The Position of Tutor in the System of Modern Higher Education

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Annotation: This article covers a number of questions. In particular, the essence of the tutor profession, the role of this direction in higher education in Uzbekistan, the period when there was no previous tutor and the difference in education today, and so on.

Keywords: tutorship, individualization of education, tutor, higher education, method.

INTRODUCTION

One of the trends in modern education is the strengthening of the tutor's position as a full-fledged participant in the educational process. In many respects, this trend is connected with the accession of Uzbekistan to the Bologna process, which, in turn, determines the orientation of higher education towards the principles of individualization.

As part of the educational process, the individualization of learning involves the orientation of teachers and the educational environment as a whole to the individual psychological, cognitive and physiological characteristics of students. The student is becoming increasingly independent in organizing his educational activities at the university, and the university is faced with the task of ensuring the management of its potential. “The problem of human potential management reflects innovative trends in the field of education, corresponds to the modernization processes in Society and Pedagogical Science”.

One of the main tasks of spiritual and moral education. It is the development of a highly spiritual person by acquainting and bringing the person closer to the national-spiritual and universal values. The issue of spiritual and moral education is more important and practical today than ever before. For the same reason, there is a need and need for recommendations on the content and forms of education for all stages of education: from pre-school to higher education [p.8].

The policy of higher education in the field of spiritual and moral education is determined by its task of ensuring the harmony of national-spiritual and universal ideas, high human qualities and their creative development. Fundamentals of training, reliance on the core values of general and professional skills, the interdependence of knowledge in the natural and human sciences, the integration of teaching and research activities, academic freedom and progressive nature of education play a key role. This task is reflected in the model of specialists in the form of graduates of higher education institutions. Such a professional, along with his professional ability, is responsible for civic responsibility and discipline, the ability to independently analyze social and natural phenomena, to express his personal views on them, to work on himself regularly and to develop himself, as well as the national and religious affiliation of others. it should also nurture in them the ability to communicate with tolerance regardless [p.9].

MATERIALS AND METHODS

In this regard, tutoring at the university is becoming more and more in demand. In the broadest sense, tutoring is defined as “a pedagogical position associated with the education system, which is organized in a special way” [6, p. 90]. In this context, tutor activity can be understood as “a system of measures of an educational, upbringing and developmental nature, undertaken by a tutor and its subjects, and serving as a means of managing a student’s individual development
trajectory in a university” [3, p. 99].

RESULTS AND DISCUSSION

The original position of a tutor was introduced into education in the 17th century at Oxford, and later at Cambridge. “The position of a tutor was introduced as a position of a senior, accompanying the process of formation by each student of his own educational program and providing advice in response to their specific educational requests” [4]. The position of a tutor at these universities has not changed much even today. Tutors work in parallel with the teaching staff of universities. Thus, the traditional understanding of a tutor defines him as a mentor who accompanies and supports the individual educational trajectory of students.

The fields of activity of a tutor are incredibly different. First of all, it is possible to single out the various tasks of a tutor within the framework of full-time and distance education.

In the course of supporting the distance learning process, the tutor should coordinate the progress of students' learning, monitor the results, provide feedback from teachers, carry out group consultations, support students' motivation for the learning process, and assist in building an individual learning trajectory for students [5, p. 171].

As part of full-time education, the tasks listed are supplemented by tasks related to a greater extent to psychological rather than organizational support for students. The tutor should be able to identify the needs and goals of the students; assist in the organization of their own individual curriculum, corresponding to their psychological characteristics of students; provide advice to students in the event of a change in the target settings of education; to provide assistance in difficult situations, to promote the disclosure of the potential of students, to carry out work on the reflection of the educational path [6, p. 422]. In addition, a number of researchers see the adaptation of students to higher education as one of the main tasks of a tutor.

“The activities of tutors at the university should be aimed at solving a priority task: creating optimal conditions for adaptation and self-development of the student's personality”. Separately, there are a number of tasks that the tutor solves in relation to the adaptation of foreign students.

All the tasks described above definitely require special psychological and pedagogical training of the tutor. In fact, the tutor must have organizational skills, systemic and strategic thinking, psychological preparation, thanks to which he can "see" the specifics of the individual mental characteristics of a student. The tutor must have broad knowledge in the field of the scientific specialty, which allows assessing the possibilities and inclinations of students in mastering the educational program. Based on the specified tasks and requirements for a tutor, it can be concluded that a tutor is a person, of course, with a higher education, extensive training in the field of pedagogy and psychology, and also possessing organizational skills.

However, if we turn to the consideration of the implementation of tutoring in the practice of higher education, we can find that, most often, the tasks of a tutor are greatly simplified. Moreover, not always a certified specialist acts as a tutor.

In an attempt to determine the main functions of a tutor in higher education, Belyaeva T.K. and Nikishina O.A. classify them based on the main areas and experience in the university. Firstly, a tutor is a trainee, who is most often a senior student, whose main task is to help junior students. A trainee tutor helps first-year students to adapt to the learning process, involves them in extracurricular activities, and provides assistance in mastering the university space. Secondly, they single out an academic tutor, who, as a rule, is a master. The work of an academic tutor is aimed primarily at the development and implementation of an individual curriculum [1]. Based on the descriptions of the presented two possible positions of a tutor, there is a clear need for the formation of the tutor's own organizational competencies. The third position identified by the authors is the tutor-mentor. The tutor-mentor is faced with the task of fully accompanying students, helping them develop personal and professional competencies, and unlocking personal potential [1]. Apparently, it is the tutor-mentor who is understood as a specialist who is subject
to the entire range of requirements described at the beginning of the article.

CONCLUSION

Continuing the analysis of various positions regarding the definition of the functions of a tutor, it is advisable to consider the reflection of the activities of tutors in practice. Referring to the information on the official websites of the leading Russian universities, one may come across a different understanding of tutoring. For example, the main purpose of tutoring may be to help students in studying various subjects in order to improve their academic performance, and, in this case, students who are “stronger” in a particular subject become tutors. In addition to helping with studies, senior tutors set themselves the task of organizing learning activities correctly on their own experience, choosing the most interesting events within the “career trajectory”. Also, a tutor is understood as a scientist who personally supervises the research work of students.

Multifunctionality, the lack of clearly defined work criteria complicate the understanding of the competence-based component of tutoring.

However, most researchers agree that a tutor, in general, is a specialist with a psychological and pedagogical education. Such an understanding takes the tutor far beyond the scope of the existing practical activity, which actually identifies the tutor with a tutor, supervisor or course curator.

REFERENCES

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