshmen: “Full name. and the position of curator ” showed that almost every department has 1-2 subgroups in which students have never or very rarely seen a curator. For example, first-year students of the Faculty of Mechanical Engineering noted only one curator, who regularly with the group participates in faculty and university events. Almost all students of 3-4 courses (659 people) spoke about the need for curatorial work on 1-2 courses

(only ten people believe that in the second year the role of the curator is less significant). They noted the tremendous role of the curator in the development of a first-year student both as a university student and as an individual (students should be helped to adapt in the new environment, as well as to manage the group; the curator should explain to the incoming students what they are here for, help cross the school-to-school level university, these are different things; explain the essence of the basic requirements at the university, make the supervised team friendly; it's necessary to have a curator, but you should be serious about the choice of curator: benefits and find the approach to each student of his group, since they have not yet adapted to the new conditions of study - from the questionnaires of senior students). And a few more answers from the questionnaires: "The curator is an adviser, an assistant, who will explain and tell you what and how to do correctly. The organizer of any trips to unite the group. But in our group it was not, and is unlikely to be; I would like the curator to help, give advice, organize trips, but in the first year he was only seen once; I saw him once in the first course; there was no support or advice from the curator, although most of all I wanted support from an adult in the first year; The curator did not play any role. In general, I would like the curator to find an approach so that he can be approached with a question that he would help to solve; I did not understand what was the role of the curator in relation to students; From 1 to 3 course curator was one person. We did not know him at all and solved all the problems on our own with the help of other teachers. For a long time we didn't know our curator in person, no one introduced us to him. Having learned it, I realized that he didn't need our course, he treated our problems passively, didn't want to ask for help, there were never curatorial hours".

RESULTS

Thus, we see that students are very aware of the importance of the role of the curator, first of all, in the first year. Many first-year students in the first weeks (months) of training experience great difficulties due to the lack of independent work skills, the ability to properly distribute their working time, monitor and evaluate themselves (the curator should help students understand the learning process, i.e. explain get information for independent work (except textbooks), how the session goes, terms, conditions, etc. The curator should help students as smoothly as possible to realize that now they should not demand from him what was in schools And he demanded from himself - from the questionnaires 5th year students), so the curator of the first course should pay more attention to the students to get acquainted with the culture of intellectual labor, with the methods of rationalization and optimization of individual work.

We stopped at the main work of the curator for 1 course. But the development of a student in various courses has special features, and therefore the work of the curator should be diverse. The student as a person develops, needs to be managed by teachers, for many students the psychological age is far behind the physiological one. This is manifested in the fact that the young man is not always aware of the responsibility for his own life, he is inclined to fall under the influence. Such students require supervision and external management by teachers. For first-year students, for example, there is a breaking of a perennial habitual working stereotype, which can lead to nervous breakdowns, unwillingness to adapt to this rhythm of life and work. Many still require the development of social and civic positions, they are characterized by narrow cognitive interests, but they are looking for themselves, and the curator's task is to support, direct, advise, explain in which direction you can go.

The age of early adolescence is complex. On the one hand, the desire for independence, on the other - the lack of complete independence. Neglect of the advice of seniors and at the same time the need to get these tips from adults.

We see that it is in the first year that the teacher-curator has a very important task: to prepare the student for study at the university. Adaptation of students to the educational process (according to the study of the regulatory function of the psyche) ends at the end of the 2nd - beginning of the 3rd academic semester.

DISCUSSION

We must not forget that the third year is the beginning of specialization, therefore, in the process of educating a person, the factor of specialization, the orientation of students to their future profession is also taken into account. Interestingly, the students themselves are aware of the difference in the educational process at the junior and senior courses. Although 31 students (28%) are sure that the curator at the 4-5 courses does not play a significant role, and the students (10 people - 9%), who noted that the curator did not do any work in the first year (some never saw the curator), they believe that starting from the second year, the curator in student groups is not needed (not needed, since all interested information can be obtained from the dean's office or from elders; no one is interested in us - from questionnaires). The others noted that the senior curator is a person who not only controls the progress and attendance of student classes necessary for successful completion of studies; this is, first of all, a psychologist, adviser, mentor, specialist, who directs you to the correct life path and helps in choosing a thesis, work in a specialty; this is a person who educated and released worthy specialists (from questionnaires).

Proceeding and the foregoing, it can be noted that the important professional qualities of the teacher-curator should be: erudition, thinking, intuition, observation, optimism, resourcefulness. Its core values are social and ethical. He solves problems by relying mainly on emotions, feelings, the ability to communicate, understand and persuade, without imposing his point of view.

CONCLUSIONS

Curator activity can be:

- a) unproductive: the curator invites students to contact themselves on issues of interest to them, while not showing initiative and interest;
- b) unproductive: the curator is ready to help students who apply, ready to take the initiative, but he does not always have enough knowledge to analyze the situation psychologically and understand the needs of students, to resolve critical issues and conflicts;
- c) moderately productive: the curator has some ways of organizing and unsystematic knowledge in the field of psychophysiological features of the students' age, their needs and ways of learning, features of resolving some conflict situations. But he does not seek to replenish his knowledge in this area;
- d) productive: the curator has the necessary knowledge, applies them and seeks to replenish, understanding their need in connection with the arising difficult situations. Do not go beyond their formal duties;
- e) highly productive: the curator considers difficult situations as a task for the development of students and self-development. He not only constantly replenishes his knowledge in order to

apply them, but also creatively approaches the situations that have arisen, often organizing developmental situations for students himself.

Thus, the curator of the student group is a link between the university and the students, which allows you to coordinate the educational process. And in his work he should remember the main thing: at the center of this process is the identity of the student.

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