

why the principal head of modern educational establishment should made his acquaintance with the values of organizational environment.

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ORGANIZATION OF EDUCATIONAL WORK OF WOMEN-TUTORS

Vast majority of tutors at Ukrainian higher educational establishments are women. Their educational influence over the young men is a question of urgent importance. The matter is male students follow the example of women-tutors inconstantly. Such attitude is determined by sex difference.

Each of women-tutors, depending on the quality of relations with male students, attained different results. Those who attained authoritarian discipline by means of strictness were respected only under the circumstances of self-exactingness. Some students perceive strictness with understanding, if it was caused by self-evident necessity. The students realize the importance of law regulation and its social function. Though the ones whose parents have a range of harmful habits perceive strictness in their own way: as a possibility of odious consequences. The students who have bad habits repeatedly have it in mind to get out of ones. Negative influence over health perturbs by taking into consideration the public consciousness and relationship with parents. Some of the students confessed that they used to reproach their parents.

Women-tutors with low level of self-exactingness could not perceive as an example of self-discipline. To maintain the leadership among the male students such tutors are not exacting. The initiative in such groups is directed on mainly the search of methods of self-expression, so the academic discipline was rather poor. The most negative results have had the tutors who skillfully accuse their students, marking the rehabilitation achievable but out of this world.

“Denunciating at deliberate evil, which most often does not exist, a child feel as an injustice, it pushes him away from the educator. A child loses the trust to the educator and never more tries to find any defence”, – wrote Vasyl’ Sukhomlynsky.

Discussing the legal responsibility such students found out the responsibility avoidance and only a not numerous part of them expressed opinion that it is better not to break the law. Among the discipline violators and prove in smoking and attempts of hard drinking we have found even those whose families have no harmful habits. General harm from such misbehavior is taken no notice by the most male students, who considered it to be a kind of exaggerating. Many of such students consider that knowledge and ability will come later, “by itself”.

The tutors taking an active participation in the life of educational establishment (carrying out their public duties, participating in amateur performances, etc.) are generally successful educators. Their alumnus are also dynamic, they turn the main attention to self-expression. If a tutor sets aside the life of young men of the group, their initiative displays in diverse, not always constructive, directions.

Education and training of active tutors is thriving in the case when they behave to life responsibly, not interpreting their education as the second-rate value.

The best results were attained by those tutors who help to carry out every initiative of their students. If the tutors are friendly towards the youths, giving the proper attention and respect to their position (including aspects of career choosing, personal acts) the success is implicit. Step by step in such groups sincerity in relations appeared and students understood the responsibility for their own and others’ behavior. As a result, such attentive relation shared common understanding and accepting.

The successful tutors understand the young men’s psychology, help them in the whole lot and generally are in sympathy with their ideas.

The behaviour of the woman-tutor is very important and is characterized by calmness and reticence. It is it is well worth to point out that women-tutor should bear in mind the educational responsibility of their image and even clothing.

Forming of ideological and moral conviction, – as Vasyl’ Suchomlynsky concluded, – is an active process, in which an alumnus is not a passive object in education, but an active asserter of his soul.