

Model of tutor support for disabled persons and persons with special educational needs in the conditions of inclusive education of the moscow region

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Abstract — This article deals with the model of tutoring accompanying students with special educational needs and disability in conditions of professional education. The goals, tasks, main components and specific features of the tutor's activities are presented.

Keywords — tutors, children with special educational needs and disability, institutions of vocational education.

I. INTRODUCTION

Currently, one of the priority areas of the Russian Federation's education is the work to ensure affordable and quality education, upbringing and development for persons with special educational needs and disabled persons, taking into account special educational and adaptive needs. In this regard, there is an urgent need for the implementation of the new Federal educational standards in conditions of inclusive education. One of the conditions for this implementation is the tutorship of the categories of students being represented. Nowadays, tutoring in educational organizations is one of the innovative personal-oriented methods of interaction with different categories of students.

II. THE IDEA

The idea of forming an equal attitude to all students in creating special conditions for the educational environment, the orientation to the social order - the readiness of the society to perceive persons with special educational needs and disabled persons, the requirements of learning standards, are laid down in the basis of tutoring support for disabled people and persons with special educational needs in conditions of inclusive vocational education in the Moscow region.

III. COMPONENTS OF THE MODEL

A. The target component

Social order and modern requirements of learning standards initiate the formation of the target component of the model. It is represented by setting the following goals:

- creation of a unified team of tutors, designed to provide

effective support for disabled persons and persons with special educational needs in conditions of inclusive vocational education;

- realization of inclusive education on the basis of vocational education institutions;

- ensuring the coordination of the work of specialists of inclusive education: correctional educators, social educators, psychologists, surdologists, speech therapists, defectologists, valeologists, etc .;

- promoting the rehabilitation of persons with special educational needs and persons with disabilities;

- realization of social support on the basis of the educational process in vocational education;

- development of volunteer movement in the Moscow region.

Along with the well-known, to the goals of the tutor in the educational institution are:

- organization of the child's activities with special educational needs, evaluation of its effectiveness and quality;

- risk assessment and decision-making in non-standard situations;

- searching, analyzing and evaluating the information needed to make a decision;

- extensive use of information and communication technologies for various activities with children;

- coordinated work in the team of other specialists, fulfillment of management requirements, successful interaction with colleagues and social partners;

- setting goals, adjusting the motives of students;

- ensuring the safety of life and health of all students, including children with special educational needs and children with the normal development of an inclusive group.

The tasks within the framework of these goals are conducting tutorials (workshops), counseling, assistance in solving personal and academic learning problems, etc.

Experience in the system of vocational education shows that the main direction of tutoring is to support the formation of the general and professional competencies of the learner in the process of mastering the educational program for a particular specialty and the construction of a personal educational route for students with special educational needs and disabilities.

The social orientation of the tutor's profession, the need to work with the processes of education and development, the support of students in the search for and mastering of culture, the creation of conditions for the development of their understanding, thinking, action, reflection techniques are the directions in which the members of the entire pedagogical community should work. Such a multifaceted tutoring activity requires the presence of professionals who have sufficient theoretical and practical experience. In the education system, there are currently no strict requirements for tutoring. The study of the scientific literature and their own long-term experience show that the work of children with special educational needs and disabilities is carried out by the employees of the educational organization: teachers, masters, methodologists, social educators, psychologists, teacher-organizers and additional education teachers.

According to the drafts of various normative legal documents developed by the Interregional Tutoring Association, the main goal of the tutor in education is "... pedagogical support for the formation and implementation of an individual educational program" [1, p. 14]. The pedagogical (tutoring) organization of the activities of students with special educational needs and disabilities is primarily aimed at the implementation of individual educational programs, the individual route of the child with special educational needs or disability, creating an educational environment and other necessary conditions for successful learning. Tutor support is also aimed at developing the subjectivity and individuality of students.

According to the requirements of learning standards, social and pedagogical support processes are launched in the socialization of children with special educational needs and disabilities, their personal and professional development. Before the educational activity of the tutor, there are the tasks of creating an open practice-oriented environment. To do this, it is necessary to reorganize the educational trajectories of students, ensuring the quality management of their independent work. If necessary, new interdisciplinary subjects should be introduced to ripen these tasks.

B. Organizational and management component

The organizational and managerial component of tutorial support includes the principles and mechanisms of management.

At this stage, tutors are trained. In vocational education institutions, it is carried out by experienced teachers professional education and (or) higher education, which form

a system of knowledge, abilities and skills tutor's activities. Practical activities in tutoring at this stage are controlled by a teacher and / or an experienced tutor who has the appropriate knowledge, skills and skills to interact with persons with special educational needs and disabled persons in the conditions of a university and vocational education.

C. The content component

The content component, along with the interaction tools, includes:

- jointly with individuals with special educational needs, disabled people, their families, inclusive specialists planning an individual educational route;
- planning and solving their own problems in partnerships;
- carrying out activities using maximum independence;
- implementation of reflection;
- setting new goals.

N.M. Uvarova, T.V. Maksimchenko [4], considering the duties of a tutor, note that the tutor as a new figure in an educational institution can participate in various directions of teaching, educating and developing work with the child. Depending on the needs, his duties may include:

- development of vocational guidance of the child with special educational needs and disability in the educational institution;
- support and direction of the independent educational activity of a special child when mastering the educational program;
- tutorship of children with special educational needs and disability in all areas of educational activities;
- physical support, physical assistance in relocation, and psychological support (helps to feel confident in the audience space and throughout the building of the educational institution);
- ensuring the coordination of the activities of teachers and other professionals working with the child with special educational needs and disabilities;
- coordination and correction of behavior of other students in communication with a special child;
- accompanying the extra-curricular activities of the child with special educational needs and members of the inclusive group;
- vocational guidance, counseling and pedagogical support in preparation for professional adaptation;
- ensuring the adaptation of the newly arrived child to the learning environment in the educational organization;
- Development of educational motivation in order to realize the importance of the chosen profession;
- creating conditions for successful practice;
- assistance in writing and preparing defense of the final

qualifying work [4].

D. The technological component

The technological component of the model of tutoring support for disabled people and persons with special educational needs in the context of inclusive vocational education in the Moscow Region contains social, subject, anthropological, information, communication and design support areas.

Important parts of the component are: faculty, specialists in providing the inclusion. The professorial and teaching staff carries out mainly theoretical training of tutors. An important requirement for the faculty is the knowledge of the specifics of inclusive education and the characteristics of interaction with children with special educational needs and disabilities of various nosologies. The specialists of inclusive support are oriented mainly to the practical aspect of the activity of tutors.

Teaching staff and inclusive support specialists are used in training tutors and for counseling. In case of emergency, you can contact them urgently by phone or e-mail.

Technology of tutor's support of students implies the presence of two subjects in the process of education, upbringing and development. The first subject is being student with special educational needs or disability. This category of students has difficulties and doubts in determining the chosen profession. In some cases, dissatisfaction with one's own activities, problems and difficulties in it may manifest itself. Some categories of children with special educational needs or disabilities are eager to be successful in some areas and willingness to act to realize their aspirations. In any case, they need the help of a tutor in organizing a lesson and after-hour activity.

The main technologies within the tutorial support are: technology of project activity, technology of consulting, training technology, information and communication technologies, active and interactive learning technologies, distance learning technology, etc.

Positively recommended themselves in vocational education institutions are technologies that correspond to the nature and content of tutoring. Among them we can identify: a portfolio, technology consulting. At the same time, other children of the inclusive group, their parents, teachers participated actively in the implementation of tutoring. Each of these members of the team to some extent fulfilled the function of a tutor.

In the process of escort, the tutor creates conditions and suggests methods for identifying, realizing and understanding students of their cognitive interest, where the student performs the task according to independently developed norms, which he then discusses with the tutor.

The technology can be implemented in the following stages of tutor's support:

1) The diagnostic stage is the identification of the cognitive interest of the student. In the existing practice of tutoring students are developed the following methods of revealing cognitive interest:

a) Signed method - is the study of personal educational history through the analysis of the texts of a teenager: an essay written on a special topic, a story, a personal diary, etc.

b) Role-playing method means the creation of a game situation in which the learner immerses himself in a historical, literary image or image from his favorite work (film) and a detailed description of the position of the chosen hero.

c) Communicative method - is a group discussion of the position of the learner.

d) The method of diagnostic questioning - involves the study and systematization of the educational history of the student.

2) Formulation of the primary question, and then on its basis the statement of the topic of the planned mini-research (creative work, project, etc.). The main method of posing an educational question is to discuss the position of the student by staging a tutoring question: clarifying, alternative, provocative, etc.

3) Drawing up a search map: where or in what sources, including social ones, it will be possible to find an answer to the question posed. Here the goal and tasks of educational activity are outlined, which are formulated by the student together with the mentor-tutor.

4) Choice of a way of obtaining, processing and presentation of the investigated information:

a) Scientific or landmark (academic) - note in the newspaper, scientific article, abstract, report, scientific research, etc.

b) Communicative - through specially organized communication: interviews, questionnaires, oral or written interviews, participation in conferences, master classes, etc.

c) Game or role-playing - role-playing or business game, training, etc.

5) The research itself is the process of finding information on the formulated question, topic or problem. Searching for educational sources and developing an activity plan.

6) Processing and analysis of the results. Much attention is paid to the analysis of the effectiveness and comfort of the work. Acquaintance with the process of carrying out the research.

7) Selection of technology for processing and presenting the results of the research received (in the form of an interactive presentation, a report or scenic action, etc.). The tutor should not interfere with the process of presenting the results of the research, he fixes what is happening by recording or videotaping. This is the main stage of interaction between the tutor and the student.

8) The stage of joint reflection - the protection of creative work and analysis of the results of educational activities - is a key stage in tutorial support. Here there is a discussion - to what extent the goals set and the results achieved satisfy the student. The role of a tutor is the main expert, but the decision is made by the student.

9) Planning the future direction of work, adjusting the goal, setting tasks, determining prospects.

Tutor's support as a technology of accompanying independent educational activities in institutions professional education allows each child with special educational needs or disability to develop, based on their individual characteristics, personal preferences, socialization conditions in a particular educational organization.

Long-term pedagogical experience shows that in a tutor's support a child with special educational needs or a disability requires only the first years of education. Provided the competently constructed job of the tutor and his active work with teachers, psychologists and parents in the educational institution, in the subsequent years of education the child with a greater degree of independence develops an educational program. With the competent and fruitful cooperation of the tutor with all the members of the inclusive group of children, the tutoring activity will be reduced to a minimum by the end of the training and will be limited only by physical support, since the pupil is socially adapted and has skills of obtaining knowledge.

Often, the functions of the tutor for physical support in the subsequent years of the child's stay with special educational needs or disability in the educational organization are carried out by children with a norm of development. The friends who have appeared at the child willingly and actively assist in movement, work with technical devices, observance of the regime moments, interaction with children and adults.

E.V. Kuzmina identifies the following forms of tutoring in the practice of tutoring.

- "Individual tutor conversation (assumes the conversation between the tutor and his pupil without other students and teachers).
- Group Tutorial consultation (involves the interaction of a tutor and a group of students).
- Tutorial (educational tutoring seminar, assumes active group training aimed at developing thinking, communicative and reflexive abilities).
- Educational event (a way of initiating the educational activity of students, activity inclusion in various forms of educational communication, interest in the creation and presentation of products of educational and educational activities) "[2, p.26].

E. The monitoring component

The monitoring component in the institution of vocational education is designed to use the study of the results of the implementation of its own order for education, which will serve as the basis for determining the effective component.

This model is also formed on the basis of out-of-class activities in an inclusive environment: volunteer activities, research activities of university students and vocational education.

IV. CONCLUSION

The social orientation of the tutor's profession, the need to work with the processes of education, upbringing and development, the support of students in the search and mastering of culture, the creation of conditions for the development of their understanding, thinking, action, reflection techniques are the directions in which the members of the entire pedagogical community should work. Such a multifaceted tutoring activity requires the presence of professionals who have sufficient theoretical and practical experience. In the education system, there are currently no strict requirements for tutoring. The study of the scientific literature and their own long-term experience show that the employees of the educational organization are engaged in working with children with special educational needs and disability: teachers, masters, methodologists, social educators, psychologists, teacher-organizers and teachers of additional education.

An important part of the model is professional upbringing, which is purposefully carried out during the entire training in institutions of vocational education. This process is facilitated by volunteer activities and research work on the topic related to tutoring.

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