



IMPLEMENTATION OF TUTOR'S SUPPORT MODEL IN HIGHER EDUCATION

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ABSTRACT

The article under discussion describes tutor's support models which can be used in implementing tutor's support process in domestic higher educational institutions. The author of the article considers that introducing the practice of student tutoring is an important and necessary measure because the tutor helps the student to build a subjective position in education. It contributes to the development of young specialist's awareness of his place in the educational space.

KEYWORDS

Tutor support, model, modernization of higher education, methodological, technological, organizational-pedagogical, structural, methods.

INTRODUCTION

The problem of introducing tutor's support at universities is becoming increasingly relevant, as a new view of the student learning process is being formed in higher education. This process depends not only on what knowledge is acquired by students, but also on the positions involved and how learning takes place. As

part of the modernization of higher education, various projects are being developed to assist higher education institutions in the transition to a new and improved model.

THE MAIN PART



In pedagogical science and educational practice, the notion of 'model' and the modelling method itself have recently become widely used. Modeling is one of the most frequently used methods of scientific research. In the process of modelling, the most essential characteristics of an object (a complex system), its essential elements, genetic, functional and other connections between them are revealed, recorded and described [2]. V.A. Shtof noted that "a model is a mentally imaginable or materially realised system that reflects and reproduces a project so that its study provides new information about the object" [11, p.19].

There are several models of tutoring:

- methodological models of tutor's support (identify and fix the basic, philosophical essences (categories) and principles underlying the existence and development of the investigated tutor's support system and its elements);
- technological models of tutor's support (identify and record the stages of implementation of the methodological model of tutor's support in practice, their sequence);
- organizational-pedagogical models of tutor's support (identify and record the ways and methods of tutor's support in educational practice).

In addition to the above-mentioned, one can argue about the existence of a functional model of tutor's support which includes the following components:

1. theoretical basis - scientific concepts which provide the basis for the concept of tutor's support as well as descriptions of successful practices of tutor's support implementation in educational practice.
2. basic concepts - those categories and terms in which tutor's support can be described and which then become a working language in the practical work at

the institutions. This component of the model requires careful development.

3. the content of tutor's support - is the most essential, which distinguishes this type of pedagogical activity from all others and which is also valuable and meaningful for both parties.

The main components of tutoring, which characterise its essence and specificity, are the following:

- supporting the neophyte to form and implement an individual educational programme;
- creation of conditions for the formation of independence (ability to deal autonomously with any situation that arises, including problematic situations);
- creation of conditions for satisfaction of the need for self-actualisation, self-realisation through creativity;
- means and forms of tutor's support (in which forms of pedagogical educational activities tutor's support can be implemented, what are the conditions of tutor's support);
- the educational result and the criteria for quality evaluation of tutor's support [7, p. 40].

The genetic model of tutor's support is based on the age-specific characteristics of the learners.

The main result of tutor's support is the creation of conditions that are favourable for the formation of a free, independent and pro-active personality. The personality itself with a certain set of qualities and characteristics can be conventionally considered as one of the main "final products" of tutor's support. In the context of this model, autonomy is a process and a result of a special type of interaction and mutual interaction of certain characteristics of the situation



and certain characteristics of the personality. Independence means such character of connection of the person and a situation which allows freedom of activity of the person, freedom of displays of his activity, a choice of variants of his behavior and possible influence on a situation. Independence of the person can be defined by presence of its three basic components:

- the absence of external coercion in the activity of the individual, the possibility of using the potential of the external environment to deal with the situation;
- the presence of mechanisms, including various techniques of work with the situation, methods of activity, technologies;
- the presence of an inner active principle (the presence of a set of psychological qualities and properties of the individual, allowing her to carry out independent, responsible and free, initiative actions).

The technological, structural model identifies and captures the completeness of the tutor's work. The technological model is represented by the stages of tutor's actions that are determined by the main (dominant) content of the tutor's activity [1].

The characteristic of typological models, the specification of their results and instrumental characteristics, and the identification of corresponding pedagogical competence represent another field in the sphere of standardization of tutor's activity.

Thus, for human autonomy, manifested in the effective interaction between a person and the situation, the internal and external resource potential - both of the situation and the person interacting with it - should be used. Without resources - informational, social-economic, anthropological - any activity (including educational), any human impact on the situation is

impossible. In the absence of resources, the inability to translate the existing potential into a resource for the impact of a person on the situation, a person becomes passive, inert and infantile. Pedagogical practice shows that graduates of the educational organisation, even if they have sufficient knowledge, skills and abilities, in the absence of competence to identify and use the resource potential of society, the surrounding world, are helpless in most new situations of uncertainty. All this contributes to the need for a new pedagogical position - a tutor position - and a new type of pedagogical activity - tutor support, which can be seen as an activity aimed at the resource expansion of the person [5].

In the process of tutors' professional training in university conditions (bachelors, masters or advanced training courses) the following components are supposed to be implemented:

- the target component of tutor's support consists in the formation of tutors' understanding of the goals and results of their work, structural and procedural sides of their professional activity;
- the content component is aimed at formation of students' motivation for their professional activity, scientific outlook of professional self-consciousness, implementation of information and technological work, study of scientific-methodical literature and normative-legal base;
- the activity component implies the use of a variety of mechanisms in the organization of students' independent work, creation of conditions for active, creative initiative of students in different spheres of subject-cultural activity;
- the criterion-evaluation component is a set of criteria, indicators and levels that determine the level of theoretical and practical support in theoretical



and practical preparation for tutor activity in a general educational organization;

- reflexive-result component is aimed at formation of self-assessment of tutor's work and consideration of its results in independent activity, self-actualization and self-realization in the profession.

The above-mentioned components of tutor training are the basis for tutor's support in his professional and practical training in the conditions of credit-module training. The model of tutor's support in the conditions of credit-modular training is presented below.

The components of tutor's support for students in the conditions of credit-module training are: goal-setting, methodological, activity, criterion-evaluation and reflection-result components.

Let us consider the components that make up the model in more detail.

1. Goal-setting component: to increase the efficiency of tutor's support for students in the conditions of credit-modular training.

This goal can be decomposed into the following tasks:

- to substantiate tutor's support in learning the theoretical and methodological basis by the learners in the conditions of credit-modular learning;
- to assist students (bachelors, masters) in mastering basic, elective, additional courses on the basis of interactive and innovative forms and ways of tutor's professional activity;
- to create a network interaction of the university with educational institutions and cultural institutions in the implementation of tutor's support of students. To conduct systematic monitoring (intermediate and final control) in order to reveal the rating of

future tutors' professional training during the whole educational process;

- determination of criteria, indicators and levels of tutors' support in their professional development.

2. Methodological component, which identifies methodological approaches, principles, functions and components.

The professional activity of tutor's support implies five main stages in the following directions: diagnostic, motivational-targeted, informational-analytical, integrative, reflective stages.

The first stage reveals the initial level of interests and needs: the needs in professional knowledge are determined, professional and methodological culture is formed, all directions are realized under certain conditions.

The second stage is characterized by revealing the dynamics of future tutors' professional formation, their professional growth; the motivation for tutor's professional activity as the basis of social-pedagogical accompaniment of students is formed; the skills of project-organizing activity in creating programs of students' individual development and interaction with cultural institutions are formed.

The third stage is informational and analytical. It is aimed at formation of professional and methodological bases of pedagogical support and accompaniment in the activity of tutor in general educational institutions and cultural institutions, evaluation of students' activity by tutor.

The fourth stage is integrative. Allows involving tutors in the study of socio-pedagogical support of the students in general education institution, in the process of practice; creating projects and programmes with cultural institutions to educate students.



The fifth stage. The reflexive direction is implemented at the first and second stages of tutors' professional training, which aims to teach the skills of self-observation, self-knowledge, self-analysis in the work of tutors at the stage of professional formation and follow-up activities.

3. The activity component of the model implies mechanisms for implementing the content of programmes with variable modules aimed at mastering the scientific and methodological basis of students' activities; development of variable modules for students in order to expand the educational space in the tutor's activity; development of diagnostic tools to determine the professional development of tutors and create intermediate and final knowledge control; wide use of technologies in tutor's support in the form of project.

4. The criterion-evaluation component of the model implies defining the criteria, indicators and levels of tutor's support in professional training to form cognitive, communicative competences, independence, self-determination and self-actualization. In the process of their accompaniment it allows judging tutor's professional level of activity in the educational space.

The following criteria can be distinguished: motivational, professional-activity and professional-personal, which fully characterize the competence formation of future tutors, allow to reveal the level of theoretical knowledge, practical abilities, skills, competences, aspiration for self-knowledge, effective performance of tutor's professional activity, professionally significant qualities.

5. Reflection-result component - forming a self-assessment of one's work and considering its results in one's own activities, self-actualisation in one's profession.

In the organizational and methodological conditions that should be created for tutors' professional training and activity, the interaction with teachers of the general education organisation, cooperation with students' parents and material and technical support of the tutor for the implementation of the educational process are of no small importance.

The expected result of the tutor's professional training and activity is characterized by the fact that he/she should master the competences that are listed below. In the process of organization and implementation of socio-pedagogical support for students in the educational space V.P. Sergeeva's research is taken as a basis [6].

1. Cognitive competence implies development of intellectual abilities, norms of information retrieval and synthesis, analysis, contributing to formation of motivation for tutoring activity.
2. Designing competence is aimed at mastering the skills of goal setting in tutor's activity, determining the directions in tutor's work, selection of its content, methods, forms, development of responsible attitude to own activity and results of common work.
3. Organisational competence - the ability to create conditions for uniting individuals and groups on the basis of common tasks and interests, the ability to set goals for oneself and students, to plan activities with those who will implement them, to use methods and means of stimulation, to give trust, to be reasonably demanding.
4. Communicative competence - aimed at establishing contact and mutual understanding, compatibility in group and collective activities, ability to believe in pupils' capabilities, correcting interpersonal relations.
5. Creative competence - finding one's own vision in project design and implementation, presentation,



striving to leave the pattern, creating conditions for creative development of students.

6. Reflexive competence - the ability to analyse own activity at each stage of the learning process, to find its contradictions and shortcomings and to see ways to overcome them, to teach students to analyse their life and activity.

In addition to the above-mentioned competences and competences, a tutor has to have certain personal qualities, such as:

- confidence in himself and in his abilities to organise work individually and with a group;
- kind, polite and sympathetic attitude towards pupils;
- emotional tolerance to stress;
- willingness to cooperate with the administration, psychological service of higher educational institution to solve disputable issues, connected with the profile training of students;
- availability of experience in self-education, self-determination, social and pedagogical support;
- ability to react fast to the situation, to find the best way to solve it effectively; pedagogical image [6].

CONCLUSION

Therefore, the result of the tutor's successful activity is his professional training in higher education conditions, characterized not only by a set of theoretical knowledge, skills, but also by certain skills of practical pedagogical activity and competences, striving for independence, self-determination, self-development and self-disclosure in professional activity.

Thus, it can be argued that tutor's activities are more directed towards awareness, understanding of oneself and one's education in the broadest sense. Therefore, each individual activity of both tutor and mentee will have different trajectories of movement. Assuming what could be the result of the tutor's and mentee's joint activity, it can be formulated as follows: the tutor's comprehension and vision of the personal meaning of everything that happens to him, his own goals and tasks, ways to achieve the set goals and opportunities.

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