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**TUTORING AS A FORM OF PSYCHOLOGICAL PEDAGOGICAL SUPPORT TO CHILDREN
WITH SPECIAL EDUCATIONAL NEEDS**

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Abstract

The importance of the development of giftedness in children, including those with disabilities, is emphasized in the article, the author's view on understanding the essence of the category of children with special educational needs is revealed, the importance of unlocking the potential, giftedness of a child is emphasized. Based on a brief description of children with disabilities and their giftedness, it is concluded that it is necessary to create individual education and development routes for such children, one of which is psychological and pedagogical support to a child in the form of tutoring. Particular attention is paid to the essence and specifics of tutoring, taking into account foreign experience, issues of training tutors at various levels of education. In conclusion, the authors of the article present the target orientations of a project dedicated to the problem under consideration that is being developed at Armavir State Pedagogical University.

Keywords

Pedagogical support – Special educational – Children – Tutoring

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Introduction

One of the strategic goals of the state policy in the field of education, as stated in the Concept for the Long-Term Socio-Economic Development of Russia until 2020, is to create a system of support and assistance to children with special educational needs. It is exactly such children who more and more often than others show signs of social maladjustment; therefore, they need psychological and pedagogical support and assistance.

It should be noted that the term “children with special educational needs” has traditionally been considered in relation to the category of children with disabilities. Currently, this concept has received a more extended interpretation. In accordance with it, the educational needs of children with various impairments, for example, behavioral ones, as well as of children who require a special, individual approach, for example, gifted children or children with reduced cognitive activity, that is, children in need of individual educational routes can be considered special. In other words, nowadays, the category of children with special educational needs includes those children who, in one way or another, differ from the majority. These children can also speak another language, belong to different cultures, differ in religion, lifestyle, have different interests and learning abilities. Thus, the traditional term “children with special educational needs” today acquires a slightly different, more precisely, variable meaning and content.

In the context of modernization of Russian education, the introduction of federal state standards at various educational levels, a variety of programs and various types of educational organizations, the necessity to solve the problem of successful development of children in variable educational space of modern forms, methods and means of organizing their education is being actualized. Modern standards and educational guidelines emphasize the importance of taking into account the individual needs of children associated with their health condition, a current life situation, and creating special conditions for their education and successful socialization. In this regard, there is a need to ensure conditions that contribute to successful socialization and timely disclosure of the potential opportunities of this category of children.

Within our research, the focus is laid on children with special educational needs, gifted children, including those with disabilities. The authors of the “Working concept of giftedness” (D.B. Bogoyavlenskaya, V.D. Shadrikov, V.N. Druzhinin, N.S. Leytes and others) understand giftedness as a systemic quality that characterizes the psyche of a child as a whole and determines the achievement of high results in activities by a person compared to other people¹.

Results and Discussion

It is known that children with disabilities, like healthy children, can have abilities and be gifted individuals. It is no coincidence that J. Gallagher called these children “twice special”, pointing out the importance of taking into account their special needs in communication, cooperation and rendering assistance and support to them. Special conditions for the development of such children can become an additional incentive for the

¹ D. B. Bogoyavlenskaya. A working concept of giftedness (Moscow, 2003).

development of talents and high achievements². An outstanding psychologist, the founder of individual psychology, Alfred Adler believed that the driving force for the development of the personality of such children consists in the desire to overcome the feeling of inferiority and weakness that a child has in connection with his helplessness, weakness and dependence on adults in many situations.

Psychologists believe that often overcoming such inferiority can become almost the main life goal. This problem can be solved in two ways: by compensating for a defect or through overcompensation, when a person achieves his/her maximum success precisely in that area, which, it would seem, should be closed to him due to the specifics of his defect.

In any case, for the successful development of skills in children with disabilities, special assistance and support are required. As practice shows, giftedness of a child may not be manifested externally. Existing health restrictions may not only prevent abilities from manifesting themselves, but also inhibit their development. Since giftedness is often associated precisely with academic and school achievements of a child, it is difficult to identify children with disabilities as gifted in other areas that are not clearly expressed and manifested.

J. Whitmore notes some factors that impede identifying giftedness in children with disabilities. As the scientist notes, gifted children with learning difficulties, as a rule, show low productivity at school (they do not know how to write, read or make notes); children, for example, with cerebral palsy and deafness, communication skills are not formed enough; children with impaired motor functions often write slowly, as a result of which children are distracted from a task, and a teacher considers them to be inattentive; children with emotional problems often show uncontrollable behavior (aggressiveness, isolation, hot temper, reluctance to communicate)³. For this reason, such children are not often included in programs for gifted and talented children.

The children of the category of under consideration, for obvious reasons, also experience significant difficulties in socialization and self-realization. Therefore, it is very important to help such children already in senior preschool and primary school age to open up propensities for a particular type of activity, to develop existing inclinations, abilities that can, probably, become the basis for their professional orientation and, possibly, future professional activities, which eventually will help such children “discover themselves”.

Nowadays, the creation and implementation of technologies, forms and methods of interaction with pedagogical personnel oriented to work with children with special educational needs become extremely important, as well as the search for mechanisms that would allow a teacher to become a creative, self-developing person with a systemic outlook on pedagogical activity and ready to discover and develop the potential of a “special” child.

Currently, teachers are required to ensure the quality of psychological and pedagogical support to this category of students. In Russian and foreign pedagogical

² J. J. Gallagher, “National agenda for educating gifted students: Statement of priorities”, *Exceptional Children* Vol: 55 num 2 (1988): 107–114.

³ J. R. Whitmore y C. J. Maker, *Intellectual giftedness in disabled persons* (Rockville: M D: Aspen, 1985).

practice, certain experience has been accumulated in preparing specialists for work with such children. Presently, in the context of the development of informatization, distance learning and digital education, there are conditions for mass individual and pedagogical assistance for children who need psychological pedagogical support. Currently, it is becoming important to create and introduce into the pedagogical process technologies, forms and methods of work with teachers oriented to train gifted children with disabilities. In this regard, the problem of training specialists for this type of activity is being actualized. Specially trained tutors focused on psychological and pedagogical support to children with special educational needs, both offline and online, can become such specialists⁴.

It is known that the tutorial form of training and accompaniment of students functions in many countries of the world, taking into account the peculiarity of activity and national specifics. In most cases, tutoring is activity of a mentor, consultant, and guardian teacher. A specific tutorial viewpoint in modern educational space is a supporting attitude that creates conditions for determining and implementing individual education and development routes⁵.

In foreign university experience, various models of tutorial support have been developed. For example, the Oxford model (or type of mentoring) refers to the American model of tutoring: a tutor is a mentor, an academic consultant responsible for the development of an individual educational trajectory. Both the historical experience of tutoring, accumulated in the foreign models of education, and the current state of tutoring in these countries, allows us to consider it as worthy of attention and consideration in terms of organizing work with gifted children, in training specialists oriented to work with this category of children⁶.

Nowadays, in Russian practice, a tutor is a fairly new profession for Russian education. One of the indicators of institutionalization of tutoring is related to the fact that in Order No. 858 of October 30, 2009 of the Ministry of Social Development of Russia “On the Approval of the Unified Qualification Guide for the Positions of Executives, Specialists and Employees” in the section “Qualification Characteristics of the Positions of Executives and Specialists of Higher Professional and Supplementary Professional Education” the qualification requirements for the position of a tutor were approved⁷.

It should be noted that a profession of a tutor was officially included in the list of positions of teachers of general, supplementary and higher professional education of the Russian Federation. The United Qualification Guide of Positions (UQGP) as amended on April 9, 2018 (including the amendments entered into force on July 1, 2018) includes a profession of a tutor. However, there are many unresolved issues regarding the functionality and competencies of specialists in this field that need to be addressed in pedagogical science and practice.

⁴ L. V. Bendova, Tutor's educational activity in the network of open distance professional education (Moscow, 2006).

⁵ T.N. Kovaleva. Basics of tutoring in general education (Moscow: Pedagogical University “1st September”, 2010).

⁶ S. V. Dudchik, “Tutoring support: history, technology, experience”, *School Technologies* 1 (2007): 82-88.

⁷ The Unified Qualification Guide for the Positions of Executives, Specialists and Employees. Section “Qualification Characteristics of the Positions of Executives and Specialists of Higher Professional and Supplementary Professional Education. Appendix to the Order of the Ministry of Health and Social Development of the Russian Federation no. 593. August 14, 2009.

In Russian pedagogy, tutoring is most often understood as pedagogical activity to individualize education, aimed at identifying and developing the interests and abilities of students. The individualization of the pedagogical process is built up through the creation of personal educational space, the development and implementation of an individual educational route. Moreover, the interaction can be implemented both in real offline and in virtual online space⁸.

The purpose of tutoring of gifted children is to fully realize the personal potential of a child, the potential for his/her self-development and self-actualization through education and meeting the needs of a subject of activity. One of the main tasks of tutoring of gifted children is not only to provide timely assistance and support to giftedness, but also to train an individual to independently overcome the difficulties of the development process, to be responsible for the development of his/her abilities and personal self-realization. Thus, tutoring is pedagogical activity to individualize the development of children's giftedness, aimed at clarifying their personal motives and interests, a search for educational resources to create an individual path to develop abilities. Such activity requires a specialist to have special professional competencies and specific personal qualities.

The analysis of the practice of professional education in modern Russia shows that tutors of various profiles are trained mainly at the second level of higher education, master's programs⁹. Tutors are also trained by means vocational training programs and continuing education courses but for fairly limited areas of activity. However, despite the fact that the tutor's services are quite in demand, and the education sector needs specialists who will help student to build their individual educational paths, there are not so many such specialists in the labor market, and the existing professional and pedagogical training is sometimes fragmented and implemented without taking into account the specifics of the giftedness types, regional characteristics of socialization and the demand for persons with certain competencies.

Therefore, in the Russian system of higher professional pedagogical education there is a problem of training personnel for psychological and pedagogical support to gifted children, including those with disabilities. As we see it, training tutors of the profile in question fits into the professional training of bachelors and masters of pedagogical and psychological-pedagogical areas of training.

Taking into account the significance and relevance of the above stated problem, the research project "Tutoring in psychological pedagogical support to gifted children as a factor of the development of the human potential of modern Russia" was developed at Armavir State Pedagogical University. The opening of specialized Gifted Children Support Centers ("Sirius" in Sochi), houses and centers for children's art and technical creativity, updating home education and the development of children with disabilities in Krasnodar Krai became the driving force for the development of this area of activity.

⁸ A.V. Ivanov, "The role of the tutor in the process of individual education of the student", *School Technologies* Vol: 3 (2009) 109-116.

⁹ Organization of tutoring in an educational institution: Content, norms and standardization of tutor activities. Moscow: AAT and PREW 208 (2009).

Conclusion

As it appears from the foregoing, the goal of our study is to develop, scientifically substantiate and experimentally verify the effectiveness of the model of professional training of tutors for psychological and pedagogical support to gifted children, including those with disabilities.

Within the project, it is planned to study the needs of society on the use of variable forms of work with gifted children and the preparation of teachers for this activity; to study foreign and domestic experience of tutoring; to develop a model for professional training of tutors in the field of psychological and pedagogical support to gifted children, to determine pedagogical conditions and mechanisms for its implementation in the domestic practice of training professionals at various levels of education. The development of methodological support for training tutors in the field of psychological and pedagogical support to gifted children will become an important aspect of the content of the project activity. It concerns bachelor and master degree courses, some forms of supplementary professional education (professional retraining and advanced training courses), alongside remote interaction with students. The creation of an activity management concept and the consulting center “Tutoring of gifted children” on its basis focused on preparing tutors for psychological and pedagogical support to gifted children will be one of the significant results of the project activity.

A systemic and interdisciplinary approach to training bachelors and masters and a personal-activity approach to interaction with gifted children, including children with disabilities, should become specifics of the implementation of the mentioned goals. The university’s experimental site and the research center with qualified teaching staff will help successfully solve the goals and objectives of the project activity.

Conflict of Interest

The authors confirm that the presented data does not contain a conflict of interest.

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