



TUTORSHIP IN HISTORICAL PERSPECTIVE: EVOLUTION AS A PEDAGOGICAL PHENOMENON

Dildorakhon Malikova

Methodologist for Spirituality and Education, Institute of Retraining and
Advanced Training of Managers and Specialists of Preschool Educational
Organizations

Abstract

The article provides a historical analysis of the emergence and development of tutor support in foreign countries and in Russia. It reconstructs the evolution of tutorship as a pedagogical phenomenon, identifies the prerequisites for its establishment, and determines its relevance in contemporary educational practice. The study also highlights the content and specific features of tutors' professional activity in different historical periods.

Keywords: Tutor, historical aspect, tutor support, student, adviser,

Introduction

The question of the essence of tutoring and the definition of the role of a tutor at the present stage is the subject of research by representatives of various scientific disciplines — pedagogy, psychology, sociology, history, etc. Modern educators focus on the search and analysis of innovative practices, as well as on the development of ways and methods of translating knowledge and experience. Tutor support is considered as one of the effective innovative technologies. The increased attention to this phenomenon is also due to a government order for the introduction of tutor support technology in educational institutions and organizations at various levels.

Tutoring and individual support have a common historical and pedagogical basis. The practice of personalized student support can be traced back to primitive societies. In the early stages of the development of civilization, the most mature



and competent representatives of the community performed the function of broadcasting the accumulated experience and knowledge to the younger generation. During the transition from appropriating forms of management (hunting and gathering) to productive (agriculture and cattle breeding), there was a need for the formation of new professional competencies: stone processing, making tools, firing ceramics, weaving, etc. Qualitative changes in social and economic life necessitated systematic training, which was implemented through mentoring as a form of individual support based on the transfer of practice-oriented knowledge and skills.¹

Universities that functioned as socio-cultural institutions have become widespread in European countries. During this period, students left their homes to study at universities. Since the university education system did not have strict regulations, students independently determined which teachers to attend lectures. At the initial stages of their studies, it was often difficult for them to identify their own inclinations in certain fields of knowledge, which necessitated the need for guidance from a more experienced mentor. It was during this historical period that we can talk about the emergence of a form of support that is closest in its functions and content to modern tutoring. The main task of the accompanying person was to assist the student in choosing an individual educational route.²

Since freedom, including freedom in the field of education, was recognized as the highest social value during the period under review, the escort performed the key function of an intermediary between a free teacher and a free student. The idea of freedom was closely related to the idea of the value of a free person. In this regard, the mentor was tasked with integrating the student's personal development with the academic ideals of the era.

Staying at the university was not considered as a formal acquisition of knowledge. The main form of education was self-education, and the tutor initially played the role of a mentor who accompanied this process. At the same time, he did not have a special pedagogical education — his main task was to share personal experiences using the skills of reflection and knowledge transfer. The tutor

¹ Kovaleva T.M. Course materials "Fundamentals of tutor support in general education": lectures 1-4. Moscow: Pedagogical University "The First of September", 2010

² Kovaleva T, M. [and others] The profession of "tutor". Moscow: SFK-office, 2013.



remained a full-fledged participant in the university environment: he continued his own scientific research, engaged in self-education and lived an active university life.

The tutor's educational functions gradually became more important. He assisted the student in mastering the educational material, compiled individual curricula, and supervised the level of preparation for practical classes. At the same time, the tutor remained the student's main adviser, supporting him in overcoming various difficulties without violating the principle of student independence.

In the 17th century, the tutor system was officially recognized as part of university education in England and eventually even began to displace the professorial model. From 1700 to 1850, there were no public lectures and departments in English universities — the preparation of students for exams fell entirely on the shoulders of the tutor.³

At the end of the 19th century, universities were divided between free departments, lectures at faculties and university-wide courses. Nevertheless, students still independently chose professors and academic subjects.

During the 18th and 19th centuries, the tutor system at the oldest universities in England not only retained its position, but also significantly strengthened, taking a central place in the educational process. The lecture form of education has become only an addition to the tutor system.

According to a study by E.V. Belitskaya, in modern Oxford and Cambridge universities, about 90% and 75% of classes, respectively, are conducted by tutors with groups of no more than two students.

The traditional tutor system operating in English universities includes the following key elements:

Academic leadership (curatorship) is the organization and support of the educational process, including planning educational activities during the holidays.;

Moral mentoring is the student's support in matters of moral and personal development.;

³Kovaleva T. M., Cheredilina M. Y. Tutoring as a resource for the D. B. Elkonin – V. V. Davydov RO system. Moscow: Non-profit Partnership "Author's Club", 2015.



Tutoring itself is the individual support of a student throughout the entire period of his studies.⁴

In the modern educational space of Great Britain, tutoring is considered as a privileged and expensive form of individual mentoring. Its relevance is explained by the main purpose of British education — the formation of students' critical thinking, the ability to reason, reasonably express their point of view and participate in discussions. In this context, a tutor differs from an ordinary teacher: he is simultaneously a student's supervisor, lecturer, partner, mentor, coach, friend, colleague, and mentor. The need for tutor support is due to the fact that in educational programs a significant amount of time is devoted to independent work, unlike classroom classes. This shifts the emphasis in the educational process towards self-education, which, nevertheless, is carried out under the attentive and guiding guidance of a tutor.⁵

The history of tutor support as a pedagogical phenomenon testifies to its deep roots in the traditions of university education, especially in British academic culture. Having emerged as a form of individual mentoring, tutoring initially focused not so much on the transfer of ready-made knowledge as on the development of independent thinking, reflection and responsibility for one's own learning.

Over the centuries, the tutor system has evolved from informal support to an institutionally anchored model in which the tutor has become a key figure in the educational process. The features of tutoring — its individual approach, mentoring, and support in the development of both academic and personal qualities — remain relevant in modern conditions.

Thus, tutor support can be considered not just as a method of pedagogical support, but as an independent phenomenon reflecting the values of humanistic education and focused on the formation of a holistic, independent personality of the student.

⁴ Belitskaya, Anna Viktorovna, dissertation and abstract topic on the Higher Attestation Commission of the Russian

Federation 12.00.03, Legal support of state investment policy, <https://www.dissercat.com/content/pravovoe-obespechenie-gosudarstvennoi-investitsionnoi-politiki>

⁵ Ibid.



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5. Ibid.