

PSYCHOLOGICAL AND PEDAGOGICAL ANALYSIS OF TUTORIAL ACTIVITY IN EDUCATIONAL STRUCTURES

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Abstract

The subject of this piece is a brand-new pedagogical profession devoted to instructing. The meanings of the terms "tutor," "tutoring," "tutor support," and "student" are all thoroughly defined. The tutoring support's tasks and directives have been clarified. Problems encountered in human life in an individualized society have been recognized, particularly in the sphere of education. Uncertainty in life causes a variety of obstacles in reaching goals. Man becomes addicted to the sensation of poverty, loses control of reality, and has his identity shattered. The article offers advice on how to maintain one's values in the face of such uncertainty, as well as how to manage the resources needed to fulfill one's objectives on one's own. The essence of the concept of "individualized education" can be understood in a variety of ways. The phrases "individual approach" and "individualization" are sufficiently distinguished. Tutoring has been considered as the most effective individualization technology. The article clearly demonstrates that the tutor's open, humane position, the expansion of the student's educational space and ability to grow as a self-developer - the restriction of the student's educational space and freedom - are in direct opposition to the level of authoritarian and commanding character in pedagogical activity. The educator's interviewing role is highlighted in the implementation of tutoring practice. Because tutoring practice teaches a person what it means to live a moral life through its instruction in difficult conditions. It demonstrates the importance of being ready for the difficulties of an individualized society.

Keywords: tutoring, individual approach, individualized society, individualization of education, tutoring, pedagogical tutoring position.

Introduction

Our times are rapidly changing and progressing: new activities and modern professions are arising in every field. How do we steer our educational system in the right direction without making mistakes? Tutors come in handy in this situation.

The Atlas of New (Near-Future) Professions was published five years ago by the Agency for Strategic Initiatives and the "Skolkovo" office in Moscow. According to the experts that built this atlas, by 2030, a number of new specialties in numerous domains of human activity are projected to emerge in response to modern demands. The field of education is no exception. Right now, there are new professions: game master, Startup mentor, mind-fitness coach, tutor and others. "A tutor is a teacher who assures the individual growth of the student within the specified subject, prepares the educational program, produces individual tasks, and offers a method to build his career," according to the definition of "tutor" in this atlas.

The main results and findings

To understand what tutoring is, it is necessary to study its historical origins. Tutorship, as a pedagogical concept, has a foreign history based on ancient traditions. Tutor culture involves at least nine hundred years of experience. The modern concept of tutoring is inextricably linked with the history of European universities. Tutoring has been associated with the tradition of teaching established in universities since the Middle Ages. At that time, there was a brotherhood in the universities that spoke the same language, believed in the same values, and recognized only one academic authority. The United Kingdom was the "boo" on the rise of tutoring. Each of the famed Oxford and Cambridge universities' pupils had their own particular teacher, leader, and tutor in the fourteenth century. These affiliated individuals have built a link between the professor and the students by serving as a third party. These tutors were important in developing individualized plans for European university listeners, obtaining the most relevant

material, and passing all necessary examinations in the future. Perhaps this is why universities in many Western countries have scientific potential that is at the forefront of the globe today?

Tutorship was born around the 14th century in the classic universities of England - Oxford and Cambridge. At that time, not all conditions were created for all students of the university to pass a specific lecture and classes. Students of one college could listen not only to the lectures of their professors, but also to the lectures of another college professor. The university, on the other hand, has only set its own requirements for future tests and exams. When students receive a degree, they choose their own path independently. In this work they were assisted by tutors.

Freedom and independence, which were among the established values of the time, were equally important for reading and teaching. Tutors mainly served as a link between a free professor and a free student. The value of freedom is inextricably linked with the value of the individual, and here the main function of the tutor is to contribute to the practical integration of personality traits and academic ideals. The process of working on oneself is the core of the process of getting a university education, and tutoring, in which the student acts as a person who thoroughly ensures the process of working on himself. By the sixteenth century, the tutor had become a central figure, also responsible for the education of students in universities.

By the seventeenth century, as the working environment of tutors expanded and the focus on education increased, their duties began to take on more serious significance. The tutors helped the students to plan which lectures, which practical classes to prepare and how to prepare for the exams. Tutor became the student's closest mentor and was a constant help in any of his struggles. The tutoring system gradually began to squeeze out the professorial system in English university education. As a result, according to various sources, from 1770 to 1850, English universities did not have a single internship or department. Only tutors prepared students for the exams.

By the end of the nineteenth century, the free chairs that make up private and professional lectures are slowly beginning to emerge. The right to choose which professors and lectures is left to the students themselves. In those days, tutoring went so far as to inherit Christianity, or rather, the monastic lifestyle of the time was in line with this. In the nineteenth century, a large proportion of tutors in colleges were required to hold a spiritual position (san). Because university professors were atheists. That is why the various forms of spiritual teaching have had an impact on the development of the institution of tutoring.

During the eighteenth and twentieth centuries, the tutoring system in the oldest universities in England not only gave its place, but even became the most central point in education. The speech system was just an addition. Today, about 90% of classes at Oxford and 75% of Cambridge universities are conducted by tutors, with two or three students alone.

Today, in a number of foreign countries, the practice of teaching gifted children in the form of tutoring is widely used. Tutors are active in the world's most advanced education systems: in the United Kingdom, the United States, Finland, Japan, France and other countries, based on individuality and taking into account the national values of each nation.

In the CIS, getting a tutor position started significantly later. Tutorship in Russia was officially legalized in 2008 by the Ministry of Health and Social Development.

An effective practice of individualization in education is tutoring.

Today, tutoring is becoming more and more popular in kindergartens, schools, higher education institutions and other areas. In the new wave of pedagogical innovations entering the field of education, the figure of a tutor has recently been trying to have his say. In the single classification directories of the education systems of many countries, even the position of "tutor" has appeared as a separate profession. In general, what is behind the term "tutoring", to what extent is tutoring in line with the requirements of the time and what is necessary for the development of this movement? The idea of finding answers to the questions of course is of interest to many.

The rapid advance of time puts unique and appropriate needs in society. It is no secret that the field of education has the most prestigious position in order not to falter and move steadily in the tumultuous wave of our time. Although the field of education itself is always a novelty for the growth and development of the individual, various changes in human life require the achievement of new things in the way of his goals and dreams. Our way of life, which is enriched by the advanced technologies of science, is becoming more comfortable, our problems are reduced as much as possible, and we are happy. Every success in human life is achieved through the education he receives. How education is given, how it is received, the future prestige and status of both the educator and the recipient are determined by their worthy place in society. When we talk to a skilled craftsman or expert who is fascinated by himself and performs his profession or work with great skill, most of them, of course, connect the secret of their skill to their own masters. Even when connected, their mentors emphasize that they practiced with them mostly individually, that is, individually. If you ask why they are now dealing with you as an individual, almost all of them will answer in a humble tone, probably because of my shortcomings or lack of education, and some of the brave ones will brag that they must have realized that I had a talent. Note that in both cases, individual attention and an individualized approach are self-evident, even if they are less educated and capable, which is an effective practice in itself. Therefore, a student studying in a group or in a classroom will find that the approach to individual support to the student is a very effective method. Individual or individual approach dialogues in the teacher-student relationship serve for the serious and positive development of our personality not only in the field of education, but in almost all aspects of our lifestyle. We have focused our article on the questions, problems, concepts and different views on the topic of tutoring (individual or individual approach) in the field of education, as well as their study.

Why is tutoring considered an effective means of individualization or individual approach? How is tutoring entering the CIS countries and what is its active spread?

Of course, there will be some reason or need for anything new to come into being. In our opinion, it would be more accurate and relevant to recognize the beginning of the process of individualization of education. Let man believe in his own strength, take full responsibility for deciding his own destiny, and act independently and proactively in his life, including in education. All these requirements for modern education are, in fact, features that in many ways represent the whole process of individualization. In the case of individualization, tutoring, as a major resource and an effective tool, can take full responsibility for such a process.

The natural question arises as to how appropriate it would be to invite qualified professionals engaged in other fields to participate directly in the process of individualization as well.

Observations show that managers use tutoring in their practice differently and in many cases, mostly spontaneously. While some people are new to this movement, others are showing off their organization (school, university) to make it even brighter. By the way, given the appropriateness of tutoring, tutoring can be done in an organization (school or higher education) when there is a truly rich, colorful environment for reading, in an environment where there is choice and opportunity to work on oneself. If such an environment is not created and conditions are provided, tutoring is considered redundant. For example, if we take schools, it is strictly required to follow the established schedule and lesson schedule. Everything is strictly regulated. Nonetheless, the school can do its teaching process very well. It is not necessary to make new changes, there is no room for the introduction of tutoring in such a school.

Some administrators create a variety of clubs, classes in their schools to respond to the challenges of the time, and create conditions for students to have choices to try their hand at different activities. Only schools or kindergartens today are proud of such conditions. With this type of activity, many higher education institutions are also proudly operating today to make it look like a modern educational organization. Imagine that a rich environment and conditions have been created in educational institutions. And here is a logical question cross in front of the head of the organization. Who directs and directs the purposeful use of these colorful, rich conditions and opportunities in accordance with the abilities and talents of each learner? Who, out of each learner's treasure of richness and diversity, works with his or her individual or individual educational directional roadmaps and shapes unique learning strategies to realize personal goal dreams? In our opinion, if the needs of these questions were met, the need for the implementation of tutoring would be fully realized and the approach to the issue would be carried out competently, ensuring the achievement of the desired result. At the very least, the tutoring function can also be assigned to a class (group) leader or senior class (group) teacher who is not new to the field.

Today, tutoring, inclusive education, preschool education, youth living in socially unorganized conditions and gifted children are studied with special interest by educators.

In inclusive education, the application of different teaching methods to learners, the need to take into account their most unique abilities, is more vividly demonstrated than in ordinary schools based on the traditional education system. A similar approach is observed in the education system for gifted children.

What do we mean by gifted children? In a gifted child, their sensitivity to a particular area is usually very strongly developed and directed. If his ability in the biological sciences is significantly stronger, he will not only cling to the biological sciences, he will be able to show and demonstrate his talent very easily from similar sciences as well. He needs different things at once and very quickly. Therefore, he is always interested and able to show his talent in the science he is studying. Easily solves any puzzles and issues on a favorite topic. The main task of the tutor is to keep such talents and abilities in the child at all times. That is, an individual approach to the learner ensures his or her educational success. Therefore, it is recommended that managers of any educational institution focus on where to start and what business models to use.

The beginning of each new job begins with the creation of the necessary and sufficient working conditions. If the manager understands individualization as one of the highest values in education, accepts it and supports it, in fact considers such a model as one of the important directions in education and undertakes to create all necessary conditions for comfortable work, tutoring in this educational institution will be. And the scope of these conditions has become much clearer today. Because the tutor is now the supervisor of such a colorful education system. ***First and foremost, the manager needs to create a colorful environment in his or her learning space.***

The second mandatory condition is that specialists must be trained. There are different forms of preparation, retraining. Vocational training can be achieved through undergraduate, graduate and retraining courses in various fields.

So, there are three factors that need to be taken into account. *The first - the education system, the second - colorful, rich conditions and - smart management.* Management should be done as broadly as possible. What are we talking about? Certain regulations should be introduced by management, for example: pedagogical tutor - high school student - a contract between parents, and in these agreements it is desirable that each party has regulations that clearly and unambiguously require responsibility. If a tutoring position or tutoring itself is to be introduced, they will be required to clearly define the job descriptions and indicators required. Another important issue for managers is the topic of working with young educators and pedagogical teams. Tutoring can be a very good resource in this regard. Tutoring can be used as a mentoring resource when working with young educators. Of course, accepting mentoring as a resource has come to us from our own past culture. Usually, when a young educator comes to school, he or she is attached to the teacher. The teacher teaches the young educator the secrets of the profession, what his future will be, how to become a skilled teacher faster. It creates a colorful and rich environment for the young educator, exploring his or her strengths and setting strategies for moving forward. Then, together with him, they form their own "culture map". The goal is to support the cultural environment in the young educator's effort to learn or teach. Where does he see his boundaries, what does he understand, what does he not understand? The tutor is neither a saint nor an angel. However, in the near future, it would be expedient to develop a code of

ethics for all tutors. In the implementation of individual education, the tutor works with non-traditional principles consisting of variability, individualization and openness from non-traditional forms of pedagogical practice.

In the modern education system, the transformation of the role of teacher is being carried out. *Until now, the social experience generalized by the teacher has to be given to some intermediate listener, pupil or student, now the teacher-tutor enters as a specialist who guides the educational trajectories and guarantees the individual development of each learner.* The education system must operate with a constant reference to an individual's values, needs, and interests. Only then will the professional development of the individual be ensured and the transition from leadership to tutoring be ensured. The concept of tutoring is not, in fact, a relatively new term if we express a firm opinion for the education system. We will still get acquainted with it in the lines of our article about its philosophically significant history.

What role does the tutor play?

A tutor is an educator who develops individual educational programs and monitors their implementation. Its function is to discuss the student's (person's) educational needs (for example, any shortcomings; "I want to prepare for an exam in physics to enter" or a problematic situation; "I do not know what to do after graduation") and the necessary resources (special science courses) , sources of information, and etc).

Thus, the student (person) has the opportunity to find solutions to their problems and meet the requirements of personal education.

What qualities should a person have if he wants to choose this profession?

A person who wants to become a tutor must first have experience working on himself. Striving for development requires being aware of what is happening now in the field of education, having the art of communicating with people high, polite and tolerant. The tutor has to not only discuss the education with the student, but also organize various activities and involve other professionals in the assistance.

Special features of the work of tutors in assisting preschool children, high school students and higher education students.

They have unconditional characteristics, primarily because of the age characteristics of the ttorants and how independent they are. If the child is of school age, the tutor should, for example, pay serious attention to the organization of the child's environment, interaction with parents as the main customers of education, discuss with them the child's interests, individual characteristics and more various resources (programs, centers, activities) should help you choose. For school students, it is important to promote the interests of reading and learning, to organize their involvement in various projects and research activities, to discuss with teenagers the prospects of the future and post-school education options. During the professional training of students: how to become a master of my profession? what do i need for this what practices do I need to be like that? will have to answer the questions.

Results of tutor work

What should be the outcome of the tutor's work? After tutoring, each student becomes an independent person with a broad outlook who listens to his or her heart, can distinguish what interests him or her, has the right to choose, and finally knows how to express himself or herself. Children in preschools who have a natural curiosity about learning should not be discouraged, but should be encouraged.....

Why should tutoring be considered a very important profession?

Tutoring always helps the child, the pupil or the student he or she cares for. If a tutor is working in the education system, then he should become an integral part of that system. The tutor, like the heroes and ghosts in fairy tales, knows all the myths in the educational organization, all the teachers, all the mysterious paths and dangers. He never gives a ready answer, but, being by the side of the pupil and student in his paternity, always helps him get out of difficult situations. Tutors, like fairy-tale heroes today, remain a myth. By and large, not many know about them and can't find them. There are even those who have not seen them at all. In this logic, of course, the idea that they are more important than the teacher is also not very close to reality. Perhaps it will take several years for the image of a sane professional about the education system to be sealed in the public mind.

Do you need a tutor in family education?

When does a school student need a tutor? How to implement a tutoring program without leaving home? A tutor is an expert in the school education system who creates the necessary environment for the study of student development, interests and hobbies. It is not based on the needs of the school or family's accepted curriculum or educational standards, but on the needs of the student, the child's personal characteristics. Adapts the interests and capabilities of the school or family to the learning needs of the child or student.

To understand the role and responsibilities of tutors in education, we try to distinguish them from other professionals who develop the personality of the learner and students.

How is a tutor different from a defectologist?

Tutors are sometimes indistinguishable from pedagogues-defectologists. However, their field of activity and responsibilities are quite different.

The task of the pedagogue-defectologist: to study the psychophysical features of the child's perceptual system and temperament, or the correction of any deficient function. For example, a speech pathologist can help a visually impaired child feel the musical inclination and direct him or her in that direction.

The task of the tutor is to create events that change the way we think about the future and our perceptions. This is one of the forms of anthropoperation and is called the state that represents the subjective reality of human existence. According to epigenetic studies, a person always has a place in his or her uncertainty and developmental potential, regardless of his or her genetically determined foundations. His new environment, his interaction with new people and new styles, is capable of changing his future. And the task of the tutor is to give the child an opportunity for such communication.

How is a tutor different from a coach?

The most important difference is that coaches work with adults as well as older teens. Coaches motivate a person in their pursuit of the goals they have formed and give them iron-disciplined instructions in prayer.

The role of the tutor is to help the child explain what he or she wants. The tutor often operates in a state of uncertainty in which the child's understanding and learning requirements have not yet been formed. The tutor uses techniques that encourage more gentle and independent action.

What is the difference between a tutor and a psychologist?

The school psychologist provides psychological assistance to children and adults. Using psychological methods, it often eliminates conflicting situations.

Tutor's task: to help in self-determination. Tutor is primarily a teacher. By his professional standard, he must first undergo appropriate retraining. While some professionals need to be psychologists, it is better and more required to use a pedagogical tool in tutoring activities.

Do tutors and private tutors perform the same function?

The mission of private tutoring is to help improve a student's knowledge of a particular subject in a particular program.

The task of the tutor is to bring freedom and responsibility to himself. It does not explain complex topics to the reader and does not force him to read. The tutor creates a comfortable environment, explaining that every movement and inaction has its own weight.

The difference between a tutor and a curator.

The task of the curator: to express their attitude to the difficulty that arises in the student and the student. For example, there may be complications related to time planning, self-management, mastering a particular subject, or increasing motivation to study.

The task of the tutor is to establish an individual educational direction, including formal or non-formal education for the pupil and student. Formal education is related to a document (diploma) that meets the established requirements, i.e. it can be basic (school certificate, institute diploma) or additional (music school certificate or advanced training certificate). Time is always limited. Informal education is focused on meeting personal needs. Excursions, master classes, camps, seminars - trainings and events related to the organization of discussion clubs. Either a random or specially invited interview with a qualified, experienced professional in the field of education.

Stages and means of operation of the tutor

Conversation. The tutor's conversation follows certain rules. Using coaching technologies, an open dialogue is established using active listening and various supportive elements. The interlocutor gradually opens up and rises to a new level of development and becomes mentally enriched from the conversation. Children who are closed to communication are offered pictures, texts, and other alternative forms of communication.

Questions. Once the confidence dialogue is fully engaged, the tutor begins to study the child's needs and begins to ask specific questions that he or she has prepared in advance. If the teen is not ready to answer questions, the communication tool is changed to another.

Personal - Resource map. Solves student and student learning needs through visual aids. The map includes all the necessary resources: school, after-school, online and offline classes are regularly included. Resources are updated during each meeting between the tutor and the student.

Try it. These are actions that are performed under safe conditions. The student (child, pupil, student) should understand that if he or she does not like what he or she is learning, he or she can give it up at any time and will not be reprimanded or given two grades for it. If he likes what he is doing, the tutor will help him expand his opportunities.

When does a student need a tutor?

When a family is making a plan for their children's education. Especially when family education is so relevant.

When a child is no longer inspired to read or needs help in shaping his or her learning needs.

When you want to know existing educational resources and need to find new ones.

Are tutors needed for the Uzbek education system or other areas?

Of course, it is necessary, because the tutor is a unique and modern specialist who knows how to make the environment of the education system open, interesting, varied and attractive. Nowadays, everyone needs a separate individual educational program: whether it is kindergarten, school, secondary special education or higher education, there is a need for such a modern requirement. The world we want to live in and live in does not give us a ready-made solution and ready-made model of life. Each of us must build our own destiny, no matter what. Including our way of education!

Who needs a tutor and what organizations?

A tutor is both a teacher and a mentor and a psychologist. Covers kindergarten, school, university, home and inclusive education. Not only educational institutions, but also any state (court, prosecutor's office, MIA, etc.) or non-governmental organizations that have problems in their dialogue. *While educators mostly use answers in their work, tutors mostly use questions. While educators ask questions and wait for answers, tutors find answers to the questions themselves and get out of the problem.* Tutors are absolutely drastic, different from the traditional school approach. In a traditional school, the student is not seen as an individual unit. The approach to group teaching is very different from the individual approach. The tutor, based on the abilities and interests of a particular child or student, sets an individual (road map) route for each of them as they acquire new knowledge. Thus, the tutor can interest the most backward student of the school, on which he was "judged", and give him an idea of his future career. The tutoring profession in particular is very important in caring for children with disabilities. The mission of such a specialist is to successfully adapt the disabled child to the social life (sotsium) of the school. And its most important task is to ensure communication between such children and their teachers, parents and school peers.

Tutoring is not only reminiscent of the experimental process in our country, but also in the CIS. Tutoring has not yet been taught or practiced in Uzbekistan. In Russia, tutors operate mainly in educational centers, schools with inclusive and distance learning kindergartens, while in developed countries they have long been represented in kindergartens, schools and higher education institutions, and in this area they are far ahead. Unfortunately, in our country today, there is not only a shortage of specialists who have received a tutor diploma, but they do not even have one. Of course, foreign and domestic approaches are significantly different from each other. The practice of such an approach has been practiced for centuries in the United States and European countries. The demand for this profession will undoubtedly have its say in the future.

No matter what changes take place in the field of education, the educator will still be considered a key figure. However, in today's previous scene, his demeanor and organization come first, and as a result, the role of the educator in relation to the pupil and the student becomes very important. The new role of pedagogical positions in the field of education serves to develop a humane position in education. In addition, their names such as "expert", "consultant", "facilitator", "coach", "teacher" and "tutor" are being updated. Let us try to define all of these terms below.

For example, in understanding the essence of the content of pedagogical positions that contribute to the education of gifted children, it is necessary to understand their rationale and differences.

An "expert" is:

- a specific, field specialist who has been invited for an expert examination;
- a qualified specialist in a particular field invited to conduct research, consultation, opinion development, conclusions, recommendations and expertise (G. L. Petrov);
- specialist in science, technology, art and other fields, the solution of which requires special knowledge, invited to conduct research on any problem (L. L. Denejkina)
- an experienced professional who is able to express his or her opinion, give an opinion on any issue or topic, make a quick and accurate assessment of situations and objects in a particular field of professional activity, and invite decision-makers for advice in decision-making. (L.V.Obryadina)

"Teacher":

- experienced workers, masters and engineers who have now taken over as fathers to prepare young workers and specialists for work (O.V. Tamilova);
- a skilled and qualified specialist (L.A. Denezhkina) who can get advice and recommendations from other workers and specialists;
- highly qualified specialist or experienced worker (N.G. Isakova), who can get advice and support from other workers and specialists;
- teacher, leader, educator (G.V. Stroganova);
- an individual (L.V.Obryadina) who can give valuable advice about the roles performed and the notions of identity, and who can show the exemplarity of the roles he plays.

Coach:

- a specialist in the training of someone or an animal in a profession or movement (I.V. Balakireva);
- (train - in English) - educator, teacher (L.A. Denejkina);
- psychologist, specialist in training (S.V. Kotelnikova);

- an actor, animator, clown entertainer or entertainer who performs bright and memorable actions;

some see him primarily as an expert in a particular field, obsessed with his own experience, while others see him as a psychotherapist who can inspire confidence in the entire study group and influence them (L.V. Obryadina).

Facilitator:

- one that provides a comfortable environment function, bringing team members together and inviting them to effective discussions, and controlling groups. Its main purpose is to form a team spirit by ensuring individual activity of each member of the group (O.V. Tomilova);
- **trainer - consultant**, whose task is to increase the efficiency of small groups in organizations (N.G. Isakova);
- **teacher - facilitator**, pedagogy based on a system of person-centered paradigms and adapted to work with children: openness to their personal thoughts, feelings, experiences; the teacher's expression of inner confidence in the student's abilities and abilities as an incentive, "understanding with empathy" (anticipation of student behavior, attitudes, reactions and skills) (the concept was introduced by K. Rodgers and added by T. N. Rybina);
- **facilitator** - from English means "mediator", whose task is to facilitate the decision-making process by consensus, to ensure the sequence of issues on the agenda in a timely manner, to implement the principle of joint decision-making, and, if necessary, to offer separate or additional discussions (L.V. Obryadina);
- the person who organizes the group work and attracts new participants and manages the discussion process (L.V. Obryadina).

Consultant is:

- a person who provides consulting services on any problem;
- Latin consultants - consultant - a person who gives advice and conclusions on their specialization in public or private organizations (L. V. Obryadina);
- a person serving in certain fields (L. A. Denejkina);
- a qualified specialist who advises other specialists in need in certain areas (O.V. Kolesnikova);
- an expert invited to discuss an issue (O.V. Kolesnikova);
- consultant (G.V. Stroganova).

The instructor is:

- an expert in charge of training in a field activity.
- a specialist who teaches a profession or evaluates someone's skills (A. Denejkina);
- instructor from Latin - a person who corrects, installs - directs the work of any industry or specialist (O.V. Kolesnikova).

One of the features of modern tutoring is that its form of distance learning, while differing in many respects from the system of full-time education, has a mass character. In foreign practice, a tutor is understood on the one hand as a distance learning specialist, and on the other hand as a class tutor (form tutor - English).

The analysis of foreign experience shows that tutoring in the form of social education, if brought closer to the task of an academic teacher, participates in the open (full-time) education system as a person who organizes the development of collaborative activities and deepening his skills.

The traditional structure of the foreign tutoring system includes three components: supervising (curating) the activities of students during their studies and vacations; in the broadest sense, to mentor a student while he is at university; and a tutor who teaches the student during the semester allotted to him.

Conclusion

Although in modern Russian pedagogy there is a comprehensive approach to the interpretation of the concept of tutor, but in its uniqueness the content lacks essence.

As explained in the Longman Exams Coach Dictionary, the word tutor is understood in the American version of English - a private tutor, while in the British version of English - a university or college teacher. In ABBYY Lingvo's dictionary article, a tutor is: 1) a home teacher, a governor; 2) a) a group (university) teacher or mentor; b) tutor; 3) a) a teacher at school; b) a high school student who assists in the mastery of primary school students; 4) the custodian, the adoptive parent in the legal interpretation.

In the article of the researchers L.V. Bendova and A.G. Chernyavskaya "*Tutoring - a new existence of pedagogical activity*" analyzed in detail the term "tutor" and express it in a number of definitions that lead to a common denominator; *the tutor is a mentor, a mentor who facilitates the process of educating students and working conditions on himself.*

According to T.M. Kovaleva, N.V. Rybalkina, P.G. Shchedrovitsky, "*The tutor is a position to support and monitor the process of working on himself, the search for individual education, the methodology of implementing individual educational projects and programs.*"

According to S. V. Fedotova, a tutor is *"a teacher who guides each student to individual development, taking into account the differentiation of programs."*

The tutor of pedagogical practice must be a specialist who meets the following requirements:

High level of general didactic training, experience in organizing experimental work, high level of organizational and communication skills, understanding of the essence of cooperation, insight, understanding of democratic communication style, openness to new things and readiness to expand personal experience.

The deeper the idea of tutoring goes into pedagogy, the further the position between the teacher (pedagogue in the traditional sense) and the tutor (from the tutor's tutoring position) becomes.

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