HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

INTEGRATION OF TUTORING COMPETENCIES AND COLLABORATIVE PRINCIPLES IN MODERN EDUCATION

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Abstract: This article explores the significance of tutoring activities in the context of modern education, particularly focusing on the development of tutor-teacher professional competencies and their integration with collaborative principles in working with students. Tutoring technologies are viewed not only as a method of instruction but also as a supportive system that guides students in independent learning, self-awareness, self-assessment, and management of their cognitive activities. The article analyzes modern requirements for tutoring competencies, including psychological and pedagogical approaches, emotional support, organization of independent activities, communication skills, reflection, monitoring, and work within an environment of mutual trust. Effective principles of the introduction of tutor technologies in vocational education are also described: positive motivation and a favorable emotional climate, consistency, cooperation and personal orientation, cooperation between students, mutual assistance and healthy competitive approaches. Based on the spiral model of tutor competence development, the directions of active pedagogical communication between the tutor and the student that meet modern requirements have been identified.

Keywords: tutoring technologies, tutor, pedagogical collaboration, tutoring competencies, modern education, learner-centered approach, emotional climate, quality of education, independent learning, mutual trust, assessment and reflection,

INTRODUCTION

At a time when the modern education system is characterized by globalization, digitalization, and transformational processes focused on individuals and human capital, innovative approaches in pedagogical practice, particularly tutoring technologies, are gaining increasing importance. Ensuring the sustainable development of educational quality, shaping students' individual learning trajectories, and educating individuals capable of independent thinking and self-development are among the most urgent tasks facing contemporary pedagogical practice.

From this perspective, tutoring technologies are regarded not only as a methodological approach but also as a means of creating a learner-centered educational environment enriched emotionally, culturally, and communicatively. The role of the tutor is interpreted not as that of a mere transmitter of knowledge, but rather as a facilitator and guide who reveals students' personal potential, establishes active communication, and promotes pedagogical collaboration.

The core of tutoring technologies lies in directing students toward self-awareness, planning and evaluating their own activities, reflection, monitoring, and self-development. Such an approach requires teachers to possess a high level of professional pedagogical competencies, including the ability to systematically organize educational content, adapt learning materials, provide emotional support, manage communication, conduct pedagogical interaction, and monitor educational quality.

At the same time, one of the fundamental principles of modern education is the principle of collaboration, which is based on collegial and dialogical educational relationships. This principle aims

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to establish open, trusting, and equitable communication between teachers and students, encourage active participation and exchange of ideas through dialogue and questioning, and organize activities directed toward the joint resolution of problematic situations. The integration of the principle of collaboration into education is particularly significant as a methodological foundation ensuring the effectiveness of tutoring competencies.

This article provides a scientific and theoretical analysis of the integration of tutoring competencies and principles of collaboration within the contemporary pedagogical process. It examines their application in professional education, methodological foundations, conditions for effectiveness, and practical approaches. Through this analysis, the transformative role of the teacher, the formation of students as active subjects of learning, and new indicators of educational quality are revealed.

Literature Review. The implementation of tutoring technologies in contemporary education and the development of pedagogical competencies required for tutoring activities have been widely investigated in both international and national scientific and practical studies. The analysis of these studies indicates that tutoring technologies represent an important mechanism for supporting students' personal development and individualizing the educational process.

In particular, D. Raven and P. Lane, in their work entitled "Tutoring Competencies: In the Context of the Modern Educational Paradigm," propose a career-spiral model as the foundation of tutoring activity. According to this model, tutoring competencies develop gradually and are enriched through personal reflection, social context, and collaboration within education. The authors identify mutual respect, transparency, and emotional support as indispensable components of tutoring practice.

R. Field advocates an "individualized approach adapted to personal circumstances" in teacher–student relationships. According to him, a competency-based tutoring model aims to foster autonomy, self-awareness, and responsible decision-making skills. This approach is reinforced by the principles of self-management and mutual trust.

Research conducted by Stephanie McKendry substantiates the multifunctional role of the tutor-teacher as a spiritual mentor, guide, advisor, evaluator, and diagnostician. In her view, modern tutors should integrate social-emotional and cultural competencies into their work alongside methodological tools.

Within the context of national studies, scholars such as M. Isroilova, A. Mahkamova, and G. Ortiqova have proposed practical approaches to implementing tutoring technologies in Uzbekistan's education system, fostering an environment of pedagogical collaboration, and applying principles of mutual respect and self-assessment. They identify psychological readiness, a culture of communication, and monitoring systems as key criteria for adapting tutoring technologies to national educational programs.

Furthermore, in their conceptual work Competence in Modern Pedagogy, J. Raven and K. Ryerson interpret professional competencies as the foundation of individualized education. According to this approach, teachers should focus not only on transmitting knowledge but also on supporting students through a comprehensive analysis of their educational and social conditions.

Research Methodology. The role of tutoring activities within the educational system is becoming increasingly significant. In this context, the work entitled "Tutoring Competences: In the Context of the Modern Educational Paradigm" by D. Raven and P. Lane serves as an important source for an in-depth analysis of the essence of tutoring activities, the structure of tutoring competencies, and the stages of professional development in the contemporary educational process.

In this work, the authors evaluate tutoring not merely as a form of pedagogical assistance, but as an independent type of professional activity characterized by specific methodological approaches and

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a distinct set of competencies. These views are directly aligned with the learner-centered approach that dominates the educational system of the twenty-first century.

The authors classify tutoring competencies into four main categories:

- Methodological competencies – the ability to design the educational process, determine learning objectives, and construct key concepts;
- Communicative competencies – the ability to listen actively, ask questions, manage communication, and create a cooperative environment;
- Reflective and diagnostic competencies – the ability to assess students' levels of knowledge and analyze problematic situations;
- Motivational and guiding competencies – the ability to motivate students, develop personal growth trajectories, and provide support throughout the learning process.

Foreign scholars V. Richardson and D. Placier also conducted extensive research on tutor competencies and identified the following competencies as essential:

1. Communicative competence – the ability to communicate effectively with learners;
2. Diagnostic competence – the ability to assess learners' needs and capabilities;
3. Reflective competence – the ability to analyze and improve one's own professional activities;
4. Design competence – the ability to design individualized educational pathways;
5. Resource-analytical competence – the ability to identify, analyze, and utilize educational resources.

Furthermore, Raven and Lane substantiated the stages of tutoring career development. They described tutoring activity through the following developmental levels:

- Basic Facilitator – an individual who has acquired fundamental approaches and skills;
- Skilled Tutor – a specialist capable of working independently and relying on reflective practice;
- Tutor-Consultant – a specialist capable of managing educational projects and providing methodological support to other tutors;
- Tutor-Trainer – an advanced professional capable of training and scientifically supporting other tutors.

These approaches are of particular importance for pedagogical staff working within Uzbekistan's higher education system, as they provide a foundation for developing a national model of tutoring.

Within the framework of the modern educational paradigm, tutoring activities are explained not through a traditional step-by-step approach but rather through a spiral model of development. Proposed by D. Raven and P. Lane, this model reflects the dynamics of tutors' professional growth, reflective development, and the deepening of their competencies.

According to Raven and Lane, a tutoring career is never limited by a "final destination." Each stage creates opportunities for self-awareness, the generalization of experience, and the renewal of professional direction. Therefore, the spiral model is regarded as a vital, reflective, and adaptive form of professional development.

In conclusion, the work of D. Raven and P. Lane represents an important scientific resource not only for systematizing tutoring competencies but also for strategically integrating tutoring into educational systems. Based on this approach, it becomes possible to establish tutoring as a professional occupation within Uzbekistan's educational system and to approach it from a scientific and methodological perspective.

RESULTS AND DISCUSSION

Contemporary didactics increasingly emphasizes the principles of positive motivation and a supportive emotional environment. First and foremost, these principles regulate the communicative aspect of the educational process, namely, creating an atmosphere of cooperation, mutual trust, and

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friendliness between teachers and students, as well as promoting collaboration, mutual assistance, and healthy competition among students.

Analyzing this approach within the context of current trends in educational development, the next principle for implementing tutoring technologies may be formulated as follows:

The Principle of Collaboration and Mutual Respect. This principle aims to create a pedagogical environment that enhances satisfaction and enthusiasm among all participants in the educational process.

The principle of systematicity also implies creating conditions that enable students to assess their own achievements and exercise self-control.

This aspect plays a particularly important role in organizing the educational process. Teachers' positive or negative evaluations can significantly influence students' future achievements.

It is evident that students' academic progress cannot be accurately determined solely on the basis of final assessments. The educational process is multifactorial and requires continuous monitoring of students' development.

From this perspective, it is natural that traditional pedagogical activities place particular emphasis on the control function. However, another important aspect of assessment should also be considered: in many cases, students fear receiving poor grades, attempt to conceal their lack of knowledge, guess answers, or resort to cheating. As a result, they avoid active participation, hesitate to ask questions, fear making mistakes, and perceive teachers not as supportive facilitators but as strict examiners.

Therefore, the activities of teachers implementing tutoring technologies should focus not on exercising control but rather on helping students recognize their own achievements and develop the capacity for self-assessment.

Within the educational process, there are categories of students who, especially during the initial stages of study, require frequent and regular monitoring to build confidence in their own progress.

Conversely, there are students with a high degree of independence, for whom constant supervision may have adverse effects and hinder their autonomous development.

Nevertheless, opportunities for self-assessment should be available to both groups those who require continuous guidance and those who are prepared for independent learning.

According to the findings of our research, tutors work directly with students in educational-methodological, spiritual-educational, and scientific domains. Since tutors are capable of developing tutoring competencies and applying them effectively in practice, collaborative relationships become significantly strengthened.

Based on the findings presented above and their analysis, we propose the following recommendations.

Recommendations. Development of a National Tutor Competency Model. It is recommended to develop a competency framework adapted to the Uzbek context, based on the model proposed by Raven and Lane and grounded in learner-centered and metacognitive approaches.

Establishment of Professional Development Programs for Tutors. Continuous education courses, training sessions, and methodological seminars aimed at supporting tutors' professional growth should be organized.

Implementation of the Tutor Career Spiral Model.It is advisable to establish a system for monitoring, evaluating, and supporting tutors' professional development based on the spiral model that defines the stages of tutoring activity.

Expansion of Scientific Research.National-level research should be conducted on tutoring activities, tutoring competencies, methodological approaches, and professional development, while international experiences should be studied in depth.

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CONCLUSION

The theoretical and practical analyses conducted in this article demonstrate that tutoring activities are becoming an integral component of the contemporary educational paradigm. In particular, the tutor competency system and spiral career model developed by D. Raven and P. Lane enable tutoring to be understood as an independent, reflective, and strategic professional field.

The analysis of international experience indicates that tutoring extends beyond merely providing methodological assistance to students; it also plays a crucial role in supporting their personal growth trajectories and fostering reflection and metacognitive abilities.

Based on these scientific approaches, developing tutoring as a professional activity within Uzbekistan's higher education system and adapting it to the national educational context should be considered an urgent scientific and practical task.

This article examined the theoretical and practical aspects of integrating tutoring competencies with principles of collaboration within the context of contemporary education. The findings revealed that when tutor-teachers possess strong psychological-pedagogical, scientific-methodological, and communicative competencies, they are capable of effectively organizing the educational process on the basis of systematic approaches, developmental education, and learner-centered principles.

Thus, the interconnection between scientific, educational-methodological, and spiritual-moral activities contributes significantly to improving the overall quality of education.

In summary, the effective integration of tutoring competencies and collaborative principles provides a solid foundation for improving educational quality, promoting students' holistic development, and modernizing pedagogical practice in accordance with contemporary educational demands.

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