

The Current State Of Preparing Students For Tutoring Activities In Pedagogical Education Programs

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ABSTRACT

This article analyzes the current state of preparing students in pedagogical education programs for tutoring activities within the higher education system of Uzbekistan, identifying existing challenges and exploring prospects for improvement. It is substantiated that the introduction of the credit-modular system necessitates the development of students' individual learning trajectories, enhancement of independent learning skills, and strengthening of psychological and pedagogical support mechanisms. The research findings indicate that although normative frameworks for tutoring activities exist in higher education institutions, their practical implementation remains insufficient. Most students lack a clear understanding of the content, purpose, and functions of tutoring, while opportunities to develop tutoring competencies during pedagogical practice are limited. Comparative analysis of foreign experiences demonstrates the need for specialized training modules, methodological resources, professional development programs, and systematic monitoring to ensure effective functioning of the tutoring institute. The article concludes with recommendations aimed at advancing the tutoring system within higher education institutions of Uzbekistan.

Keywords: Tutoring activity, pedagogical education program, credit-modular system, individual learning trajectory, psychological and pedagogical support, student independent learning, competence, qualification requirements, pedagogical practice, foreign experience, instructional-methodological support, quality enhancement in education.

INTRODUCTION

In recent years, structural transformations in the higher education system of Uzbekistan—particularly the transition to the credit-modular system—have significantly increased the relevance of tutoring activities as a new pedagogical position aimed at supporting students' individual learning pathways, independent learning activities, and personal development. In modern educational practice, a tutor is regarded not only as an academic advisor, but also as a qualified specialist who provides socio-psychological support to students and guides the formation of their developmental trajectories.

The qualification requirements for the 60110100 – Pedagogy bachelor's program, approved by Resolution No. 218 of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan dated 25 June 2024, officially introduced tutoring as a pedagogical

profession, thereby laying a foundational framework for its institutionalization.

Nevertheless, current conditions show that students' preparation for tutoring activities is not sufficiently systematized, and the existing regulatory documents are not fully implemented in practice. This study focuses on analyzing the current level of readiness among students of pedagogical education programs for tutoring activities, identifying existing challenges, and exploring developmental prospects.

Although scientific research on tutoring in pedagogical processes has intensified in recent years, the tutoring system in Uzbekistan has not yet been fully established. Existing scholarly literature mainly addresses the essence of tutoring, its role within the pedagogical system, the necessity of individualized approaches to learners, and

mechanisms of psychological and pedagogical support.

LITERATURE REVIEW

The analysis of the literature shows that in the higher education context, a tutor is recognized not merely as an assistant responsible for overseeing the learning process, but as a mentor who guides students' academic, personal, and professional development. The educational, psychological and formative functions of a tutor are integrative in nature and play a decisive role in individualizing students' learning trajectories.

In his dissertation abstract, Y. Narzulloyev emphasizes that in the global education system, tutoring activity is acknowledged as one of the most effective mechanisms for fostering students' independent learning, critical thinking, and development of personalized learning trajectories. In the United Kingdom, the UKAT – Advising and Tutoring Association plays a significant role in advancing academic tutoring. Through this program, a comprehensive model aimed at developing students' independent thinking, creativity, and responsibility is being successfully implemented.

Foreign literature also interprets tutoring not only as academic support, but as a holistic process encompassing students' social, psychological, and professional support. Researchers such as E. Gordon, J. Brooks, and S. Moody argue that a tutor functions as an innovator who manages the dynamics of student development and designs personalized learning strategies. [9;5-p]

Moreover, the academic tutoring framework developed by UKAT (UK Advising and Tutoring Association) is particularly significant for its focus on fostering students' independent thinking, reflection, critical reasoning, and the ability to design their own personalized learning trajectories. The systematic implementation of tutoring in European and American universities is widely recognized as an effective mechanism that supports students' social adaptation, psychological stability, and integration into the academic environment.

However, the analysis reveals that although regulatory and legal frameworks for introducing tutoring activities have been established in the higher education system of Uzbekistan, the practical implementation of tutoring—especially the systematic preparation of future teachers for tutoring roles—remains an urgent issue. The lack of a

sufficiently developed scientific and methodological foundation for training tutors to individualize the learning process, provide psychological and acmeological support, and guide students' professional development is identified as a significant gap.

In Russia, tutoring has been recognized as an independent professional field, and the scholarly contributions of O. Gazman, N. Koryakova, and E. Trofimova are particularly noteworthy. These researchers conceptualize tutoring as a pedagogical support technology aimed at revealing and nurturing the individuality of the learner. Within the Russian academic tradition, the content of tutoring activities, organizational models, and algorithms for constructing personal development trajectories have been comprehensively developed.

The overall analysis of existing literature demonstrates that while some studies on tutoring have emerged in the scientific landscape of Uzbekistan, a comprehensive scientific approach, sufficient methodological support, and practice-oriented research in this field are still underdeveloped. In contrast, international experience shows that tutoring is regarded as a key factor in improving educational quality and is evolving as an integrative system focused on fostering students' individual development.

METHODOLOGY

This study aims to identify the actual level of readiness for tutoring activities among students enrolled in pedagogical education programs, analyze existing challenges, and determine ways to improve this process based on international experience. The methodological foundation of the research is grounded in the concepts of learner-centered education, the competency-based approach, the constructivist learning model, and the theory of individualized developmental trajectories. Additionally, the qualification requirements approved for higher education institutions in Uzbekistan and the regulatory framework of the credit-modular system serve as important methodological bases.

The following approaches were employed throughout the research:

- Analysis and comparative study: The regulatory foundations, curricular structures, and tutor preparation processes in Uzbekistan and foreign countries were compared.

- Empirical methods: Survey data collected from students of the Pedagogical Education programs at Fergana State University (FSU), Tashkent State Pedagogical University (TSPU), and Andijan State University (ASU) were summarized and analyzed.

- Content analysis: The scientific works of A. Rahmonov, N. Abdullayeva, A. Isroilova, T. Kulniyazov, and Y. Nazrulloev on tutoring activities were examined in detail.

- Analysis of normative and legal documents: Qualification requirements, state educational standards, and credit-modular system regulations were reviewed and interpreted.

RESULTS

In higher education institutions of Uzbekistan, a tutor is interpreted as a coordinator of learner-centered educational processes who provides academic, educational, and psychological support to students. The development of modern psychological services has expanded the functional scope of tutoring, transforming it into a complex pedagogical and psychological activity.

A general analysis of the issues related to preparing students for tutoring activities reveals the following:

a) Theoretical preparation: Although certain universities (such as Fergana State University, the Tashkent State Pedagogical University named after Nizami, and others) offer modules related to tutoring activities:

- Most higher education institutions do not provide sufficient courses dedicated to this field.

- Students lack deep understanding of the goals, functions, and ethical foundations of tutoring.

b) Practical preparation: During pedagogical internships, insufficient attention is paid specifically to tutoring activities.

- Existing practical training mainly focuses on teaching and methodological tasks and does not adequately cover opportunities for supporting students' personal development, providing psychological counseling, or offering guidance-related training.

c) Personnel capacity: Specialists responsible for training future tutors themselves do not possess adequate

preparation in this field.

- Foundational instructional and methodological resources (textbooks, manuals, guidelines) are limited.

d) Lack of a systematic approach: Tutoring activities in the higher education system are not fully institutionalized through official documents.

- Criteria for evaluating tutoring effectiveness and a monitoring system have not yet been developed.

According to survey data conducted among students of the 60110100 – Pedagogical Education programs at FSU, TSPU, and ASU:

- 65% of students reported that they do not clearly understand the essence of tutoring activities.

- Only 18% of students considered themselves sufficiently prepared to provide guidance or counseling to others.

In modern education, the formation of individual development, independent learning skills, and the ability to solve problematic tasks within a learner-centered approach is becoming increasingly important. Tutoring, in this regard, emerges as one of the key pedagogical tools in teacher education. This study, therefore, aims to examine the actual state, challenges, and prospects of preparing students in pedagogical programs for tutoring activities.

DISCUSSION

The findings indicate that although existing pedagogical resources are sufficient to support the development of tutoring activities, there is a lack of systematic approaches, methodological foundations, and integration between theoretical and practical components. International experience demonstrates that tutoring has evolved into a key mechanism that directly influences students' psychological well-being, academic success, and personal development.

In Uzbekistan, the need for tutoring intensified with the transition to the credit-modular system; however, it has not yet achieved the status of a fully developed methodological system. Practical observations suggest that effective organization of tutoring activities requires:

- the introduction of specialized academic modules;

- the establishment of platforms for real tutoring practice;
- the enhancement of scientific and methodological resources.
- regular professional development programs for instructors;

1-table

Comparative Analysis of Preparing Students for Tutoring Activities

№	Key Aspects	Uzbekistan	Foreign Countries
I	Regulatory and Legal Framework		
1	Legal Foundations of Tutoring Activities	Tutoring as a concept has not yet been fully defined within the formal education system. It has been introduced in some universities within the framework of the credit-modular system..	In the United States and the United Kingdom, tutoring activities are legally established as one of the core services of educational institutions. In Russia, the “tutor” is officially recognized as a distinct professional occupation.
2	State Strategy for the Development of Tutoring	A dedicated state strategy has not yet been developed; the need for tutoring has emerged primarily in connection with the implementation of the credit-modular system.	In some countries (for example, Finland), tutoring is an integral component of the national education strategy and serves as a key mechanism for ensuring student well-being.
II	Curriculum and Educational Programs		
1.	Availability of Specialized Courses on Tutoring	Such subjects are rarely offered; tutoring is mentioned only briefly within courses like <i>Comparative Pedagogy</i> or similar disciplines.	In the United Kingdom, dedicated courses on Academic Tutoring are offered at the undergraduate level. In Russia, Fundamentals of Tutoring is taught as a separate academic module..
2.	Practice-Based	Pedagogical training is	In U.S. universities, every

	Training	mainly focused on teaching practice and theoretical instruction. Tutoring activities are not implemented or tested in real practice..	education major is required to complete at least one semester of tutoring practice. Students are assigned to small groups for hands-on tutoring experience..
III	Staff Training and Professional Development		
1.	Specialists Responsible for Training Tutors	Pedagogical instructors currently perform tutoring-related duties; however, they have not undergone specialized training in tutoring.	There are professionally trained tutors who possess deep knowledge in psychology, pedagogy, communication, and counseling.
2.	Professional Development Courses	At present, there are no specialized professional development courses dedicated specifically to tutoring.	Annual training programs, webinars, and certification systems for tutors are available and well developed, particularly in the United Kingdom and Australia.
IV	Scientific and Methodological Support		
1.	Educational Manuals and Methodological Materials	Very few resources are available, and existing ones are mostly oriented toward general pedagogy.	Higher education institutions abroad have developed their own tutoring manuals. For example, the Oxford Learning Institute has produced extensive resources dedicated to tutoring.
2.	Number of Scientific Studies	There are few scientific works addressing the theoretical and practical foundations of tutoring	In the United States, Russia, and Finland, dozens of dissertations and research articles on tutoring are published every year.

		activities.	Tutoring is regarded as an independent field of scholarly inquiry.
V	Effectiveness of Tutoring Activities		
1.	Level of Individual Work with Students	There is a predominantly mass-oriented approach. Activities are mainly focused on assessment and control.	Individual work is carried out with each student, including the development of personal growth plans and regular activities aimed at reducing stress.
2.	Evaluation of Outcomes	The results of tutoring activities are not assessed systematically.	Outcomes are evaluated based on the student's progress, engagement, psychological well-being, and academic achievements. Statistical analysis is routinely employed.

CONCLUSION

In conclusion, it should be emphasized that shaping students' individual developmental trajectories, enhancing their independent learning competencies, and strengthening psychological and pedagogical support mechanisms have become priority directions within the ongoing reforms of Uzbekistan's higher education system. The introduction of the credit-modular system has significantly increased the demand for tutoring activities. The tutoring institute is emerging as an essential mechanism that supports not only students' academic success, but also their personal development, competence formation, and adaptation to the educational environment.

The findings of the study indicate that although some positive practices exist in preparing students of pedagogical programs for tutoring activities, the system has not yet been fully developed, and the need for its institutionalization remains highly relevant. Survey results show that a large proportion of students lack sufficient understanding of the content, functions, and professional ethics of tutoring. The strong emphasis on teaching

practice and the limited opportunities for developing tutoring competencies negatively affect students' ability to provide guidance, psychological support, and personalized learning planning in real-life situations. In addition, the fact that instructors responsible for training future tutors have not undergone specialized preparation highlights the insufficiency of the methodological foundation in this field.

Comparative analysis with foreign experience confirms that in countries such as the United States, the United Kingdom, Finland, and Russia, tutoring has become an integral component of the education system. It is effectively implemented through well-established mechanisms of learner-centered support, individual development monitoring, and academic and psychological assistance. These countries have developed specialized tutoring courses, continuous professional development systems, methodological resources, and extensive scientific research. Such experiences present valuable models for strengthening the tutoring. Although regulatory and legal frameworks for the development of tutoring have been established in Uzbekistan's higher education system, they have not been fully integrated into practice. The

absence of clear criteria for evaluating the effectiveness of tutoring activities, a comprehensive monitoring system, diagnostic tools, instructional-methodological resources, and foundational academic courses limits the development of the tutoring system. Furthermore, it is necessary to align tutoring activities with pedagogical practice, involve students in real tutoring experiences, promote the use of personal portfolios, and establish procedures for working with individualized development plans.

Based on the analysis conducted, the following strategic conclusions were drawn:

1. Introducing the course “Fundamentals of Tutoring” as a compulsory module within pedagogical education programs will create opportunities for developing students’ theoretical knowledge and professional understanding of tutoring activities.
2. Integrating tutoring practice into pedagogical internships will help students develop skills in advising, observation, diagnostics, and creating individualized learning plans in real-life settings.
3. Establishing regular professional development programs for tutors will enhance instructors’ modern pedagogical and psychological competencies.
4. Developing methodological manuals, diagnostic tools, and instructional resources will improve the quality of the tutor preparation system.
5. Adapting and implementing international best practices to the national education system and developing a national model of tutoring are essential steps.
6. Creating virtual tutoring systems (such as Moodle, MS Teams, Mahorat.uz, and others) will expand opportunities for remote academic and psychological support for students.

Based on these findings, it can be concluded that tutoring activities represent one of the most important pedagogical mechanisms in Uzbekistan’s higher education system for ensuring learner-centered education, organizing independent learning, and supporting student well-being. The development of tutoring is therefore a critical condition for improving the quality of education. The analyses presented in this study provide a solid foundation for formulating scientifically grounded recommendations

aimed at strengthening students’ preparedness for tutoring activities within pedagogical education programs.

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