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PEDAGOGICAL BASIS OF TUTOR'S PRACTICES IN STUDENTS' MORAL EDUCATION

Abstract*. Tutoring system of education, that has its origin in the British universities of Cambridge and Oxford, attracts great attention nowadays in Uktaine. This system is successfully used in the modern educational institutions of England, the USA, Japan, Germany, France, Finland, and others. The problem of spiritual and moral upbringing of the younger generation by tutors in modern science has been the least studied. Meanwhile, the moral value of such system of education is the most important. The accumulated achievements of students' moral education in the pedagogical theory and practice of the world's leading countries, in particular in England, can serve as a compelling reason for the realization of the corresponding tasks of moral education in Ukraine.*

Introduction.

Mankind has a very important task to educate a personality capable of independent and informed choice, with a well-formed and healthy outlook, a firm spiritual and moral position. The reason for this is the spread of technocracy, lack of spirituality and instability of life, the destruction of moral standards, the humanistic crisis, which is particularly affecting the least adapted part of society - young people. The solution to this problem will ensure the high development of the individual.

Ukrainian Educational institutions carry out the transition from the educational-disciplinary model of the pedagogical process organization to the model of person-centred developing, in which each young person is a creative individuality. Student's Moral education in the process of education is an important task posed by modern educational institutions.

The problem of morality has a great history, from antiquity to our time. Questions of moral education were of interest for such philosophers as Pythagoras, Plato, Aristotle, Socrates, Blessed Augustine, I. Kant, Descartes. The problem of upbringing a moral person is considered in the works of philosophers (A. Drobnitsky, A. Losev, V. Plakhov, L. Sokhan, A. Titarenko, etc.); psychologists (G. Ball, I. Bech, L. Bozhovich, N. Vlasova, V. Demidenko, V. Dodonov, A. Kononko, I. Krasnobayev, A. Maslou, K. Rogers, E. Fromm, S. Jacobson, etc.), educators (V. Bilousova, O. Bogdanova, A. Boyko, E. Ilyin, B. Kobzar, A. Kyrychuk, V. Kuz, A. Makarenko, I. Marienko, C. Chorna, etc.).

The personality of the teacher plays an important role in the spiritual and moral education of students, whose spiritual and moral level allows to educate a man of worth.

Accordingly, there is a need to find a new specialist who will be able to build an individual educational program and contribute to the formation of a competent, free, initiative, responsible person.

According to many scientists (A. Zotkin, T. Kovaleva, I. Proskurivska, G. Cawelti, R. J. Marzano), the experience of British teachers in the organization of tutor's support deserves great attention. The analysis of scientific and pedagogical literature shows that significant contributions to the development of the problem of scientific understanding of tutoring have been made by such foreign researchers as: V.I. Allen, P.Ashwin, A. A. Barbariga, A. Bell, E. Gordon, J. M. Ziman, R. Lane Fox, H.Mayr-Harting, W.G. Moore, D. R. Olson, T. Tapper, D.Palfreyman, D.Rayan, D. C. Rheinheimer, T. M. Kovaleva, Ye. B. Kolosova, P.G. Shchedrovitsky, G.A. Yastrebova, as well as Ukrainian scientists: A. M. Boyko, N. M. Demyanenko, T.O. Lukina, MO Golubeva, AM Zhulkivska, I.E. Semenenko, O.P. Litovka and others.

Despite the fact that the scientists have done some work on studying the pedagogical potential of England and its innovative experience in the field of improving the quality of education, the impact of tutoring on the moral education of students has not been studied yet. However, the spiritual and moral level of teaching is the most difficult and complex and tutor must take over the responsibility for this and don't forget that the danger of harming the student is very high.

1. Theoretical Foundations of Tutor Practices in the System of Moral Education of England

In 1999, upon the initiative of the Bologna University, the process of integrating science and education and defining Ukraine's course towards the European Educational Area, led to a radical change in Ukrainian educational priorities. The growing interest in the idea of individualization and openness of education highlights the tutoring system of education, the use of which serves as the most effective way to solve the problem of improving the quality of education.

Tutoring, borrowed from the British education, is an innovative element in Education System in Ukraine. The current need for tutoring is conditioned by the introduction of National Education Standards, the main principles of which are set out in the Law of Ukraine "About Higher Education" [19], on the basis of which students are given the opportunity to build individual educational routes. Obviously the foreign experience of tutoring is useful, but taking into account educational potential and features of social and cultural reality of Ukraine. The British scientist V. Allen notes that the term "tutor" derived from the Latin "tueri" and originally carried the meaning "to protect, to guard and to care for" [1]. In Ukrainian language, various translations of the term "tutor" can be found - from the word "teacher" to "mentor". However, all these options do not convey the exact meaning of this concept.

Hence, the calque of the English word "tutor" is widely used in Ukraine. Tutoring has some deep historical roots, even as far back as ancient times.

Tutoring originated and evolved through the group activities of people. Group activity was the only condition for the survival of primitive people, so the phenomenon of tutoring was formed due to the contradiction between the needs in organizing group activities of people and the distinction of their individual abilities. In the process of civilization, the lives of people constantly changed, new professions appeared and a longer period of training was required in order to identify individuals capable of specific, more complex professional activities than previous generations. Thus, tutoring was formed during the life of almost all generations of mankind.

Ancient Greek civilization presented the world a lot of wonderful philosophers, whose concept had invaluable thoughts of tutoring. Aristotle raised the tutor to the highest level in society. He set up in Athens his own school, The Lyceum where wrote his conversations with his students. Plato regarded education as the most important foundation of human life. Socrates thought tutor was a person who stayed on the verge of ideas and had to awaken the powerful spiritual forces of the student. It is known that the conversations of Socrates as a method of philosophizing Maieutike were based on the fact that the dialectical argument leads to truth through thoughtful tutor's questions. This led to the disclosure of the student's potential and helped "self-generation" of the truth in his mind. Thus, Socrates, together with other philosophers, took on the role of tutors for young people who had significant leadership abilities. Their students, in turn, continued the tradition of their teachers and became tutors for others.

The development of the medieval city gave rise to tutoring in craft specialties in the form of relations "master – student". The tutor took a talented student and revealed to him all the secrets of his art.

The practice of tutoring continued in the Renaissance. In Italy, the tutors who tried to harmoniously educate their tutees were respected by everybody. Traditionally, such an approach was observed in the upbringing of future governors. For example, humanist Guarino of Verona was a model for imitation. He initiated the practical application of tutor's knowledge, which led the phenomenon beyond the bounds of the theory.

For Jean-Jacques Rousseau, tutor is a person who teaches children only one craft - life. Rousseau said: "We are born deprived of everything - we need help; we are born senseless - we need intelligence. All that we do not have at birth, and without which we can not do, becoming adults, is given to us through education" [16].

Thus, from the time of antiquity, much attention has been paid to the role of tutor in preparing the younger generation for one or another activity. The main instrument of tutoring was their own life experience and exemplary moral behavior, and the main task of the tutor was the awakening of powerful spiritual forces of the tutee. So being tutor at all times is a great honor and responsibility. The content of tutoring is constantly evolving, and

its process takes place in any sphere - social, religious or professional, but the requirements for the tutor's personality are unchanged; at any time, he or she must be wise, experienced and moral. The tutor gives guidance to his tutee; there is a positive emotional connection in such relationships that manifests itself in respect and trust.

Tutoring as a historical form of university guidance is closely linked to the history of European universities of the XII century and comes from the UK. The English university did not care at all that all students listened to the same courses. The students had to decide for themselves which professors and what subjects they would listen to. Each professor read and commented on his book. Therefore, students from some colleges could be, for example, listeners of lectures by professors from other colleges. The university put forward its requirements only at the final examinations. Thus, the student had to choose the way of getting the knowledge for obtaining a degree. So tutor helped him.

Since the indisputable university value of that time was the freedom of teaching and learning, the tutor acted as a mediator between a free professor and a free student. The value of freedom was closely related to the value of the individual, and the tutor's task was to combine in practice personal meaning with academic ideals. The process of self-education was the main process of obtaining university knowledge, and tutoring initially served as a support to this process of self-education. At the end of the XVI century the tutor became a central figure in university education. By the XVII century the scope of the activities of the tutor expanded: increasingly important began to acquire not only educational but also upbringing functions. Tutor advised the student which lectures and practical classes were best to attend, how to plan their work, to prepare for university exams. Totors became the closest adviser to the students and assistant in all their difficulties.

In the 17th century, the tutoring system was officially recognized as part of the English university system, gradually replacing the professorial (German) model. From 1700 to 1850, there were no public courses and departments at British universities at all. Only tutors studied students for an examination. At the end of the XIX century free departments (private lectures) and collegial lectures appeared at universities but students still had the right to choose professors and courses [3].

In the early twenty-first century England, as before, was a world-renowned center for teaching and research. English colleges and universities have a large number of students from around the world now. The largest international scientific symposiums are held and the most authoritative scientific books are published there. Paul Ashwin is convinced that the tutoring system at the universities of Oxford and Cambridge has had a significant impact on the education and training system not only in British universities but also abroad [2].

Jasper Rose & John M. Ziman argued that Oxford and Cambridge are the most famous universities in the English-speaking world because of their special and unique methods of foming brilliant intelligence and filling the heads with knowledge and wisdom [7].

David Palfreyman & Ted Tapper are confident that the tutoring system in Oxford and Cambridge contributed to the further development of group work in English-speaking universities and became their visiting card [12].

There are many ways to define the terms "tutor", "tutoring", "tutoring system". Traditionally, the tutoring system is the regular meetings of one or two students with a tutor during the course of study. Tutorials are conducted by lecturers (not professors), postgraduate students, as well as non-university practitioners. Tutor helps student to develop their ability to think, make a choice and critically analyze the facts. Tutor track student's progressis and form of a personality as a specialist. The best tutors achieve this significant success.

For the English, tutor is a psychologist, a lawyer, a friend and a counselor at the same time. W.G. Moore in his book "The tutorial system and its future" [10] wrote that tutor didn't give information to students, but encouraged them to actively think over ways of evaluating information and establishing links between different elements of information. According to Moore, when students think independently, the purpose of learning may change.

David Rheinheimer's research showes that, when used effectively, tutoring can have a significant positive impact on high risk students. The scientist proves that tutoring has an effective influence on success in higher education. Tutors encourage and facilitate students to seek help early, often, and, subsequently, empower them to take control of their education [15; 18].

In our opinion, tutoring is a special kind of pedagogical support - the support of the process of individualization in an open education. Turor develops and implements student's individual educational program and, if necessary, assistance and support. It is very important for a tutor that a student himself understands his potential, mission, purpose in life. Tutor takes care that the pupil will be able to reveal comprehensively himself and use his full potential. He helps the student to learn how to achieve his own goals. He wants to direct his tutee to freedom and independence, teaches to act effectively and successfully, to expand the need for good deeds, to awaken responsibility for other people, to teach to be indifferent to evil and injustice. Emotional comfort, cooperation, creativity accompany the whole process of tutor's support.

2. The Role of Tutor in Moral Education in Colleges and Universities of England

Moral education of the younger generation at all times was on the first place in the system of education. Life, the political situation in society, the level of its economic development has changed, but moral education remains the indispensable priority in the educational process.

Ancient Roman philosopher Seneca wrote: "Learn first of all the good rules of morality, and then wisdom, because without the first it is difficult to learn the latter".

The problem of moral education takes an exceptional place among all the problems of educational institutions, because it has the most important task -to form a system of human attitudes toward the world and self-honesty. Formation of a system of attitudes, adequate to the norms of morality - is the purpose, the subject of special care for educators and the final result of moral education. Moral education in colleges and universities in England is a multifaceted, purposeful, systematic process of interaction between educators and students, which ensures the formation of a person's moral consciousness, tolerant attitude to others, the ability to establish human relationships between people, to create goodness and beauty in life through the attribution of value orientations.

Tutor plays particularly important role in the spiritual and moral education of students in colleges and universities of England, whose spiritual and moral level allows educating a worthy person. Tutor is responsible for the formation of humanness in students, for creation a culture of moral relations, communication, in spite of social woes. Therefore, in the system of moral relations in the pedagogical environment, tutor and students interaction plays an important role, based on mutual understanding and mutual respect, tutor's respectful attitude towards the traditions of the group, support of the dignity of each tutee. Tutor must form universal human standards for humanistic ideals: goodness, understanding, mercy, confidence in opportunities and help to realize that moral values form the basis of law and order. By communicating, organizing disputes, discussions with students, tutor promotes understanding of the essence of morals, values and ideals, ethical norms of behavior. John Locke - a famous English philosopher and physician of the XVII century, widely regarded as one of the most influential of Enlightenment thinkers - said that the tutor's the main job is to develop good breeding. Breeding is not taught from books, but by good examples. So the tutor must himself be well-bred. Tutor must also develop the potential, form the character and construct the mind and body in love and respect for knowledge.

Tutor is an image of the educator in the broad sense of this concept, which leads in ways of wisdom. The special attention of the tutor is focused not on the achievement of success in learning, but on the education of the moral qualities of students. "The competencies of moral reasoning, including moral characters, interpersonal relationships, problem solving, empathy, and caring, should be discussed and investigated among tutors and tutees" [5]. Tutor's moral education of students solves three main tasks:

– formation in students moral consciousness, understanding of the essence of morality, principles and norms of human behavior in general and the tutor in particular; the conviction of the need for daily fulfillment of these social requirements;

– taking into account effective, strong moral feelings, encouraging useful things and actions, refraining from harmful acts, damage to society;

–   developing the ability to behave in different situations in full compliance with the requirements of morality.

Traditional sources of moral education are:

–   Patriotism, which includes such values: love for Ukraine; love for all people; love for their "little homeland".

–   Social solidarity - freedom of personal and national; trust in people, the state; justice; mercy; kindness; honor; honesty; dignity.

–   Citizenship - the legal state; civil society; debt to the Nativeland, older generations, family; law and order; peace throughout the world; freedom of conscience and religion.

–   Family - love and loyalty; health; abundance; care for the elder and the younger.

–   Work and creativity - creativity and creation; purposefulness and perseverance; industry; thrift.

–   Science - knowledge; scientific picture of the world; ecological consciousness.

–   Religions - the notion of faith, spirituality, religious life of man and society, religious picture of the world.

–   Art and literature: beauty; harmony; the spiritual world of man; moral choice; meaning of life; aesthetic development.

–   Nature - life; native land; nature reserve; Earth.

–   Humanity - peace in the world; variety of cultures and peoples; progress of mankind; international cooperation.

The list of sources of morality is exemplary, because every person, family, society determines for themselves the ways of forming moral values. Tutor sees, hears, feels, and understands the values of each tutee. His duty is to show the individual path of each person, the tools for the knowledge formation. The interaction between the tutor and the students contributes to the formation of positive features of character, moral qualities only if the tutor encourages students to a positive internal attitude and stimulates their own desire for self-improvement. Tutors in the work with the tutees use a variety of methods and techniques of moral education, which are aimed at forming the consciousness of the individual, his social behavior and positive motivation to action. The most meaningful and applied methods of verbal-emotional influence: a story, explanation, ethical conversation, a method of visual and practical influence - an example and others.

The conversation, as one of the main methods of tutoring, is based on coaching principles - on the basis of open questions. Such a conversation makes the tutee think of himself. Tutor must be able to listen carefully and create trusting relationships, avoiding the directivity. The dialogue is based on a common looking for solutions in which the participants of the dialogue can express their assumptions and defend their own point of view on an equal footing. The communication should be organized so that the participants feel their success and intellectual autonomy.

In general, the tutoring conversation should have not only educational but also emotional effects, in order to further make it possible to conduct an in-depth analysis of the educational situation of each student. Henry Mayr-Harting [9] insists that the tutorial is, discussing the student's own work. The function of the tutorial is to educate people who are able to survive and adapt to rapid changes, and to adjust their mental abilities to new changes. There is a conviction that the Oxford tutoring is similar to the Socratic method of education and upbringing. Tutor affects the tutee by means of question. Students must adapt to this, be able to defend their beliefs. The questioning method reduces the tutor's function in the immediate educational process and increases the role of the student in his own development. A student learns to think through attempts to get out of the "web of questions". In other words, the function of questioning is to select those parts of an argument that are incoherent or incomprehensible. The student is led through the ritual of self-criticism, which destroys his arguments, and he realizes the error, feels it emotionally, as if it is transformed mentally. Of course, not all tutors are so experienced or choose this method as the main strategy [14].

Robin Lane Fox also mentions the use of the Socratic method of questioning at tutorials. He writes about his first tutor who used the Socratic dialogues, in which Socrates "leads his young pupil obliquely by questions until the pupil's confusions and contradictions are exposed". "Socrates tends to focus on one pupil at a time, taking him individually through a path which exposes his mistakes" [8].

Group tutorials, as well as individual tutor conversations, are aimed at the implementation of individual educational programs for students with similar cognitive interests. During tutorials tutor simultaneously performs several types of work: motivational, communicative and reflexive. The motivational work of the tutor is to determine the level of students' motivation for the development of their cognitive interest; in the ratio of different expectations of tutors, their priorities and goals in the construction of their individual educational programs. The communicative work of the tutor is aimed at providing feedback in the group and its effectiveness, ability to conduct dialogues. A collaborative work of students and tutor is very important for the effective tutorial, as well as the interaction of tutors with each other. The reflexive activity of the tutor is aimed at ensuring understanding in the group, timely organization of constructive criticism and the search for a collective solution.

Practical examples, the possibility of self-reflection and representation of a new object reinforce the motivation to study. In this case, observation the outside world and self-observation are effective. Tutor draws students'attention to the behavior of people, teaches them to analyze the consequences of actions, to find the right one. Positive and negative examples help to keep tutees from the wrong act, forms the concept of spirituality, morality and culture.

Tutor uses an essay to motivate tutees to gain critical thinking skills. Students in the essay express their own thoughts on different topics: the meaning of life, moral values, purpose, attitude towards others, etc. Henry Meyr-Harting considered the essay an exercise for self-consciousness, because in letters, students can see the reflection of themselves [9]. Essay is a unique way to achieve self-awareness. After writing the essay, the student brings his work to the tutor. He should limit his presentation to five theses, not to read the essay literally. Tutors do not always read the students' work in advance and can use only the oral presentation of the student's work as the basis for the conversation [12].

Oral presentation of essay is a primary part of intellectual communication that allows the student to socialize and integrate in society. When students present their essays, they act as a teacher. Acting as teachers, students learn to think. David Olson speaks to support the oral presentation of an essay: "Writing has difficulty communicating prosodic features, such as rising intonation, volume, voice, quality and ironic tone. Such intentions as sincerity, seriousness and commitment are poorly represented in script" [11]. When students present their own essays orally, some of these problems disappear. The seriousness of the student's explanations, sincerity, and interest in their arguments are more visible in a written essay combined with an oral presentation. Having doubts in the well-known ideas, the tutor may ask more questions to dispel doubts about the authenticity of the essay. A student can also self-understand the level of his own argumentation. The tutor's interview with the tutee is aimed at developing the student's ability to defend own point of view. D.Sabri [17] tried to find out students' and tutors' attitude to the role of essay. Students and tutors agreed that essay helps to improve the ability of students to argue their own thoughts. They identified a good essay in general terms as concise, precise, containing critically acclaimed arguments that include private interpretation and demonstrate the independence of the mind. Tutors improve the students' argumentation skills in a certain field of knowledge, train self-absorption and the ability to get good arguments. The Socratic method is the most well-known example of argumentation through questioning in critical discussions.

The process of forming the moral culture in student youth is an important and difficult direction in the process of university specialists training. The higher level of moral culture in future specialist is, the higher its social significance for society. Tutoring is a complex of forms, means, methods and principles that stimulate the moral development of a studen. The main task of education is the formation of the general and professional culture of students, their understanding of the history of civilization, the elevation of spiritual needs, the attachment to the ethical norms of communication, as well as awareness of their place in the system of culture, self-development and moral consciousness. Tutor actively promotes self-development and self-education of tutees, the ability and readiness for the development of the system of social roles. The educational process of the interaction between the tutor and the tutee must be aimed at creation conditions for the formation of cultural and moral, spiritual values of the individual.

English tutoring meets requirement of metacognitive education, the purpose of which is to teach students to think not only independently but also self-consciously. Great amount of reading and writing, taking on the role of a teacher, active participation in critical discussions that include self-absorption, self-examination, self-correction, mental flexibility train self-awareness. Through reading and writing, discussing and revising, reformulating arguments, cautiously and gradually, week by week, year after year, most English students learn to think on their own.

Every person has to live according to the rules of morality, but sometimes he or she can not determine which actions are right and noble in certain circumstances, so must follow the instructions of a wise tutor. Doret J. de Ruyter & Siebren Miedema in the book "Moral Education and Development" entrusts responsibility for the moral development of the individual to the tutor. In order to provide valuable advice to tutees, the tutor must be a noble person. However, being noble does not simply mean intellectual and practical wisdom, it also implies the presence of high moral qualities and these qualities, according to the scientists, can best be rebuilt in the term "special care and interest". A kind person cares about the welfare of others and cares about their happiness, and an honest man cares about honest business, fidelity to the ideals. Such "cares' do not only provoke a tendency to act in a certain way, but make them feel and show certain emotions such as compassion, respect, indignation, suffering, relief, admiration, and appreciation. When reacting to the behavior of the tutee, the tutor must not reward good deeds or conflict with the bad ones, but show all sorts of feelings and emotions in words and deeds. If the student acts according to the rules of morality, the tutor responds with positive feelings and emotions, showing fun, admiration, relief, pride. And if the tutee does not act nobly, or even immoral, the tutor shows negative feelings and emotions, such as nervousness, shame, sadness, disappointment. These positive and negative feelings are a manifestation of care and will serve as incentives for support and punishment. Tutor' care can be manifested in actions and responses and provide a good relationship of love and trust between the tutor and the tutee, directing the student towards imitation of these actions and reactions [6].

3. Using the English Experience of Tutor's Practices in Moral Education of Students in Ukrainian Universities

Reform in the system of higher education of Ukraine is a prerequisite for the establishment of positive changes in the life of higher educational institutions, their autonomy, mobility of teachers, the fight against corruption, etc. on the path to the world educational space. However, in order to become its full participant, first of all, our country must make modifications in the moral principles of science and higher education.

Insufficient level of culture, loss of spiritual and moral values affects the spiritual, emotional, informational and physical health of a person. Understanding tasks, purposes is the basis for a decent human existence. In this regard, it is necessary to consider moral education as the basis for the education and upbringing of youth.

Today's system of higher education does not adequately meet the requirements of preserving and developing the intellectual and moral potential of youth. It is still weakly focused on self-realization and self-development of the individuals. Every person must learn to think, make decisions independently and act consciously on the basis of motives analysis. Such work creates a solid foundation for the formation of the moral behavior of youth in all circumstances, since the student's age is a period of active development of the cultural and moral structures of the individual. Academician Ivan Bekh is convinced that "educators should make efforts to bring up a new generation that will believe in intelligent life, truth, goodness, justice, and will be convinced that the progress of mankind depends on the constant development of morality in every person" [4].

Morality is associated with social responsibility, which reflects positive thinking, emotional stability, human actions for the benefit of themselves and the outside world. Therefore, in recent years, moral education has become one of the priority areas in the activities of educational institutions of all types. But, unfortunately, many programs and methods of moral education are not aimed at the fact that the student realizes the need for moral self-improvement. Analysis of psychological and pedagogical literature shows that tutor's support is innovative in the work of moral education. Modern institutions of higher education need educators with other spiritual world who think in the context of values and meanings of human life and culture.

The basis of moral and value priorities of the personality are norms of behavior, moral principles, ideals, moral attitude to relatives, as well as strangers, motivational sphere of consciousness and other universal human qualities. In order to gain the most important pedagogical goal - the education of the "person of the future", the tutor must find ways to develop universal values such as goodness, truth, faith, hope, love and beauty. The aim of the tutor's educational influence is to develop the student's ability to evaluate oneself from different perspectives, to develop an active life position, which increases the responsibility to the environment, improves the ability to make decisions, coordinate them with the actions of others, avoid conflict situations.

There are different approaches to the organization of tutor activities in educational institutions. However, the direction of educational work on the formation of a system of moral values of the personality of the tutees is common.

The leading role in the formation of the student's moral qualities belongs to the dialogical type of communication between the tutor and the tutee, based on close relationships. Such relationships imply the unconditional acceptance one another, the recognition of individual uniqueness and the positive attitude. The dialogue creates an atmosphere of openness, sincerity only in the case when it is based on trust. Such relationships will promote interpenetration, mutual understanding and personal enrichment.

Good relationship between the tutor and the student is very important and depends on the pedagogical qualities of the tutor. We offer a set of personal qualities important for the profession of tutor:

–   Openness. Every tutor must be interested in students' lives, ask questions about education, relationships at the university and at home, demonstrate openness, tell about own problems and views to make students feel their value.

–   Energetic. In order to establish a good relationship, the tutor must be an energetic person, with great enthusiasm, successful, always in a good mood, encouraging students to feel better and to succeed.

–   Adaptability. The tutor must be able to adapt to any situation depending on the students' needs and their particular difficulties. The tutor must not be afraid to create a new plan of action that will be better adapted to each new situation.

–   Sociability. Tutors must be able to communicate with students "in their language" using a variety of metaphors and comparisons that relate to their own preferences, talents and experiences.

–   Patience. Tutors must wait patiently until the student fully understands what he is trying to convey. Tutor's patience encourages the student to relax, listen, think and study.

The set of qualities forms tutor's authority. A personal example of a tutor is a powerful factor of moral influence. Tutor is a model for imitation and his or her own life experience shows an example of a higher level of spiritual and moral development, presenting the system of moral values and thus helping students to understand and develop certain spiritual and moral qualities. Students during their communication with the tutor evaluate their own autonomy, personal qualities, behavior, life position, attitude to work, readiness to help, etc. Thus, the tutor, accumulating social values and ideals, is their amplifier in tutees' consciousness.

Tutors contribute to the personal, educational and professional growth of the student, spreading the knowledge they have gained through years of experience. Successful tutors are always ready to help, patient, enjoy the authority, have a number of positive personality traits. Tutors have a number of responsibilities, including: treat students with love and care, give them the right to develop as individuals;build relationships so that they meet the spiritual and moral demands of students; provide recommendations based on education and development needs; assistance to the tutees in obtaining appropriate expert advice for self-development; creation of an educational environment that supports the acceptance of risks and innovations and encourages the students to expand their abilities; active listening and use of silence as an instrument; induce independent steps, to make choices and to be responsible for the decisions made; provide the necessary feedback, for example, related to personal experience.

The tutor must put the tutee on an equal footing for the realization of the tasks of moral education. It is determined by the ethical nature of their interaction and manifested in respect for the identity of the student, in the adoption of personality and the development of subjectivity. Of course, the tutor must have knowledge of the spiritual and moral sphere. Only when the tutor is the model bearer of moral laws, the spiritual and moral sphere will be perceived by the tutee as worthy.

Without tutor's perception of the student as an equal partner tutoring technology is impossible. The main mechanism of the formation of subject-subject relations, is the professional and personal qualities of a tutor: the ability to collaborate; the ability to analyze, compare and design professional actions in accordance with the latest educational goals, to plan professional activities, to scientifically substantiate the forms and methods of organizing the educational process in accordance with the modern needs of society; respect; objectivity in the evaluation; awareness of the necessity of pedagogy of the environment, possession of pedagogical technique and educational technologies; readiness to build pedagogical communication on the basis of diversification of joint activities and taking into account students' interests; the desire for self-education.

We are sure, that tutor's support will help to form the most important qualities of contemporary Ukrainian society, such as: spirituality, indifference to the fate of Motherland, care for nature and ecology, professional competence, determination, persistence in achieving the goal, civic responsibility, care for others.

Conclusions.

Moral education is one of the most important directions of the comprehensive development of personality. Today, in conditions of socio-political, economic changes, rapid development of scientific and technological progress, its tasks has been updated. There is a need to revive the spiritual and moral atmosphere for our country.

Unfortunately, nowadays the educational process is more focused on the development of intellectual abilities than on culture and morality. Through the mass media, via the Internet, because of false pedagogical requirements, the younger generation is preparing for selfish life, but not for improving spiritual and moral world, and confirming the common good. However, the external development of the individual must be accompanied by its spiritual and moral rebirth.

We are obliged to think what we are investing in the souls of our youth. Thus, the most important task of Ukrainian society is worthy education of the younger generation on the basis of moral, national and patriotic values. In this context, the cultural and educational branch of our country should be guided by the principle of "from a reasonable person to a spiritual person" and foresee the development and establishment of the spiritual world of man.

Two institutes play a major role in the process of moral education of the individual. The first is the family where the child's character is formed. Moral relations formed in the family, impose a reflection on the whole life, form an attitude to society, love for their native land, people, culture and language, cultivate a benevolent and friendly attitude towards people, conscious discipline, responsible and thrifty attitude to work and its results, intransigence to the immoral actions of people. The second is an educational institution whose purpose is to transfer knowledge and cultural traditions, to teach development and to increase cultural heritage. All participants in the educational process should be aware of the need for close cooperation.

In our opinion, tutoring in Ukraine should become a system of formation of an individual educational path for a student. Values of individualization, self-determination, meaningful attitude to own life, future, prospects are realized in tutor's work. Tutur's support is aimed at broadening the student's horizons, his or her ability to self-determination, the development of a subjective attitude toward own progress and success.

Tutor as a subject of moral education is a so-called conductor on the path of spiritual and moral development of student youth. Presenting high moral values, the tutors point out the direction of tutees' own spiritual development and induce changes in behavior. Tutor, influencing students' minds and souls, must follow the commandments clearly: "Do not harm", because the tutee should be treated with respect and understanding.

Tutor is the director of the unique life of the individual, its organizer and coach. Tutor fills the lives of young people with events and "trials of forces", in which constantly new cultural experiences are acquired, the image of the future is shaped, personal meaning is created and individuality is preserved. Tutor forms a valuable attitude to life, provides a stable, harmonious transformation of a person, which includes raising a sense of responsibility for their thoughts and actions, and assists in the assimilation of the spiritual values accumulated by mankind; creates a positive emotional atmosphere, friendliness in communicating with others, understanding and sincerity, respect for themselves and the surrounding world.

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