Attitude of Students with Disabilities to Tutorial Assistance at the University

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Abstract—**The article presents the results of students' opinions sociological research in the framework of the inclusive education process, adaptation and social rehabilitation of students with disabilities. The article shows that the most students have a positive attitude towards co-education with special students and the participation of a tutor in organizing assistance to such students in the learning process. The results of the research revealed a lack of technical training tools used by totally blind and deaf students for the full assimilation of information, and also the need for further teaching staff to understand the problems that arise when working with such students. This research proves the need for the development of tutorial assistance and an accurate definition of tutor duties.**

Keywords—*tutor; adaptation; student with disabilities; inclusive education; and research.*

I. INTRODUCTION

The development of higher inclusive education (HIE) is focused on the creation of the measures to support and accompany students with different health pathologies. The basic principles of the state policy in the field of education are some serious problems, which are aimed at equality of the persons rights who have health problems, their successful training and that they receive the affordable and quality higher education, taking into account psycho-physiological, intellectual and individual characteristics of the students with special educational needs [4].

In modern Russian education, teachers began to use innovative pedagogical practices. They include tutorial assistance [2, 9]. Interest in tutoring, manifested due to the fact that the federal state educational standards involve the realization of individual educational programs for people with disabilities [3, 11]. Currently, the inclusive education of the students with disabilities is building an individual educational trajectory, when there is a special social position

in an adult tutor, who assist the people with disabilities and determine the individual educational route. The tutor is necessary for more rapid and complete adaptation of students with disabilities with deep health disorders to the living and learning conditions at the university, which change the psychophysiological state of the person.

II. LITERATURE REVIEW

Since the late 90s of the XX century, tutorial practice is gaining a broad focus in various regions of Russia, relying on the British historical model [1].

In their works the authors Baglieri S., Janice H. V. focus on inclusive practices and special education, which can be transformed using the perspective of studying a student's disability, in promoting social justice in the marginalization of a disabled person [10]. The transformation of tutoring in various forms, including university, local, volunteer and other forms and conditions of interaction, was shown in the works of foreign authors Burnish, K. Topping [12, 13].

On practical experience the team of authors proved the need for teachers to use the adaptive structure in order to conduct psychological and behavioral interventions for students with disabilities to get the best learning outcomes [14].

Guanglun Michael Mu, Yang Hu, Yan Wang believe that teachers can significantly affect the growth of students with disabilities confidence in the learning process [16].

S. M. Mines argues that the problems of accompanying people with disabilities are largely due to psychosocial factors related with isolation and stigmatization. They make common problems in the formation of people with developmental disabilities [15].

An interesting position is expressed in the works of T.M. Kovaleva, who focuses on the development of tutoring with the goal of individualization and the formation of sustainable motivation for learning, adaptation and personal orientation in the educational environment. To obtain this, the tutor needs: to be master of psychological and pedagogical technologies that contribute to the formation of the student's ability to independently solve their problems and the possibilities of adaptation, socialization in the process of learning in high school; to support students' motivation in building an individual learning path [6].

Organized tutoring is necessary to design an individual image, a professional trajectory and to build the most appropriate mechanisms for their achievement. Effective work requires the involvement of volunteers working in the field of inclusion [5].

It should be noted that at present there is no tutor school in the country. Available regulatory documents required for the development of tutoring technologies, in accordance with the existing nosology of diseases among students, are not enough. As a result, not every teacher, without thorough preparation and poly-format specificity of tutoring, will be able to work confidently in this direction. Thus, tutor support can be considered as an innovative, universal educational technology, effective to achieve individualization of learning, determine your path in education, comprehend your order for education, and take responsibility for your future [7, 8].

III. RESEARCH METHODOLOGY

The main objectives of the research are: learning the problems faced by students with disabilities during their study in high school, identifying the attitude of students with disabilities to tutor support, determining their desire for self-development, self-assessment of personal qualities. To solve these problems, sociological research methods were used (questionnaires, analysis of empirical data, statistical and mathematical methods).

The main array method was chosen during the questionnaire survey, where the total body of students with disabilities was 68 respondents. Respondents were asked to answer the questionnaire, which included 21 questions. Statistical processing of the obtained materials was carried out on a PC, the confidence interval did not exceed 5%.

The research is to develop guidelines for tutorial assistance of people with disabilities. The results will allow making adjustments to improve the quality of students with health problems education, to expand and deepen scientific and practical ideas about educational technologies and features of tutorial assistance.

IV. RESULTS

Based on the data obtained, it was found that 36% of respondents need tutorial assistance, 45% of respondents do not need it, 19% of respondents found it difficult to answer. The category of students with deep health problems was included in the group who need tutorial assistance. It should be noted that the lack of students awareness about the

possibility of tutorial assistance at the university leads students to have difficulty choosing an answer.

According to 46% of students, a tutor is a mentor working individually with one or more students, 27% of respondents define a tutor as a coordinator between a student and the educational system and 27% - as an assistant, correcting the actions of students with disabilities in the learning process.

The results obtained by the respondents indicate a correct understanding of the tutor's activities to ensure the implementation of the ideas of a personality-oriented approach and the integration of learning.

As for determining the tutor's functions, 22% of respondents believe that the main function is to build an individual educational path, 19% - to teach students to plan their own activities, 36% - to reveal the full range of opportunities for self-realization, and 23% - found it difficult to answer this question.

Respondents consider the main qualities of a tutor are compassion, understanding of students with disabilities problems, sociability, responsibility, initiative, creativity of thinking. It should be noted that most respondents consider the main qualities of a tutor are the presence of organizational abilities, the ability to find contact with people, a positive attitude.

It is worth noting that 27% of the respondents have difficulties in the educational process due to the lack of the necessary technical equipment.

When asked about the availability and possibility of tutoring at the university, the following results were obtained: 49% of respondents answered negatively, 36% - answered positively, 15% - refrained from answering.

48% respondents consider that teachers help to solve the problems that arise in the process of learning at the university, 40% respondents argue that classmates help them. The results are presented in the Table I.

TABLE I.

Who helps to solve problems arising in the process of studying at the university?	
Answer	
Teachers	48 %
Classmates	40 %
Friends	12 %

The opinions of the respondents to the question of whether you consider tutoring as a separate profession were divided almost equally. At the same time, according to the results of the survey, it was found that the majority of respondents (67%) believe that special knowledge is needed to fulfill the role of tutor.

The majority of students, when answering the question of whether you think that tutorial assistance is an important factor in the quality of higher education, answered affirmatively. The results are presented in the Table II.

TABLE II.

Do you think that tutorial assistance is an important factor in the quality of higher education?	
Answer	
Yes	71 %
No	3 %
Difficult to answer	26 %

It should be noted that the survey is aimed at revealing the knowledge of students with disabilities about the job functions of the tutor and studying their opinions on the nature of the tutor's activities.

In addition, the survey showed how students with disabilities understand the concepts of "tutoring", "tutoring technology" and "tutor"; revealed the need for students in tutorial assistance; reflected the expectations of students in interaction with the tutor and the scope of cooperation with him.

Based on the foregoing, we can conclude that according to students with health problems, tutorial assistance is not sufficiently developed in Transbaikal State University. It affects the process of adaptation and the success of training at the university.

For comprehensive tutoring support it is necessary to introduce modern educational and rehabilitation technologies; to provide psychological, pedagogical and social support for students with disabilities, to ensure the availability of technical training in sufficient quantities

IV. CONCLUSION

The research indicates the existence of a number of tasks for the teaching staff to develop tutoring at the university. This is the development of support and management systems for the development of an inclusive student; the formation of key competencies and the creation of a space for professional self-determination of students with special educational needs.

Tutoring as an educational technology includes many aspects of inclusive work at the university and beyond. A systematic study of practice-oriented educational technologies will give impetus to the development of systemic thinking, reflection, critical thinking, empathy, as well as the general social competence of the tutor. The results of the research allow us to conclude that the effective interaction of the tutor - teacher, teacher-student and tutor-student allows to improve the quality of educational results of students with disabilities, will contribute to the implementation of teamwork technologies in the educational process, and will also make it possible to create an inclusive educational environment of the Transbaikal State University.

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