



THE CONTENT OF THE ORGANIZATION OF EXPERIMENTAL WORK ON OPTIMIZATION AND IMPROVEMENT OF TUTORS' ACTIVITIES IN UZBEKISTAN HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

The article discusses the following issues: 1) the formation of an active creative position of tutors; 2) the use of various methods of updating ideological attitudes; 3) the preparation and implementation of the tutor's work plan with students; 4) productive forms of the tutor's work with students; 5) the formation of professional competencies among students; 6) analysis of the results of diagnostic procedures.

KEYWORDS: *motivational-target stage; methods of actualization of ideological attitudes; organizational-activity stage; establishment of subject-subject relations; school of tutors.*

INTRODUCTION

In our research, we mainly tried to identify *the motivational-target stage*, according to which it is determined the need for the formation of a stable motive and focus on high-quality professional education among tutors; the formation of confidence that in pedagogical activity tutors will be able to realize themselves as individuals and professionals, to satisfy their material needs. At this stage, it is important to form an active creative position of tutors, assuming that they are ready to participate in various events, which is a prerequisite for the effective implementation of the tutor's activities aimed at improving the quality of professional training of students.

To implement the above tasks, the EG (Experimental groups) tutors used methods of actualizing worldview attitudes ("Who is tutor?", "My reflected Self", etc.), aimed at forming students' own theory about their uniqueness and individuality, identifying qualities that distinguish them from each other.

In addition, discussions and consultations of tutors with teachers of leading departments were organized, the content of which was the message to tutors of the professional training program, the results they should achieve, the life prospects that their practical activities will open up to them. Topics of conversations-consultations, debates and discussions conducted by us with tutors were: "Pedagogical activity as a profession", "Features of pedagogical communication", "Tutor ethics", "Professionalism and self-development of the tutor's personality", etc.

The Strategic Idea of the Organizational and Activity Stage is the preparation and implementation of the tutor's work plan with students for the current academic year, based on a long-term work plan for the entire period of professional training of students.

Having determined the main directions of work with the student group, the tutor creates conditions for students to acquire value orientations and norms, form a stable professional orientation; establish subject-subject relations, develop creativity, initiative and purposefulness.

The most productive forms of work at this stage were:

- Techniques aimed at relieving tension, fatigue, ensuring emotional stability and painless adaptation to university studies;
- tasks focused on the formation of students' skills of independent work (analysis of texts, work with primary sources, comparison of learning systems in the Republic of Uzbekistan and in the West countries, etc.);
- Events that promote group cohesion ("Dating Evening", "Birthday of the group", "Designing of the group stand", etc.), intellectual games ("Zakovat", "Intuit", etc.);
- quizzes ("Teacher profession", "Drama competition", etc.), the annual inter-faculty competition of professional skills "Me and my profession", "How to celebrate Teacher's Day", etc.



The Informational and Analytical Stage involves the collection and analysis of information about the work of the tutor and students for the current period. The efficiency and correctness of the processing of tutors' information depends on the effectiveness of its provision and execution by students, which directly affects the process of professional training.

The Reflexive Stage accompanies all stages of tutors' activity and students' professional training. Reflection implies self-observation, self-knowledge, self-analysis of the results achieved. Among the reflexive techniques used by the tutors of the experimental groups after each event, one can distinguish: "Unfinished sentence", "Conversation on paper", "Mood", etc.

MAIN PART

The implementation of each of the designated stages of the tutor's work with the group contributes to the formation of students' professional competencies (cognitive, diagnostic, organizational, creative, etc.), professionally significant personality qualities, aspirations for independence, self-actualization, self-disclosure and creative self-realization in pedagogical activity.

Thus, at the stage of experimental research, we analyzed the results of diagnostic procedures, which indicate that the introduction of the developed software model and the implementation of the content of the tutor's practical activities affect the process of professional training of students and contribute to improving its quality. At the same time, based on the analysis of theoretical ideas and provisions, criteria (motivational, cognitive and professional-personal), indicators and levels of professional training of tutors have been developed.

The results of diagnostics of the level of professional training of tutors for practical activities are presented in Table 1. 34 tutors participated in the experimental group (EG) of the "School of Tutors". Among the control group (CG), 30 tutors participated.

Table 1. Diagnostics of the level of professional training of tutors for practical activity (EG – 34 people) (KG – 30 people)

The Ascertaining Stage of the Experiment						
Criteria Levels	Motivational		Cognitive		Professional and personal	
	EG	CG	EG	CG	EG	CG
Low	47%	54%	53%	55%	53%	61%
Medium	48%	40%	45%	42%	44%	35%
High	5%	6%	2%	3%	3%	4%
The Final Stage of the Experiment						
Low	7%	26%	9%	27%	5%	22%
Medium	70%	60%	71%	63%	72%	69%
High	23%	14%	20%	10%	23%	9%

Comparative analysis showed that the number of tutors with a low level of motivation for practical activity significantly decreased by the end of the experiment and amounted to 7% (EG) and 26% (CG), respectively.

The average level of motivation was characterized by the situational need of tutors in practical activities, a superficial idea of the directions of tutor activity. At the end of the experimental study, representatives of the experimental group at the average level had a deep need for pedagogical activity (70% - EG), in the control groups this indicator is lower and is (60% - CG).

Thanks to the work of the "School of Tutors" on the formation of practical work organization skills, in the experimental group the percentage of subjects with a low level of cognitive competence was only 9%, while in the control groups such a significant improvement did not occur (27%). It should be noted that at the beginning of the experiment, a high level of mastery of psychological and pedagogical theory, the development of pedagogical thinking was recorded only in 2% of EG tutors and 3% - CG. By the end of the experimental work, the percentage of tutors with a high level of cognitive competence was 20% in EG, and only 10% in CG. This fact confirms the positive effect that the work of the "School of Tutors" gives in the field of improving the quality of professional training in practice.

Based on the analysis of the data of professional and personal training of tutors, it was found that at the beginning of the experiment, the number of subjects with a low level of development of professionally significant personality traits prevailed (53% of students in the experimental group and 61% of the control group). The introduction of the author's program model of tutors' activity in the experimental group contributed to the fact that this indicator decreased to 5% for EG tutors, whereas in the control group it was 22%.

It should also be noted that the formation of professional and personal readiness in the experimental group was more dynamic: a high level was observed in 3% of respondents at the beginning of the experiment and amounted to 23% by the end of the experiment. There was no such significant positive dynamics in the control group (initially 4% - eventually 9%).



Thus, a comparison of the results of improving the quality of professional training of tutors at the beginning and end of the experiment definitely indicates the presence of positive dynamics in the formation of general and professional competencies, motivational and personal qualities of the experienced tutors of the experimental group (EG).

Summing up the points scored by tutors for each of the indicators allows you to determine the level of professional training and identify the effectiveness of the "School of Tutors" aimed at improving the quality of professional training of tutors. The results of improving the quality of professional training of tutors in the practical activities of student groups are presented in Table 2.

Table 2. The results of improving the quality of tutors' professional training for practical activities

Groups	EG (34 people)		CG (30 people)	
	Beginning	The end	Beginning	The end
	Quantity of people (%)	Quantity of people (%)	Quantity of people (%)	Quantity of people (%)
Level				
Low	61%	9%	60%	35%
Medium	36%	71%	38%	61%
High	3%	20%	2%	4%

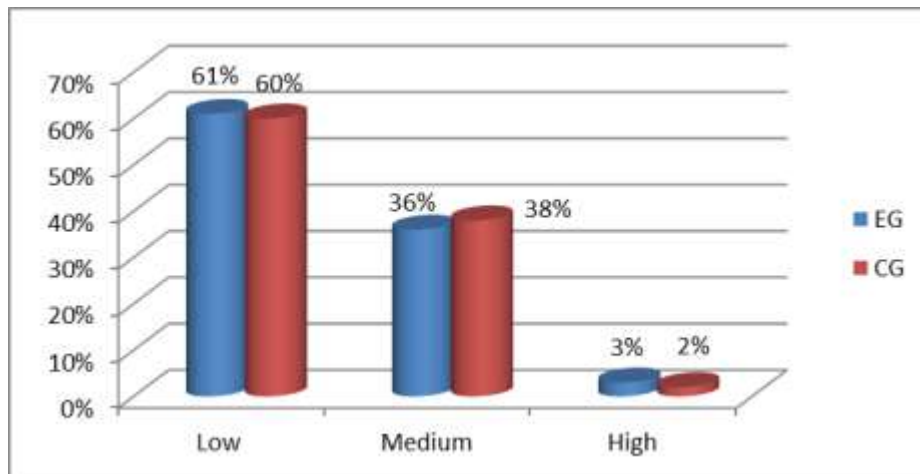


Figure 1. Diagram of the results of improving the quality of tutors' professional training for practical activities (beginning of the experiment)

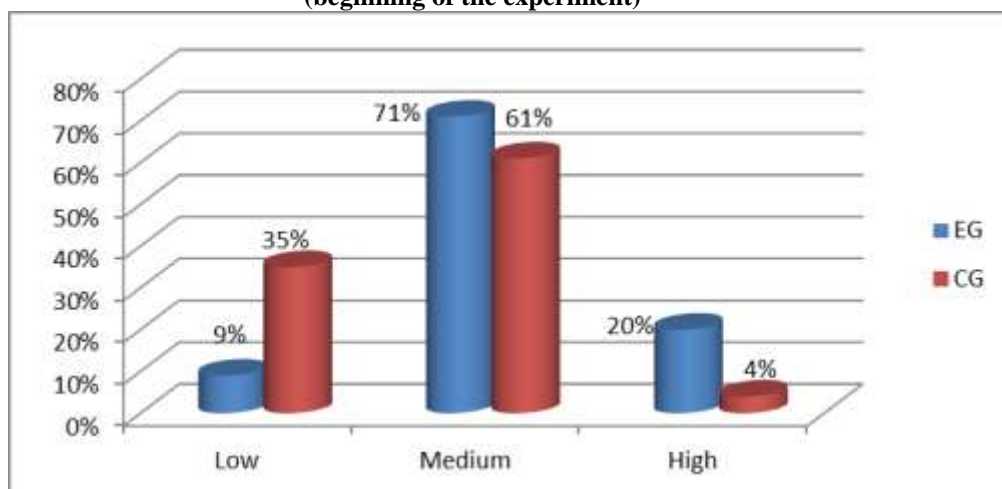


Figure 2. Diagram of the results of improving the quality of tutors' professional training for practical activities (end of the experiment)



The analysis of the obtained results indicates that the level of professional training of tutors in the experimental group (EG) has significantly increased in comparison with the control group. Thus, on average, the number of students with a low level of professional training decreased by 52% (25% in the control group). On average, the number of EG students carrying out practical activities at a high level has increased by 17% (2% in CG). 71% of EG students are characterized by an average level of professional training, whereas in CG this indicator is only 61%. The effectiveness of the practical activities of the tutor-student groups in the experimental group can be characterized as quite high, whereas in the control group the result of the tutor's work barely reaches the average level. The growth rates for each of the levels of professional training of students in the experimental group are higher than in the control group.

Thus, the results of the research work showed that in a specially organized educational process there was a development of subject-subject relations in the interaction of the tutor and the student group. The presented data experimentally recorded and confirmed the effectiveness of technology and pedagogical conditions for the development of subject-subject relations.

CONCLUSION

The conclusions obtained in the study do not claim to be an exhaustive solution to the problem under consideration. Further study of the process of development of subject-subject relations in the practical interaction of the tutor and student groups is possible in the direction of studying the influence on him of individual components of the cultural and educational environment of the faculty, University and region. The potential of the polysubject approach allows us to develop the foundations for optimizing and improving relations between subjects of various spheres of human activity.

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