Tutoring Class in the Context of Student Class Management

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Abstract: This paper is a presentation of the pedagogical structure, of the principles underlying the forms of organization, methodology and means of conducting the tutoring class as an educational activity - value-oriented, predominantly, in the direction of moral and professional / vocational training / development of students - designed in the context of the school curriculum. At the same time, the content of the paper describes relevant aspects regarding the efficient organization of this educational activity from the perspective of the student as a beneficiary of the tutoring classes but also from the perspective of the teacher-tutor, as organizer.

Keywords: *tutoring class; teacher-tutor; teacher - tutor's notebook.*

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1. Introduction

Pedagogical management is a special, superior type of global leadership, optimal systemic (in relation to existing / available resources and conditions), strategic (medium and long term) and innovative (engaged in overcoming the existing situation at a given time) of education and training, carried out in the context of the system and education process, at all its dimensions, levels and steps. It is a necessary leadership model in the post-industrial, postmodern, informational, knowledge-based society, affirmed in economic, cultural, political, community, etc. plan. In pedagogical plan is valorized specifically managerial leadership model:

a) economic (focused on the optimal capitalization of existing or available economic resources);

b) sociological (focused on the global valorization, systemic of society's resources at the level of interdependence between the systems: economic, political, cultural, community, natural);

c) policy (focused on the optimal management of the society at the level of the general interests of all its members, carried out in conditions of representative and / or participatory democracy);

d) psychosocial (focused on the innovative management of the activities designed at the level of strategic solutions, engaged in the medium and long term).

The general functions of the pedagogical management, with the objective character, necessary for the achievement of a global, optimal, strategic, innovative leadership, aim at:

1. Organizing existing / available pedagogical resources at the level of some appropriate forms in a given context (education / training activity: formal / non-formal; frontal / on micro-groups / individual; lesson / tutoring class / specialized circle / individual consultations and micro-group / didactic or educational trip, etc.)

2. Planning the reference activity (education system reform, curricular construction of a new curriculum, new programs, textbooks and school aids; curricular design of the lesson, of the tutoring class, etc.) based on the curricular model that implies the optimization of the relations between: the proposed objectives, in terms of general and specific competences, the basic contents (basic theoretical and applied knowledge, supported attitude and value), *the necessary methods and evaluation* (initial, continuous and final, performed according to the criteria included in the structure of objectives, communicated pedagogically at the beginning of the

activity), related to an open context (conditioned by existing / available pedagogical resources, forms of organization requested by society or initiated by designers, pedagogical styles adopted / adapted, etc.).

3. Carrying out the planned activity, developed in an open context, permanently regulated / self-regulated through the strategy of continuous formative / self-formative evaluation that involves the actions of research and permanent improvement (engaged including at the level of school and professional guidance / counseling, social and individual, personal development, stimulation of effective learning / self-learning skills in the perspective of lifelong learning and self-education).

The basic structure of the managerial activity of education and training at all levels of the system and of the educational process, corresponds to the general functions, previously defined and analyzed. In this perspective, the managerial management of the tutoring class involves the elaboration of a curricular project that includes:

- a) organization of existing pedagogical resources;
- b) the planning of the activity at the level of interdependence between: the proposed *objectives* (aiming at the moral and professional training / development of the students), the basic contents (moral / civic, legal, deontological, etc.), Specific methods of moral education and professional (vocational) used in orientation / school counseling and training; evaluation (formative / self-formative, of progress, orientation towards the optimization of the final decision at the level of orientation and school and professional counseling).

Thus, the *tutoring classes* represent a special type of *pedagogical activity* formally organized, integrated into the educational curriculum built according to specific objectives and commitments, defined in terms of *general and specific competences and basic contents*, which predominantly target the field of *moral education* and *professional (vocational) education*.

In this perspective, *the tutoring class* is a general-purpose activity of *moral and professional education (vocational)*, organized *formally and frontally*, with positive *formative pedagogical* openings, multiple to *non-formal* and *informal* and organized in *micro-group* and / or *individually*.

In the regulatory plan, *the tutoring class* as a special form of organizing the educational activity (moral and professional / vocational) is / must be organized / ordered based on the following principles:

- a) *the principle of frontal organization of the class of students*, which aims at knowing and valorisation on the *psychological resources* of each student, general intelligence, motivation for activity, spirit of observation, emotional, volitional and characteristic availability, etc. and *social*, interpersonal / social

intelligence, social learning ability, etc. but also those common to all students, in general and at a so-called psychological age, in particular, in the perspective of generalizing school and extracurricular pedagogical success;

b) *the principle of organizing the class of students in micro-groups*, which aims to identify and valorize on socio-affective relationships in the members of the class of students, which allows the organization of micro-groups effective in moral and vocational education, made in a formal context (but also non-formal), with the promotion of leaders able to animate the activity and represent it in different situations during and outside the tutoring class;

c) *the principle of individual organization* of the activity within the class of students, which aims at identifying and valorizing in conditions of individual learning of some moral behaviors, etc., necessary in the case of students with special educational needs or who encounter certain difficulties at the level of moral education; professional / vocational, performed in a formal and frontal context, but also non-formally on micro-groups;

d) the principle of differentiating / individualizing the activity of moral and professional / vocational education in the formal framework of the tutoring class aimed at capitalizing on the managerial resources (organization) of education and social learning achieved in micro-groups and individually with those of education and social learning, carried out in a frontal context. (Cristea, 2017a, pp. 95-97).

2. Literature review

Tutoring class is an *educational activity* - value-oriented, predominantly, in the direction of training / moral and professional / vocational development of students - included in the curriculum, designed according to general and specific objectives / competencies defined at the level of indicative programs, validated pedagogical and social in the context of the *school curriculum* (at the level of secondary education - middle school, high school and vocational), carried out by a teacher with special status of teacher-tutor, with the role of leader (formal leader) of the class of students, but also coordinator of the teaching staff of the class of students and partner engaged in permanent collaboration of consensual type, with the parents of the students and with the representatives of the local educational community (Cristea, 2000, pp. 274-275).

The general objectives / competencies of the tutoring class aim at the moral and professional / vocational formation / development of the students from the secondary education, at the psychological age of the middle school student (preteen) and high school (teenager).

At the level of designing the tutoring classes, the general contents, curricular determined, are those based on the general pedagogical values of the Moral Good and of the Applied Scientific Truth, useful at the level of training / professional / vocational development (Cristea, 2017 b, pp. 46-56, 75-87, 106-107).

The objectives and general contents of the tutoring classes, ensure the understanding of their methodological specificity, of educational activities with predominantly moral and vocational formative purpose that engage the pedagogical and social responsibility of teachers, of all specialties, invested with the position of teacher-tutor.

In this perspective, the tutoring class, as a teaching discipline with special status, integrated curricularly in the curriculum, can take the name of the basic method that guides students' actions in its formal organizational context (open to non-formal and informal) and frontal (open to micro-group and individual) in the perspective of achieving a differentiated, individualized moral and vocational education:

- a) *ethical conversations* (in secondary education);
- b) *ethical debates* (in high school and vocational secondary education).

In the regulatory plan, the design and implementation-curricular development of tutoring classes involves the ordering of activities with general purpose of training and moral and professional development (vocational) of secondary school students based on pedagogical principles specific to the field. At the level of education policy, the following principles that order the activity are taken into account:

- a) the principle of individualization and positive differentiation;
- b) the principle of self-stimulating motivation;
- c) the principle of productive moral competence;
- d) the principle of cultivating pluralism;
- e) the principle of creative, inventive and innovative initiatives in pedagogical plan (general and specific).

At the level of *curricular project*, of a certain *type*, with special characteristics, the *tutoring class* is built according to the *general objectives* that aim primarily or predominantly the *moral and vocational formation - development* of the student's personality in the perspective of his optimal socio-pedagogical and psychological integration in a new school stage and in social, civic, professional, cultural, community life. These general objectives oriented predominantly towards the positive, higher formative values of moral and technological education (professional, vocational), do not exclude but, involve the reporting and capitalization of intellectual education resources, accentuated in most educational disciplines or aesthetic and

physical education, achieved on throughout schooling, through some educational disciplines (literature, music, fine arts; sport, etc.), but also through numerous non-formal activities (extracurricular).

The specific objectives of the tutoring class targets the contents that may be proposed, processed, adapted and *curricular* developed, depending on:

a) *the particularities of the level and of the educational year*, evaluated at the level of: applied scientific / technological education, civic education, economic education, financial education, entrepreneurial education, political education, legal education, philosophical education, religious education; vocational education, education for school, professional and social integration; artistic education - plastic, literary musical, etc.; sports education, hygienic-sanitary education;

b) *the openings and moral / deontological and professional / vocational requirements* offered by the “new educations” at the level of: education for democracy, education through and for the mass-media, demographic education, ecological education, health education, domestic education, education for leisure etc. (Văideanu, 1996);

c) *the orientations of the education programs*, adopted: at local level by the methodical commission of the tutors and the school and professional orientation commission, at county level by the school inspectorate, the teaching staff house, the psycho-pedagogical assistance center, at central level - „the management of the educated group, education of the good citizen, education through and for culture and civilization, education for leisure, education for family life, psycho-pedagogical knowledge, self-knowledge for career development, education for civic protection, education for consumer protection" (Văideanu, 1996);

The concrete objectives of each tutoring class can be elaborated curricularly by each teacher-tutor by operationalizing the specific objectives involved in the design of a social behavior based on:

a) participation in the life of the class team;

b) activities that require cooperation, collaboration, solidarity, citizenship;

c) the formation of *the capacity* to think independently and critically in different life situations, to argue logically the efficient actions, to apply strategies and knowledge acquired in the school and extracurricular environment, to reach the truth through own, independent and autonomous effort.

The content of the tutoring class has a significant moral and vocational weight. It involves a set of "metacognitive skills associated with either social

or vocational education", which support the permanent *formation-development* of students' personality.

The tutoring class methodology must effectively stimulate, in particular, the ability to reason; to work in a team; to capitalize on the practical spirit; the ability to be entrepreneurial; to convince, to act appropriately in different value contexts, to capitalize on the experience gained in different school and extracurricular situations. (Neacșu, 1993, pp. 12-13).

The pedagogical strategies, perfectible at the level of *the tutoring class*, integrate in their functioning structure:

a) one or more methods specific to moral education (moral explanation, moral conversation, reports / information on moral issues, moral storytelling, moral debate, moral example, moral case analysis / study, moral exercise, moral approval-disapproval);

b) the forms of organization on microgroups and individual, capitalized in frontal context;

c) pedagogical, managerial (democratic, permissive, authoritarian) and socio-affective styles (close, participatory, directive, non-directive) adapted to the concrete situation of the student class.

The pedagogical evaluation of the activity carried out by the students at the level of the tutoring class capitalizes on the functions and the basic structure of this pedagogical action:

a) *information* - through the operation of *ascertaining control* and quantitative measurement;

b) *diagnosis* - through the operation of *qualitative assessment* of the results (on specific-pedagogical criteria);

c) *prognosis* - through the operation of *managerial decision*, which anticipates a future school and social success.

However, it should be mentioned the specific characteristics of *the action of evaluating the tutoring class*, different from *the didactic evaluation of the lesson* or of other didactic activities:

a) the priority importance of non-formal decisions that practically leads to the waiver of formal decisions (grades, official marks in the catalog, etc.), proposed episodically only in terms of minimal evaluation;

b) multiplication of criteria and examination angles: ethical, psychological, aesthetic, legal, metacognitive, anthropological, cultural, logical, social, family, etc.;

c) the special pedagogical appreciation of the students' capacity to develop moral judgments in open problematic contexts that require the assimilation of socio-moral values able to lead to efficient alternative solutions, useful not only personally, but primarily at community level.

Conceptually, *the teacher - tutor's notebook* is a *document for planning education* at the level of the students' class, necessary in secondary education (lower / middle school and upper / high school, vocational), designed, implemented and capitalized during a school level, by to a teacher with *special* pedagogical status, of *teacher-tutor*, with the quality of *formal leader* (of the group of students), who fulfills several *formative roles* (*coordinator of the teaching staff, manager, counselor, coach, psychologist, supervisor of activities / non-formal educational actions, representative of parents and local educational community, etc.*) in school and extracurricular context.

As a reference sphere, this curricular document targets the educational activity carried out at the level of the students' class, in a formal context (tutoring class) and non-formal (extracurricular activity with the students of the class, with the teaching staff of the class, with parents, with other representatives of local educational community etc.) which undertakes numerous actions and pedagogical realities reflected through several operational concepts that define: education actors, class of students, coaching in education, school pedagogical file, student knowledge, student personality, teacher personality, team syntality of the students.

The general function fulfilled, with *objective* character, targets the *pedagogical* design of the educational activity, organized, planned and realized *formally* and *non-formally*, with openings to the *informal*, at the level of the students' class. This general function is pedagogically engaged:

a) *longitudinally*, throughout a school level (gymnasium, high school, vocational / post-secondary school)

b) *transversally*, in each moment and stage of evolution of the students' class, taking into account the age and individual peculiarities of the students, *the syntality of the students' group* (Nicola, 1978) and the context of the school organization and the local educational community.

In its realization, a predominant role belongs to the function of moral / deontological and technological / professional / vocational training-development of the student, at the psychological age of pre-teen and teenage which involves fundamental decisions regarding its counseling, guidance and personal, individual and social development.

The basic structure of *the teacher-tutor's notebook* corresponds to the *general function* evoked, which is actually performed according to *general and specific objectives*, distributed in *real pedagogical time* (school step, school year, school semester, school week) and in the available *pedagogical space* and extracurricular (within the local educational community, but also of the county and national one), according to the curriculum promoted at this level

with orientative character, assumed at global or local level (through the methodical commission of the teachers-tutors).

In this perspective, the basic structure of *the teacher - tutor's notebook* is determined pedagogically by:

1) The requirements of the *curriculum* paradigm that require the design of *procedural* education, at the level of:

- a) *organization* of existing resources;
- b) *planning* of reference educational activities (tutoring class, specialized circle, thematic trip, meeting / lectures with parents, etc.);
- c) *implementation* of the planned educational activities, in an open context, school and extracurricular, by making the most of the individual resources of the students and the *syntality* of the group of students.

2) Peculiarities of the education activity organized by *the teacher-tutor as a formal leader* of the class of students, which aims at:

a) priority, *the specific objectives and the particular contents of the moral education*, treated distinctly, explicitly or associated with those proper to the technological / professional / vocational education, the aesthetic education, the psychophysical education and the intellectual education;

b) contextual / situational, *specific objectives and particular contents of technological education* (especially engaged in the direction of school and professional guidance, school and professional counseling, career counseling), *aesthetic education* (for receiving and capitalizing on artistic beauty, but also the beauty of nature and social life), of *psychophysical education* (for cultivating the values of mental and physical health / learning hygiene, in school context but also in the extracurricular environment, leisure organizing, practicing sports, including performance, etc.), *intellectual education* (efficient organization of school and extracurricular learning, correlation of pedagogical values of scientific truth with those of moral good, technological utility, artistic beauty, mental and physical health, etc.).

In relation to *the general function assumed*, objectively and by the two factors that condition the dynamics of its own educational activity, *the basic structure of the teacher - tutor's notebook* includes:

1) *Organizing the pedagogical resources* necessary for the design of educational activities at the level of the students' class. This structural dimension concerns the group of students of the class, the teaching staff of the class, the parents' committee, the space and pedagogical time of the class of students, the existing / available didactic-material base, etc.

2) *Planning educational activities*. This structural dimension concerns educational activities organized *formally* (tutoring classes) and *non-formally* (extracurricular activities of students, activities with parents, activities in

collaboration with representatives of the local, territorial, national educational community, etc.), with multiple openings to *informal*;

3) *The knowledge and the pedagogical valorization of the students* and of the *syntality* of the group of students. This structural dimension allows the realization in optimal conditions of the planned educational activities), at the level of: a) group; b) individually (through the observation sheet / longitudinal study; characterization sheet / transversal study).

The elaboration of *the teacher - tutor's notebook*, as a document for *qualitative planning of education and its optimal application in the context of any class of students*, is a *work of special pedagogical creation* that requires innovative resources of the teacher, trained in the context of curriculum design. Its quality depends on the decision-makers involved at all levels of the education system, on the status of the teacher-teacher legislatively conferred and on the system of initial and continuous training of teachers who may or may not offer sufficient opportunities and openings to the educational work of the teacher-tutor.

1) *Decision makers*. There are managerial employees at level:

a) *central* - the governmental institution / public authority that coordinates the education system, the Institute of Education Sciences (with tasks of fundamental and operational pedagogical research), the universities through the faculties / departments in the field;

b) *territorial* - the county school inspectorates, the teaching staff houses, the psychosociopedagogical assistance centers that offer services to the teachers, students and parents;

c) *local* - methodical commissions of the tutor teachers, who have the responsibility of assuming a unitary conception, pedagogically, psychologically and sociologically based, normatively supported, methodologically oriented, adapted to the requirements of the school community and the local and national educational community.

2) *The status conferred to the teacher-tutor as a school manager*. It is favorable to the extent that is located on the same value level with the school principal, as evidenced by the history of legislation that supports the process of establishing modern education systems, including Romania (Bunescu, 2004); this trend confirmed in postmodern pedagogy is validated at the level of new sciences of education, built interdisciplinary and multidisciplinary (*Education Management, School Organization Management, Student Class Management*).

3) *Initial and continuous training of teachers*, of all specializations, for secondary education at the level of an authentic pedagogical culture. Such a

pedagogical culture, relevant in the process of teacher-tutors training, must be promoted and assimilated at the level of:

a) *basic* culture - general theory of education, general theory of training, general theory of curriculum, general theory of pedagogical research;

b) *specific in-depth* culture - the theory of moral / civic, legal, political education; technological / professional / vocational education theory, pedagogical teaching / communication theory, learning theories, evaluation and interdisciplinary theory - educational psychology, educational sociology, educational management;

c) the culture *practically valorized* - the didactics of the specializations, the specialized practice, the psycho-pedagogical practice as educational activity of the teacher-tutor, including through the design and realization of conducting classes, in the gymnasium / high school / professional / post-high school education.

4) Full *pedagogical* assumption of the role of *coordinator of the teaching staff of the student class*. Is considering:

a) the *methodical guidelines* necessary for the *individualization of the didactic activities*, condition of the generalization of the school success and of the elimination of the school failure;

b) assuming the role of *organizer responsible for the quality of non-formal educational activities*, which can be carried out with the students of the class, but also with other *actors of education*, directly and indirectly involved in the training-development process of students and the class of students (parents, representatives of the local educational community in the area of culture, religion, economy, politics, administration, art, sports, etc.).

In order to elaborate, validate and apply *the teacher - tutor's Notebook*, it is necessary to know and respect some *pedagogical principles*, so that this document ensures the ordering of moral and technological / professional / vocational education and to be a useful tool in school counseling and guidance and professional or personal development (individual and social). In this sense, the elaboration and planning of such a document / pedagogical tool should and is characterized by the action and interaction of the following principles: *the principle of continuity, the principle of efficient pedagogical orientation of the teacher-teacher activity, the principle of updating theoretical, methodological and practical pedagogical knowledge, openness to a multitude of concrete situations*.

The objectives of the teacher - tutor's notebook translate into a teleological plan the normative requirements concentrated at the level of the four principles, listed above. These objectives targets the continuity of the

educational activity, its value orientation, its conceptual support and the necessary operational openness in an open context. They determine *a specific content* concentrated at the level of *a pedagogical functioning structure*, of this document of curricular planning of the educational activity, developed throughout the spatial and temporal course of a school stage (gymnasium / high school / post-high school), which includes:

1) Highlighting general information.

These are necessary for the organization of the pedagogical resources valorized within the educational activity, of *formal and non-formal* type, led by the *teacher-tutor* at the level of *the students' class*:

a) *information about students*: the group of students of the class; the class leadership team; students with outstanding results in school and extracurricular activities; students with special problems in school and extracurricular activities;

b) *information about the class teachers*: the teaching staff of the class; class schedule; the results of the written / practical works: semiannual / annual; the results obtained by the teachers following the consultations initiated / offered by the teacher-tutor as coordinator of the teaching staff of the class;

c) *information about the parents*: profession and contact details of students' parents, modalities on how to communicate with them,

2) Planning the educational activity

a) *the perspective plan of the educational activity* for the entire period of the reference school stage, structured in relation to the general objectives of the moral education and of the professional / vocational education;

b) *the annual plan of the educational activity* structured by specifying the objectives of moral and professional (vocational) education achievable through particular contents, related to all other *general contents of education* (intellectual, technological, aesthetic, psychophysical), specifying the forms of achievement;

c) *the semester plan of the educational activity* realized by operationalizing the specific objectives designed at the level of the annual plan, specifying the responsibilities and the concrete terms, distributed at the level of the students' class, with direct and indirect involvement of the formal leader (teacher-tutor) actively and as coordinator of the didactic team of the class of students;

d) *the thematic plan of the tutoring classes* - annual / semester, made according to the general objectives (of the stage and of the school year) and of the specific objectives (of the school semester) operationalized at the level of educational activities focused predominantly on the moral and professional / vocational training / development of students;

e) *the plan of the school and professional counseling and orientation activity on the educational stage*, annually / semester which has as general purpose the optimization of the informative-formative process necessary for taking partial decisions and a final decision (at the end of the educational stage), pedagogically validated, with the direct and indirect participation of all responsible factors: the teacher-tutor, the student, the parents, other teachers from the teaching staff of the class, representatives of the local educational community, etc.

f) *the plan of extradidactic / extracurricular activity* on educational level, annual / semester, which has as general pedagogical purpose the valorization of all pedagogical resources of class, school, students, local community, in the perspective of optimizing the process of moral and professional / vocational training-development, with major impact in school and professional counseling / guidance, in personal and social development;

g) *the activity plan with the family*, annually / semester which has as general purpose the assurance of a pedagogical partnership class of students / school - parents, with openness to other factors involved at the level of the local community, partnership, achievable in a formal contractual and non-formal framework, consensual, oriented especially in the direction of optimizing the process of formation / development of the students' personality in the perspective of the future school, professional, social integration.

3) Characterization of the class of students (approached *frontally and on micro-groups*) and of the students (approached *individually*):

3.1. Class characterization sheet - completed after a certain period of systematic observation, pedagogically oriented and formative analysis / interpretation, completed semesterly / annually, at the end of the school stage:

a) *General information* - number of students, social origin, internal - external students, simple statistics - students of very good / good / medium / poor level; with special problems at disciplinary level, school and social integration, etc.

b) *Group dynamics* - formed / unformed group trend; of evolution / involution; formal / informal leaders in different opposite / complementary relationships, etc.

c) *The specifics of the class of students* as a psychosocial unit - socio-affective climate / educational environment; formed micro-groups, the role of formal / informal leaders; the general and specific pedagogical and social values imposed at the level of the students' class;

d) *The educational situation of the team* - identified by the pedagogical and social analysis of the relations between the formal or non-formal educational activities - the existing concrete conditions - the pedagogical resources engaged, valorized on short and medium term;

e) *General characterization*, performed according to the following criteria:

- school results in relation to the minimum-maximum possibilities;
- team discipline;
- the socio-moral profile of the team;
- the line of perspective of the team at intellectual, moral (civic, religious, deontological, etc.) and professional / vocational level, outlined in order to establish optimal final decisions at the level of counseling and school and professional guidance and personal development.

3.2. *Student observation sheet* - completed by a *longitudinal investigation* that involves (Holban, 1978, pp. 31-39).

a) Presentation of *the significant pedagogical fact* observed and of the source of information: *teacher-tutor*, teachers from the teaching staff of the class, family members, some students, representatives of the local educational community;

b) *Interpretation of the pedagogical fact* based on *significant criteria* - of a pedagogical, psychological, sociological, managerial nature - achieved by: classifying these pedagogical facts on groups of problems; distinguishing the essential from the non-essential; reporting the essential information to the human psychic system / see the age of the student, so that each *observed fact* contributes to the characterization of a psychic phenomenon or several psychic phenomena;

c) Recording the measures and results obtained over time, in order to establish partial and final decisions based on a positive prognosis (anticipation of new, positive results, superior to those previously achieved).

3.3. *School record*, which highlights the following aspects:

a) *General information about the student*: external - internal address; phone; personal biographical data; family data; data about the socio-educational environment of the family, the group of friends, the local community;

b) *The results of the school and extracurricular activity*: the annual averages previously obtained for the school subjects included in the curriculum; special results achieved in school and extracurricular; special problems / difficulties in the learning activity and in the behavioral plan / in the school and extracurricular environment;

c) *Physical development and health status* completed in collaboration with the family and the school doctor or family doctor, involves the highlighting of the medical history, physical and sensory disabilities, previous health problems and / or occurred during schooling, important medical recommendations for the process of education;

d) *The psycho-pedagogical characterization of the student*, achievable since the end of the first school semester, capitalizes transversally the information accumulated longitudinally in the observation sheet, interpreted adequately, with the identification and accentuation of the positive features; targets the basic components of the human psychic system, approached globally and dynamically (in the specific context of psychological and school age), characterized synthetically and / or by a qualifier:

1. *the spirit of observation* - as a perfected perception, which has become a general skill engaged in streamlining activities in the educational process;

2. *attention* - through qualities related to volume, stability, concentration, mobility, distribution, demonstrated in the activities organized within the educational process;

3. motivation demonstrated by different *attitudes towards learning, socio-professional interests, evolutionary tendencies*: intrinsic motivation / extrinsic motivation;

4. *skills* of individual study, independent work, application of scientific information, analysis-synthesis of information, creation, etc .; the characteristic indicators target the quality of the automated action and its capacity to integrate in the training activity at the level of efficient learning, self-perfectible immediately and in time;

5. *affectivity* - emotions, feelings, passions (for a learning discipline, for a field of activity, for an extracurricular sport, artistic, technological activity, etc.) that optimally support and dynamize the student's activities, within the educational process, its positive attitude in social terms (cultural, professional, civic, community, etc.);

6. *will* - the student's ability to notice the obstacles that must be overcome through voluntary effort appropriate to the existing situation, sustained until the final moment, of the full realization of the concrete objectives of the reference activity;

7. *memory* - the student's capacity for retention, preservation, updating (mechanical / logical, fast / slow) tested, in learning, in training activities, but also in education (formal, non-formal), qualitatively dependent on fundamental and instrumental operations integrated into effective learning activity.

8. *thinking* - the quality of the acquired logical information: notions, judgments, inductive / deductive reasoning, analogical, innovative / involved in notifying and solving problem-situations; the quality of the fundamental operations: analysis / synthesis, abstraction / generalization, comparison but also of the instrumental operations of type: algorithmic / heuristic; the quality of convergent / divergent / critical thinking;

9. *general intelligence* - the student's ability to relate the general to the individual, necessary to notice and solve problems and problem-situations in the context of different educational disciplines and in formal and non-formal education activities, with special implications in the area of moral education / deontological and professional / vocational, the determined role that pedagogically employs verbal intelligence, logical-mathematical intelligence, socio-emotional intelligence, social intelligence, interpersonal intelligence, intrapersonal intelligence;

10. *verbal intelligence* - the student's ability to quickly grasp the meaning of words and phrases, to maintain verbal fluency (quality of oral / written language);

11. *temperamental traits* - manifested at the level of the dynamic-energetic dimension of the student's personality, in the school and extracurricular environment, through different tendencies: introverted / extroverted, stable / unstable, sanguine / choleric / phlegmatic / melancholic;

12. *aptitude traits* - proves the efficiency of the student's activity in terms of product (learning, moral, technological, aesthetic conduct, etc.) and process (general skills / special skills / for certain school fields, knowledge profiles, educational disciplines, artistic - sports activities, etc.);

13. *characteristic features* - mark the relational side of the student's personality, expressed by different:

➤ *attitudes towards self* (underestimation / overestimation / balanced appreciation);

➤ *attitudes towards the collective* (integration / non-integration, participation / non-participation, trust / distrust);

➤ *attitudes towards school and extracurricular training activities*, towards learning, work and creation (positive / negative tendencies); highlights the specific relationships between the affective attitude - the motivational attitude - the characteristic attitude; the way of structuring the characteristic attitude, in relation to its predominantly cognitive / volitional / affective-motivational basis; the degree of voluntary direction of the student's behavior in a cognitive and non-cognitive, school and extracurricular psychological context.

3. Methodology

Between June 4 and 14, 2020, I conducted a research consisting in the application of a questionnaire with closed and open questions addressed to teachers in Romanian pre-university education, teachers-tutor.

Taking into account the pandemic context as well as the calendar stage of organizing and conducting national examinations in pre-university education, the research was designed to be applied online.

207 teachers answered the questionnaire, teachers-tutors in descending order of the number of respondents from the counties: Bacău, Maramureș, Galați, Bihor, Neamț, Vrancea, Iași, Caraș-Severin, Dolj, Mureș, Bucharest, Brașov, Vaslui.

Sample description - The leading teachers responding to the questionnaire have the following characteristics: by gender: 82.1% women and 17.9% men, from the segment 1-10 years seniority in pre-university education - 12.1%, from the segment 10-25 years seniority in pre-university education - 57, 5% and seniority in pre-university education over 25 years - 30.4%.

Taking into account the highest didactic degree obtained by the respondents in the personal professional evolution, we had the following percentage distribution: leading teachers who passed only the final exam in the pre-university education system - 12.6%, teachers who obtained the didactic degree II - 13, 5%, teachers who obtained the didactic degree I - 70.5% and who hold the scientific title of doctor - 3.4%. At the same time, taking into account the status of their employment in pre-university education: 92.8% are tenured professors, who occupy a position / department by promoting the national competition and the difference of only 7.2% being teachers who fill vacancies / departments during indefinite.

4. Results and discussion

The analysis of the answers provided by the respondents to the questionnaire resulted in the following findings:

55.6% appreciated as efficient the frontal organization of the students' class during the tutoring classes, exemplifying this type of activity through the debates on various topics of interest for students or various socio-educational issues.

Figure 1 – The efficiency of the frontal organization of the students' class during the tutoring class

Source: Authors' own conception

At the same time, 62.3% appreciated as efficient the organization of micro-groups of students in the classroom, exemplifying this form of organization necessary in addressing issues specific to micro-groups (boys / girls) and in activities that have as an objective the formation of the competitive character in students (contests / competitions / races).

Figure 2 – The efficiency of the organization on the micro-groups of the students' class during the tutoring class

Source: Authors' own conception

In proportion of 60.4% they appreciated as effective the individual / differentiated approach of the student within the tutoring classes for learning some techniques of emotional management by the students or their guidance / counseling and personalized school and vocational orientation.

Figure 3 – The efficiency of the individual – differentiated approach of the student during the tutoring class

Source: Authors' own conception

From the perspective of the importance of the principles in the organization of the activities within the tutoring classes, the tutor-teachers appreciated as “very important” the following:

1. the principle of individualization and positive differentiation - 49, 8%
2. the principle of stimulating self-motivation - 60.4%
3. the principle of productive moral competence - 59.9%
4. the principle of cultivating pluralism - 43%
5. the principle of creative, inventive and innovative initiative, in pedagogical plan - 74.9%

Figure 4 – The importance of the principle of individualisation and positive differentiation in the organization of activities within the tutoring classes
Source: Authors' own conception

Figure 5 – The importance of the principle of stimulating self-motivation in the organization of activities within the tutoring classes
Source: Authors' own conception

Figure 6 – The importance of the principle of productive moral competence in the organization of activities within the tutoring classes
Source: Authors' own conception

Figure 7 – The importance of the principle of cultivating pluralism in the organization of activities within the tutoring classes
Source: Authors' own conception

Figure 8 – The importance of the principle of creative, inventive and innovative initiative in the pedagogical plan within the tutoring classes

Source: Authors' own conception

From the examples of the tutor-teachers, respondents of the questionnaire, we found that the answers with the highest frequency are:

➤ For the types of results targeted by the conducting classes, from the perspective of the moral dimension of education: training the capacity to be tolerant, developing harmonious personalities, whole, able to integrate in the class of students and other social micro-groups;

➤ For active-participatory stimulation activities in the life of the class of students: extracurricular activities (recreational);

➤ For the formative activities of attitudes of cooperation, collaboration, solidarity and citizenship: projects, volunteering activities, greening (ecology);

➤ For activities that contribute to the formation of the ability to think independently and critically in different life situations, to argue logically effective actions, to apply strategies and knowledge acquired in school and extracurricular, to reach the truth through their own effort, independently and autonomous: activities that form appropriate behaviors in emergency situations, activities of providing first aid, activities of self-knowledge and knowledge of the personality of the other.

5. Conclusion

Tutoring classes are activities designed / planned / organized rigorously from a pedagogical / methodological / thematic point of view by the teacher and also an opportunity for the teacher to observe and centralize relevant information about the structure of the students' class and the personality of each student but also necessary in optimizing the communication process with each of them and in the process of streamlining teaching, counseling and school and vocational guidance activities. Thereupon, in a dynamic and complex society, in which students face a multitude of social stimuli, leadership classes have a significant / fundamental role in ensuring their socio-psycho-emotional balance and in the formation / development / deepening of some desirable / socially accepted behaviors / conducts, attitudes and moral values that allow them, the harmonious social insertion.

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