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## THE ROLE OF THE ACADEMIC TUTOR IN THE PERSONALITY DEVELOPMENT OF FUTURE PHARMACISTS

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**Annotation.** Nowadays, the primary focus of the educational process is concentrated on enhancing the professional qualities of students, their personal growth, the formation of ideological guidelines, and the best human traits, i.e., conscience, decency, intelligence, and diligence. The tutor institute plays a significant role in efficient organizational and educational work in higher education institutions since the success in shaping student personality as a future specialist depends on the administrative and personal qualities of the tutor of the academic group. This article examines the significant impact of the academic group tutor's activity on forming the top professional traits of the student and the organization of the educational and cognitive process as a whole.

**Key words:** organization of educational process, educational work, tutor institute, pharmacists.

### Introduction.

Numerous problems for a student might appear during the education process at the university, starting from adapting to new conditions, establishing relationships with groupmates, professors and dean, and ending with their successful employment. The tutor of the academic group can facilitate this stage. Academic group tutorship is a type of professional activity of a teacher related to the pedagogical support of students of the academic group [1].

A significant role in the personal development of the future professional belongs to the institute of academic group tutors. It is the vector of professional and personal development of future specialists and, primarily, economic specialists that depend on the organizational, personal and professional qualities of the tutor. Unfortunately, the modern academic group tutor does not accumulate the extraordinary traits and abilities needed today to solve the problem of training highly qualified economic personnel. Therefore, the issue of broader involvement of teachers in the tutor institute is relevant, whose authority is determined by professional and personal traits, which would promote students' mastery of universal moral norms, cultivate a sense of patriotism, civic and national dignity, and active life position in the state-building process [2].

The problem of the role and place of the tutors, their organizational and educational activities in the academic group is outlined in the works of I. Vasiliev, S. Vitvytska, S. Gura, O. Dubaseniuk, B. Kabarukhin, S. Romanova, I. Sokolova, and others. Certain aspects of the problem of educational activity in a higher education institution are reflected in the studies of O. Bezpalko, O. Vyhovska, O. Gdanska, V.



Dziuba, L. Lysenko, G. Rzhavska, and others. Certain aspects of the problem of educational activity in a higher education institution are highlighted in the works of O. Bezpalko, O. Vyhovska, O. Gdanska, V. Dziuba, L. Lysenko, G. Rzhavska and others. Despite the scientific and practical development of the problem, there still exist some contradictions between the requirements of the tutor and the real content of their responsibilities in higher economic school. In addition, there is a contrast between the possibilities of the educational process and the insufficient preparation of the tutor of the academic group to form a high level of personal development of the future specialist [2].

### **The main part.**

The tutor institute is an essential structure in the system of educational work of the university, which implements the program of educating students to form an active social position, civic awareness, cultural development, and professional skills. A tutor is a teacher who is responsible for stimulating tutorial-based students into working together to find solutions to the problems which they have been assigned. The role of a tutor is not to impart information directly to students, but to assist them in the learning and group processes. The tutor's support consists of empowering students in the acquisition of knowledge and improving group interdependence. The role of tutor demands a different perspective on teaching and learning and calls upon other teaching and educational-psychological know-how and skills than those with which he is most familiar. In order to stimulate the learning process within the tutorial, the tutor can make interventions which are based on different skills. Typical skills might include the ability to ask the right question, being able to deal with students' questions, explaining and reflecting on the learning process. A good tutor will be able to use all these skills effectively. [3].

That could be considered not only as the training of a good specialist but also a well-developed personality. One of the primary tasks of the academic group tutor is to help 1st and 2nd-year students quickly adapt to student's life, learn to recognize their rights and responsibilities, get acquainted with the organization of the classroom and extracurricular educational process in the university, and create a favorable microclimate in the students' group. The tutor of the academic group combines several social roles: an organizer, a sociologist, a coach, a guide, etc. They acquaint first-year students with their place of study, their residence, the traditions of the faculty and the university as a whole. The tutor of the academic group diagnoses and identifies difficulties of student adaptation, helps the group to prepare for cultural events as an organizer and director and creates conditions for a healthy atmosphere in the group through training, seminars, games, and talks.

First-year students who face new socio-pedagogical situations need the most significant attention of the academic group tutor. These include a new form of education organization, change of residence, features of communicative interaction of participants in the educational process, knowledge assessment system, and more. The effectiveness of their professional preparation and the formation of interest in the future profession largely depends on the successful adaptation to educational conditions and the assistance of academic group tutors in this process [4].

Based on the information above, the work of the academic group tutor is to



implement the following functions to ensure the quality of the organization of the educational process in the university:

- informational – informing students in time about the organization of the educational process (class schedule, session period, participation in scientific work, etc.);
- organizational – involvement of students in the educational and social life of the university, assistance to students of the group in various events (contests, olympiads, sports competitions, etc.);
- communicative – maintaining a favorable psychological climate in the student's group;
- supervising – attendance control, the degree of participation in extracurricular activities, assessment of individual capabilities and needs of each student in a group.

The high quality of the organization of the educational process in a higher education institution corresponds to a high degree of satisfaction of students with the conditions created for their self-realization in the learning process.

Working with junior students involves developing their capacity to assess adequately their own abilities and the need to improve them; focusing on enhancing the skills of independent learning; development of interest in different types of socio-pedagogical activities; intensification of educational and cognitive activities; supporting the initiative; involvement in various areas of volunteering. At the same time, senior students should be involved in the scientific work of the specialized department; participate in student conferences and scientific-methodical seminars with the cooperation of leading specialists in the field of social pedagogy and social work. Academic group tutor needs to help in forming skills of work with different categories of the population and to continue to shape a conscious attitude to educational and cognitive activities and participation in professionally oriented forms of extracurricular tasks. The result of such interaction can be active participation in research work, mastering the scientific methodology and innovative technologies of socio-pedagogical activities, initiative in finding information resources and a shaped lasting interest in the chosen profession [4].

Educational classes are of a great importance in the training of future pharmacists, especially for junior courses, which will certainly contribute to the comprehensive development, self-improvement and self-realization of students. Educational classes can be held in the form of conversations, stories, discussions, excursions, round tables, meetings with interesting people. For instance, in order to select the topic for conversations, one should pay attention to scientists who have discovered new directions in the synthesis of modern drugs; for excursions, you should choose industrial or museum pharmacies, where students will be able to compare and analyze approaches to the manufacture of drugs in the previous centuries and now.

The work of the curator is also considered effective when it is carried out in close cooperation with the dean of the faculty, who helps to develop a plan of the educational work with students and a diary of the academic group tutor, taking into account their individual characteristics and needs. It is especially advisable to do this



with freshmen.

The work plan and the diary of the academic group tutor include the following items:

- collection of personal data about the student (date and year of birth, telephone numbers of the student and their parents, place of residence and registration);
- acquainting students with the organization of the educational process at the university;
- ways to accelerate the process of adaptation of students to the university education system (1<sup>st</sup> year);
- the plan of activities held at the university and where students of the academic group are involved;
- establishing contact between the university administration, faculty, student council and students of the group;
- the control of training and discipline of the group;
- encouraging students to do the research, social, sports, creative activities, etc.

### **Conclusions.**

The responsibility for compliance with all those points belongs not only to the tutor of the academic group, but also to all the active members of the group elected during the first year of studies. The work of the academic group tutors should be regularly discussed at the department meetings and at the general university meetings of tutors. According to this plan, it is possible to analyze the effectiveness of tutors of academic group and develop guidelines and incentive systems based on the results of the year.

The tutor institute is a vital link in the management system of professional and cultural development of the future economic elite. The effective work of the tutor of the academic group is an essential factor in the successful organization of extracurricular educational work in higher education, which in turn requires systematic psychological, pedagogical and cultural training of the teacher-educator.

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