



A Tutor in higher education institutions: a guide to student competence development

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ABSTRACT

This article explores the role of tutoring in the education system and its impact on the development of students' potential. It highlights the significance of tutoring in organizing effective learning processes and supporting students' personal growth. Additionally, the article examines the development of students' organizational skills and the dynamics of communicative interaction in detail.

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Oliy ta'lim muassasalarida tyutor: talabalar kompetensiyalarini rivojlantirish bo'yicha qo'llanma

ANNOTATSIYA

Kalit so'zlar:

tyutorlik faoliyati,
individual yondashuv,
o'z-o'zini boshqarish,
liderlik qobiliyati,
kommunikativ,
muloqot.

Ushbu maqola ta'lim tizimidagi o'qituvchilik faoliyatining o'рни va talabalar salohiyatini yuzaga chiqarishga bag'ishlangan. Tyutorlik faoliyati jarayonida talabalarning bilim olishini samarali tashkil etish va shaxsiy rivojlanishini qo'llab-quvvatlashdagi roli yoritib berilgan. Talabalarning tashkilotchilik qobiliyati va kommunikativ muloqot jarayonini rivojlantirish batafsil yoritilgan.

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Тьютер в высших учебных заведениях: руководство по развитию компетенций студентов

АННОТАЦИЯ

Ключевые слова:

репетиторская деятельность, индивидуальный подход, самоуправление, лидерские способности, коммуникативность, общение.

Данная статья посвящена роли репетиторства в системе образования и развитию потенциала учащихся. Подчёркнута значимость репетиторства в эффективной организации обучения студентов и поддержке их личностного развития. Подробно освещены развитие организаторских способностей студентов и процесс коммуникативного общения.

From the first days of our independence, the issue of youth has been raised to the level of state policy. For each person to find his place in society, first of all, he must improve and mature as a person. After all, only a full-fledged person is a member of society who is psychologically developed in his spiritual world, and level of culture, who sets an example for others with his characteristics and actions, who has a broad outlook, and who can put the interests of the people, country, and homeland above his interests. Today, with the modernization of the education system, tutoring is an important factor in developing the personal abilities of students, forming independent learning skills, and overcoming difficulties in the educational process. Currently, the role of tutoring is increasing not only in increasing academic achievements but also in supporting the psychological and social development of students. The adoption of the Law "On the Foundations of State Youth Policy in the Republic of Uzbekistan" (1991), the Decree of the President of the Republic of Uzbekistan on the Strategy of Action, and the naming of 2021 as the Year of Youth Support and Strengthening the Health of the Population are also clear evidence of our opinion.

The new term "tutor" was borrowed from the English language and means a person who performs the functions of a teacher and mentor. The position of tutor was created after the abolition of the Institute of Group Mentors for working with students on September 1, 2021, and was replaced by tutors working with students and youth. The holder of this position, in the literal sense, ensures the student's integral connection with the education system; A person who develops the skills and abilities of a student to demonstrate his/her potential during the educational process, to deeply understand himself/herself, his/her identity and worldview, to consciously control his/her activities, and to make the right decisions in the systematic management of his/her behavior. He/she helps the student to consciously understand the consequences of each of his/her activities and actions and to find ways to ensure the fulfillment of his/her dreams in life.

The effectiveness of the tutor's work is measured by the strengthening of the student's internal desire to succeed and the transformation of learning into an effective process. In a literal sense, the effectiveness of the educational process in the higher education system is ensured by the cooperation of the professor-teacher-student tutor. Naturally, a person with higher education who holds the position of tutor, that is, a mentor, teacher, a specialist in the field in which the student is studying, must be pedagogically, psychologically, ethically, aesthetically perfect, aware of his/her identity, broad-minded, sound-minded, and intellectually capable. That is why the monthly salary

of a tutor is equal to the basic salary of a teacher-trainee. The activities of tutors, who are intended to work in the higher education system in the areas of spiritual enlightenment and moral-education, education and education methodology, as well as science, innovation, and research, are not new to the world education system. According to sources, the practice of tutoring was initially formed and developed in the process of providing private education to children of families at home. Later, it migrated to the mass education system. In particular, in ancient Greece, tutors were also used as assistants to the main educational process. Currently, tutoring services are used in many developed countries of the world. They are even specially trained in dozens of countries such as Japan, Germany, England, France, Finland, Korea, and Russia, and tutors receive a diploma at the end of their studies. For example, in Germany, Korea, and Russia, there are special tutoring courses for bachelor's and master's degrees in universities specializing in the training of pedagogical personnel. We can observe the operation of tutoring centers and associations in civilized countries. The purpose of a tutor is to help another person (student) turn learning into an effective and interesting process. Specialists working as tutors contribute to improving the quality of education by providing a personal approach, creating motivation, and individualizing the learning process. Therefore, an in-depth study of the theoretical foundations of tutoring and its effective implementation in practice is one of the urgent issues in the field of education. This article analyzes the essence of tutoring, its basic principles, functions, and its role in the educational process. At the same time, the competencies and practical recommendations necessary for the successful implementation of this activity are also highlighted. Tutoring in higher education is an important pedagogical activity aimed at supporting students in the educational process, providing them with individual guidance, and assisting in the educational, scientific, and educational processes of physical activity.

Tutoring activities include the following main tasks:

1. Supporting students in the learning process. Explaining the content of educational programs and subjects. Assisting students in organizing their study regimen and planning the educational process.

2. Individual approach. Approaching each student based on his interests, abilities and needs. Conducting individual interviews with students and helping them develop gradually.

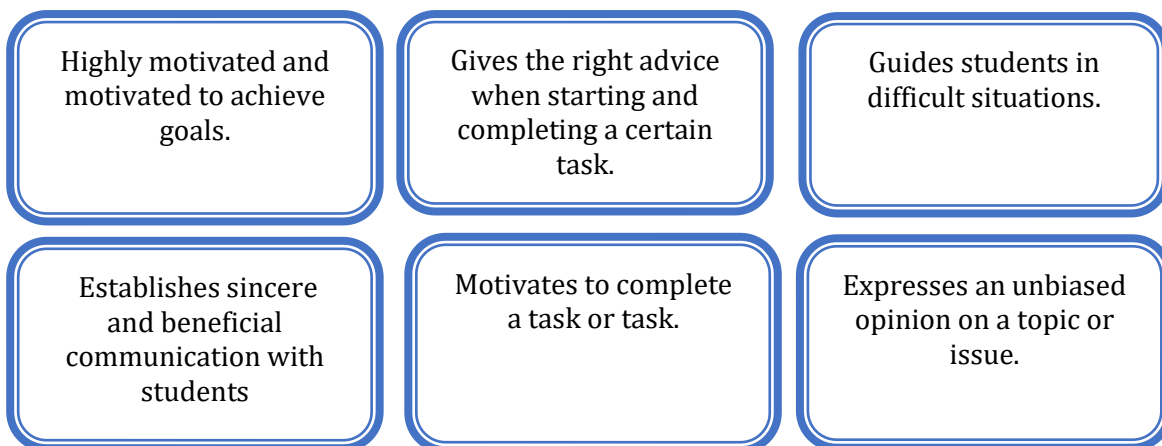
3. Developing skills. Focusing on independent learning, scientific research, and the formation of skills necessary for professional activity. Teaching the use of information resources.

4. Educational and psychological support. Supporting the personal development of students. Identifying their psychological problems and providing necessary recommendations.

5. Monitoring student activities. Participating in the process of monitoring and assessing student knowledge. Determining the level of student mastery and difficulties. What is the importance of tutoring activities? Tutors provide a personal approach to students, help to quickly identify and solve problems in the learning process, and encourage in-depth mastery of knowledge and skills. Tutoring in higher education is an integral part of the modern education system and is necessary for comprehensive support of students and preparation for their successful professional activities.

We can see the tutoring roles performed by a tutor in modern education in the following cluster.

In modern education, a tutor has the following roles:



Today, it is important for a tutor not only to know and understand his/her role but also to be able to establish close, sincere relationships with each group of students in the process of his/her work. It is very important to identify students with organizational, leadership, and communicative abilities among the students in the group. In this regard, the following methods can be used to determine the ability to communicate and organize in a group.

In determining the communication and organizational abilities of students, we conducted our research using test questions created by V. Sinyavsky and B.A. Fedorishin. Based on the test questions used during the study,

- communicative abilities of people related to the ability to easily and quickly establish meaningful relationships with others and similar communication skills;
- organizational abilities of a person related to the ability to influence people and organize joint activities.

- During the study, the test questions were arranged according to the relevant abilities and the answer sheet was filled out based on a table called the “decipherer”.

The evaluation coefficient of each type of ability was calculated using the following formulas:

$$K_m = X_k / 20; K_t = X_t / 20 \text{ where,}$$

K is the evaluation coefficient of abilities,

K_m is the evaluation coefficient of communication (communicative) ability.

K_t is the evaluation coefficient of organizational ability,

X_k, X_t – the number of test answers that correspond to the reference response signals in the decoder.

Table 1.

Evaluation scale for indicators of communicative ability

K - indicators	The level of manifestation of communicative abilities
0,10 – 0,45	Q = 1 low
0,46 – 0,55	Q = 2 below average
0,56 – 0,65	Q = 3 average
0,66 – 0,75	Q = 4 high
0,76 – 1,00	Q = very high

Table 2.

Organizational ability assessment scale

K - indicators	The level of manifestation of communicative abilities
0,20 - 0,55	Q = 1 low
0,56 - 0,65	Q = 2 below average
0,66 - 0,70	Q = 3 average
0,71 - 0,80	Q = 4 high
0,81 - 1,00	Q = very high

According to the results of the study, we can see that a score of 5 (Q=5) indicates a very high level of manifestation of communicative and organizational abilities. The lowest score, “1”, indicates a low level of manifestation of communicative and organizational abilities in the test subject.

According to the methodology used, it is advisable to conduct serious educational and formative exercises to develop communicative and organizational abilities with people with indicators such as 1, 2, 3.

According to the methodology, a test subject who received a score of 4 (Q=4) does not lose himself in unfamiliar and new situations, is inclined to quickly make friends, and expands his circle of acquaintances. He behaves freely in circles, and groups, is proactive in communication, and actively participates in public affairs. He easily accepts responsibility for himself, and responsibilities, and then can make independent decisions in situations.

Test takers who received a score of 5 (Q = 5) according to the methodology are characterized by a very high level of manifestation of communicative and organizational abilities. They have a very strong need to communicate. They behave freely in difficult situations, even among strangers. They willingly take responsibility for group members and strive for leadership in groups and teams. They can warm up the circle with their cheerfulness and eloquence. They are firm in defending their opinion and often achieve acceptance of their opinion by others. They like to organize various games, and events, and take the lead in public affairs.

CONCLUSION

The level of development of students' communicative and organizational abilities is determined by what stage the study is at. If it is determined that some students have a level of communicative and organizational abilities below average or below, this does not mean that this will not change at later stages of personality development. Such abilities can also be developed based on positive motives, aspirations of the individual and a positive social environment.

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