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MODEL OF PEDAGOGICAL SUPPORT FOR CHILDREN WITH DISABILITIES BY TUTORS UNDER THE CONDITIONS OF INTEGRATED EDUCATION

Abstract. This paper considers the problem of provision of psycho-pedagogical and socio-pedagogical support to children with disabilities on the borderline between two theoretical paradigms: support and tutorship. The authors have made an attempt to take into account the most urgent methodologically validated and practically oriented approaches within both paradigms and to create a pedagogical model of support for children with disabilities and the members of their families at the intermediate secondary school stage of learning. The study is based on the data obtained in an inclusive education institution – Chelyabinsk Secondary General Education School No 73. The authors analyze the changing value-based orientations, support stages, opportunities of modification of individual educational programs, and the process of formation of value-based learning and personal aims in the child on concrete examples. The chances of performing the functions of the tutor by the pedagogues of the school support team of specialists have been considered. The article makes a conclusion that it is desirable that these functions be performed by a specially trained pedagogue — a tutor of children with disabilities. As a result, a tested model of pedagogical support for children with disabilities by a tutor realized under the conditions of integrated education at the intermediate secondary school stage of learning has been substantiated and presented. The tutor support model presupposes the following stages: 1) motivational (diagnostic) stage; 2) orientation (consultative-project) stage — discussion of the variants of the problem solution with all those interested, making predictions about the effectiveness of each variant, choice of methods; 3) content-operational (activity-based) stage; 4) assessment (reflective) stage.

Keywords: children with disabilities; SEND; disabilities; inclusion; inclusive education; integrated education; pedagogical support; tutors; tutorship; stimulating communication; individual educational programs.

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Introduction

The modernization of the Russian system of education and the change of the educational paradigm in the early 21st century are oriented towards improvement of the quality of education process on the basis of actualization of the personal potential of persons with disabilities (SEND). The problems existing in the sphere of child health protection and the concerns about the future of the country and its safety urge the organs of state power of the Russian Federation, the local government, the pedagogical community and the public at large to take immediate action to improve the state of the children and their protection.

Nevertheless, many problems are still far from being solved. The issue of tutor support for children with disabilities at general education institutions under the conditions of inclusive education is one of such problems.

Under the Federal Law "On Education in the Russian Federation" No 273 (Article 44), the parents (lawful representatives) of under-age pupils have the right to choose the form of education taking into account the child's opinion, as well as the recommendations of the psycho-medico-pedagogical commission [16].

In the modern social context, many parents insist on educating their children with disabilities at mainstream education institutions, which is determined by the priority, first, of the issues of socialization of children with disabilities, second, of the problems of acceptance of persons with disabilities by the surrounding people and by society at large, and, third, of the questions of getting high-quality education and complex rehabilitation-pedagogical assistance. The ideas expressed above allowed us to formulate the research problem which consists in

working out a model of pedagogical support for children with disabilities by a pedagogue-tutor realized under the conditions of inclusive education at general education institutions.

The given problem is brought about by the contradiction between the existing difficulties in the development of the system of general education and pedagogical support for persons with disabilities and the lack of scientific research and works on methods of their support by a pedagogue-tutor under the conditions of inclusive education.

Thus, elaboration of a model of pedagogical support for children with disabilities by a pedagogue-tutor under the conditions of inclusive education is one of the urgent issues of the education system under the conditions of inclusive education realization.

And our research has revealed one more aspect of the problem – it is necessary to cast a non-biased glance on the issues of support for persons with disabilities from the point of view of tutorship as a new model of interaction between an adult educator and a pupil. It is common knowledge that tutorship is a special pedagogical tradition that ensures design of individual educational programs of students and supports the process of individual education at secondary and higher schools and in the system of supplementary and continuing edu-

cation. The phenomenon of tutorship is closely connected with the history of medieval European universities. The idea of tutorship came to us from Great Britain where it appeared in the classical English universities of Oxford and Cambridge, and, based on the pivotal idea of individualization, it is being actively developed at present. In Russia, special interest in this phenomenon is associated with the names of O. S. Gazman and P. G. Shchedrovitskiy, although ideas of tutorship are already found in the works by L. S. Vygotskiy and D. B. El'konin. It was D. B. El'konin who attracted the attention of the pedagogues to the fact that while passing from one stage of education to another without special assistance of a tutor, the child loses the new psychological possessions they have formed at the previous stages of development. For example, he wrote: “As long as we cannot yet build such bridges in our work with people, we gradually begin to lose: in the transition from kindergarten to school – initiative, in the transition from primary school to basic school – thinking, in the transition from basic school to senior secondary school – goal setting, in the transition from secondary school to university – self-determination... In such social organization, mediation turns into help with adaptation to the ready-made rules and norms. Every normal pedagogue knows that nothing

can be created in such a way. The norms and rules must be shattered and lost by man, and recreated anew into functions, norms and rules” [20].

Together with the members of the Interregional Tutor Association formed in 2007 under the leadership of Doctor of Pedagogy T. M. Kovaleva, we interpret tutor support as pedagogical activity aimed at individualization of education, identification and development of the pupils’ educational motives and interests, and search for educational resources for designing their individual educational program [6; 8; 14; 15]. It is well known that individualization of education should be differentiated from individual approach. Individual approach is understood as a means to overcome the discrepancy between learning activity, educational programs and the child’s real learning capacities. In the context of individual approach, the tutor’s activity is targeted at overcoming educational difficulties related to the pupil’s individual abilities and at the search for inner and outer resources to overcome these difficulties. The principle of individualization of education means that the pupils still have the right to build up their own content of education, their own educational program. The tutor’s task here is to support the process of design and realization of individual educational program (IEP), to focus their atten-

tion on rationality of education, and to give the pupils a chance to try, to construct and to re-construct educational forms, where it would be possible to reveal educational goals and motives via their real actions [13, p. 7].

Materials and Methods

To solve the problem formulated above, we have carried out theoretical and practical study of pedagogical support for persons with disabilities by a pedagogue-tutor on the base of a practical institution providing integrated education while organizing the educational process on the basis of “flexible grouping” [5; 12; 18].

The method of theoretical analysis of scientific literature and normative-legal documentation of the Russian system of education was chosen as the main method of organization of the theoretical stage of research.

To validate the conclusive ideas obtained in the course of theoretical analysis of the literary sources, the practical part of investigation was held at Chelyabinsk Secondary General Education School No 73. 8 pupils with disabilities of forms 1 through 8 who had a recommendation to enter the adapted general education program of primary education in accordance with the FSES for children with disabilities (disorder of psychological development) and who needed the additional as-

sistance of a pedagogue-tutor took part in the experiment [11; 16].

To solve the problems set, a complex of complementary research methods was used. The theoretical methods included: analysis of psycho-pedagogical, scientific-methodological literature and normative-legal acts, generalization of scientific-research works and progressive pedagogical experience on the problem under study. The empirical methods constituted: testing, interview, analysis of activity outcomes, summative and formative experiments. The mathematical methods embraced: quantitative and qualitative procession of the materials of experimental research.

The practical part of the study was conducted in three stages.

1. Summative experiment: identification of the level of preparedness of the pupils with disabilities for acquisition of general education programs in Russian, mathematics and literary reading. The primary diagnostic test was performed during the first two adaptive weeks of the pupils' stay at school in the course of the psycho-pedagogical experiment [12].

2. Formative experiment: design and realization of the model of pedagogical support for persons with disabilities by the pedagogue-tutor under the conditions of inclusive education.

3. Control experiment: we carried out a study aimed at identification

of specificity of pedagogical support for persons with disabilities by the pedagogue-tutor and assessment of effectiveness of the model of pedagogical support realized.

Results

The term "support" first appeared in the book by G. Bardiyer, N. Romazan, T. D. Cherednikova (1993) in combination with the word "development". The word "support" is polysemantic and denotes various phenomena from a strategy used while playing bridge to a specific type of musical modulation. The meanings of the stem of the word are also numerous and change within a wide range (about the polysemy of the Russian word "soprovozhdeniye" see: T. I. Chirkova - *Trans*).

Western sociology, as a rule, considers support in applied research (S. Cobb, K. Crnic, M. Greenberg, N. Robinson, A. Ragozin, T. K. Crove, E. L. Jonson, S. W. Jacobson, K. F. Frye, Y. S. Morinada, K. Sakata, R. Koshi). A number of foreign studies (K. Valstrom, K. McLaughlin, P. Zvaal, D. Romane) characterizing individual development processes interpret support as "pedagogical assistance for the pupil aimed at helping them to solve their problems independently and to overcome everyday difficulties, which presupposes self-knowledge and adequate perception of the environment" [17, p. 57].

In psychology, support is viewed upon as a system of professional activity promoting the creation of conditions for successful adaptation of a person to their life conditions. Effectively organized support helps the person to enter the “zone of development” which is not yet accessible for them (G. Lefrançois).

In pedagogy, support is understood as activity ensuring the creation of conditions for the subject of development to make an optimal decision in various situations of life choice (S. A. Zelenkov); or as interaction between the supporter and the supported aimed at the solution of the life problems of the latter (E. I. Kazakova, A. P. Tryapitsyna).

Thus, we may conclude that support is understood in pedagogy as a special kind of interaction with the purpose of creating favorable conditions of development of the subjects of interaction. As long as pedagogical support is an indispensable part of education process, it is necessary to regard it from the point of view of a subsystem in the system of education. Pedagogical support is treated as a method ensuring creation of conditions for the subject of development to make optimal decisions in various situations of life choice.

The given approach has much in common with the ideas of tutor support realized in modern schools, and specifically under the condi-

tions of inclusive education. According to G. M. Bespalova, “pedagogical support is a dynamic process of more and more extensive transfer of responsibility for the realization of self-education from the teacher to the pupil” [4].

Tutor is defined by modern researchers as “a person supporting the process of activity acquisition”. Thus, tutor support consists in the organization of the child’s movement along the path of education, which is founded on constant reflexive coordination of their achievements with interests and wishes. The tutor (or any pedagogue functioning as such) during the first stages of education, functions as the child’s guide into the educational space of the school. They also help to prepare the child to leave this educational space.

The following definitions of the term “tutor” can be found:

- a guide;
- a person who teaches one to solve problems independently (to transform them into tasks);
- a position that supervises and supports the process of self-education;
- a person who connects the processes of learning, self-education and formation of a way of life in the tutored one;
- a mediator (between the cultural and the individual, the individual and the corporate, the great history of the learned and the

individual history of the beginner; between different subjects of the educational space – pupil, teacher, parents, etc.);

- a person who reforms the educational space to suit the tasks of individualization of education [4; 6; 7; 8; 13; 14].

Thus, a tutor is, first of all, the pupil's advisor: they can help the child to work out an individual educational program, to determine their position with relation to the learning process itself and to separate elements of this process. At the same time, the tutor can answer the question how to use the learning outcomes and how to modify the given educational program and learning activity in the process of individual development of this concrete person (P. G. Shchedrovitskiy). The tutor's task is to help in creating individual educational space as the space of revelation of cognitive initiatives and interests of each particular child.

T. M. Kovaleva singles out the criteria according to which some activity can be defined as that of a tutor [8; 13; 14]:

- diagnostics;
- versatility of offers;
- choice of offers;
- design of an individual educational program (IEP);
- choice of IEP realization;
- IEP support;
- reflection.

The program of pedagogical support in pedagogy is also regarded through the consecutive realization of the following steps: diagnostics of the essence of the problem; information retrieval for the methods of its solution; discussion of the problem solution variants and the choice of the most feasible ways; provision of primary assistance at the stage of the solution plan realization; reflection in the process of performance or completion of the task set (A. P. Tryapitsyna, L. N. Berezhnova, E. I. Kazakova, M. R. Bityanova, etc.).

In our study we are going to draw on the definition of the notion “support” suggested by L. M. Shipitsyna in accordance with which this notion is based on the system-oriented approach that gives priority to the inner potential of personality development. Support presupposes realization of subject-subject (the supported and the supporter) relations targeted at the solution of the problems of development and social adaptation of the supported person. The intertwining and complementary processes of diagnostics, counseling, provision of help and aid, acceptance and sympathy constitute the main functional load of support [18].

Thus, pedagogy interprets support as a special kind of interaction the purpose of which is the creation of favorable conditions for the development of the subjects of inter-

action. Pedagogical support is the method that promotes the creation of the conditions under which the subject of development can make optimal decisions in various situations of life choice.

The municipal general education institution Chelyabinsk Secondary General Education School No 73 enrolls children with developmental disorders whose individual abilities need learning according to different kinds of educational programs on the basis of conclusions of the medico-psycho-pedagogical commission of the district methods center. It is necessary to work out individual variable programs of learning for such pupils.

The school administration has established interaction with the preschool education institutions and the district medico-psycho-pedagogical commission; therefore, the pedagogues and the specialists possess information about what kind of children will come to get education at the school. During the adaptation period at school, the pedagogue-tutor together with the parents decides on the issues of adaptation of the children with disabilities, conducts interviews of the parents and the child, and studies the peculiarities of family education. The overwhelming majority of the children with disabilities demonstrate marked school disadaptation after the summer vacation, especially at the time of transition from one stage

of education to another. The methods of organization of "Meetings of the kindergarten and the school" are still to be elaborated by an inquisitive researcher.

The school chosen as the base of the given research has been acknowledged as an inclusive education institution on the level of the region and the Russian Federation. Inclusive education of children with disabilities is based on the aspiration to teach all children together, without grouping children with disabilities into special classes and thus avoiding the formation of inferiority complex and the feeling of being second-rate in such children. This strategy allows the pedagogues to preserve, on the example of the brighter students, the landmarks for future achievements and development in the form of a kind of target to which less successful students will aspire.

The methodological foundations of support include: the qualitative approach to support (L.S. Vygotskiy, J. Piaget, N.I. Sakharov, A. R. Shevchenko and others), consideration of age-related specificity of development (L.S. Vygotskiy, A. N. Leont'ev, D.B. El'konin, L.I. Bozhovich, A. V. Zaporozhets), the personality-oriented approach (L.S. Vygotskiy, A.N. Leont'ev, L.I. Bozhovich, D.B. El'konin) and the activity-based approach (A.N. Leont'ev, D.B. El'konin, A.V. Zaporozhets, V.V. Davydov).

E. A. Ekzhanova singles out the following principles of support upon which the activity of the experts of special education is based: ethics and professional competence; targeting, timeliness, intensity and continuity of support; comprehensiveness and systematicity of support; the principle of holisticity of ideas about the child and individualization of support; the principle of dynamic observation and systematic multilevel analysis of the data obtained and possessed [5].

Let us give an example of realization of the model of tutor support for a pupil with disorder of psychological development at the second stage of education.

A child with disorder of psychological development belongs to the category of children with disabilities because such pupil is characterized by a slow tempo of psychological development, personal immaturity, disorder of cognitive activity and needs special conditions for education and development.

The birth of a child with developmental disorders is always a stress for the family. The child with a disability has restricted freedom and significance of their social roles. They are highly dependent on the family, and their skills of social interaction are limited. The problem of educating the child with disabilities cannot be solved, as a rule, by the family alone; the parents find themselves in a psychologically

complicated situation: they experience pain, sorrow, feeling of guilt, and often fall into despair. Such families need complex psychopedagogical support of qualified specialists.

Fifth Grade pupil Aleksandr N. (born 2007) has attended the abovementioned education institution since his enrollment in the First Grade. In Grade 1, in the course of the specialist council, it was found out that Aleksandr had problems with learning. In order to individualize his learning program, he was sent to the district medico-psychopedagogical commission, which recommended learning in accordance with adapted educational programs for children with disorders of psychological development and special classes with teacher-logopedist and psychologist. A special adapted educational program and a program of individual tutor support were designed for Aleksandr.

Below is a quote from the anamnesis of Aleksandr N.: "Aleksandr had problems with acquisition of the program material of grades 1 and 2, but significant problems began in the beginning of Grade 3 after his mother's death. The program material of Grades 3 and 4 was acquired rather poorly. The boy has a quiet and uncommunicative disposition, has no friends in the group, and shows problems with communication with typical peers".

At the end of Grade 4, after diagnostics at the district medico-psycho-pedagogical commission, Aleksandr's father was advised to have the child's curriculum changed (the curriculum for pupils with intellectual disability was recommended for Aleksandr) due to inability to master the general education program, and to continue learning in a special education (rehabilitation) group. Due to the father's refusal, the district medico-psycho-pedagogical commission specialists recommended Aleksandr N. to go to the Fifth Grade adapted curriculum group for children with disorders of psychological development. But due to the father's insistent wish, Aleksandr N. continued learning in the general education group.

The school which Aleksandr N. attends realizes the integrated education technology and is an inclusive school for pupils with disabilities; that was why there were no opportunities for opening a fifth grade group of special (rehabilitation) learning in the school, which brought about the need of individual psycho-pedagogical support for Aleksandr N.

The tutor's acquaintance with Aleksandr began in Grade 5, when he encountered difficulties in learning which became evident at the end of the first quarter. Aleksandr N. failed in six main subjects: Russian, mathematics, literature, nature study; history, and social science

due to lack of control over his learning on the part of the parents and the trusting attitude of the parents to the child's stories about his learning.

In the beginning of the fourth quarter, we had a serious talk with Aleksandr's parents about the need to pay more attention to the child and to control his learning. The father was advised to use praise and approval of even smallest achievements of the boy, to enhance control over homework, and to consult subject teachers about the child's academic standing. The son began to attend individual rehabilitation classes with the psychologist and the teacher-defectologist. At the end of Grade 5, the program material of the grade was not mastered, and all specialists working with the boy were positive that the child could not learn in a group of 25 pupils. He does not engage in frontal work due to lack of the skills to organize his activity independently, because of knowledge gaps in a number of subjects, and due to lack of assistance on the part of the family members. It was decided at the sitting of the medico-psycho-pedagogical council to organize tutor support for Aleksandr during classes, because control and counseling measures for Aleksandr and his parents taken by the psycho-pedagogical support specialists of the school were not enough. With the father's agreement, the school

council specialists sent the boy for additional examination to the Region medico-psycho-pedagogical commission for correction of the learning curriculum and additional recommendations about the child's support. The boy's father asked the school specialists' help in taking the child to the examination as he was busy on the job and was not competent in the given sphere.

The pedagogue-tutor cooperated with the father and rendered help in passing diagnostic tests at the Region medico-psycho-pedagogical commission, in sending application for commission, and in collecting all necessary documentation for the boy's examination. The tutor interacted with the Region medico-psycho-pedagogical commission specialists during registration and examination process, with the outpatient clinic specialists while passing medical examination (application for consultation and finding information about consultation hours of the doctors included in the commission).

On August 31, 2017, according to the express diagnostics results, the Region medico-psycho-pedagogical commission sent Aleksandr for inpatient observation at the commission to coordinate the boy's curriculum. On the basis of inpatient examination results Aleksandr received the following conclusion: disharmonic development, borderline intellectual functioning.

After passing inpatient diagnostics, he was recommended to learn and be educated according to the Fifth Form adaptive educational program of basic general education on the basis of the curriculum for special (rehabilitation) education institutions of type VII beginning with October 2017. In case of recurrent failure to master the educational program, it was recommended to undergo control inpatient examination at the Region medico-psycho-pedagogical commission. The pedagogue-tutor paid much attention to personal interaction with Aleksandr. In their interviews, the accent was made on the personal interests of the child, analysis of the child's participation results in the system of supplementary education which was intensive enough at the first stage of learning. The tutor discovered the personal preferences of the boy in activity and communication, discussed and set new targets for the future life and education. The boy became interested in a number of professions and the personality traits necessary for the people occupied in the prospective professional activity.

At present, Aleksandr N. continues learning in the Sixth Grade of Chelyabinsk Secondary School No 73. There are 26 pupils in the group. After inpatient diagnostics and observation by adults, the boy adapted himself to the group, established friendly relations with the

peers and even made friends with another boy (which was noticed even by the father). The progress in development and communication was marked by the grade tutor, too. All this became possible due to the realization of the plan of consecutive and systematic pedagogical support of the pedagogue-tutor and other specialists of supporting professions.

At present, the pedagogue-tutor visits the class of Aleksandr N. regularly, helps the child in the subjects difficult for him (math, Russian, foreign language, history, and geography), and talks with the subject teachers and the grade tutor. The tutor's technologies include non-traditional approaches which can help the child in complicated learning situations. For example, Aleksandr was taught mnemotechnologies. He knows and actively uses techniques of relaxation and muscle tension release. The pedagogue-tutor helps Aleksandr to maintain friendly relations with the classmates. Aleksandr attends out-of-class activities and sports holidays together with his classmates. He has revealed certain preferences in the choice of leisure activities and sports groups. The pedagogue-tutor interacts with the father on a regular basis and consults him on issues of not only providing

Aleksandr assistance with his learning but also encouraging his efforts to keep the table, the room and the schoolbag tidy and in good order. The father began to allow his son to invite the boy's friends to their house. The father listens to the boy's stories about the events that take place in his life.

The example described above demonstrates the necessity and efficiency of the pedagogical tutor support of the child with disabilities in accordance with the trajectory worked out by specialists; the positive changes also touched the relationships with the same-age peers at the middle stage of general education school. The child with disorder of psychological development and their immediate environment turned out to be capable of reflection and development of perspective vision of development on the whole. This is only one example of realization of the model of tutor support for pupils with disabilities under the conditions of inclusive school. Now we are going to characterize this model on the whole.

The model of pedagogical support for pupils with disabilities by the pedagogue-tutor reflects the structural-organizational and content-processual peculiarities of support (see Figure).

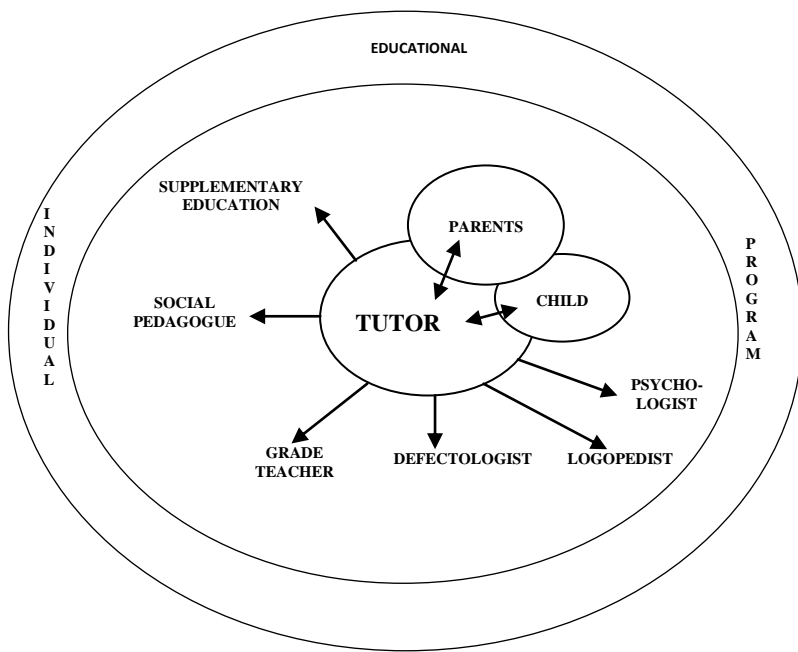


Figure. Model of pedagogical tutor support for junior schoolchildren with disorders of psychological development under the conditions of integrated education

The suggested model of tutor support is realized through the following stages:

1) motivational (*diagnostic*) stage – identification and comprehension of the essence of the problem, its causes and potentially possible solutions;

2) orientational (*consultative-projective*) stage – discussion of the variants of the problem solution with all those interested, making predictions about the effectiveness of each variant, choice of methods.

The responsibilities for the decision realization, timetable of implementation and plan correction are distributed among the participants. An individual program of psychopedagogical support for each child is worked out at this stage. The program helps with removing obstacles in communication and education, with solving issues of career education, with establishing relations with the surrounding people (teachers, peers, and parents), and with conducting rehabilitation work on

overcoming disorders of psychological processes and emotional-volitional sphere. Special attention is paid to analysis of the child's preferences, and a variable specter of existing prospects is discussed;

3) content-operational (*activity-based*) stage – rehabilitation-educational programs on the diagnostic basis are worked out with relation to each concrete child. The child becomes the rightful participant of the work done. He learns to think about himself, about his inner and outer circle of communication. The educational space is formed in such a way so that it might be a space of expression of the child's cognitive initiatives and interests. And this thesis is accepted and supported by all participants of the psychopedagogical support and by the members of the child's inner circle of communication;

4) assessment (*reflexive*) stage – analysis of activity outcomes aimed at the solution of the problem; the stage can be the final one in the solution of an individual problem or the beginning one in designing special methods of prevention and rehabilitation of mass problems taking place in an education institution, including final pedagogical and psychological diagnostics. The parents' level of satisfaction with the child's support, making conclusions and planning prospective measures for the future are taken into account. And, which is still more important,

we assess the degree of the child's independence in the solution of existing problems and the opportunities for their future inclusion in intelligent creative acquisition of the experience of learning, communication, and life.

The following conditions should be fulfilled in order to realize tutor support at an education institution: normative documentation of tutor support (on the level of local legislation); methods support materials; individualization of the education process which is achieved by giving a free choice of the place and form of education, independent selection of the topics and areas of research, project and creative activity; expansion of the space of social activity of the pupils which is ensured by their inclusion in various forms of presentations, organization of profile testing; organization of the space of reflection which is provided within the framework of consultations and discussions of educational goals and life perspectives, educational stories and events with the pupils.

The main tool of learning and upbringing and the basic functional obligation of the pedagogue-tutor consist in creation of individual educational program which undergoes a constant process of specification and correction. Alterations are made as a result of common analysis of success and achievements of the pupil on the road of knowledge

acquisition. This determines the various tasks and functions of the specialists in the sphere of realization of pedagogical support for the pupils with disabilities under the conditions of inclusive school. Coming to the lesson, the teacher-defectologist has and realizes their own educational aims and interests, and the tutor proceeds from the interests of the pupils, helping the defectologist to realize these aims. The teacher-defectologist sets the norms, content, route and tempo of learning. The pedagogue-psychologist works in the direction of study and development of the pupils' psychological processes. The grade tutor organizes interaction of the school-children in the group. The social pedagogue organizes work with the child and their family, carries out diagnostics and rehabilitation, and works towards a unified outcome in the acquisition of the educational program. The pedagogue-tutor works on the formation of self-acceptance, personal preferences and cognitive and creative interest of the pupil and supports the realization of individual educational programs.

Conclusion

The functions of a pedagogue-tutor at a modern education institution can be performed both by a qualified specialist and a social pedagogue, teacher-defectologist, or another specialist of supporting professions. Still preference should

be given to a professionally trained qualified tutor as the carrier of special knowledge about the methods of stimulated communication between an adult and a child. In our research, the pedagogue-tutor helps to realize individual rehabilitation-educational programs worked out for children with disabilities by the specialists of the council, does not only render assistance to the child in academic activity but also coordinates passing medical examinations and commissions prescribed for the child. The tutor becomes the child's guide into the world of learning, upbringing and self-development. In order to assess the dynamics and effectiveness of rehabilitation measures, the pedagogue-tutor carries out monitoring of the pupils' development. Evaluation of effectiveness of pedagogical support is done on the basis of systematic psycho-pedagogical observation of the pupil in the course of learning activity. Practice shows that it is only the individual differentiated approach to the process of the child's learning in a class of peers that allows successful acquisition of the educational program and adaptation and socialization in society. We can watch the realization of **the principal goal of support** which consists in letting the child achieve the most with the abilities and opportunities they have, irrespective of the existing problems and developmental deficiency.

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