



METHODS OF ORGANIZATION OF PROJECT ACTIVITIES IN FUTURE TEACHERS ON THE BASIS OF TUTORING SKILLS

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Annotation: *Currently, the Uzbek higher school, as an institution reflecting the compliance of the results and various aspects of the pedagogical activity of an educational institution with the state educational standard, the needs and expectations of society, personality, production, is looking for answers to the challenges of modern reality. It can be argued that the content of higher education is being significantly updated; it already operates within the framework of a new paradigm that works to increase student mobility, to expand their opportunities for inclusion and involvement in educational and research networks, helps to educate individual, motivated students.*

Key words: *tutor support, educational paradigm, intellectual activity*

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One of the updates can be considered tutor support, which is increasingly being used in education. Domestic pedagogy faces the need to improve tutor support and use foreign experience at the same time. An example is English and American pedagogy with a system of personalized and personality-oriented learning that takes into account the psychological and physiological characteristics of individuals.

The study of tutor support in Great Britain is of particular interest, since there are unique historical traditions of education here, and this is what allows it to play an important role in world education for many centuries. For more than seven centuries of experience in the use of tutor support, a significant layer of ideas of tutor training has been accumulated, which represent a certain scientific and practical interest for pedagogy. And in US universities, new types of tutoring have become widespread (peer tutoring, volunteer tutoring, etc.), which is also important for this study.

The need to introduce tutor support in domestic education is connected with the processes of integration of Russia into the world educational space, with the introduction of a level-based learning system, with the development of new standards for the implementation of the ideas of the Bologna process, when a tutor can help students choose a specific direction of professionalization and contribute to the successful building of the trajectory of life at the university. The study of Russian literature has shown the lack of a comprehensive analysis of this problem, and the available studies are more fragmentary. Despite the presence of numerous scientific works by English and American teachers on the development of modern concepts of tutoring, there are not enough works in the Russian pedagogical literature that are focused on the systematic study of the experience of foreign teachers in the field of the organization of tutor support in higher educational institutions. Tutor support in the conditions of higher education has not acquired a systematic character, the main methods of the tutor's work in higher education have not been defined, and the introduction of a new type of mentoring training itself is quite chaotic. The methods of tutor support are being developed in school practice, but at the university level they have not developed into a specific system. It also

becomes obvious that at the present stage, understanding the basic provisions of the Western educational paradigm is especially relevant, since it allows you to adjust the basic directions when reforming the domestic higher education system in the context of tutor support.

Tutor support technologies allow us to solve problems within the framework of continuing education, where the main thing is not only the transfer of knowledge, but also the formation of creative competencies, readiness for retraining, the ability to learn throughout life (lifelong learning), choose and update the professional path.

In accordance with the goal set in the dissertation, the solution of the following tasks is planned:

- * clarify the concepts of "pedagogical support" and "tutor support" in the context of "met cognitive approach", "individualized approach", "competence approach"

- * to identify and systematize the main provisions and leading trends in the historical development of tutor support in foreign and domestic higher education;

- * to reveal the essence and features of the practical implementation of the institute of tutor support in domestic and foreign higher education;

- * compare the experience and main trends in the implementation of tutor support in foreign and domestic higher education and identify effective ways to introduce tutor support technologies into domestic higher school practice.

The practical significance of the research is that it makes a significant contribution to the study of the problem of creating an effective system of tutor support in our country, its results allow us to make some adjustments to existing tutor training programs, as well as more effective student support, which contributes to the worldwide recognition of the quality of diplomas obtained in domestic universities. The main provisions and conclusions formulated in this paper on the tutor support system in the UK and the United States of America can be used by Russian teachers, organizers of the tutor support system, heads of universities, as well as all researchers studying foreign experience. This research can be useful for tutor organizations to create a guide to help the tutor. The results of the work are important and have practical significance at the methodological level, since methodological recommendations for the preparation of an effective tutor were developed on the basis of the materials of the dissertation. The main provisions of this dissertation research can be used in higher education in the process of teaching courses "Comparative Pedagogy", "History of Pedagogy", etc.; during pedagogical special seminars and special courses, at advanced training courses for tutors and teachers.

1. Tutor support - This is the interaction of a tutor and a tutor in order to build and implement programs for the professional and personal development of wards, adaptation in numerous innovative processes, stimulation of independent and motivated learning, development of intellectual activity, as a result of which students gain confidence in a successful professional future, trust their own judgments, become mobile and independent students, take responsibility for their own future, and also build their individual educational trajectory., which corresponds to the goals and aspirations of the tutor.

The functioning of tutor support takes place in the context of metacognitive, individualized, competence-based approaches.

2. It is advisable to consider the leading trends in the historical development of the process of tutor support in foreign and domestic higher education through a system that includes the following structural components: tutor, tutor, tutor support (types), the result of the tutor's activity. This

algorithm of activity creates opportunities for effective management of the process of tutor support in domestic education.

Pedagogical support is not just the sum of various methods of correctional and developmental work with students; it also acts as a complex technology, a special culture of support and assistance in solving problems of development, training, upbringing and socialization.

In order to determine the essence of pedagogical support, an analysis of the works of domestic teachers was carried out, which showed that the process of support is understood in a multifunctional way: as a technology, assistance, support, condition or set of measures.

The analysis of the current state of the problem has revealed the following contradictions to me:

- the established traditional forms of organization of the educational process in higher education and the need to search for new forms of personality-oriented education in the context of the introduction of a tiered education system;
- accumulated experience in the organization of tutor support of students in secondary schools and the lack of this experience in higher education;
- The need for a deep scientific understanding and generalization of the pedagogical experience and abroad and the lack of a holistic theory of tutor support in a single educational space;
- the need to expand the process of studying foreign experience of tutor support and the insufficiency of comparative pedagogical research.

In connection with the above contradictions, the actual problem of the study is to identify effective ways of tutor support for students based on the study of the theory and practice of tutor support abroad.

An analysis of the literature on the problems of tutor support has shown that the priority in developing the idea of tutor support belongs to English pedagogical thought, where tutoring originated. Foreign researchers touch upon the problem of tutor support in the course of considering a certain range of issues in the context of met cognitive, individualized, competence-based approaches.

The hypothesis of the study: the introduction of tutor support in domestic higher educational institutions is possible provided that the main provisions and leading trends of the foreign experience of tutor support of students are identified and used.

The methodological basis of the research is presented at the general scientific level by the concepts of competence-based, comparative, met cognitive, individualized approaches; continuous learning; modern psychological and pedagogical theories and concepts of tutor support, as well as the positions and ideas of domestic and foreign philosophers, psychologists, teachers, which reveal general scientific concepts about the essence of the formation of a student's personality, its development and self-development.

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