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TRAINING FUTURE ELEMENTARY SCHOOL TEACHER TO INTERACT WITH TUTOR OF A CHILD WITH SPECIAL DEMANDS

The author of the article theoretically substantiates the essence of key definitions. The main functions, tasks, duties, professional qualities of the tutor and typical mistakes made by them in work with a child with special educational needs are singled out. Having analyzed the scientific philosophical, psychological and pedagogical approaches, the theoretical guidelines for the preparation of the future teacher of elementary school to the interaction with the tutor of a child with special needs in a general educational institution are substantiated. It is offered to carry out the analysis of admitted typical errors in the system of professional training of students of the specialty "Primary education" in the process of group discussions on seminars and practical classes. It is anticipated that the professional training of a future primary school teacher to interact with a child's tutor with special educational needs is to understand the proposed aspects of this functional and content activity. It is recommended co-teaching models in such kind interaction.

Keywords: action, activity, educational activity, interaction, tutor, tutor's obligations, co-teaching, co-teaching models.

Setting up the problem in general and its connection with scientific and practical tasks.

The teacher is the main link in ensuring high effectiveness of teaching within the framework of educational process, whose activity is of great social significance and takes one of the central places in formation of the state and spiritual culture of a pupil. The pupils with special needs in Ukrainian schools have got the opportunity to change for the better old educational aims for the last few years, not to say about the attitude of the society towards co-education of this category of children with the rest of the pupils. Now it's important to elaborate a theoretical-methodological and systematical basis of professional training for the future elementary school teacher, working with pupils of special needs in an inclusive class in general, and his/her interaction with other specialists in particular. Besides, the modern level of education requires widening of the teacher's role functions, because a new pedagogic role – tutor – appears on the scene.

Analysis of the latest investigations and publications, which gave start to solve the problem under the question. A set of works by V. O. Konev, N. V. Mukha, O. H. Ryazanov is dedicated to the problem of place and role of a teacher in modern system of education. And, though tutorial position is interpreted by scientists in different ways, the problem of the interaction of a future elementary school teacher with a tutor requires special attention both in science and practice literature.

The purpose of the article is to substantiate theoretical reference points of a future primary school teacher training to interact with a tutor of a child with special demands in a general education school.

Statement of contents with full grounds of scientific results. First of all, we'll analyse key definitions from the general to the peculiar, and then – to the unitary ones.

Thus, D. S. Mazokha explains the notion "*action*" as a free conscious act aimed at gaining some purpose; structural element of activity¹, and its derivative "*activity*" we can find in Big Explanatory Dictionary of Modern Ukrainian as "work, people's actions in some sphere"². According to Pedagogical Dictionary "*activity*" is a way of human existence in the universe and the ability to change it³. From psychological point of view, "*activity*" means a subject's ability to be active; it is aimed at interaction with the environment to satisfy personal requirements. It is one of the categories of psychology, an object of its studies and main explanatory principle. The exterior object activity, which stipulates the appearance of inner psychological activity, is genetically initial. There are two aspects in the analysis of activity: motivational, component parts of which comprise needs, aims, motives, object and means of activity; operational,

¹ Мазоха, Д.С., Опанасенко, Н. І. (2005). *Педагогіка: Навчальний посібник*. Київ: Центр навчальної літератури, 22.

² Бусел, В.Т. (2010). *Великий тлумачний словник сучасної української мови*. Київ: Ірпінь: Перун, 306.

³ Гончаренко, С.У. (1997). *Український педагогічний словник*. Київ: Либідь, 98.

the elements of which are actions and operations. Realization of activity is carried out with the help of neurophysiologic mechanisms, shown in the works by M. Berstein, P. Anokhin, O. Luriya and others¹.

Scientific approaches of H. P. Vasyanovych are of great interest in the context of our investigation. Thus, “*activity*” from the point of view of the scientist is, first of all, an expedient material-practical and spiritual influence of a subject upon an object, in the process of which both an exterior object and a subject are changed. Also, “*activity*” is an objective natural process of human life and includes such structural elements: aim, needs, interests, motives, means, an object upon which it is directed, process of activity, result².

Next the scientist interprets “*pedagogical activity*” as the category of a special social activity, which implies passing of collected by people culture and experience from older generations to younger generations, creating possibilities for their development and preparation to play certain roles in society³.

We are convinced that pedagogical activity is impossible without interaction. As a matter of fact, “*to interact*” means, being in contact, to make a common act⁴.

Besides, in philosophy “*interaction*” is defined as a category, reflecting influence processes of different objects on each other, their mutual interdependence, mutual transition, change of condition (O.O. Bodalyov, L.P. Buyeva, B.F. Lomov, B. D. Parygin)⁵.

From the point of view of psychology “*interaction*” is direct or implicit influence of subjects on each other, which is characterized by the appearance of ties and their interrelation. It is one of the factors of a group’s unity and formation of a steady, with corresponding development structure. Different researchers showed the existence of such kinds of interaction, as: community, competition, conflict⁶. Derivative psychology interprets “*personal interrelation*” as a totality of ties and interference of people in the process of their common activity. V. A. Kan-Kalik and N. D. Nikandrov consider social-psychological interrelation as a mechanism of communication and identify it with the process of creative work. Empathy, emotional community of the members of teaching and educational process are its basic forms.

As a pedagogical term “*interrelation*” is a peculiar embodiment of ties, mutual relations between people, who influence and supplement each other while solving their problems. Naturally, both subjects and objects, to which this interrelation is directed, are changed⁷.

Actually, when preparing the future teacher of elementary school to interact with the tutor of a child with special needs in a general educational institution, it is necessary to familiarize students with the functional duties of the tutor himself, and after – with the main aspects of their close interaction.

It is believed that “*tutor*” is such pedagogical position, dealing with the development of the external form of action. The tutor accompanies a person in new activity⁸. The essence of tutoring lies in overcoming anthropological deficiency in education. Such deficiency creates shortage of a man’s ‘*personal presence*’ in education; shortage of personal and educational essence, shortage of responsibility of a man for his education.

It is known, that tutoring was included in different historical contexts of university education, in particular in medieval English universities of Oxford and Cambridge tutorial system of education included regular individual and group lessons of a tutor with students during the whole period of education.

The notion “*tutorial system*” was used also, when it meant different forms of communication between university administration and students. Tutor as an element of educational system carried out professional activity during academic year, and also was responsible for a student’s life in the university.

In England tutorial method of education and upbringing was considered most effective; during XVII – XIX centuries in old English universities tutorial system of education had become prevalent and saved its positions until now⁹. In modern Western universities a tutor is a designer of educational projects and programs, a consultant in the sphere of educational services.

¹ Тороп, К. (2013). Мультидисциплінарна команда як невід’ємна складова корекційно-освітнього процесу. *Психолог*, 17 (521), 54-56.

² Васянович, Г.П. (2010). *Вибрані твори: в 5-ти томах*. Львів: Сполом, 5, 200.

³ Там само, 201.

⁴ Бусел, В.Т. (2010). *Великий тлумачний словник сучасної української мови*. Київ; Ірпінь: Перун, 125.

⁵ Шинкарук, В.І.: редактор (2002). *Філософський енциклопедичний словник*. Київ: Абрис, 82.

⁶ Степанов, О.М. (2006). *Психологічна енциклопедія*. Київ: Академвидав, 53

⁷ Мазоха, Д.С., Опанасенко, Н. І. (2005). *Педагогіка: Навчальний посібник*. Київ: Центр навчальної літератури, 47.

⁸ Ходасевич, М.В. (1997). *Учебная система образования: реализация в мировой практике*. Новосибирск: НГУ.

⁹ Ходасевич, М.В. (1997). *Учебная система образования: реализация в мировой практике*. Новосибирск: НГУ.

Nowadays the position of a tutor bears a relation to individually oriented pedagogy. In V. Konev's opinion, "teacher-tutor is a pedagogue, or a Teacher written with the capital letter, working not with the knowledge-information, but with cultural situation, where pupils acquire knowledge-thought"¹.

Comparing the roles played by a traditional teacher and a tutor, we find out that the traditional teacher manages the process of education, gives knowledge, using different techniques, while the tutor manages the process of self-education, takes part in individual responsibility for the knowledge, and the tutor relies on the reflection of self-educational experience in professional activity.

Tutor (*a private teacher, a legal guardian of a minor, an official in charge*) in a principal and higher school is a teacher-consultant and a coordinator. His/her aim is to create an educational environment, allowing a pupil to get independently maximum of knowledge and experience, developing himself in a convenient way within the framework of a lesson. Moreover, the tutor helps to use effectively educational material, Internet, practical experience of other pupils. His/her coordinative work is aimed at briefing, establishing purposes and tasks, planning and analysis of the results. Tutor consults and supports the pupils during the process of their independent activity. At the same time, he helps to form a creative situation, where it is impossible to impose one's own point of view or strategy, where pupils' ideas are not criticized, but discussed².

Tutor's task in the primary school is: to boost pupil's interest to study, to help learners, to determine individual style of learning and to form attitude to educational experience as to the one, having real value. Tutor in a primary school is more an official in charge or an organizer of out-of-school activity. Tutor's work in the process of education helps pupils to form their initiative, good humor, frankness, being observant, creative and intellectual activity, ability to take non-standard decisions, flexible and critical thought, attention to those more experienced, optimism, tolerance³.

Tutor of a child with special needs in a general education school is an individual guardian, whose professional qualities are: competence, stress-proof character, experience, occupational adaptation, activity etc.

Tutor's duties include:

- the determination of strong sides of a child with special needs;
- special skills to work with a child with special needs, gaining particular objectives and tasks;
- the work shouldn't be offensive on the part of the class;

Tutor's duties don't include:

- diagnostics of psychological and physical peculiarities of a child;
- giving therapeutic services to a child;

Thus, tutor of a child with special demands doesn't make out a diagnosis, he only collects information about him, not analysing it, doesn't resort to therapy, but he should know different kinds of therapeutic services.

Tutor's activity also demands:

- comprehension of the objective (what for?);
- observation over a child's knowledge and skills (what does he know, what can he do?);
- separation of the insufficient (what to work at?) etc.

Tutor of a general education school begins professional activities with:

- collecting information about a child with special demands and his diagnosis;
- closer definition of present knowledge and skills;
- separation of a child's interests and desires as to spending his spare time;
- determination of the amount of learnt material with other specialists and taking part in different therapeutic measures;
- building up of a child's profile: language, communication, verbalism, eye contact, sensations, allergy, specific character of diet, sedative drugs and their side effects, parents' pedagogical approach etc.;
- getting to know each other;
- common game;
- communication (as the initial contact with tutor to understand each other, to form relations, to comprehend limits and functions);

¹ Конеv, В.А. (1996). Культура и архитектура учебного пространства. *Вопросы философии*, 10, 46-57.

² Підручники для студентів онлайн (2018). *Теорія і методика виховання молодших школярів* <stud.com.ua/24129/pedagogika/rozitsiya_fasilitator> (2018, червень, 13).

³ Муха, Н.В., Рязанова, А.Г.: редакторы (2001). *Тьюторство как новая профессия в образовании: сборник методических материалов*. Томск: Дельтаплан.

- realization of personal aims, tasks, directions and stages of the work;
- acquaintance with the form master and coordination of mutual actions;
- analysis of time-table, contents of educational material, methodical provision;
- acquaintance with team of specialists, with all the pupils of a class;
- distribution of resources for the pupil to do something independently, with tutor, or partly with tutor etc.

But, at the same time, the tutor can make mistakes and we distributed them according to separate categories:

- *“I – in an educational institution”*:
 - excessive tutelage;
 - prejudiced assertion of a child’s interest;
 - unfair justification of a child’s behaviour;
 - change of the role (when tutor becomes a specialist, which contradicts functional duties);
 - deviation from aims (when tutor becomes a pupil’s babysitter);
 - change of communication with other children;
 - absence of interrelation with the team of specialists.
- *“I – in the family of a pupil with special demands”*
 - tutor plays the role of the only medium with school;
 - joining a family system;
 - condemnation of parents’ behaviour;
 - substitution of one of the parents.
- *“I – with a child with special demands”*:
 - tutor is the only contacting party with a pupil with special demands;
 - tutor is a friend;
 - tutor thinks over other rules of upbringing;
 - substitution of one of the parents;
 - jealousy and contact limitation of a child with special demands with other people;
 - ignoring a child’s interests in favour of his own interests;
- *“I – with myself”*:
 - pity;
 - overresponsibility;
 - offence at a child for his failure;
 - attitude to his profession as something casual and not important.

From now on, in the process of group activity at seminar-practical classes the students carry out the analysis of each category of errors in the following way:

- In what way do tutor’s mistakes show up?
- What do they lead to?
- When did the mistake take place?
- In what way one can avoid mistakes?

Thus, professional experience of a future primary school teacher to interact with a tutor of a child with special needs (SN) lies in the comprehension of his functional activity, first of all:

1. What does it mean, to be a tutor?
2. Statement of personal aims.
3. Tutor’s basic knowledge concerning main stages of a child’s development.
4. Tutor’s knowledge of psychology and physiology of SN-pupils and their peculiarities from the point of view of education.
5. Modern pedagogical approaches to the work of a tutor with SN-children. General attitude to the children of this category.
6. Kinds of therapy and the programs of meddling with the work with SD-children.
7. Tutor’s main techniques. Methods and approaches in tutor’s work.
8. Mutual team interrelation: importance and ways of realization.
9. Principal tutor’s errors etc.

That is why, basing on the directivity of the professional training of a future primary school teacher to interact with a tutor, we advise to accent the system of preparation on three basic levels: formation of students’ consciousness, attitude and their interrelated activity. Undoubtedly, in the triad of the foregoing relations, communication is a weighty element. In connection with this the students are recommended

to study V. Sukhomlinsky's pedagogical heritage concerning communication with children, 8 styles of dialogical communication by K. Mytrofanov and the classification of constructive communication styles by V. Kan-Kalik. As to the culture of dialogical interaction of a teacher and a tutor on the philosophical level, fundamental works by modern philosopher Volodymyr Bibler are recommended to be studied, as well as, on the cultural level – the works of the founder of philosophical and pedagogical technology "Dialogue of Cultures School", art theorist and literary scholar Mykhaylo Bakhtin, on the psychological level – scientific heritage of the author of language thinking psychology L.S. Vyhots'kyi.

Not without reason, nowadays one of the most important tasks of the educational system is connected with philosophy of communication and is directed to the youth to observe speech culture, dialogical interrelation culture, friendliness, tactfulness, correctness, politeness. At the same time, it is necessary to inculcate in future specialists respect to other people and their personal dignity. The possibility of mutual activity is very complicated without that¹.

Conclusions and prospects of further steps in this direction.

Thus, the problem of training of a future primary school teacher to interact with a tutor of a child with special demands in a general education institution is of vital importance. Comprehension of a new educational philosophy – inclusiveness needs simultaneous realization of tutor's function as an assistant and a friend of a pedagogue in professional activity.

The prospect of further research is seen in elaboration of organization- pedagogical conditions and mechanisms of interaction of a pedagogue with a tutor of a child with special demands in a general education institution; in training a future primary school teacher to interact with parents of pupils of a class with inclusive teaching etc.

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