Azərbaycanda tələbədən-tələbəyə repetitorluq (STST) fəaliyyətinin həyata keçirilməsi barədə

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Annotasiya Bu araşdırmanın məqsədi tələbədən tələbəyə akademik səviyyədə həyata keçirilən repetitorluq fəaliyyətinin üstünlüklərini müəyyənləşdirmək və bu prosesin Azərbaycanın hər hansı bir ali təhsil müəssisəsində reallaşdırılmasının mümkünlüyünü nəzərdən keçirməkdir. Müəllifin Erasmus Rotterdam Universitetində qazandığı beynəlxalq təcrübə bu araşdırmaya öz töhfəsini verəcək. Eyni zamanda bu araşdırma Azərbaycanın ali təhsil müəssisələrində yeni bir metodun tətbiq edilməsində baza rolunu oynacaq. Əsas məqsəd akademik göstəricilər və fərdi xüsusiyyətlər əsasında ən yaxşı tələbələr arasından seçilmiş müəllim köməkçilərindən (repetitorlardan) ibarət bir qrup yaratmaq və professorlar tərəfindən dərs prosesi zamanı tədris olunan mövzuların müzakirəsi və tələbələrin bu barədə anlayışlarını daha da möhkəmləndirməsi üçün seçilmiş repetitorlar üçün müntəzəm məşğələlər təşkil etməkdir. Məşğələlər kurs müəllimləri və ali təhsil müəssisənin rəhbərliyi tərəfindən təyin olunmalı və təşkil edilməlidir. Bu proses həm repetitorluq fəaliyyəti ilə məşğul olan tələbələrin, həm də repetitorlardan dərs almış tələbələrin akademik mühitə daha dərindən cəlb olunmasına şərait yaradacaq, tələbələrin tədris olunan mövzular barədə anlayışlarını möhkəmləndirməyə və müəllimlərin dərs yükünün azalmasına yardımçı olacaq. Bu, həmçinin, tələbələrin öz-özünə öyrənmə strategiyalarını inkişaf etdirəcək və onlarda həmyaşıd qrupundan fərqli olaraq təqdim ediləcək materiallarla bağlı daha çox məsuliyyət hissi yaranacaq. Araşdırmanın ilkin mərhələsinə tələbə seçiminin bütün pillələrinin və seçilməli olan meyarların öyrənilməsi daxildir. Müəllif növbəti mərhələdə qiymətləndirmə siyasətini təhlil edəcək. Repetitorluq fəaliyyəti ilə məşğul olan tələbələrin öz yoldaşlarına qarşı qərəzli münasibət bəsləmək ehtimalı olarsa, qiymətləndirmə yalnız professorlar tərəfindən aparılmalıdır. Son mərhələ tələbələrin ehtiyaclarını və bu kimi dərs məşğələlərinə tələbatın ölçülməsi üçün aparılan sorğuları əhatə edir. Məqsədə çatmaq üçün aşağıdakı sual meydana çıxır: STST-in üstünlükləri və onun müəllimdən tələbəyə ənənəvi repetitorluq fəaliyyətindən üstün cəhətləri hansılardır və bu metodun Azərbaycanda tətbiq olunması nə üçün vacibdir?

Açar sözlər Repetitorlar, möhkəmləndirmə, yenilik.

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On the Implementation of Student-to-Student Tutoring (STST) in Azerbaijan

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Abstract The purpose of this research is to identify the benefits of student-to-student academic tutoring and to consider its implementation at a university in Azerbaijan. The international experience of the author gained at the Erasmus University of Rotterdam will contribute to the research. The research will be used as the basis for potential innovation at Azerbaijani universities. The idea is to create a group of teaching assistants (tutors) selected from the top students according to their academic performance and personal characteristics and to organize regular tutorial sessions held by the selected tutors to discuss and consolidate the material previously taught in class by the professors. The process is to be arranged and confirmed by the course lecturers and university administration. It will lead to the deeper involvement of both tutoring and tutored students into the academic environment, help students consolidate their understanding of the material and decrease the burden on lecturers. It will also promote students' self-study strategies they will feel much more responsible for the level of the knowledge of the material to be presented to the group of peers. The first phase of the research will include investigation of all the stages involved in selecting the students and of the criteria necessary to be selected. Then the grading policy will be analyzed. If there is the chance of the tutoring students being biased towards their fellow students, grading should be conducted only by the professors. The final phase involves surveys conducted among students to measure their needs and the demand for such tutoring sessions. To achieve the goal, the following research question was formulated: What are the benefits of STST and its advantages over traditional teacher-to-student tutoring and why is it important to be practiced in Azerbaijan? It is hoped that the results of this study will can contribute to the debate about STST and to its implementation in Azerbaijan.

Keywords Tutors, consolidation, innovation

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Introduction

Throughout history there have been many cases of engaging learners as teachers. The first pioneer teacher was Laura Ingalls Wilder who began teaching at the age of 15. One of the world youth organizations, the Boy Scouts, has always entrusted its learners to teach by sharing their experience and skills. Nowadays, this practice is known as the scout method and is widely used around the world. The American colonists introduced their first schools with young teachers who then successfully involved their students in the process of teaching. Then, in 1960, the "free schools" movement recognized the value of students teaching students. According to the Meaningful Student Involvement programs, it is important to acknowledge the knowledge of students and to charge them with the responsibility of educating their peers" (MSI). The idea of engaging students as teachers has been very successful and an increasing number of professional educators have observed and acknowledged its effects and benefits.

Scope of the Study

Although professors and experienced teachers have much deeper knowledge and experience than students, some researchers argue that students can deliver the same piece of information in a more efficient and engaging way (Rothenburger, 2003). According to Vygotsky's Zone of Proximal Development, students usually learn better from their fellow students (Vygotsky, 1978). Moreover, it has already been demonstrated that students exhibit better academic performance not only when they learn from their peers, but also when they teach them. "Learners expecting to teach recall more material correctly and organize their recall more effectively" (Nestojko, 2014). While preparing to teach, students make use effective learning strategies to highlight key points and to structure information to coherently deliver it to the learners. Thus, "there is, in fact, no teaching without learning" (Freire, 1998).

According to Morgan (2011), when students prepare to teach other students, they have to use strategies such as actively thinking about materials, analysis and identification of the main ideas, and processing the concepts in their own mind, before formulating it in words. Indeed, when standing at the front of the classroom tutoring, students transform from passive recipients into active performers in the teaching-learning process. Furthermore, they are compelled to expand their general knowledge on the material so they are ready to respond to on-the-spot questions. Additionally, it can be beneficial to push smart but shy and unconfident students to stand at the front of the classroom to teach their peers. Engaged as teachers, such students can get rid of their complexes and

grow in confidence(This issue, however, is the beyond the scope of the present study).

Moreover, today's students grasp material in their own, 21st century (computerized and digital) way. "The new century students do not want to receive a passive education where rote memorization and regurgitation passes for learning, they want to innovate, create and implement" (Ladson-Billings, 2013). They are more likely to succeed if they are exposed to teaching which is complemented with technology. In addition, while preparing tutorials for their peers, students experience passion and inspiration for learning new things and practice creative thinking (Seyidov, 2013).

STST is practiced in many European universities. At Erasmus University Rotterdam, for instance, it is organized in the following way. First, the university administration selects the top students with the highest GPA. Then, the students who are willing to become teaching assistants go through the application procedure. Finally, they are interviewed and the student tutors are selected. In the selection process, both academic performance and personal qualities are taken into account. The students to be selected must meet all of the requirements set by the pedagogues and psychologists of the faculty. They should be patient, restrained, and unbiased. The selection process is followed by specific training sessions run by the lecturers. Teaching Assistants must meet the criteria set by the lecturer, and each professor has his or her own requirements, depending on the type and size of the class.

When it comes to the grading policy, the responsibility lies fully with the lecturers. Since there is the potential for student tutors to be biased towards their fellow students, grading is conducted strictly by the professors.

Teachers and professors can also benefit from STST as they can inspire teachers and professors to evaluate their own teaching methods. "Engaging students as teachers can be a radical departure from the rigid norms of learning and teaching" (MSI). Having analyzed its effects, some teachers may desire to reconsider their approach to teaching, perhaps making innovative changes to their style of teaching (this issue is also beyond the scope of the present research)

However, despite all the merits, there also are some limitations in implementing STST. These include: potential exposure to mistakes, delivery of false or unreliable information, a lack of knowledge of teaching methods, and negative peer pressure. However, these issues can be avoided or, indeed, eliminated. First of all, proper training for students who tutor should be provided, as should support with understanding the material covered. Then, the they should be provided with training on the basics of teaching methods. The best way is to provide them with a simple lesson plan that can be adapted to any lesson, with common stages of the lesson: warm up, presentation, consolidation, and testing. In this respect,

"oversimplification is useful to give the students a sense of security" (Ogava, 1997). To the mistakes and inconsistencies, the professors should not only provide the student tutors with general guidelines, but also observe their lessons and give them feedback.

Regarding the social relations in peer learning among students, this should be "addressed in terms of friendship and acceptance" (Riese, 2012). Bullying and mocking are impermissible, as are arrogance and a sense of superiority of the tutoring students over the tutored ones. To avoid such cases, the selection process should be very careful and efficient. Furthermore, specific instructions and advice concerning ethical behavior and manners should be collated and provided.

Methodology

To proceed with our research, we conducted a survey to examine whether the students would be willing to learn from their peers.. The research focused on students of BAIS 2018 and 2019. Of these students, 40 participated in the research. Questionnaires were used to collect data on the students' learning needs (Table 1). The respondents were selected using the random sampling technique. The data was analyzed using descriptive statistics and results are presented in Table 2.

Results

According to Table 2 (see appendix), 80 % of respondents strongly agreed that they find studying with their peers more comfortable and efficient.. Based on the theory used in the research and the findings, it can be stated that STST might be beneficial for Azerbaijani universities because Azerbaijani students need opportunities to become more independent and creative.

Conclusions/Recommendations

Summing up the results of the study,, we can list the following benefits of STST: it encourages both students and teachers to reconsider their opinions about the process of teaching and learning; it makes students aware of teachers' difficulties and makes teachers aware of students' learning needs; it develops students' problem solving, critical analysis, decision making, and creative skills; it makes learning more engaging and motivating; it motivates students to become tutors and fosters students' self-confidence and independence. Therefore, STST is a useful practice that could be implemented in Azerbaijani Universities and

Table 1. Questionnaire

	Agree	Partially Agree	Disagree
Questions:			
I usually prepare for the exam on my own			
I study for the exam with my friends			
I ask for a help from the stronger students before the exam			
I make use of the lecturer's office hours when I need			
I am shy of asking questions from the lecturer			
I feel free asking questions from the lecturer			

Table 2. Results

	Agree	Partially Agree	Disagree
I usually prepare for the exam on my own	12	19	9
I study for the exam with my friends	18	11	11
I ask for a help from the stronger students before the exam	23	7	10
I make use of the lecturer's office hours when I have difficulties	13	6	21
I am shy of asking questions from the lecturer	19	11	10
I feel free asking questions from the lecturer	10	14	16

steps should be taken to conduct further empirical research on the subject..

However, STST is in no case implied to diminish the importance, value, and influence of professors and teachers. On the contrary, it serves to make their knowledge more accessible and to increase the demand for their instruction. Students cannot teach other students #effectively without their teachers' support and recommendations. Students can succeed in teaching only if they are properly equipped with the guidelines given to them by professionals. “Developing students as pedagogic researchers with other students and with lecturers, and truly empowering them in this way, can challenge the traditional authority of knowledge” (Bruffee,1993). Thus, it is necessary “to develop a culture where both lecturers and students learn from each other to improve practice and enhance student learning" (Allin,2014).

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