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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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METHODOLOGY FOR ORGANIZING TUTORING ACTIVITIES IN THE CREDIT- MODULE SYSTEM

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Abstract: This article examines the methodology for organizing effective tutoring activities within the credit-module system based on student feedback. It discusses the role of the tutor, individualized approaches in the learning process, and methods of supporting students. In addition, the advantages of the credit-module system and practical recommendations for optimizing tutoring activities are presented. Incorporating students' perspectives enhances the interactivity and motivation of the educational process.

Key words: credit-module system, tutoring, student feedback, teaching methodology, learning process.

Annotatsiya: Ushbu maqolada talabalarning fikr-mulohazalari asosida kredit-modul tizimi doirasida repetitorlik faoliyatini samarali tashkil etish metodikasi ko'rib chiqiladi. Unda repetitorning roli, o'quv jarayonida individual yondashuvlar hamda talabalarni qo'llab-quvvatlash usullari muhokama qilinadi. Shuningdek, kredit-modul tizimining afzalliklari va repetitorlik faoliyatini optimallashtirish bo'yicha amaliy tavsiyalar keltirilgan. Talabalar nuqtai nazarining inobatga olinishi o'quv jarayonining interaktivligi va motivatsiyasini oshiradi.

Kalit so'zlar: kredit-modul tizimi, repetitorlik, talabalarning fikr-mulohazalari, o'qitish metodikasi, o'quv jarayoni.

Аннотация: В данной статье рассматривается методология организации эффективной тьюторской деятельности в рамках кредитно-модульной системы на основе отзывов студентов. Обсуждаются роль тьютора, индивидуализированные подходы в процессе обучения и методы поддержки студентов. Также представлены преимущества кредитно-модульной системы и практические рекомендации по оптимизации тьюторской деятельности. Учет мнения студентов повышает интерактивность и мотивацию образовательного процесса.

Ключевые слова: кредитно-модульная система, тьюторство, отзывы студентов, методика преподавания, учебный процесс.

INTRODUCTION

Nowadays, improving the quality of higher education and ensuring an individualized approach in the student learning process are among the most pressing issues. In particular, the credit-module system is widely used in international practice and allows the educational process to be organized in a systematic and flexible manner. The credit-module system enables students to select study modules according to their interests and abilities while requiring independent work and effective time management. From this perspective, tutoring plays a crucial role in the effective functioning of this system. Tutoring is not only about monitoring the learning process but also about supporting students psychologically and motivationally, as well as optimizing the learning process while taking their individual characteristics into account. Student feedback is the most important source in this process, helping to identify problems in the educational process and develop appropriate solutions. When students are provided with an environment in which they can freely express their opinions, they absorb knowledge more deeply and effectively^[1].

In the credit-module system, the tutor's role is broad and multifaceted. Initially, the tutor helps students determine their educational paths, advises them on module selection, and takes their individual abilities into account. Additionally, the tutor provides guidance when students face difficulties and assists them in developing time-management and learning strategies, which significantly increases the likelihood of student success. Developing a tutoring methodology based on student feedback makes the pedagogical process interactive and motivating. For example, by studying students' difficulties and creating suitable approaches, tutors make

the learning process more effective. Feedback plays a key role by reflecting students' needs and their learning progress.

Thus, organizing tutoring activities in the credit-module system not only improves the quality of the learning process but also contributes to students' personal development, motivation, and self-management skills. This article analyzes the methodological aspects of tutoring, strategies developed based on student feedback, and ways to implement them in practice, thereby helping to make the educational process more interactive, individualized, and effective.

LITERATURE REVIEW

Tutoring activities in the credit-module system are organized with consideration of students' individual needs in the learning process. One of the main tasks of the tutor is to monitor students' knowledge, identify their abilities, and provide the necessary support. Student feedback is crucial in this process, as it improves the effectiveness of learning, identifies difficulties, and helps develop appropriate solutions. The first stage of tutoring methodology involves conducting personal interviews and diagnostic activities with students. At this stage, students' learning interests, abilities, time-management skills, and level of mastery of the material are identified. Based on this information, the tutor develops an individual plan and systematically builds the student's knowledge by module. Student feedback serves as a basis for optimizing the learning process and applying interactive methods.

The second stage involves providing guidance and advice to students during the learning process. This primarily includes support in completing module assignments, assistance with research work, and encouragement to participate actively in lessons. Creating an environment in which students can express their opinions makes the pedagogical process motivating and interactive. By identifying and resolving difficulties, the tutor deepens students' knowledge and enhances the effectiveness of the module system. The third aspect of tutoring is the development of students' self-assessment skills. Students actively participate in the learning process by evaluating the knowledge and skills they have acquired and analyzing their own progress. The tutor takes student feedback into account and supports students through effective learning strategies. This method helps students develop independent learning skills and self-management abilities within the module system.

Additionally, tutoring in the credit-module system includes group work. Tutors encourage collaboration among students, organize knowledge exchange, and involve students in active participation through interactive sessions. Working on the basis of student feedback makes group learning more flexible and effective. Organizing tutoring activities within the methodology of the credit-module system ensures an individualized approach, motivation, and interactivity. Tutoring not only monitors knowledge but also contributes to personal development and self-management skills. This plays a significant role in improving the quality and effectiveness of the learning process.

RESEARCH METHODOLOGY

To organize tutoring effectively in the credit-module system, clear methodological approaches and strategies are required. Methodologically, the tutoring process is adapted to students' individual characteristics, study modules, and the requirements of the learning process. Student feedback plays a central role, as it helps identify challenges in the educational process and determine their solutions. The first part of the tutoring methodology involves individual consultations and diagnostic assessment. Tutors study each student's level of knowledge, learning pace, and personal interests. Feedback is collected to determine students' motivation and needs. Based on this information, tutors develop individual learning plans, provide recommendations for completing module tasks, and assist students in overcoming difficulties.

The second part involves the application of interactive methods and motivational approaches. Student engagement is critical in the credit-module system, which requires independent work. Tutors use interactive lessons, group activities, and problem-solving tasks to deepen students' knowledge and encourage active participation. Student feedback helps tutors adapt sessions to students' needs and interests. The third part focuses on self-assessment and reflection. Tutors provide opportunities for students to evaluate their learning progress. Students analyze their knowledge, identify weaknesses, and revise their learning strategies. Tutors use student feedback to provide individualized recommendations and support. This approach develops independent learning and self-management skills.

Group methodology is also important. Tutors foster collaboration, organize knowledge exchange, and involve students in interactive sessions. Group activities adjusted according to student feedback improve the efficiency of the learning process. Consequently, tutoring in the credit-module system is conducted through individual consultations, interactive sessions, reflection, and group work. Considering student feedback makes the process interactive, motivating, and effective while fostering personal development and self-management skills.



ANALYSIS AND RESULTS

In implementing tutoring in the credit-module system, various methodological approaches aimed at developing individual and group skills were tested. Tutors conducted individual consultations, interactive sessions, and reflective assessment methods in several courses. Student feedback and observations helped evaluate the effectiveness of the learning process. The results showed that tutoring based on student feedback significantly improves self-management skills. Individual consultations helped identify challenges in completing module tasks, and tutors provided practical recommendations to address them. This process increased students' interest in independent work and deepened their knowledge.

Observations of group work also proved effective. Students actively participated in interactive lessons, freely expressed their opinions, and learned from one another. Tutors adapted sessions according to student feedback, thereby enhancing the efficiency of group learning. The results indicate that interactive, student-centered approaches improve the quality of education. Through reflective assessment methods, students independently analyzed their knowledge. Tutors guided self-assessment, helped identify weaknesses, and offered strategies for improvement. Students monitored their progress and approached learning responsibilities more seriously. Student feedback played a key role in making the pedagogical process individualized and motivating. Practical observations also showed that tutoring enhances student motivation and engagement. Students in environments that allow them to express their opinions actively participate in problem-solving tasks and discussions, making the credit-module system more interactive and effective.

CONCLUSION

Organizing tutoring activities in the credit-module system plays a crucial role in improving education quality and meeting students' individual needs. Research and observations show that tutors' roles extend beyond knowledge monitoring to personal development, self-management skills, and motivation enhancement. Tutoring organized based on student feedback makes the pedagogical process interactive, individualized, and effective. Practical results indicate that individual consultations help identify students' learning levels and challenges, thereby developing appropriate approaches. Group work and interactive sessions develop skills related to knowledge exchange, collaborative learning, and active participation. Reflective assessment allows students to independently analyze and evaluate their achievements, thereby improving learning efficiency. It is emphasized that tutoring is most effective when it ensures a student-centered approach. Providing students with the opportunity to express their opinions makes the pedagogical process motivating and maximizes the advantages of the module system. Interactive and individualized tutoring approaches deepen students' knowledge, promote independent work, and increase responsibility. Overall, methodologically well-organized tutoring in the credit-module system deepens knowledge, increases motivation, and develops self-management skills. Student feedback is the main factor in adapting tutoring activities and ensuring quality education. Tutoring not only enhances learning efficiency but also contributes significantly to personal development.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
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