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# SYSTEM OF PREPARATION OF FUTURE TEACHERS FOR TUTORING ON THE BASIS OF MODERN APPROACHES

*Abstract*: *The article under discussion considers the system of preparation of future teachers for tutoring on the basis of modern approaches. Introduction of the principle of education individualization is more than a topical issue nowadays, that's why at present there appear prerequisites for development of tutoring as pedagogical activity, distinguished by individualized interaction between a teacher and a student. The author of the article believes that a qualitative breakthrough in the development and implementation of tutoring in higher education requires, first of all, creating a redundant educational environment, in which tutoring functions will be implemented and pedagogical conditions of creative thinking in the process of designing a new type of learning process will be created. The search for means to establish and maintain proactive attitude to student's own activity design in higher education institution, determination of value and social aspirations, active introduction of tutoring technologies into the educational process, increasing the importance of information resources are the key to dynamic development of tutoring activity in higher education institutions.*

*Key words*: *tutoring, teacher, modern approaches, individualization, learner, interaction, development, competence, educational program.*

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**Introduction**

The modern system of economy and labor market in Uzbekistan require graduates to update constantly their professional competence in the educational space "throughout life". The key component of such education is the formation and support of an active educational position of the learner at all levels of education. At the same time, the system of modern domestic education does not fully meet these needs of society and the learner, because it is characterized by an insufficient degree of implementation of personality-centered approach and technologies of individualization of learning. Improvement of the educational process in this direction will contribute to the introduction of tutoring practices, providing support for the active educational position of students and giving them the opportunity to build their own individual educational trajectory. At the same time, there is a need to change the pedagogical activity of the teacher to perform tutor functions, although it should be noted that modern teachers are not sufficiently prepared to perform the role of a tutor.

**Discussion**

A tutor in modern education in Uzbekistan is a new profession, but in European history this profession emerged as early as in the 12th century exactly in English universities and had the imprint of a monastic, special meaning. This is justified by the fact that educational institutions were created on the historical basis of monastic life.

Tutoring originated in the oldest universities, such as Cambridge and Oxford, which are models of

decentralized higher education with students studying and living on campus for the duration of their studies. In the absence of educational standards and great academic freedom, the student needed a tutor who could help navigate the vast array of educational services available and match them to the student's personal abilities and needs. The tutor by establishing a dialogue with the student helped to determine which practical classes and lectures to attend, assisted in drawing up an individual study plan, supervised the fulfillment of professors' requirements and the students' readiness for examinations.

By the 17th century, the tutor became the main figure in the educational process, replacing the professor in the organization of individual academic work: he gathered one or two students around him who chose him as their tutor, chose the scope and range of knowledge necessary for students and independently took exams and tests according to the results of mastering the materials given by him. John Locke, the famous English educator who lived in the 17th century, pointed out that a tutor does not only ensure that a student learns knowledge: "The task of the tutor is to develop the child's potentialities, which would prepare him for the work of his life. Tutoring is a process of character, mind and body building. The goal of the tutor is not only to teach a child everything that is known, but to educate him or her in a love and respect for knowledge [1].". In other words, during this period the tutor became a teacher and educator who produced a "unique", "singular" educational product that could not be measured by any standards and could not in principle be reproduced by anyone else.

There are many definitions of the word "tutor". For example, the word *tutor* comes from the Latin tutor "protector, guardian," derived from the verb *tueri* "to watch, observe; to guard". From the dictionary "Terminology in the system of additional professional education" it follows that tutor is a person, a teacher who facilitates the learning process, whose task is to be a knowledgeable mentor of his students [5].

Researchers distinguish three main components of the modern understanding of the term tutoring [4].

1. tutoring - support (a type of pedagogical activity aimed at formation of independence and autonomy of the subject in solving educational tasks).

2. tutoring - accompaniment (assistance aimed at implementation of individual educational programs, project works, research activities).

3. tutoring - facilitation (activity aimed at assistance in professional, cultural and personal self-determination).

The teacher, acting as a tutor in relation to the students, builds a qualitatively different relationship with them. The tutor's roles, such as consultant, mentor, conductor, etc., are related to the content of the tutor-learner relationship and can be called "content roles". The teacher, acting in any of the content roles, establishes relations with the learner in different forms: command-subordinate; partnership; paternal. The teacher-tutor can also perform other roles - "formal" roles that reflect the form of different content relations. The role of the teacher- tutor as an "equal" is based on the principle "learner-centered," thereby recognizing the learner's autonomy in the educational space. According to N. S. Serdyukova, E. V. Posokhina, L. V. Serkh, the most common roles of the teacher- tutor are as follows [4]:

• an educational tutor who performs the role of a tutor whose activities are aimed at the groups of students who have difficulties in learning activities. Conducting interviews and consultations, the learning tutor together with students identifies their didactic problems, develops ways to solve them, determines the points of growth of the student and develops a program to achieve them;

• the tutor in the research activity or the scientific supervisor, whose activity is aimed at assisting and accompanying the learner in the course of his or her scientific research. Using reflexive technology, the tutor helps the students to analyze their scientific activity and the obtained results, to determine the further course of the research;

• the tutor in the project activity that promotes activation of the learner's activity in the field of social projecting. In the form of individual or group consulting the tutor helps the students to master the technology of social design, identify problems in the society and develop ways to eliminate them;

• the tutor as a social producer, whose activity is aimed at organizing for the students professional probations, social practices, mastering the space of the future educational route of the student's professional training;

• the tutor is a psychologist whose activity is aimed at creating a psychologically comfortable educational environment with the use of psycho-emotional relaxation techniques, individual counseling and group training;

• the tutor is a specialist in professional self-determination, who works with the student's motivation, using technologies of educational geography, career guidance cards, cooperation.

These and other types of formal tutor roles are performed by a teacher in the modern conditions of individualization of domestic education. All this characterizes the teacher's activity as a tutor from the point of view of the diversity and novelty of his/her tasks, including assistance to students in developing individual educational plans, organization of tutor support in educational networks, etc. Therefore, the introduction of tutoring in the educational system should be systemic, focusing on the organizational aspect of its construction. Tutor activity is a product of teachers' work division, which becomes more complicated in the system of modern multilevel education. The result of this division is the

independent functions of tutors as assistants, consultants, organizers, etc.

In the new conditions tutor activity performs several important functions:

• axiological, contributing to the formation of a moral personality, as well as such general cultural competences as the ability to understand the meaning of culture as a form of human existence and to be guided in their activities by modern principles of tolerance, dialogue and cooperation or readiness to tolerant perception of social and cultural differences, respectful and careful attitude to the historical heritage and cultural traditions;

• worldview function, which forms the modern human view of the world and directly correlates with axiological function. Namely the worldview function defines a vector of tutor activity as a whole and promotes the formation of necessary competences among which the most important are the following: possession of a culture of thinking, ability to generalize, analyze, perceive information, set a goal and choose ways of its achievement, ability to analyze worldview, socially and personally significant philosophical problems and use the knowledge about modern natural-science worldview in educational and professional activity, to apply methods;

• educational, aimed at harmonization of the educational environment on the basis of values and knowledge and also defining a number of important general professional competencies: capable of using the systematized theoretical and practical knowledge of humanities, social and economic sciences in solving social and professional problems; capable of implementing the programs of basic and elective courses in different educational institutions, applying modern methods of diagnostics of students' achievements;

• communicative, allowing to realize such competencies, as ability to organize cooperation of students and pupils, to include in interaction with parents, colleagues, social partners, interested in providing quality of educational process;

• managerial, regulating the process of choosing individual educational programs by students and teachers in their professional development trajectory and implemented in the following professional competencies: able to develop and implement cultural and educational programs for various categories of the population, including using modern information and communication technologies, professionally interact with participants in cultural and educational activities, to identify and use the possibilities of the regional cultural educational environment for the organization of cultural and educational activities and is able to use domestic and foreign experience in organizing cultural and educational activities dand, of course, is able to bear responsibility for the results of their professional activities.

Hence, in general, tutor support is considered as a special pedagogical position, due to the request for individualization of education at all levels. A.A. Terov aims at this issue when writes about two main strategies of individualization: the strategy of "taking into account the individual characteristics of a person" and the strategy of "individual educational and social trajectory of a person" [6].

Tutoring contributes to the formation of a reflexive environment in higher education institutions and reflexive thinking of both students and teachers. The educational function of the tutor at the stage of forming of an individual educational route becomes central, since it helps him/her to build the subjective position in education. There are two directions: academic and reflective tutoring. Academic tutoring is designed to help students and teachers orientate themselves in the educational space. Here the tutor allows the student to return to the initial understanding of himself/herself in order to understand his/her place in the educational space. Reflexivity implies diving into one's self and introspection. In this case the tutor solves the task of identifying not only difficulties in the process of mastering the curriculum, but also more significant moments related to reflection - "what can I do as a researcher, student, teacher". At this stage, a way out of stereotypical situations is made when new knowledge is mastered and the transition to the model of constructing professional knowledge and competencies based on this knowledge takes place. In this position the tutor acts as an expert in the field of knowledge. At the same time, tutor support provides not only mastering of methods and forms of scientific thinking, but also formation of students' independence in decision-making, development of criticality, initiative, abilities to predict, design and model a situation.

As a consequence, the role of students' project activities increases. Project method requires both classical pedagogical support and tutor support. The task of the project manager is step-by-step teaching the student the logic of constructing and achieving the goals and objectives of the project work and competent design and presentation of the project itself. The tutor's position differs from that of a supervisor, first of all, because one of the tutor's priority tasks is to keep the individual content of the project and the individual pace of the project and reflection. The tutor's support is especially important at the conception stage, i.e. conceptualization, modeling. At this stage the tutor acts as an intermediary between the project manager and the student. The result (as a criterion of the tutor's effectiveness) is a participant's proactive action [1].

We carry out the pedagogical process aimed at preparing a future specialist to implement the tutor's functions in several stages.

The first stage is the determination of students' cognitive interest and professional expectations. The

starting point in preparing a university student for the tutor's functions is his/her individual cognitive interest and professional expectations.

The second stage is the formulation of a professionally oriented educational question. Concreteness and locality of a student's educational question are the factors contributing to the efficiency of tutor's support of a future teacher by the university teachers. The main method for posing an educational question is discussion of the student's position by means of a tutor question: clarifying, alternative, provoking, etc.

The third stage is setting the goal of professional educational activity. The goal as an image of the expected result is formulated by the student together with teachers during the tutor's meeting.

The fourth stage is a search for educational resources and development of student's educational trajectory - development of "professional training roadmap". At this stage the task of tutor support is to show the prospects and advantages of tutoring in education, to reveal the necessity and availability of different sources and resources of education, means of achieving the goal.

The fifth stage - implementation and discussion, analysis, correction of the plan of professional educational activity - "portfolio accumulation". This is the main stage in terms of duration of interaction between the student and the tutor-teacher. At this stage the future teacher, who prepares himself/herself for the realization of the tutor's functions, mainly acts independently, meeting with the tutor to discuss the difficulties arising and the achieved results. The subject of the discussion is the portfolio of activities.

The sixth stage - analysis of the results of the future teacher's preparation for the tutor's work - is the key one. The choice of the form and level of the analysis by the student is fundamental. In this case the teacher-advisor acts as the main expert, but the decision is made by the student. At this stage the future specialist predicts different variants of employment, projects a roadmap of practical activity as a tutor and defines the points of his/her professionalism growth.

The seventh stage is the adjustment of the educational goal, determination of time perspectives. At this stage they discuss whether the goals set and achieved satisfy the future teacher, what new goals they formulate for themselves on the basis of the work done, whether they need tutor support from the university teachers to achieve these goals in the future [10].

The tutor's support becomes both an educational goal and a technology of the future teacher's preparation for the tutor's functions realization. As a result of applying the tutor's technology of independent educational activity support the student can clearly see the advantages of this technology, make a conscious choice of future tutor activity in terms of professional self-development and achieve the goal on the basis of tutor's support of professional training.

**Conclusion**

Thus, realizing the functions of tutor's support, the tutor represents an image of the teacher possessing the culture of innovative thinking, absorbing knowledge of pedagogical innovations, aspiring to constant self-development and self-knowledge, able to predict and model educational and educational process, competent in the sphere of innovative education, capable of generating pedagogical innovations. At the same time, a tutor has a set of special pedagogical abilities, which are a multidimensional system of his/her reflexive abilities to manage his/her professional improvement and self-organization of students.

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