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### PSYCHOLOGICAL AND PEDAGOGICAL TECHNOLOGIES OF TYUTOR SURVEILLANCE OF CHILDREN WITH HEALTH DISABILITIES

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#### ABSTRACT

The article is devoted to the psychological and pedagogical support problem of a child with disabilities (HIA) by a teacher-tutor and other support service specialists at the school stage. The aim of the research was the organization of psychological and pedagogical support for students with disabilities in different types of educational organizations and the choice of effective tutorial escort technologies for further successful adaptation in society of children with disabilities. The article considers the features of compiling individual educational routes (IER) for students, the possibility of using effective tutoring technologies in working with children of different nosological groups. The conditions and methods for revealing the personal potential of children with disabilities, possibilities of their individual growth, and other aspects of their adaptation were determined.

#### INTRODUCTION

The Russian education system modernization and the change in the educational paradigm at the beginning of the 21st century, are aimed at improving the educational process quality based on updating the personal potential of people with disabilities. One of the most difficult moments for a child with disabilities to get an education is the schooling completion period and the transition to the

stage of mastering the profession. This problem is caused by the contradiction between the existing difficulties in the development of the general education system and the psychological and pedagogical support of people with disabilities, on the one hand, and the lack of scientific research and methodological developments to accompany them with a teacher-tutor, on the other.

Tutoring is a pedagogical position that ensures the development of individual educational programs for students and accompanies the individual learning process at school, university, in additional and vocational education systems. In Russia, interest in this phenomenon is associated with the names of O.S. Gazman, P.G. Shchedrovitsky. The initial ideas of tutoring we still find the works of L.S. Vygotsky, D.B. Elkonina. It is D.B. Elkonin says that when a child moves from one level of training to another without special help from a mentor, the most important psychological neoplasms that have formed in the child at the previous development stages are lost. According to research T.M. Kovaleva, G. Bardier, N. Romazan, T.D. Cherednikova, T.I. Chirkova, A.P. Tryapitsyna, L.N. Berezhnova, E.I. Kazakova, M.R. Bityanova and others. The finding of a teacher-tutor next to the student during this difficult period greatly facilitates the child's efforts to learn the educational program and improves the quality of his further entry into adult independent and professional life [1, 2, 3, 7, 9].

K. Valstrom, K. McLaughlin, P. Zwaal, D. Romane, and others understand escort as "escorting the student so that he learns to independently solve his own problems and cope with everyday difficulties, which involves self-knowledge and an adequate perception of the environment" [9].

A modern understanding of psychological and pedagogical support in pedagogy involves the interaction of an escort and an escorted person aimed at solving the life problems of an escort (E.I. Kazakova, A.P. Tryapitsyna, S.A. Zelenkov, etc.).

Thus, the organization of psychological and pedagogical support for children with disabilities considering the requirements of a professional standard for successful adaptation is one of the urgent problems of the education system [10].

## **METHODOLOGY**

To solve the above stated problem, our own theoretical and practical research was organized. As the main method of organizing the theoretical research stage, the method of theoretical analysis of the scientific literature and the legal support of the educational system, the research of the problem state was chosen. To confirm the provisions obtained during the theoretical analysis, the practical part of the research was organized on the basis of the State Budgetary Educational Institution of Moscow Special (Correctional) Secondary School VIII type No. 804, Municipal Autonomous General Education Institution Secondary School No. 73 in Chelyabinsk. This study involved 12 students with mental retardation, educated in an inclusive school in Chelyabinsk and 15 students with a combined defect (impaired intelligence and sensory disorder), educated in a specialized institution (Moscow).

In the practical part of our study, we used analysis of literary sources on the research topic, studying the history of the children development, personal files and medical records, observation, conversation, stating, control, training experiments, results analysis and generalization, analysis of the information received. To study the career orientation of students, we used the methodology of professional tests (E.A. Klimov, G.V. Rezapkina) adapted to different categories of children with disabilities, clarified the formation of adolescents' professional interests based on the methodology "My professional interests" (G.V. Rezapkina) [8.11]. The reliability and validity of the results is provided by the methodological validity of the research, the adequacy of research methods and techniques to the goals and objectives. To test the significance of differences and identify the statistical reliability level, Student's and Fisher's criteria were used.

## RESULTS

A tutor, as a conductor of a child's conscious attitude to himself, to his interests, opportunities and potentialities supports the child along the entire trajectory of the individual educational route. A teacher-tutor is, first of all, an emotionally close adult who helps the child develop confidence in his own strengths and adds confidence in the correctness of professional choice, while expanding the child's ideas about the professional sphere and teaching him ways of self-realization and self-presentation.

An individual educational route (IER) is a personal way of realizing the personal potential of each student in education [4, 6, 7].

When developing an individual educational route, it is important for specialists to consider the following indicators: the student's age, the characteristics of his psychophysical development, individual inclinations and preferences identified throughout the training period, the psychophysical development parameters, somatic health status, the requirements of the professional activity program, the presence of family professional preferences, opportunities general educational organization in the format of pre-vocational training in the chosen direction of training, staffing and material and technical support of the general educational organization, individual student's capabilities to master new program material in the framework of pre-vocational activities.

The tutor's career guidance is important for the further choice of a profession for students with special needs, includes career guidance information, which contains information about the professions, the necessary competencies for their development, and medical indicators. A teenager, as a spectator with a tutor and parents, participates in such events as, for example, a municipal (city) professional skill competition, events of regional professional skill championships for invalides and people with disabilities, Abilimpix, etc. Professional success in the future is largely determined by coincidence desires of man and his abilities [2, 6, 7].

In the course of the experimental work, we determined the main areas of activity of the tutor engaged in career guidance: vocational information (introducing

adolescents with disabilities to the world of professions, educational institutions, informing teachers and parents about the current situation in the “labor market”); professional diagnostics (assistance to a teenager in self-knowledge, where his real capabilities and abilities necessary to achieve professional goals are determined); correction of the personal teenager’s development to prepare for future professional activities; psychological support for self-determined adolescents, which allows instilling confidence and optimism in relation to their professional future, making an adequate professional choice when planning life and professional prospects. There are other areas in the tutor's activities, but they are usually associated with the individualization of the approach to each student.

The psychological and pedagogical support of students with disabilities in continuing education allows for the personalization of the socialization process of each child, including in the system of additional education and in working with the family [4].

We illustrate the theoretical provisions of psychological and pedagogical support with practical examples.

**Antonina P.**, a student with hearing disorder, in high school proved to be a talented performer of dancing and sign songs. She was a laureate of the festival "Hope". Teacher support for Antonina in all training sessions was taken over by the teacher for the auditory perception development and the pronunciation formation, accompanying the girl to rehearsals. The teacher, having set himself the task of revealing the creative potential of his ward, supported her personal development throughout the entire period of study, accompanying the main stages of professional choice. Antonina P. graduated from high school, became an actress of the Nedoslov Theater. This was an option of tutoring a deaf child in a special school.

Consider the example of escorting a student with a mental retardation (MR) in the middle link of a comprehensive school in an inclusive practice. A 5th grade student **Alexander N.**, has been studying in a general educational organization since the first grade. From the pedagogical history of the student Alexander N.: “Sasha mastered the program of the first or third grade with difficulty, after the death of his mother, he had not only difficulties in mastering the teaching material, but difficulties in communicating with peers”. For Alexander, an adapted educational program and an individual support program by a teacher - tutor were developed.

At the end of the fourth grade, due to the lack of mastery of the general educational program, Alexander N. was asked to continue training in the special (corrective) education class. The father refused to educate his son in a specialized class. The school where Alexander is studying, is an inclusive school for students with disabilities, so there was no opportunity to open the 5th grade of special (correctional) education at the school. In this connection, an individual psychological and pedagogical support was organized by Alexander N. as a teacher-tutor at training sessions. With the consent of Alexander’s Father, the teacher-tutor paid much attention to personal interaction with Alexander. In the conversations, the emphasis was on the

personal interests of the child, the analysis of the child's participation results in extracurricular activities. The boy's personal preferences in activities, in communication were revealed, target guidelines for life and learning prospects were discussed and set. The boy became interested in a number of professions and personal qualities of the people necessary for the alleged professional activity. The progress in the development, communication and education of the child was also noted by the class teacher. This became possible thanks to tutoring. The teacher-tutor currently attends the class in which Alexander is studying every day, accompanies the boy on those subjects that are difficult for the child to learn, and talks with teachers. In the arsenal of her technologies, there are unconventional approaches that help the child in difficult learning situations. For example, Alexander was taught mnemonics. He knows and actively uses methods of relaxation and removal of muscle tension. The teacher-tutor, as before, advises Sasha's Father on assisting not only in studying and mastering the program, but also in supporting the child's efforts to maintain and maintain cleanliness on his desk, in his room, and order in his briefcase. The boy began to think about the further choice of his life path. In the future, he plans to connect his life with helping people. And this is a huge range of professions, and the boy will still be able to make his choice [3, 4, 5].

Our study involved 27 students with disabilities, an individual educational route was compiled for each child, career guidance measures were taken, each child's success was individually monitored, a descriptive description of his achievements and successes can be made about each child. Here is a summary of the psychological and pedagogical support effectiveness for students with special needs at the second stage of education.

***The results of psychological and pedagogical support for students with special needs at the teacher-tutor***

**Table 1.**

Category of students with disabilities	Total	The level of mastering the educational program	The level of adaptation to the educational organization's conditions	Professional interests
MR	12	Good - 3 people	Low - 3 persons Average-3 persons High - 6 persons	Not formed - 1 person Partially formed - 3 persons Formed - 8 persons
Mental and visual disorder	4	Satisfactory - 9 people	Low - 1 person Average-1 person High - 6 persons	Not formed -1 person Partially formed - 1 person Formed - 2 persons

Mental and hearing disorder	8	Satisfactory - 4 people	Low - 2 persons Average—4 persons High - 2 persons	Not formed - 1 person Partially formed – 3 persons Formed – 4 persons
Hearing disorder	3	Good - 2 people	Average—1 person High - 2 persons	Partially formed – 1 person Formed - 2 persons

Concluding the successful implementation of tutor support for students with disabilities, we considered the state of health and individual psychophysical characteristics of the students' development, medical contraindications, personal professional interests and the opportunity to learn the profession for students. During the ascertaining stage of the experiment, we used the following tutorial technologies: success forecast, dynamic observation of the individual trajectory of the student's development; technology of immersion in a subject-game situation, reflecting the specifics of the chosen profession, technology of influence on the growth of the motivational component when choosing a profession as a teenager with disabilities, and others [3].

## DISCUSSION

The examples of tutoring and the results of the study demonstrate the effective use of tutoring technologies for children with disabilities based on the development of individual educational routes for them.

To the most effective technologies that influence the motivational component growth when choosing a profession as a teenager with disabilities, we have identified the technology "Personalization of the process of social inclusion".

In the process of psychological and pedagogical support, it is possible to use other modern technologies of personality-oriented activities, among which we highlight: the technology of teenager's social designing; technology for the experience, problem and resource analysis of a general educational organization; technology of constructive cooperation; technology of the reasonable adaptation of universal educational actions in the dyad "teenager - teacher of additional education in social inclusion conditions"; portfolio technology; group and individual counseling technologies; profile and professional samples technologies; information technology and others.

The dynamic observation technology of an individual professional trajectory is based on a clear hierarchy of signs indicating the emergence and growth of motivators that contribute to the development and readiness to build a successful career.

## CONCLUSION

The considered approaches, technologies and phenomena of tutoring prove the necessity and effectiveness of the proposed ways of psychological and

pedagogical support for children with disabilities in the process of their relationship with peers in both a special and inclusive comprehensive school. Students with disabilities and their immediate surroundings were able to reflect and develop a perspective vision of development as a whole, considering the specific features of building individual educational routes for each of them at different stages of schooling. The possibilities of using effective technologies and understanding the prospects for their implementation in working with children belonging to different nosological groups are practically unlimited. The right approach, faith in the strength and capabilities of the child, cooperation with the family and the inclusion of a highly motivated adult have a tremendous impact on the motivational component growth when choosing a profession as a teenager with disabilities. They create the basis for the accumulation of the necessary personal and professional skills, ensure successful socialization, successful entry into the profession and contribute to the gradual personal growth of young people who have crossed their limitations.

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