



METHODOLOGY FOR ORGANIZING TUTORING ACTIVITIES IN DISTANCE AND BLENDED LEARNING ENVIRONMENTS FOR THE PROFESSIONAL DEVELOPMENT OF PROSECUTORIAL STAFF

Askar Esbosinovich Ibraymov

Doctor of Pedagogical Sciences, Associate Professor

Head of the E-Learning Department, Counselor of Justice

Law Enforcement Academy of the Republic of Uzbekistan

ABSTRACT	KEYWORDS
<p>This article examines the theoretical and methodological foundations for organizing tutoring activities in distance and blended forms of professional development for prosecutorial staff. Within the framework of the study, the content, functions, rights, and responsibilities of tutoring activities in a digital educational environment, as well as their distinctive features compared to traditional teaching activities, were comparatively analyzed.</p>	<p>Tutoring activity, distance education, blended learning, professional development, prosecutorial bodies, andragogy, pedagogical design, individual learning trajectory, digital educational environment.</p>

Introduction

In recent years, improving professional development processes based on modern approaches has significantly transformed the functions of teachers. In particular, the digitalization of professional development has led to the transformation of the educational paradigm, requiring learners to engage in independent learning within individualized environments rather than in uniform groups, while teachers increasingly perform advisory and coordinating functions.

In the traditional professional development process, the teacher’s activity mainly consists of delivering lectures, explaining, and demonstrating materials in classroom settings, where learners’ educational activities are based on the “teacher–lesson–learner” paradigm. In this process, learners are primarily focused on listening to, understanding, and recording information presented for the first time. In contrast, distance professional development is based on the “learner–lesson–tutor” paradigm, in which learners independently study electronic educational resources in an asynchronous mode and participate in synchronous sessions. Under such conditions, tutoring activities emerge as a distinct form of activity differing from traditional teaching functions.

During the study, issues related to the implementation of tutoring activities aimed at improving the effectiveness of distance and blended forms of professional development for prosecutorial staff were analyzed, and the following problems were identified [3]:

- insufficient clarification of the principles, models, and functions for organizing tutoring activities in distance and blended professional development processes;
- the need to involve qualified practitioners from prosecutorial bodies alongside academic staff in tutoring activities;
- insufficient competencies of academic staff and other involved specialists in andragogical approaches and modern pedagogical technologies;
- limited practical experience in developing compulsory and elective modules and organizing continuous education based on learners' individual professional development trajectories;
- insufficiently developed skills in integrating formal, non-formal, and informal forms of professional development, defining individual learning trajectories, and strategically designing educational processes using digital pedagogical design tools;
- the absence of legal foundations for organizing tutoring activities within distance and blended professional development processes.

To address these problems, the development of tutoring activities was considered an important scientific and practical issue in ensuring the effectiveness of distance and blended forms of professional development for prosecutorial staff. This is because the tutor plays a significant role in the formation and effective implementation of learners' individual professional development trajectories within distance and blended learning processes. In this regard, before developing national practices, it is considered appropriate to analyze international experience in organizing tutoring activities within distance and blended learning environments.

METHODS

The study employed comparative analysis, systems analysis, content analysis, examination of regulatory and legal documents, and pedagogical modeling methods. National and international scientific sources related to tutoring activities in distance and blended learning were analyzed.

During the research process, experiences related to the formation and development of tutoring activities in the United Kingdom, Germany, Russia, and other countries were examined [5, 6, 7]. In addition, regulatory and legal documents concerning the organization of distance professional development courses in the Republic of Uzbekistan were analyzed, and on this basis, the institutional foundations of tutoring activities were identified.

RESULTS

During the study, requirements for organizing tutoring activities were developed within the framework of diversifying the professional development of prosecutorial staff through distance and blended forms of learning. These requirements were aimed at integrating formal, non-formal, and informal types of professional development as complementary mechanisms, accumulating learning outcomes based on the credit-module system, and strategically designing the overall process using digital pedagogical design tools [3].

The main purpose of tutoring activities is to coordinate learners' educational activities within relevant modules, provide methodological support, guide learners toward educational goals, monitor learning

processes, assess examination assignments, and develop electronic educational resources in distance and blended forms of professional development for prosecutorial staff.

Compliance with the requirements established for professional development in accordance with the objectives of tutoring activities is considered an important factor in ensuring the effectiveness of tutors' work. At the same time, achieving these objectives requires specialized skills that differ from traditional teaching competencies. In this regard, the study identified that tutors should possess the following skills:

the ability to organize activities aimed at developing learners' knowledge and competencies, including systems analysis, critical thinking, personal and professional qualities, based on the requirements of the credit-module system within digital and diversified learning environments;

the ability to develop and continuously improve electronic educational materials for distance and independent learning based on modern information and communication technologies, taking into account the specific characteristics of prosecutorial activities;

the ability to organize continuous professional development based on individual learning trajectories through the development of compulsory and elective modules and by providing learners with opportunities for independent module selection;

the ability to conduct training sessions using innovative pedagogical technologies through videoconferencing and other modern information and communication technologies, while ensuring the integration of theory and practice;

the ability to develop assessment criteria for evaluation tasks, objectively assess assignments, and provide relevant comments, recommendations, and guidelines; as well as knowledge of the specific characteristics of teaching adult learners based on the principles of andragogy.

These competencies demonstrate that tutoring activities represent an independent type of pedagogical activity that differs from traditional teaching.

The main difference between the activities of tutors and teachers is reflected in their functions. In this regard, the study identified that tutors should perform the following main functions (Table 1):

Table 1 Comparative Analysis of Teacher and Tutor Activities

Teacher	Tutor
The teacher ensures the instruction of learners' knowledge and skills within groups based on established requirements.	The tutor supports learners' individual professional development based on established requirements and professional needs.
The teacher is considered responsible for ensuring that learners achieve the expected outcomes of professional development in accordance with qualification requirements and other established standards.	The tutor shares responsibility for achieving outcomes in the individual development of learners' competencies.
The teacher requires learners to achieve the knowledge and skills established in accordance with the specified requirements.	The tutor assists learners in forming and implementing individual professional development trajectories.

The teacher takes into account the uneven intellectual development of learners when assessing their capabilities and achievements.	The tutor creates conditions for the implementation of an individual educational program within a genuinely individualized learning environment.
The teacher reviews and adjusts the educational process through monitoring learners' academic activities.	The tutor provides recommendations for making necessary adjustments based on the monitoring results of learners' individual professional development trajectories.
The teacher performs activities directly in real time within the traditional "classroom-lesson" system.	The tutor performs activities remotely in both real-time and flexible-time modes based on selected instructional models.
The teacher, together with educational resources, serves as the primary source and content provider of the course.	The tutor methodologically guides the independent learning of the main course content and resources.
The teacher conducts educational activities with learners at scheduled class times.	The tutor continuously engages in educational activities with learners throughout the process of mastering the module.
The teacher establishes hierarchical relationships with learners based on the "knowledgeable-less knowledgeable" model.	The tutor establishes partnership-based relationships with learners that support their collaborative development.

As can be seen from the comparative table, while the teacher mainly focuses on professional development based on qualification requirements and other established standards, the tutor performs functions such as organizing the process of self-development within a digital educational environment, providing methodological support in the formation and implementation of individual professional development trajectories, offering guidance and assistance, and promoting collaboration, thereby contributing to the enhancement of learners' individual responsibility.

In addition, tutors are required to analyze learners' initial assessment results at the beginning of distance and blended professional development courses and, on this basis, identify issues that require particular attention during the educational process. In this context, tutors perform functions such as supporting learners' independent educational activities in asynchronous and synchronous modes as well as during contact-session classes, coordinating the learning process, organizing interactive sessions, assessing assignments, developing practical skills, and providing methodological support and recommendations for preparation for final assessments.

These requirements and regulations contribute to ensuring the effectiveness of tutoring activities in distance and blended forms of professional development for prosecutorial staff. At the same time, the proper calculation of tutors' workloads is of particular importance for the effective organization of tutoring activities. In particular, activities related to the development of electronic educational resources and assessment materials for distance and blended professional development courses, as well as the organization of training sessions and assessment tasks, should be included in the tutor's workload structure.

DISCUSSION

The research findings indicate that the transition from the traditional teaching model to the "learner-lesson-tutor" model represents an important stage in the individualization of professional development

for prosecutorial staff. In international practice, although tutoring is considered an integral component of distance education by researchers such as E.A. Andreeva [1] and L.V. Bendova [2], within the national higher education system it is still largely limited to organizational curatorial functions (group supervision). In contrast, the model proposed in this study is distinguished by its focus on purely academic and methodological support.

The comparative analysis of teacher and tutor activities developed by the author (Table 1) theoretically substantiates the principle of partnership in education [3, 4].

The most significant practical innovation of the study is the development of a system for standardizing tutors' workload through hourly workload calculations. This fills a methodological gap that previously existed in the educational system, where the specific characteristics of prosecutorial bodies had not been taken into account. In addition, designing tutoring activities based on the stages of digital pedagogical design makes it possible to balance formal, non-formal, and informal learning trajectories without separating employees from their professional duties.

CONCLUSION

In conclusion, the organization of tutoring activities in distance and blended forms of professional development for prosecutorial staff serves as an important mechanism for individualizing the educational process, supporting learners' independent learning activities, and developing their professional competencies.

The following conclusions were drawn based on the research findings:

- tutoring activity is an important institutional component of distance and blended learning;
- unlike a traditional teacher, a tutor performs advisory, methodological support, and coordinating functions;
- andragogical approaches and digital pedagogical design play an important role in organizing tutoring activities for prosecutorial staff;
- the effective organization of tutoring activities requires the development of a system of specialized competencies, rights, and responsibilities;
- the legal and methodological improvement of tutoring activities in distance and blended learning contributes to increasing the effectiveness of professional development for prosecutorial staff.

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