

Professional Training of Undergraduate of Education to Tutoring Support of Disabled Children in the General Educational Institutions

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Abstract

The purpose of this study is to identify the content of professional training of undergraduate of education to tutoring support of children with disabilities in general educational institutions. To achieve the goal, an overview-analytical method was used, an analysis of the teaching and methodological documentation and products of the activity of undergraduate of education in the field of tutoring support. At the initial stage of preparation, undergraduate students have a low level of motivation for tutoring support for children with disabilities. Therefore, it has been suggested that the process of professional training of undergraduate of education for tutoring support for disabled children in a general education institution will be effective if the structure and content of training aimed at training students self-reliance, self-determination, self-actualization based on competence, personality-oriented, subject-activity approaches. Taking into account the indicated directions, the strategy of professional training of undergraduate of education for tutoring support of disabled children in general education institutions is proposed. The effectiveness of this strategy has been experimentally confirmed.

Keywords: *competence approach, conditions for the effectiveness of training bachelors of education for tutoring support for disabled children, personality-oriented approach, subject-activity approach, undergraduate of education, vocational training.*

INTRODUCTION

The development of inclusive education provides people with disabilities with equal rights to access to general education and to choose the appropriate educational route. At present, this is reflected in the fact that children with disabilities already receive education in general education institutions (kindergarten, school, College, University), which allows them to better adapt to social conditions of life, and typical children can develop such necessary personal qualities as tolerance, responsibility, acceptance of diversity people.

However, such co-education in the general educational institution confronts teachers with a number of tasks of different types: on the one hand, it is effective and quick to form skills and operational qualities for disabled children to achieve a certain level of development, to ensure the implementation of adequate and effective educational programs and the development of psychological and pedagogical competences, psychological culture among educators, disabled children and their parents; on the other hand, to assist in the formation of the systemic qualities of the individual, to solve the actual tasks of development, education, socialization of each child.

The solution of these tasks is possible only by a professionally qualified teacher trained for the activities of a tutor. The activity of the tutor in an inclusive school becomes an important resource for creating an effective, flexible, child-centered support system. Tutorship can contribute to the development of not only individualized learning, but also upbringing, where the tutor promotes the maximum disclosure of the trainee's personality, the formation of his motives and values.

Therefore, one of the main conditions for the implementation of inclusive education is the need to ensure the educational process by professionally trained teachers and professionals with the necessary pedagogical competence to accompany persons with special educational needs and disabilities.

In the special pedagogical literature, the problem of training a teacher for the professional work of a tutor was examined many times and from different points of view. The scientific foundations of this problem were laid by the works of S.A. Batyshev, V.A. Slastenin, N.A. Tomin, V.V. Shapkin, etc. Various approaches to teaching a modern teacher are presented in the works of E.V. Bondarevskaya, B.S. Vulfova, V.P. Sergeeva, A.P. Tryapitsyna, etc. Provisions on the leading role of activity as a source of personality formation are disclosed in the works of L.I.

Bozovic, L.S. Vygotsky, P.Ya. Galperin, A.N. Leontiev, B.F. Lomov, A.V. Petrovsky.

However, at the present time in the practice of educational activity of the university, the purposeful preparation of undergraduate of education in the field of professional activities of the tutor is extremely rare, in isolated cases. In connection with the urgency of such training of undergraduate students in education, we made an attempt to prepare undergraduate students in defectology education for the professional activities of the tutor.

Thus, the purpose of our research is to determine the technology of professional training of undergraduate students in defectology education for the professional activities of the tutor in inclusive general education institutions.

MATERIALS AND METHODS

To achieve this goal, the following methods were used: the study and analysis of psychological, pedagogical, methodical publications of foreign and domestic authors on the problem under study; a method of analogy and a comparative pedagogical analysis of the experience of organizing work on the preparation of bachelors of pedagogical education in the field of tutoring in the system of higher education; method of modeling; methods of conversation, testing, generalization of independent characteristics; experimental work.

RESULTS

The analysis of the special literature and the practice of professional pedagogical education made it possible to distinguish the features of the professional training of bachelors of pedagogical education for the activity of the tutor as a scientific and pedagogical problem. Modern trends and strategies of professional pedagogical education and basic scientific approaches have allowed us to create a model for the professional training of bachelors of teacher education in the field of tutoring. Theoretical basis for the model of training bachelors of pedagogical education in the field of tutoring became the research of such scientists as S.A. Batysheva, E.V. Bondarevskaya, L.I. Bozovic, L.S. Vygotsky, B.Z. Vulfova, A.N. Leontiev, B.F. Lomov, A.V. Petrovsky, V.P. Sergeeva, N.A. Tomin, A.P. Tryapitsyna, etc., who consider the professional training of bachelors as a process whose properties are integrity, differentiation, phased organization. The essence of the process of vocational training is defined through the concept of the system

and is characterized by the unity of the content, forms and methods that form this system [1].

The main scientific approaches to designing a model for the preparation of bachelors of teacher education in the field of tutoring were the following.

Competence approach provides support and development of objectivity, i.e. the ability of the individual to make independent decisions in cognitive, communicative, moral, and other problems, as well as individuality - an independent analysis and assessment of the level of education, which is achieved by bachelors at a certain stage of training and helps them to set themselves the goals of further self-development [2]. The great importance of competence in the professional training of bachelors is given in the works of A.L. Andreev, R.Meyters, S.V. Makarov, E.I. Isaev, N.V. Kuzmina, V.I. Slobodchikov, V.P. Sergeeva, K. Winch.

In our study, the implementation of the competency training of undergraduate students in defectology education in the field of tutoring is carried out through the introduction of independently developed universal competencies, such as readiness to function in various social roles on the basis of understanding the dynamic structure of society; readiness to implement a professional approach to health conservation at the physical, psychological and social levels with varying degrees of health preservation.

These competencies are reflected in the educational standard of higher professional education of the North Caucasus Federal University on the professional training of undergraduate students in defectology education and are successfully implemented in the educational process of the university.

Subject-activity approach, proposed by G.V. Sorokovkyh, is a way of social and pedagogical support, in which the personality is an active subject of its development. At its realization the person is independent, initiative, responsible. The subject-activity approach requires such organization the professional training of undergraduate of education activity in the field of tutoring, which is possible in the presence of mechanisms of reflection, self-development and self-regulation [3].

Therefore, in the model of training future undergraduate of education in the field of tutoring, relying on the works of Kostina N.A., we included not only the teaching and learning activities that make up the learning process, but also them independent work. In the process of self-learning, students acquire knowledge, experience and master skills by analyzing, reinterpreting and transforming the field of activity into which they are included [4].

The personality-oriented approach is represented by the results of research by E.V. Bondarevskaya, O.S. Gazman, V.V. Serikov, I.S. Yakimanskaya. This approach, which is based on such a methodological understanding of the professional orientation of the future undergraduate of education in the field of tutoring, which allows, through orientation and reliance on a hierarchical and interrelated system of concepts, conceptual ideas and methods of actions, to form and develop in the process of professional education the processes of self-knowledge and self-realization personality of undergraduate of education, to promote the development of his unique professional individuality. When implementing the personality-oriented approach, the student effort and the teacher effort are mutually conditioned and coordinated taking into account the specifics of the mechanisms of cognition, individuality in the mental and behavioral manifestations of undergraduate of education in the field of tutoring [5].

The existential approach is based on the results of scientific research of such scientists as D.V. Vilkeev, O.S. Grebenyuk, M.I. Rozhkov, LF Spirin, N.M. Talanchuk, L.I. Umansky, E.N. Shurkov, in which the main emphasis is on individualizing the pedagogical process through the classification,

description, theoretical and practical analysis of various pedagogical situations. Such work is organized with the aim of forming a reflexive position among students. In the existential approach there are positive positions:

- integration of the undergraduate of education personality in the field of tutoring into the professional environment as a purposeful process of vocational training that will help to rethink not only the content of vocational training, but also the preparation of students for the process of perception, understanding and understanding of the specifics of future professional activity;

- the pedagogical competence of students, the high level of cultural education in the field of tutoring, the successful professional socialization of the individual, the need for constant self-development in professional activity;

- understanding of the essence and social significance of the future profession;

- the ability to objectively perceive and evaluate pedagogical phenomena from the standpoint of modern achievements of world pedagogical thought and universal values;

- development of the ability of emotional empathy and understanding of people, development of communication skills;

- the ability to independently set goals and independently create an individual trajectory and an algorithm for achieving them;

- professional self-education and adequate evaluation of their professional results and their correlation with the results of their colleagues, understanding the requirements of a professional situation [6].

The basis of the existential approach is the understanding of the professional development of undergraduate of education in the field of tutoring, which defines him as a teacher who carries out social and pedagogical support for children conditionally developing and children with special educational needs in order to form cognitive and communicative competencies, the ability to self-determination and self-actualization [7].

In our model, based on the analysis of the professional training of undergraduate of education in the field of tutoring, the existential and competence approaches have been defined as the leading ones.

In accordance with competence and existential approaches, the structure of professional training of undergraduate of education in the field of tutoring includes several stages.

1. *The diagnostic stage* involves a comprehensive study of undergraduate of education. Diagnostic work and systematic control in the process of vocational training play a decisive role in the design of teachers pedagogical and educational work with undergraduate of education [8]. For this, in the learning process of undergraduate of education we used such diagnostic techniques as questionnaires, interviews, essays, projects. For example, the topic of the essay: "Professional competencies in the process of professional training of undergraduate of education in the field of tutoring", "Organization and control of independent and research activities of students", etc.

2. *The motivational and target stage* includes the formation of undergraduate of education clear understanding and sustainable motivational focus on the development of skills and tutoring support of students with special educational needs in the process of education in general educational institutes. The application of various methods (excursions to educational institutions, meetings with successfully practicing teachers, the formation of skills in working with scientific and methodological literature, etc.) can make it possible to make a significantly higher level of motivation for tutoring activities, namely, to promote the formation not only of a motivational focus on the assimilation of

knowledge and skills, but also the desire and desire to work not just in the pedagogical sphere, but in the field of inclusive education [9]. At this stage, teachers create conditions for undergraduate of education showed an independent initiative to participate in various public events of the university as volunteers.

3. *Information-analytical stage* is based on the formation of undergraduate of education in the field of tutoring motivation for practical activity, aspiration for self-knowledge, independence, self-improvement, self-actualization, manifestation of creativity in the social and pedagogical accompaniment of disabled children in the educational process in an educational institution and creation for them of individual educational routes.

To create individual educational routes for children with disabilities to undergraduate of education in the field of tutoring, work with curricula was offered. This type of work can be useful and contributes to a more rational choice of specialized academic disciplines and elective courses. In their professional activities in the construction of individual educational routes for children with disabilities of undergraduate of education the interests and abilities of children with disabilities must be taken into account [10].

Information-analytical stage in training of undergraduate of education in the field of tutoring acts more as an independent work. The activity of students, the quality and intensity of work contribute to the improvement of their professional training [11].

4. *Integrative stage* - this stage it is possible to implement elective training course "Psychological and pedagogical support of disabled children in the conditions of a general education institution" and the organization of production practice, the content of which is closely connected with theory, as well as the increasing depth of penetration into the professional sphere and improvement of work skills in the field training. As a result of practice of undergraduate of education should master the ability to organize analysis and evaluation of the implementation of an individual educational route for a disabled child; mastering of tutorial support technologies.

5. In the *reflexive stage* for undergraduate of education it is proposed to create an algorithm of reflexive analysis for the tutor. The reflexive component permeates not only all stages of the tutor's activity, but also professional training of undergraduate of education in the field of tutoring in general [12].

Thus, vocational training of undergraduate of education to the activity of the tutor, implemented through each of the above stages, which contributes to the formation of their general cultural, professional and universal competencies, the necessary qualities of the individual, the desire for independence, self-actualization and creative self-realization in teaching.

During the testing of the model we have implemented the following organizational and methodological conditions, allowing to direct the process of training of undergraduate of education for their professional training in the field of tutoring:

- development of methodological support, contributing to the successful development of professional competence of undergraduate of education in the field of tutoring;

- modeling of pedagogical situations aimed at practicing practical skills and effective interaction of participants of the educational process "teacher - undergraduate of education-student-parent" in the implementation of vocational training of undergraduate of education in the field of tutoring at the University;

- identification of positive effects and analysis of difficulties in the implementation of individual educational trajectories and ways to eliminate possible obstacles;

- creation by undergraduate of education in the field of tutoring portfolio, which includes used and tested in the process of

learning technologies, as well as materials of theoretical and practical results.

As a result of the implementation of the model vocational training of undergraduate of education in the field of tutoring they must master specific skills:

- participation in team work of specialists and actively interacts with subject teachers, class teachers and parents of students with special educational needs in order to build and implement individual educational route of students;
- diagnostic examination of children with disabilities in the educational process;
- organization of own research activities, as well as project and research activities of children with disabilities;
- support of educational motivation of children with the standard level of development and disabled children;
- control over the educational activities of all children in the educational process;
- teaching children to work with educational literature, information technology;
- implementation of the reflexive function and correctional work with children with disabilities;
- definition of strategy, assistance, support and support for children with disabilities in achieving educational goals;
- creation of necessary conditions for the organization of inclusive education of children [13].

The result of successful implementation of the training system of undergraduate of education in the field of tutoring in higher education organizations is the formation of General, professional and universal competencies reflecting the formation of the most important personal qualities, such as professional independence, self-determination, self-actualization [14].

Therefore, professional training of undergraduate of education in the field of tutoring should be structurally logical and include certain basic elements which include the purpose, objectives, functions, components, as well as stages, structure and content of the stages of the tutor (diagnostic, motivational-target, information-analytical, integrative, reflective), organizational and methodological conditions and the expected result.

The theoretical justification of the research problem allowed us to organize and conduct an experimental study to identify the effectiveness of the tested model of training of undergraduate of education in the field of tutoring.

The theoretical analysis allowed us to determine the criteria and indicators of vocational training of undergraduate of education in the field of tutoring.

1. *Motivational criteria*. Includes the following indicators: focus on the formation of professional training for tutor support; independence in setting goals and achieving it; formation of the concept of themselves as a professional.

2. *Professional activity criteria*. Important indicators of the formation of this criterion are: knowledge of the theoretical foundations of the concept of tutoring support; the desire to create conditions for their own professional self-improvement and organizational skills in the implementation of the educational trajectory; focus on the creation of communicative conditions that would contribute to the achievement of the educational goal of undergraduate of education; the ability to create of individual educational routes.

3. *Professional and personal criteria*. It assumes the following indicators: constant desire for professional growth; the intention to create conditions for their own professional and personal self-improvement and self-actualization; mastery of the technological component of support as a tutor; possession of pedagogical reflection.

The conducted experimental study allowed us to identify the levels of professional training of undergraduate of education in the field of tutoring: high, medium and low.

The discussion of the results. At the ascertaining and control stages of the experiment, we carried out an analysis of the dynamics of the quality of the vocational training of undergraduate of education in the field of tutoring, which shows that the introduction of the developed system and the implementation of the model influence the process of vocational training of undergraduate and contribute to raising its level.

Let's analyze the formation of each of the criteria in the experimental (EG) and control (CG) groups.

Based on the data obtained, we assume that at the beginning of the experiment, there was a significant number of undergraduates with a low level of motivation for tutoring, namely, 52.1% in an experimental group and 51.9% in a control group. However, these indicators significantly changed by the end of the experiment and amounted to 12.3% (in the experimental group) and 28.8% (in the control group).

Concerning the professional activity component of undergraduates, at the beginning of the experiment the number of undergraduate students with a low level of theoretical and practical skills of teaching activity prevailed. Therefore, 62.3% of such students were in the experimental group, and 62.2% - in the control group. By the end of the experimental work, the percentage of undergraduates with a high level of vocational training amounted to 16.7% in the experimental group and only 9.4% in the control group. This fact confirms the positive effect of the use of diagnostic techniques, methods, and technologies of teaching implemented by mentors.

These findings support evidence from previous observations. Interestingly, we recorded a low level of development of professionally significant personal qualities at the beginning of the experiment. It amounted to 51.4% of undergraduates-students in the experimental group and 54.1% in the control group. These findings are consistent with the idea that the choice of the future university among intended undergraduates is mostly random. Obviously, most undergraduates do not consider seriously the results of vocational guidance tests that can help them in choosing a profession. There is much evidence that the introduction of instructors-mentors to the experimental group changed the situation significantly. The number of undergraduates with a low level of personal professional preparation for tutoring was only 11.6% in the experimental group of undergraduate students, while in the control group it amounted to 28.9%.

Thus, the experimental work carried out by us showed the following:

- when teaching undergraduate of education in the field of tutoring, it is necessary to rely on the above approaches and principles;
- the simulated process of teaching undergraduate of education in the field of tutoring has a significant influence on the readiness of bachelor students for tutor activities in educational organizations;
- the indicator of such training is a more intensive transition from low to high level in the experimental group compared to the control group, which is expressed in the formation of criteria and indicators of professional training in the field of tutorship in undergraduate of education, i.e. competences necessary for the implementation of the activities of the tutor.

CONCLUSION

The results of the conducted research allowed us to come to the conclusion that the main part of the pedagogical process in organizing the vocational training of undergraduate of education in the field of tutoring is the systemic approach, including competency, subject-activity, personality-oriented, existential and other approaches.

In the course of the experimental research we conducted a scientific and theoretical analysis of the current state of the

problem of the professional training of undergraduate of education in the field of tutoring. The analysis allowed us to understand under the definition of «undergraduate of education in the field of tutoring» - the personality of a teacher who is able to carry out social and pedagogical support for students in general education organizations in order to develop cognitive and communicative competences, independence, self-determination and self-actualization.

With the purpose of vocational training of the undergraduate of education for the activity of the tutor, we designed a theoretical model of the vocational training of undergraduate of education in the field of tutoring, in the development of which the interrelations of the goal, tasks, approaches and principles were taken into account. The implemented modeling allowed not only to create and test the structure of vocational training, but also to fill it with content. The structure and content of the vocational training of undergraduate of education allowed us to determine the stages of professional training: diagnostic, motivational and target, information-analytical, integrative, reflexive. It is their consistent implementation and will prepare undergraduate of education for tutoring in an educational institution.

In the organization of the vocational training of the undergraduate of education in the field of tutoring in the university, the most important, in our opinion, is the fulfillment of the following consecutive stages: diagnostic, planning, project-organizing, control, reflexive, methodical, realized in conditions of motivation, goal-setting, communication. It is they that allow to carry out qualitative vocational training of undergraduate of education in the field of tutorship.

In addition, the organizational and methodological conditions have been singled out and tested theoretically and experimentally, allowing the process of vocational training of undergraduate of education to be directed to their vocational training in the field of tutoring:

- development of methodological support;
- modeling of pedagogical situations;
- identification of positive effects and analysis of difficulties;
- the creation of undergraduate of education in the field of tutoring portfolio under the conditions of a university.

In order to objectively assess the formation of professional competence in the field of tutoring among the undergraduate of education, we determined the criteria for assessing the level of vocational training of undergraduate of education. To them we classified the following criteria: motivational, professional-activity and professional-personal.

Based on the criterial-level approach, we have identified the levels of vocational training for undergraduate of education in the field of tutoring: high, medium and low. It was revealed that at the initial stage of preparation, undergraduate of education have a low level of motivation for tutoring. Based on the results of the control phase, after approbation of the model of professional training of undergraduate of education in the field of tutoring, there is a positive dynamics.

The conducted experimental research has shown that the process of teaching undergraduate of education in the field of tutoring thus modeled has a significant successful effect on the readiness of undergraduate of education students for tutor activities in educational organizations. A positive indicator of our research is a more intensive transition from low to high in the experimental group compared to the control group, which is expressed in the formation of criteria and indicators of professional training in the field of tutoring in undergraduate of education, i.e. competences necessary for the implementation of the activities of the tutor.

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