

THE ROLE OF THE TUTOR IN STUDENT DEVELOPMENT

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Abstract: The article discusses the role of a tutor in the university. According to the author, the position of a tutor is designed to enrich the educational space of the organization of higher education. In higher education system, a separate person (tutor) appears who is responsible for determining and choosing the individual trajectory of the student at the request of the student himself or in the interests of his family. The article also discusses the differences between a tutor and a curator.

Key words: tutor, individual, university, responsibility, function.

In the context of rapid changes in life and the development of a large flow of information, a modern teacher needs to teach a student to think universally, to teach techniques for mastering new knowledge and new activities. This will satisfy the state's demand for active, creative and critically thinking people who are ready for self-organization and self-education.

It is obvious that a modern teacher, within the framework of the competence-based approach that has developed in Uzbek education, needs to change: create conditions and organize activities for the acquisition of knowledge by the student himself, and not transfer knowledge to him in finished form. In our opinion, such this work is performed by a tutor. For domestic pedagogical science, the concept of "tutor" as an independent term is not new, since, in fact, a tutor is a mentor. As you know, the institution of mentoring has successfully existed in the domestic system of education since antiquity.

The concept of tutoring goes back to the English type of education device. The tutor first appeared at the universities of Oxford and then Cambridge in the 14th century, where students received their education on their own, where the student was not strictly required to attend lectures, and uniform requirements were presented to him only at the exam [1]. Therefore, a person was needed to help determine and choose the path for the student to achieve knowledge. Because of the system, there was no tutor as a separate teacher-mentor providing social and pedagogical support for students in determining and implementing an individual educational trajectory in Uzbekistan.

Undoubtedly, the institution of curatorship successfully existed in domestic higher education. Researchers (G.R. Murtazina and others) do not meaningfully distinguish between the concepts of “curator” and “tutor” [2]. However, the role of a tutor in a higher education organization (HEO) is different from that of a curator. We believe that the essential difference between a curator and a tutor is in the principle of subordination. The tutor acts as a representative of the interests of the student and is equal to him, in contrast to the curator, who acts as the administration of the university and manages the student. The curator and the student are persons of different hierarchical levels in the HEO, and the tutor and the student are at the same hierarchical level. As a rule, a teacher in general education subjects who has a classroom load is appointed as a curator. While the roles of the tutor are expanded. Taizova O.S. identifies 4 tutor positions [3]:

1. Tutor-mentor (in the process of adaptation to the university).
2. Tutor-accomplice.
3. Tutor-navigator.
4. Tutor-consultant for development.

Let us look at the activities of a tutor in the educational process from the point of view of



the functions of a tutor, the roles he performs, levels of competence, career building, and psychological features. A competency-based view of the tutor's activity determines the necessary knowledge, skills and abilities that characterize the tutor as a professional. A career look at the activities of a tutor shows his development. This aspect of activity is (according to many authors) important for those who think in processes rather than states, who understand any phenomenon better when they see it in change. The following roles of a tutor can be distinguished: 1) consultant; 2) mentor, 3) manager, 4) teacher, 5) andragogue, 6) marketer. For example, the role of a teacher is related to the ability to transfer knowledge in a subject; the role of an andragogue - with the ability to practically manage the learning process, taking into account the characteristics of students. The role of a marketer is determined by the ability to understand and meet the needs of students. These roles are considered as “content”, that is, related to the content of the relationship between the tutor and students, but the tutor has other roles - “formal”, as they reflect the form of various meaningful relationships with students. Acting as a consultant or mentor or in another meaningful role, the tutor establishes different forms of relations with students: 1) command subordinate, requiring them to carry out orders; 2) partner, negotiating with them; 3) paternal [4]. The tutor shows these and other types of formal relations everywhere. Everything that the tutor says is irreversible: the meaning of what was said will be perceived by the audience and will affect its perception of everything that will be said subsequently.

In conclusion, the study of tutor activity made it possible to identify its main organizational forms and methods, to clarify the concept of "tutor activity", by which we mean the joint activity of a tutor and a tutor, aimed at understanding by students the possibilities of using the resources of the educational process of the university to build and implement programs of personal and professional development in socially significant activities. Under the conditions of university cost optimization, the introduction of the position of a tutor would help to retain the student contingent and remove the additional burden from the deputy deans for educational work.

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