



MENTORING AND COACHING APPROACHES IN TUTORING ACTIVITIES

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Abstract

This article highlights the significance of mentoring and coaching approaches in tutoring activities, as well as their differences and similarities. Mentoring is the process of transferring knowledge and skills by an experienced specialist, while coaching is a collaborative method aimed at unlocking and developing personal potential. In tutoring, these approaches support students in independent learning, self-awareness, and personal development. The article also emphasizes the tutor's role in enhancing the quality of education through communicative skills, an individual approach, and developmental conversations.

Keywords: Tutoring, Mentoring, Coaching, Individual approach, Developmental conversation, Personal potential, Communication with students, educational support.

Introduction

There is an ancient ability in society, and people have always occupied different categories. If someone's activity is related to management, then someone else is considered to be the one performing these tasks. Therefore, today we want to dwell on leadership activity and its essence, concept and psychological health of the leader. His psychological health is considered an important factor in leadership activity, and this directly depends on the social background of the leader, his upbringing in the family, personal psychological characteristics and, of course, on the employees.

The study of the problem of leadership personnel occupies a significant place in the history of psychology. The main reason for this is that in the historical studies of sociology and social psychology, it is stated that the role of the leader in social life, authority, responsibility for the fate of the people, development, prosperity,



and a happy life largely depend on his personality, activity, abilities, and intelligence. In the teachings of our thoughtful ancestors, in folk art, there is a lot of information about just and unjust kings. In the works of Abu Rayhan Beruni and the manuscripts of al-Farabi, instructive thoughts are expressed on the personal qualities of leaders (meaning those holding high positions), the complex and responsible tasks facing them, and guidelines for preventing and eliminating certain vices. In particular, the leader's insight, wisdom, truthfulness, patriotism, honesty, and generosity are emphasized on the basis of scientific and practical examples.

Let us dwell on the ideological and political qualities of the leader:

-ideological and political beliefs, selflessness, principledness, political literacy, social activity, awareness of social duty, social thinking, organization, entrepreneurship;

-professional and professional qualities; professional maturity, independence, knowledge, critical thinking, information analysis, ability to express one's own opinion, inclination to conduct scientific research;

- emotional and moral qualities: patriotism, demandingness, humility, respect for others, self-confidence, honesty, fairness, impartiality, culture of behavior and etiquette, rational assessment, self-improvement, modernity, adherence to moral rules.

- special abilities; faith-belief, organization, speech and authoritative abilities, sensitivity, communication stability, focus, accuracy, impartiality;

- individual differences in organization: psychological, selectivity, practical intelligence, criticality, organization, willpower, these are the ideological and political qualities of a leader.

It is impossible to achieve high efficiency without special training of leaders. For this, it is advisable, first of all, to use trainings that form life skills, encourage communication, interpersonal relationships, decision-making, problem-solving, maintain a healthy lifestyle, develop and direct abilities, and contribute to human maturity.

In leadership, management culture is a social role, consisting of a limited, approved form of behavior expected from an individual occupying a specific position in the system of social and interpersonal relations. The description of a social role also includes the values and character, social attitudes, beliefs and feelings, goals and



desires, which are attributed to a person occupying a special status in society and are expected from him.

One of the most important qualities in the above description of a social role is the conditions that are expected from the manager. Expectation from a manager, hope from him is such a psychological state that it reflects the possibility of a specific event, the manifestation of an important property of an object. Expectation is not only an imagination, but also an internal institution (position) that expresses personal needs.

According to the conducted studies, employees evaluated such qualities in managers as ideological conviction, honesty, fairness, objectivity, and executive power in the first place, initiative, demandingness, resourcefulness, creating a creative atmosphere in the team, identifying and disseminating best practices, clearly formulating their own requirements, consulting, creating a healthy social opinion in the team, solving economic issues in the second place, and determination and self-confidence, external attractiveness, resourcefulness, optimism and optimism in the third place.

Of the listed qualities, the quality that is most important in market relations is management culture. Because in modern enterprises, the social psychological factor is rising to a higher place. Management psychology, based on the materials collected in the field of behavioral psychology, has the ability to organize, organize and improve interpersonal relationships. Tutoring in today's education system is an important factor in the formation of an individual approach, personal development and independent thinking of the student. The communicative and interactive characteristics of tutors are the basis for the high-quality implementation of this process. Tutoring activities are based on a deep study of the individual characteristics of the student. Each student has a unique psychological portrait, which is determined by his learning motivation, cognitive style, social activity, role in interpersonal communication and emotional and intellectual potential. Taking these factors into account, the tutor serves to identify, develop and activate the student's internal resources. Therefore, the tutor must have high psychological sensitivity, diagnostic skills, and socio-perceptive competence.

A tutor is an employee of a higher educational institution who meets the relevant qualification requirements and possesses high moral qualities and assists the students of his/her assigned group in their education, as well as in the meaningful



organization of their free time outside of classes, educates them in the spirit of humanity, justice, hard work, and love for the homeland, involves them in circles and clubs organized within the framework of five important initiatives, and carries out activities aimed at resolving all issues and problems that arise during the educational process in an established manner. The main goal of a tutor is to effectively organize the harmony of the educational and upbringing process, regulate relations between the educational institution and students, help students adapt to university life and the educational process, provide them with methodological, social and psychological support, and increase students' love for their chosen profession. A tutor is a specialist in a certain field, and his/her main task is to give the student certain knowledge and skills. In a broader sense, a tutor teaches a student to reveal his potential during the educational process, to better understand himself, to make the right decisions and choices in study and life. He helps the student to understand the consequences of each step and action, to find his interests in life. To do this, the tutor deeply analyzes the interests, problems and difficulties of his students. He carefully studies the intellectual and psychological environment surrounding the student. In a word, the tutor is the connecting force between the student and the educational process. His main activity is to work in a higher educational institution, be an employee who meets the relevant qualification requirements and has high moral qualities, and assist the students of his assigned group in their education, as well as in the meaningful organization of their free time, educate them in the spirit of humanity, justice, hard work, love for the Motherland, involve them in circles and clubs organized within the framework of five important initiatives, and carry out activities aimed at eliminating all issues and problems that arise in the process of education in an established manner. The tutor regularly visits the places of residence of students living in student dormitories, rented and private apartments, studies the conditions created there and the problems of students, and takes measures to improve them.

The specific features of tutoring activities, which have just appeared in the higher education system of our republic, are as follows.

1. A tutor is a person who helps students in their personal development, worthy participation in university, republican and international competitions and Olympiads, as well as in their free time, and is engaged in guiding young men and women towards a profession, educating them in the spirit of love for their



homeland, involving them in various scientific circles, studying their problems and shortcomings and finding comprehensive solutions to them.

2. The main goal of tutors is to strengthen relations between the university and students in the effective organization of the educational and upbringing process, to help students adapt to university life and the educational process, to provide them with methodological, social and psychological support, and to increase students' love for their chosen profession. At the same time, they regularly analyze and improve the quality of students' lessons, ensure that they spend their free time meaningfully, and are constantly aware of their social situation.

3. Tutors carry out their activities in the areas of spiritual-enlightenment and moral-education, educational and educational-methodological, as well as scientific, innovative and research.

4. Each tutor involves students of his assigned group in clubs and circles organized within the framework of five important initiatives and develops their creative abilities and talents creates an opportunity for students to demonstrate their talents. Protects the rights and legitimate interests of students, helps create conditions for their education, study, living and recreation, and keeps them informed of news in this regard.

5. Establishes systematic work to strengthen students' academic discipline, form in them such qualities as creative thinking, honesty, and correct speech. Identifying gifted and talented students, assisting them in their worthy participation in various competitions and Olympiads, and implementing student projects and startups.

6. Monitors the level of students' mastery of lessons, provides them with innovative educational technologies and educational and methodological materials, information resources, and creates the basis for their extensive and productive use of these resources.

7. Tutors have the right to help students with a number of issues that concern them, in particular, providing students with accommodation, and helping them master missed lessons.

8. Each tutor has the right to observe the lessons of the academic groups assigned to him, monitor student attendance and the quality of the lesson, demand the fulfillment of the obligations imposed on students, make an announcement for placement in the TJU and ensure the student's participation in the meeting of the commission on this matter, participate in resolving the issue of granting a student



a certificate of merit and academic leave, encourage or punish them, and give conclusions and opinions when recommending them for various scholarships.

9. Each tutor is obliged to respect the honor and dignity of students, their reputation, be regularly informed about their physical, mental and psychological condition, monitor their academic, spiritual and scientific activities, control the participation of young people in lessons, and maintain constant communication with the parents of young people and himself.

Although tutoring is a relatively new profession in our country, it has been around for centuries in foreign countries. Tutoring originated in Oxford and Cambridge in England in the 12th century. Since educational standards and academic freedom for students did not exist at that time, there was a need for a mentor who could help manage the large volume of educational services provided to the student and match them with the student's personal capabilities and needs. The tutor establishes a dialogue with the student, helps determine which practical classes and lectures to attend, helps to create an individual study plan, monitors the fulfillment of assignments according to the requirements of professors and teachers, and students' readiness for exams. The existing literature emphasizes that tutoring is closely related to the history of European universities in the 12th century, including Oxford and Cambridge, and was formed in Great Britain. Tutoring activities were formed in the English universities of Oxford and, a little later, Cambridge, around the 14th century, and according to the analysis of existing experiences in this regard, it can be seen that tutoring has historically developed as university mentoring since that period. At that time, universities were initially viewed as associations of teachers and students, and students were not required to participate in the same specific courses; the student had to decide for himself which professor to listen to or which subjects to study. Each professor read and commented on his own book. Therefore, students could listen to lectures not only from his own, but also from professors from other educational institutions. The university, on the other hand, only put its students to final exams. In this case, tutors helped students acquire the knowledge necessary to obtain the appropriate degree at the end of the course, and in the process of choosing their own path. At that time, all students were required to attend tutor consultations in the first year of study, and they reported to the tutor on their work every week. Students' meetings with tutors were held according to a schedule and outside of class time, and such meetings and discussions were of primary



importance to students. Since the undeniable feature of the university at that time was the freedom of teaching and learning, tutors performed a mediating function between the professor and the student. Freedom of learning was closely related to the student's independent study, and the main task of the tutor was to connect the student's independent learning process with academic ideas. The process of independent learning was considered the main part of learning at the university, and the tutor performed the functions of facilitating this independent learning process. At the end of the 16th century, tutors in the university process of study became the main person responsible for his upbringing. This is what M.I. Popova wrote in her research on this subject. We must not only educate, but also educate: together with knowledge, we must instill a sense of moral and religious responsibility; The student here is subject to various rules and is under the control of tutors, who ... have both paternal and service rights, demand self-control and self-control at every step, and thus serve as a real school for him, preparing him for life. On the contrary, if the university is deprived of this structure, the academic activities of students immediately turn into a period of unrestrained freedom, knowing neither restrictions nor responsibility. With these thoughts, the researcher presented her views on tutoring activities, the state of individual education of students.

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