

- 4) нанонавчання;
- 5) інклюзія в освіті.

Осмилення кожної з виокремлених тенденцій є джерелом оновлення усіх компонент освітніх програм для здобувачів вищої освіти: когнітивного, процесуального і особистісного.

Перспективи подальших досліджень пов'язані із розробкою освітньої програми для курсу підвищення кваліфікації з метою оновлення стандартів викладання.

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### **THE LEADING ROLE OF THE CURATOR IN THE INTEGRATION OF FOREIGN STUDENTS INTO THE UKRAINIAN NATIVE SPACE**

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Curating is the most creative and laborious part of a teacher's work.

Many questions arise in the course of a curator's work. Why did such a bright student start to perform poorly? Why does he or she come to class in a bad mood? Why does he/she not maintain friendly relations with his/her classmates? How many such and similar "why?" questions does a tutor have during the school year.

The result of the curator's activity is the acquisition by foreign students of socio-cultural experience of behavior in Ukraine, the formation of national identity, value orientations and the development of individual personality traits.

The curator is tasked with being an advisor and mentor to students. The students' vision of reality is "refracted" through their worldview and actions. It largely depends on him or her what kind of atmosphere will prevail in the group, what kind of relationships will develop between students, how their personal attitude to their chosen profession, to the educational institution, and to the country as a whole will be formed.

Upon entering the university, international students enter a new socio-cultural space: with new friends, new teachers, new rules of behavior, and other factors of student life.

It is important to support international students so that they do not feel confused, abandoned, or alienated. Starting from the moment of meeting, the curator should become a necessary, competent person for their group, from whom they can always ask for advice, ask for help, and even just chat.

In the first week, you should give detailed recommendations and instructions on the work schedule, call schedule, rules of conduct, and students' rights and responsibilities.

During the training, the tutor should identify the students' personalities, interests, inclinations, fears, preferences, their attitude to learning, and generally determine the microclimate in the group.

Already in the first months of studying, students have problems related to their well-being.

This is due to a rather high mental and emotional load, high demands on the student's personality, intellectual capabilities, insufficient time spent outdoors, climate and time changes, depression, crowding, untimely meals and treatment, and lack of sleep.

In this case, it is necessary to hold conversations with students. During such conversations, students point out the difficulties they face at the beginning of their independent student life. The task of the supervisor is to give the student good advice, the necessary recommendation: how to work on themselves, what they need to change in themselves or what character traits to develop.

Adaptation of students to the educational process is a problem that concerns everyone: students, group tutors, and the administration.

From the first days of work, the curator needs to:

1. Keep a journal of planning and accounting of work with the group for the entire period of study.

2. Carefully study each student in your group, his or her positive and negative sides, and family composition.

3. Plan in such a way that educational activities contribute to group cohesion: concerts, excursions, sports competitions.

4. Help students to discover their abilities and promote the development of talented youth.

5. It is advisable to know the opinion of students about the organization of the educational process at the university. The group curator should inform the administration to solve problematic issues of concern to students.

6. Help students find a way out of any difficult situation.

7. Pay special attention to the issues of communication culture and student behavior.

Upon entering a university, international students go through a certain process of adaptation to new learning conditions and new social relationships. This process is quite complex and lengthy. Group supervisors have a crucial task to help students successfully adapt to the conditions of study at the university.

Let's analyze the tasks of the curator during adaptation. First, the tutor analyzes the composition of the group, as students are versatile individuals with their own individual characteristics and different levels of knowledge.

The heterogeneity of the students in the group is also manifested in the fact that after a certain period of study, they are divided into small groups based on their interests.

The process of student adaptation is most important at the beginning of the course, i.e. before the first session. As a rule, students who live in dormitories adapt faster than other students. They actively communicate with older students and therefore become more receptive to the new requirements of the university. This communication is ambiguous, as students gain both positive and negative experience. Therefore, the task of the supervisor is to actively monitor the psychological state of the group at this time and, if possible, to correct the influence of senior students on the process of student adaptation.

A common problem is that students with a high level of knowledge have an unreasonable protest when they are confronted with information that they do not find interesting, and teachers require certain activities from them. As a result, such students stop attending classes, and then cannot master the missed material on their own and may drop out. If a tutor finds an approach to such a student, he or she can prevent the situation from leading to expulsion.

To do this, the tutor must communicate closely enough with such students.

Particular attention should be paid to less prepared students who need to make more effort in their studies compared to their more prepared classmates. This can lead to the fact that a student, not having time to learn all the material that is offered to him or her, begins to lose the desire to study. Therefore, such students also need the support of a tutor and advice on progressive adaptation.

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If a student is unable to successfully master the material, he or she may lose balance and confidence in their abilities. Therefore, the task of the tutor is to identify such a situation in time and provide the student with moral support. This is possible when the student is open to his/her tutor and willing to communicate with him/her. However, foreign students are often reluctant to talk about their problems to their advisor because they consider him or her a stranger, and therefore may bring their problems to a critical state when the advisor's help will no longer be effective.

Relationships with classmates are an important component of the adaptation process. Students have different personalities, temperaments, and levels of education. From the first days of working in the group, the supervisor needs to adequately assess the nature of the relationships in the group and to somehow direct this process in the right direction.

Another component of the adaptation process is establishing relationships between students and teachers. Each teacher has his or her own requirements for the educational process. Therefore, some students may not accept their teachers, be afraid of them or disrespect them. As a result, they begin to neglect classes, skip them, and fail to complete

assignments. The group tutor should also pay attention to such problems when they arise and help the student to solve them.

The group tutor should talk to the students in their group, explain opportunities and prospects to them to reduce stress during the pre-session and session periods, and find arguments to motivate the students in the group to study.

The adaptation period is the stage of formation of adaptive mechanisms in foreign students, activation of mental processes as a response to new conditions, and creation of conditions for the student to perceive a new social role. The curator first of all studies students' inclinations, abilities, interests and aptitudes in order to engage them in active activities, forms the primary team of the academic group, and develops students' skills in solving various problems independently.

Only a friendly attitude towards students helps to build good relationships with them. At the same time, a tutor should be demanding, especially in terms of academic performance. The future success of students depends on how effectively the tutor works during the first few months of study.

The supervisor is called upon to assist in organizing the student's regimen; to find out problems related to living conditions; to coordinate student participation in various activities. It is also important to develop students' responsible attitude to their academic duties, develop skills of self-education, self-organization, self-discipline, self-control and self-education.

The effectiveness of the educational work of an academic group supervisor is largely determined by its planning. It should be clear and purposeful, which will help to avoid many mistakes and negative phenomena in the student group. The plan of educational work involves the realization of specific goals and objectives. Depending on the goal, each form of work has its own specifics and requires taking into account the needs, interests, individual characteristics of each student, the co-creation of teachers and students in organizing educational work, and the validity of educational activities.

The effectiveness of curators' work depends on conditions that include:

- planning the work together with the group's assets;
- building relationships with the group, taking into account the individual characteristics of students;
- involvement of all students in public affairs and responsibility for them;

- helping students to fulfill many social roles;
- preventing indifference, lack of control and irresponsibility.

A supervisor achieves the desired results if he or she takes the position of a senior colleague and has the necessary communication style.

The criteria for the effectiveness of managing the system of educational work at the level of the academic group curator are:

- the level of education of students;
- activity, cohesion of the group;
- positive motivation; microclimate in the group, which contributes to the self-realization of each student;
- a variety of forms of educational extracurricular activities.

The effectiveness of educational work is achieved by the tutor when education at each stage of the student's personality development turns into self-education.

For the successful work of a tutor, it is necessary to:

- smile at students more often;
- all types of tutor's work should be reasoned;
- be a good listener. Be able to listen carefully. Encourage students to talk about themselves. Encourage students to talk;
- constantly monitor the microclimate in your group;
- learn to manage the student leader of the group;
- do not forget that working with a student group is a very fragile matter. A step to the left and you are a "dictator"; a step to the right and you are a "pan-brat".

Find the "golden mean"!

- organize more joint activities with your group. Teamwork brings you closer together;
- be optimistic. Students should not only hear from you, but also see that everything will be fine;
- listen to students. Very often there is more truth in their thoughts and views than we think;
- do not overlook any problem that a student of the group addresses to you;
- take care of your appearance and behavior. No one has canceled education by example;
- learn to see phenomena and events through the eyes of the student;
- show your compassion;
- appeal to noble motives;
- when pointing out a student's mistake, do so indirectly.

A tutor is a person of effective managerial work, who has the following properties:

1. The tutor creates the conditions for the necessary activities of his students, helps them with action and advice, directing these activities in the right direction. When necessary, he/she teaches, suggests, explains, without emphasizing his/her knowledge – students intuitively feel whether the curator is a knowledgeable person or only creates the appearance of knowledge.

2. Self-confidence. This is not arrogance, but the tutor's belief in his or her own strength, abilities, and ability to fulfill the duties assigned to him or her. Students are good enough psychologists. They are reluctant to follow a supervisor who does not believe in themselves.

3. Strictness and demandingness. Students love a good tutor. But they respect more the one who knows how to combine kindness with moderate strictness and sufficient demandingness. This is closely related to the discipline of academic work.

4. Ability to criticize students positively. Criticism should end with a recommendation on how the student should behave in the future. Then the criticism reaches its goal.

5. To be able to interest and punish. What are these skills? In a team, you will not find two people who would react in the same way to comments or criticism. For one person, criticism is "like water off a goose." The other looks at criticism as an insult, immediately blushes and gets nervous. Girls are more vulnerable than boys, and so the tutor must take into account the characteristics of their student, their character, age, status in the group, etc. The tutor should know that public criticism is the ultimate punishment for a person. You should never start with this type of criticism. It is believed that criticism in private is more effective.

6. Ability to speak and listen. A good supervisor should be able to give instructions in a businesslike manner, clearly and quickly, and clearly express his or her opinion.

7. A sense of humor, the ability to laugh, to appreciate a good student joke.

8. Friendly attitude to all students in the group. Sometimes, without knowing the curator of the study group, it is possible to intuitively identify him/her by the atmosphere that prevails in the group, by the nature of the students' behavior.

For successful work of counsel, it is necessary:

- more often smile to the students;
- all types of work of counsel must be argued;
- be a kind listener. Able attentively to listen. Induce students to talk about them. Encourage students to conversation;
- constantly watch after a microclimate that dominates in Your group;

- learn to manage the student leader of a group;
- do not forget that work with a student collective – very fragile matter.
- organize more common causes with the group. Collective work – draws together;
- be an optimist. Students must not only hear from you, but also see that all will be good;
- listen to the students;
- do not skip no problem with that the student of group appealed to you;
- watch after the appearance and behavior;
- find out the sympathies;
- call to noble reasons;
- specifying to the student on his error, do it in an indirect form.

**РЕФЛЕКСІЯ СТУДЕНТІВ  
ЗА СПЕЦІАЛЬНІСТЮ «ЕЛЕКТРОННІ КОМУНІКАЦІЇ  
ТА РАДІОТЕХНІКА»  
ЯК СПОСІБ НЕПЕРЕРВНОГО ПІДВИЩЕННЯ  
ФАХОВИХ КОМПЕТЕНТНОСТЕЙ**

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