



Scientific and Theoretical Foundations of Organizing Tutor Pedagogical Activity

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Abstract: This article discusses the implementation of tutoring activity in Uzbekistan based on foreign experiences. The role of tutors in organizing the education in higher education and their effective pedagogical activities has been discussed. The deep study and comprehensive understanding of the concept of continuous spiritual education, as well as its importance in improving the educational process in higher education institutions, have been explored.

Keywords: Tutor, tutoring activities, education, upbringing, technology, form, method, competence, component.

Introduction: In the development of New Uzbekistan, consistent and comprehensive efforts are being made to enhance the role and status of young people in our country, ensure their rights, realize their abilities and opportunities, and make them into active and constructive members of society. As is well known, teaching young people to think innovatively, enabling them to implement new ideas, and solving problems through creative and unconventional approaches, as well as providing opportunities for them to acquire knowledge, realize their talents and potential in science, innovation, literature, art, and sports, and participate actively in social and political life, have all been given top priority in a series of decrees by the Head of our country aimed at improving the system of youth work.

Main Body

In accordance with the Decree of the President of the Republic of Uzbekistan dated October 8, 2019, "On Approving the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030,"[1] and the order and regulations adopted by the Minister of Higher and Secondary Specialized Education on September 30, 2021[2], the tutoring

system was introduced in higher education institutions. The tutoring system in higher education institutions aims to train highly qualified specialists needed by society and capable of managing it, to educate young professionals who are strong-willed, well-rounded, and dedicated to the idea of constructive interests, in line with the demands of the times. It serves as an important form and means of systematically and effectively implementing the educational process, developing students' personalities, ensuring their active participation in national and international competitions and olympiads, organizing their free time meaningfully, guiding young people towards professions, instilling love for the homeland, engaging them in various scientific clubs, addressing their problems and shortcomings, and finding comprehensive solutions. According to the general provisions of the adopted standard regulations on organizing tutoring activities in state higher education institutions, a tutor is an employee who works at a higher education institution, meets the relevant qualification requirements, possesses high moral virtues, and assists the students assigned to their group in their education and the meaningful organization of their extracurricular activities. A tutor is responsible for educating students in the spirit of humanism, justice, diligence, and love for the homeland, involving them in circles and clubs organized within the framework of the five important initiatives, and addressing all issues and problems that arise during the educational process in accordance with established procedures. The tutor regularly visits the residences of students living in dormitories, rented accommodations, or private homes, monitors the conditions created there, and investigates the students' issues, taking measures to resolve them. The tutor adheres to the current legislation, the internal rules and code of conduct of the higher education institution, as well as the provisions of this regulation in their activities.

Literature Review

It is emphasized on social media that a "Tutor" is a mentor, coach, and, in some cases, a connecting figure between the lecturer and the students. In other words, the tutor acts as an advisor in helping students fully grasp the knowledge provided by the lecturer. This word is not included in the explanatory dictionary of the Uzbek language. However, despite this, it is being used as a new term not only in our language but also in higher education as a specific position.

By a relevant government decision, starting from September 1, 2021, the "Group Supervisors" institution was abolished, and the practice of assigning "Tutors" to assist first- to third-year students in

resolving their issues was implemented. According to the document, for every 120-150 students, one position of "Tutor" has been established.

A number of analytical data on the origin and development trends of tutoring activities have been discussed above. In this process, it is also appropriate to review the meaning of the word "tutor" and the definitions given to it.

In the existing explanatory dictionaries, the word "tutor" is defined in various ways, and based on these definitions, the meaning of tutoring activities can also be understood in different ways:

Tutor (from the English "tutor" – a private teacher, supervisor, educator at an educational institution). A pedagog who provides general guidance for students' independent work outside the classroom, and in some universities, holds a teaching position [3;390 b];

Tutor (from Latin "tutor" – protector, guardian). A teacher-consultant who helps organize the student's individual learning and provides academic-methodological guidance within a specific curriculum, acting as a curator [4];

Tutor (from English "tutor" – a private teacher, mentor). A teacher or mentor who assists students in organizing the learning process to achieve the best possible results [5];

A tutor is a position equivalent to a group leader, but with the functions of creating favorable conditions for each student to prepare for career selection based on identifying their abilities through test assessments [6; 152 b];

In some electronic dictionaries, the role of a tutor is considered from the perspective of the internet environment, where the tutor is seen as a teacher-advisor responsible for organizing the effective learning of a course, conducting seminars, providing feedback on written assignments, regulating the process of independent learning, holding face-to-face sessions for experience exchange, and widely using active teaching methods [7];

In addition to explanatory dictionaries, a number of scholars and other specialists in the field have provided the following definitions for the word "tutor" in their research:

Yu.L. Derazhne defines a tutor as an important component in the open education system, performing the functions of a mentor, methodologist, and consultant [8];

T.I. Konyanina describes a tutor as one who supports and assists the process of independent learning, individual education, and helps develop and implement individual education projects and programs [9];

P.G. Shedrovskiy defines a tutor as a consultant who helps the student develop an individual learning program and adapt to the educational process and its components [10];

S.A. Shennikov sees a tutor as a teacher-consultant who organizes education and independent learning [11];

L. Rilova views the tutor position as a special form of supporting the process in which the learner determines their own educational path (goal setting, reflective analysis of actions, self-assessment, self-monitoring, and others), and seeks resources to create an individual learning trajectory (program) [12];

N. Jevakina considers tutor activities as a specialization of teacher professional work, emphasizing the development of communicative, analytical, and reflective skills, psychological readiness for working in a virtual environment, and helping students adapt to a new form of education [12];

T.M. Kovaleva defines a tutor as an individual educator who works based on the principle of individualization, assisting in the development and implementation of an individual educational program [13];

T.M. Kovaleva stated that "tutoring is a special form of pedagogical assistance, helping to individualize the student's learning process in open education," and this idea has become widely spread both globally and in practice today. Despite the various definitions of a tutor given by scholars and experts in the field, it is noteworthy that the majority of specialists support the idea put forward by T.M. Kovaleva, as seen in the references [11].

In our country, there are several experiences regarding the concept of a tutor, and scientific research works and legal documents adopted by our government provide the following definitions:

For instance, in the works of scientific researchers in our country, such as A. Asqarov and A. Ibraymov, the following definitions have been provided: "A tutor (teacher-consultant) is considered to be the one who coordinates and manages the activities of learners in the process of distance learning, providing methodological assistance and conducting educational and knowledge assessments," and "Tutors work in four types of teaching forms in distance education".

METHODOLOGY

A tutor is an individual who assists in the personal development of students, helping them participate successfully in national and international olympiads, as well as ensuring they spend their free time productively. This person plays a key role in guiding young men and women towards their career choices,

fostering a love for their country, involving them in various scientific clubs, and addressing their issues and shortcomings by thoroughly analyzing them and finding comprehensive solutions.

The main goal of tutors is to effectively organize the educational and developmental process, strengthen relationships among students, assist them in adapting to university life and the educational process, provide methodological and social-psychological support, and enhance their love for the chosen profession. Additionally, tutors are responsible for regularly analyzing the students' academic performance, improving the quality of their lessons, ensuring they spend their free time meaningfully, and staying constantly informed about their social well-being.

Tutors carry out their activities in the areas of moral-ethical and educational development, as well as in the fields of academic support, educational-methodological guidance, science, innovation, and research. Each tutor creates opportunities for the students in their group to showcase their creative abilities and talents. They protect the students' rights and legal interests, assist in creating conditions for their education, scientific engagement, living, and relaxation. Tutors work systematically to strengthen students' academic discipline, foster qualities such as creative thinking, honesty, and clarity in speech, and support talented students in participating in various competitions and olympiads. Furthermore, tutors monitor the students' academic performance, provide them with innovative educational technologies and learning-methodological materials, and create opportunities for students to utilize these resources effectively. Tutors also address important issues such as providing students with accommodation, helping them catch up on missed classes, and ensuring that students meet their academic obligations. Each tutor is responsible for observing and monitoring their assigned academic groups' lessons, attendance, and the quality of teaching, ensuring students fulfill their responsibilities, and helping them with accommodation placement, involvement in commission meetings, providing recommendations for academic leaves or scholarships, and giving feedback on the students' performance. In addition, tutors have the responsibility of ensuring the respect for the dignity and reputation of their students, staying regularly informed about their physical and mental health, monitoring their academic, spiritual, and scientific activities, and organizing their active participation in lessons.

RESULTS

The following can be included among the essential components of preparing future teachers for tutoring activities:

- Motivational component: It is necessary for future teachers to develop an interest in tutoring activities, understand the significance of tutoring support for themselves, and recognize its importance in their professional activities.

- Personal-reflective component: This includes awareness of one's potential, readiness for self-development, and the development of reflective skills. This implies the need to constantly analyze one's work and make adjustments in tutoring activities.

- Cognitive-operational component: The teacher must possess professional knowledge and skills in the field of tutoring. This component also encompasses the practical application of tutoring technologies.

- Organizational-activity component: This involves the ability of future teachers to organize activities based on students' individual educational needs and to implement tutoring technologies.

Stages of the technology for preparing future teachers for tutoring activities

- Analytical-diagnostic stage: Collection, analysis, systematization, and assessment of the level of knowledge about tutoring activities.

- Organizational-determining stage: determination of the directions of implementation of the technology, selection of methods, forms, methods and means, development of a program for the formation of tutoring competence, preparation of university teachers for pedagogical interaction.

- Activity stage: phased implementation of the technology for forming the readiness of future teachers for tutoring activities.

- Reflective-correctional stage: Assessment of the dynamics of the level of preparedness for tutoring activities and identification of corrective measures.

- Results stage: Assessment of the level of preparedness of future teachers for tutoring activities and prospects for further development.

CONCLUSION

The tutor plays an essential role in the implementation of the concept of continuous spiritual education, as its thorough study and comprehensive understanding form the foundation for improving the educational process in higher education institutions. At the same time, the concept of continuous spiritual education contributes to the organization of the activities of educational institutions and helps organize the educational and upbringing process. Based on the continuous spiritual education concept, creating opportunities to effectively organize the educational process allows for the formation of the student's

spirituality, instilling the highest human qualities, ethical consciousness, and spiritual-ethical culture, and implementing theoretical ideas that play an important role in nurturing these aspects.

In the implementation of the tasks outlined in the concept of continuous spiritual education, the pedagogical activity of the tutor and their pedagogical skill are of significant importance. This is because the tutor organizes preventive measures aimed at restoring national educational traditions and values, improving the socio-spiritual environment, and forming ideological immunity against various spiritual threats that contradict values. In this context, the tutor fosters qualities in students such as conscientious work, entrepreneurship, professional-spiritual and innovative thinking, initiative, selflessness, and encourages honest labor and success in independent life.

In line with the creation of sufficient conditions for each young person to master at least three modern professional skills, the tutor organizes activities to prepare them for life, strengthen virtues such as kindness, humanity, respect, and loyalty towards parents.

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