Tutoring: A Method of Facilitating Active Learning

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Abstract: *Objective*: To create one of the possible conditions for student-centred education, the authors' research group developed a tutoring support programme for adaptation of students to the educational process of the school and implemented it into practice.

Background: The necessity of implementing tutoring support in Kazakhstan education is associated with the processes of integration of Kazakhstan into the world educational space, with the introduction of a multi-level educational system, the development of new educational standards such as the Bologna Process. Student-centred education is the fundamental principle of the reform in light of the Bologna process in inclusive education. Tutoring support addresses the needs and meets the requirements of the transition to the individualisation of learning and the variability of educational programmes.

Method: The study included the following research methods: theoretical (analysis, synthesis, classification, generalisation, deduction, induction, analogy, and modelling); empirical (observation, survey, questionnaire, and interview); experimental (stating, developmental, and diagnostic experiment); statistical (statistical analysis of the data, qualitative and quantitative analysis of the study results).

Results: The results of the pilot programme noted changes in motivational and cognitive activity-target components of adaptation in students of the experimental group who received tutoring support, their academic achievements improved, and their independence in preparation for classes developed.

Conclusion: In conclusion, the authors noted that to create conditions for student-centred education, it is necessary to use various kinds of programmes of student academic support in the educational process.

Keywords: Inclusive education of Kazakhstan, student academic support, tutor, tutoring.

INTRODUCTION

Reform in the Kazakhstan system of inclusive education is directly associated with the accession of Kazakhstan to the Bologna Process, the main purpose of the participants of which is to achieve comparability and harmonisation of national educational systems of inclusive education. Since 2010, a credit education system has been introduced at the universities of Kazakhstan, based on the total workload of courses required for students to complete an educational programme, the goals of which are indicated from the standpoint of learning outcomes, knowledge, skills, and abilities (competencies). Practical implementation of the credit system provides for the introduction of coordinators, consultants (tutors), academic advisers on the European credit transfer system.

Tutoring support technology allows us to solve the problems of continuing education, where the core is not only the transfer of knowledge but also the formation of creative competence and readiness for retraining, the ability to learn throughout life, to choose and update professional path. Tutoring in the context of Kazakhstani inclusive education has not acquired systemic nature, the basic methods of tutor work in inclusive education have not been defined, the introduction of a new type of student support takes place chaotically.

In student-centred concept, the teacher implements a new feature of manager and adviser to the student in the process of acquisition of professional competences by the latter. Student-centred education constitutes the fundamental principle of reform in the light of the Bologna process in inclusive education, involving a shift of emphasis in the educational process from teaching (as the main role of the faculty in the transfer of knowledge) to learning as an active student educational activity [1-5]. Tutoring support addresses the needs and meets the requirements of the transition to the individualisation of learning and the variability of educational programmes. It promotes professional and personal development and acts as a means of enhancing the self-study and self-organisation of students.

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Analysis of the current state of the problem of tutoring in inclusive education of Kazakhstan revealed the following contradiction between:

– conventional forms of organisation of the educational process in inclusive education and the necessity of finding new forms of student-centred education in the introduction of a multi-level system of education;

– accumulated experience in organisation of tutoring support for students with disabilities in school and the lack of experience in inclusive education of Kazakhstan;

– the need for scientific understanding and generalisation of Kazakhstani and foreign pedagogical experience in tutoring and the lack of a holistic theory;

– the necessity of enhancing the study of foreign experience in tutor support and lack of comparative educational research [6, 7].

When working with children with disabilities, the tutor must take certain principles and requirements for conducting classes into consideration:

– classes are successfully completed in an unconventional form, with the use of game moments (and not only the classes – for example, some tutors introduce therapeutic physical activity breaks, fingerplays, one of the leading directions is the introduction of relaxation breaks during the class, both with the use of musical accompaniment and with elements of auto-training);

– multiple repetitions of the material are necessary (children with disabilities do not remember well or immediately forget the material – a tutor needs to get used to this – after all, many of them have disturbed memorisation and inclusion processes during the lesson);

– formulas, algorithms for solving should be in a visual form in front of the student (so that the student does not worry about the forgotten multiplication table or formula – the tutor must get the child used to it can look up and remember the material).

MATERIALS AND METHODS

The following research methods were used in the study: theoretical (analysis, synthesis, classification, generalisation, deduction, induction, analogy, and modelling); empirical (observation, survey, questionnaire, and interview); experimental (stating, developmental, and diagnostic experiment); statistical (statistical analysis of the data, qualitative and quantitative analysis of the study results). Research sources included government documents in education, national and international literature, research materials to practice conferences, methodical seminars, training programmes, textbooks, and manuals [8].

Immaturity or violation of the emotional-volitional sphere causes a child with disabilities to have difficulty performing intellectual tasks, which in turn has a negative effect on the development of its personality. Disorders of the formation of the emotional sphere of children with disabilities not only reduce intellectual capabilities but can also lead to behavioural disorders, as well as cause social maladjustment. For the mental health of children with disabilities, a balance of positive and negative emotions is required to maintain mental balance and life-affirming behaviour. Correctional work performed by a tutor with the use of game correction methods can help reduce manifestations of the emotional sphere, such as aggressiveness, anxiety, fear, emotional tension, as well as difficulties in understanding emotions.

Flexible teaching methods for children with disabilities form cognitive interest and creative thinking, a high level of activity, the ability to find optimal solutions, and predict the result. Active teaching methods are a universal means of a child's personal development. Methods for the organisation and implementation of educational and cognitive activities, some of which were used in the study, are as follows [9]:

– methods of organising and implementing educational and cognitive activities: verbal (story, lecture, seminar, conversation); visual (illustration, demonstration, etc.); practical (exercises, laboratory experiments, labour actions, etc.); reproductive and problem searching (from particulars to generals, from generals to particulars), methods of independent work and work under the guidance of a teacher;

– methods of stimulating and motivating educational and cognitive activity: methods of stimulating and motivating interest in learning (the entire arsenal of methods for organising and performing educational activities is used for the

purpose of psychological adjustment, motivation to learn), methods of stimulating and motivating duty and responsibility in learning;

– methods of control and self-control over the effectiveness of educational and cognitive activity: methods of oral control and self-control, methods of written control and self-control, methods of laboratory-practical control, and self-control.

The attempt at overcoming stereotypes in thinking of students and teachers as participants of the educational process was made at the Middle school No. 13 (Nur Sultan, Kazakhstan) "Tutoring support as a tool to improve the quality of teaching students with disabilities". To create conditions for student-centred learning, the authors' research group developed a comprehensive tutoring support programme for adaptation of students to the educational process and implemented it into school practice.

At the first stage was the work on the definitions, monitoring was conducted to identify the features of such concepts as "tutor", "tutoring", "tutoring support", "tutoring position", "tutorial", "tutoring programme" in the global academic experience. The US and England experience of tutoring support of students in inclusive education was of particular interest.

In the second stage, the authors studied the level of adaptation of newly arrived students. The study involved a total of 200 students with disabilities. The authors divided them into experimental (100 students) and control groups (100 students). When choosing diagnostic methods, authors focused on the structural components of adaptation: motivational-targeted, cognitive and activity-based, socio-psychological, integrative, and personal, the maturity of which constitutes an indicator of adaptation of students to the educational process of the school. As for indicators of maturity of the motivational-targeted component of adaptation, authors considered the presence of educational and professional motivation in students, the desire for self-development and self-fulfilment; cognitive and activity-based component reflects the performance, value orientations; social-psychological component determines social status, the emotional state during communication with students and teachers; integrative and personal component – activity, independence, readiness for self-education.

Maturity of motivational-targeted, cognitive, and activity-based components of adaptation of students

Table 1: Steps of Implementation of the Programme "Tutoring Support of Adaptation of Students with Disabilities to the Educational Process of the School"

Content	The principles, methods, forms	Result
Step 1 – preparatory (informative and motivational)		
Familiarising students with the technology of tutoring support in the system of inclusive education	Principles: individualisation, openness, subjectivity, reflexivity, collaboration, self-actualisation Methods: discussion, perspectives, case-study (analysis of specific and practical situations) Forms: special courses, workshop	Development of technology for building tutoring support programmes for professional and personal development of students, mastering the basic forms and methods of tutoring activities
Step 2 – organisational and activity-based		
Development and implementation of the programme "Tutoring support of adaptation of students to the educational process" aimed at personal and socio-psychological adaptation of students	Principles: dialogism, continuity, comprehensiveness Methods: discussion, case-study (analysis of specific and practical situations) Forms: training course, tutorials, discussion, counselling	Social and psychological adaptation to new conditions of studying at school, the cohesion of student groups, familiarity with the specific features of organisation of educational process at school, and design of student programmes of professional and personal development
Step 3 – final		
Tutoring support in the development and implementation of professional and personal development programme for students, organisation and conducting educational activities	Principles: trust, support, cooperation, free choice Methods: case-study, discussion, group discussion, the method of example Form: tutoring hour, conversation (group and individual), business games and role-playing games	Implementation of the programme of professional and personal development of students, the fulfilment of interests, personal goals and plans, mastering theoretical knowledge, practical experience, research, project, and reflective activity

with disabilities was determined by the direct ranking of life values according to the methods "Value orientations", "Diagnostics of motivational structure of personality". The socio-psychological component of adaptation of students to the educational process is determined according to the method of K. Rodzhers and R. Daymond, which is aimed at diagnostics following such indicators as "adaptation", "self-acceptance", "emotional comfort". The level of an integrative and personal component of students' adaptation is determined based on the "Potential activity" questionnaire [10, 11].

At the third stage of the study, the research team started work on the formation of tutoring groups among students with disabilities. Steps of implementation of the programme are presented in Table **1**.

Step 1 – preparation. The main purpose is to implement a training programme for the preparation of tutors and the formation of the tutor team. The students were trained in the course of the development and implementation of the special course "Technology of tutoring support of students with disabilities". This course allows students to develop a common understanding of the tutoring activities, learn the forms and methods of tutoring support, features of the organisation of educational space of inclusive education, and most importantly – to form a clear idea of interaction with students, and all other subjects of the educational process. The step ended with preparing teams of tutors, development programme "Tutoring support of adaptation of students to the educational process", and programme of diagnostic minimum.

Step 2 – organisational and activity-based. The purpose was to enhance the knowledge and strategy of tutor activity formation. This stage lasted one academic year, assuming the character of active learning and retraining tutors. During the pilot of the experimental work carried out by authors, training and retraining of tutors was aimed at improving their communicative competence in working with 1st-year students, as well as the construction of their own lifeline. In this period, tutors were active participants of student-centred educational space, working together with students on developing prospects for their personal and professional growth, using methods and techniques to achieve the objectives and implement the activities in the process of reflexive analysis.

The adaptation lessons include several interconnected blocks: preparation, informative and motivational, diagnostical. Classes were held for 3 days and lasted 6 hours each day. At the end of each day of adaptation activities, the feedback was gathered. Classes were conducted by tutors. The main objective of the first day of adaptation classes was to acquaint participants, learn their expectations, and conduct primary diagnostics. The first day consisted of two parts: informative (familiarity with the specific features of the organisation of school learning process, features of the credit system of education), which allowed students with disabilities to enter into a new educational and social environment, diagnostic part (determination of the motivational structure of personality, revealing the value orientations, emotional orientation, socio-psychological adaptation).

To establish trust in the group and create a positive emotional disposition, various psychological exercises were used: "Atoms and molecules", "Typewriter", etc. The main objectives of the second day of classes was the formation of educational and extracurricular motivation, identification of professionally important qualities required to succeed at school, in the fulfilment of their interests, abilities, participation in various types of practical activities, and group cohesion. The main objectives of the third (final) day were the identification of the development of the group, the building of study programmes and strategies for their implementation, presentation of students. After classes, students worked out a strategy of escape from problematic situations in life, and students developed individual learning paths based on their interests and needs.

Step 3 – final. At the final stage, students with disabilities had to support their individual-educational trajectories. Students completed programmes of professional and personal development in various areas of extracurricular activities, they were actively involved in traditional activities: "Day of Knowledge", "New Names", "New Year Carnival". Tutors took part in a daily social and professional practice, and students received practical experience in various professional fields, including a set of theoretical and practical knowledge, resulting in the acquisition of social and educational experience that helped them adjust to study at school.

To verify the effectiveness of the programme of tutoring support of adaptation students with disabilities to the educational process of the school, changes in baseline adaptation were analysed at the final stage of the study. Upon the analysis, the same diagnostic tools were applied as in the first stage of ascertaining the

experimental work. Students with disabilities of the experimental group, where tutor support was carried out, noted changes in motivational and cognitive and activity-based components of adaptation, as evidenced by "Value orientations" methods. The experiment showed the dominance of social and professional values, vivid expression of social needs and interests, the presence of positive and stable motives for educational-cognitive activity.

RESULTS

The results of the study confirmed the assumption of the low level of adaptation of students with disabilities, which was represented by three levels: low level – 42% in the control group, and 46% in the experimental group; average level – 31% in the control group, 34% in the experimental group, high level – 27% in the control group, and 20% in the experimental group. The results obtained during the experimental work confirmed the need to develop and implement a comprehensive programme "Tutoring support of adaptation of students to the educational process of the school". Based on the US, England practices of tutoring support, authors concluded that familiarising students with the tutoring activity is the basis of the implementation of new ways, forms, and methods of academic support of students into the educational process. According to the results of the control weeks, according to the results of the classes, a significant increase in student performance was noted, as well as independence in preparing for classes.

An increase was recorded in the number of students with disabilities, who started prevailing in the motivational profile both in the control group – by 4%, and in the experimental group – by 18%. The students of the experimental group displayed positive changes in the social and psychological components of adaptation. They were satisfied with the interaction in the group and their personal social status, while in communication, they were able to regulate their emotional state. The results obtained after the second stage allowed to register changes in baseline adaptation of the students of the experimental group. The results are presented in Table **2**.

To evaluate the reliability of the results of the original level of adaptation of students with disabilities to the educational process of the experimental and control groups, Mann Whitney U-criterion was used. The test results showed that the difference in positive changes in all four components in the experimental and control groups is significant (<0.05 probability of> 95%; p <0.01 probability> 99%). The obtained data prove the effectiveness of a comprehensive programme of tutoring support to the adaptation of students with disabilities to the educational process of the school.

In stimulating the problem-based learning process, the tutor can act out several specific roles. In describing these different roles, as a starting point, authors have divided these roles into categories for the teacher in process-oriented teaching. These roles are: the diagnostician, the challenger, the role model, the activator, the monitor, and the evaluator.

The tutor as a diagnostician. Problem-based learning requires students with disabilities to activate their prior knowledge. This is necessary for several reasons, for example, so that they can engage in discussions with each other, clearly convey their opinion in relation to the subject, explain the subject in their own words to others and apply the knowledge they have acquired in case studies. This will enable the tutor to see how students with disabilities learn first-hand and, in turn, to simplify the diagnostics of the learning process. For example, after a problem was analysed, a tutor should be able to identify the extent of this prior knowledge, the deficiencies that exist, and any misconceptions concerning the prior knowledge. At the reporting phase, which follows the period of self-

Table 2: Comparative Table of the Level of Adaptation of Students with Disabilities of the Experimental Group and Control Group at the Beginning and End of the Experimental Work

Levels	Control group				Experimental group			
	At the beginning	At the end	At the beginning	At the end	At the beginning	At the end	At the beginning	At the end
	Number of students	%	Number of students	%	Number of students	%	Number of students	%
Low	42	42	25	25	46	46	12	12
Average	31	31	38	38	34	34	34	34
High	27	27	37	37	20	20	54	54

study, the tutor will be able to observe to what extent the subject was mastered and whether the students with disabilities are actually able to apply their knowledge of the subject. In diagnosing the learning process, the tutors can exercise interventions that help optimise this learning process.

The tutor as a challenger. Students with disabilities, either individually or collectively, are not always inclined to push themselves to the limit when it comes to learning and thinking activities inside and outside the tutorial setting. Often the tutor will have to challenge their students into experimenting with new thinking strategies. At the reporting phase, students have a tendency to concentrate solely on giving answers to the learning objectives. There is an unwillingness or reticence on the part of students with disabilities to apply their acquired knowledge to the original case or to other cases. The tutor's task is to stimulate them into doing this.

The tutor as a model. Many of the interventions available to the tutor in the tutorial setting provide useful examples with respect to the learning and/or group process. Modelling can be carried out more explicitly or less explicitly. In a case of the former, they may start thinking aloud or take time to reflect on their modelling and its effects on the learning process. For instance, the tutor might act as a model for the way in which students with disabilities ask questions amongst themselves. Not only the tutor, but students too can often act as an important and effective model for learning and thinking strategies, and for developing skills that are essential for problem-based learning. By reflecting on these experiences together with the tutorial group, the tutor is able to stimulate the required learning behaviour.

The tutor as an activator. Often students with disabilities will already have recourse to knowledge and learning and thinking strategies but fail to use these sufficiently, if at all. It is then up to the tutor to activate their students into effectively applying this knowledge. For example, students may overlook an analysis of a particular problem, with the result that their explanations are too shallow and vague. This often occurs because students with disabilities are not adequately capable of activating their prior knowledge. When this happens, the tutor must be able to use brainstorming techniques to get students to analyse the problem in greater detail. If, for example, the tutor can precisely pinpoint the stage at which this prior knowledge was acquired during the work, they will be able to make reference to this and activate students into applying this knowledge at the initial case-analysis phase, thereby generating explanations for the current problem.

Furthermore, at the brainstorming stage, students with disabilities are more prone to provide answers than come up with effective reasons. By stimulating students into giving more explicit arguments, it is possible to analyse the problem in greater depth. The role of the tutor as an activator differs from that of the challenger. On the one hand, in case of activation, students with disabilities already possess knowledge and skills (but use them insufficiently), while on the other hand, in case of challenges, students are both individually and collectively forced into experimenting with new kinds of behaviour and pushing themselves to the limit with respect to the insight into the subject.

The tutor as a monitor. As a monitor, it is the task of the tutor to oversee the overall progress of the tutorial group and of its individual students and to establish to what extent the subject was grasped. For example, if the tutor feels that the task is too easy for the students, they can choose to vary the complexity of the problem task.

The tutor as evaluator and stimulator of reflection. Although the roles of tutor and evaluator have so far been differentiated, in time, the tutor will start taking on the role of an evaluator. As they gain a new understanding of assessment, the difference between teaching and assessment aspects will gradually dissipate. Assessment will focus primarily on students with disabilities (overall) professional skills and attitude. Increasingly, in relation to this knowledge, the tutor will begin to play a more evaluative role.

The tutor as a consultant. This is a role not specifically referred to by Vermunt and Verloop, but one which nevertheless is pertinent to the tutor. The tutor's task is to teach students with disabilities how to take advantage of the tutor's expertise as effectively and as efficiently as possible. The most common form of consultation in the tutorial setting is through questions and answers. While consultation is a constant factor throughout the problem-based learning process, it will be most apparent in the reporting phase. Of course, students from another tutorial group might also want to consult this tutor. To optimise the learning process in the tutorial, an effective tutor will have to master the command of the aforementioned roles.

DISCUSSION

Tutoring in Kazakhstani inclusive education is a young phenomenon, and at the same time, it is becoming popular and in demand in various spheres of education development. Analysing the history of Kazakh education, it may be said that its practice and theory, as well as throughout the world, responded to the challenges of its time. Modern challenges can be defined as the situation of uncertainty, the polyvariance of the environment, the multidimensional nature of the world, the multiplicity of mechanisms, and ways to solve problems. Considering the need for free and proactive choice in the labour market, training determines the direction in the development of a new type of academic and social subject [12-14].

Upbringing is understood in the Kazakh steppe as a "postulate" of the Muslim religion, helping a person master the norms and rules of Muslim behaviour. Since the 17th century, Muslim education aimed at spiritual and moral guidelines co-existed with folk pedagogy implemented in the “mekteb”, helping the process of socialisation and translation of value-semantic experience. It should be noted that the “mekteb” solved the problem of literacy, which was accompanied by the study of religious texts. Since the 19th century, European experience has penetrated into the understanding of the scientific approach to the study of human nature, the goals, ways, methods, and means of education and training [15].

Nowadays, the Kazakh practice of implementing the idea of individualisation forms a different vision of tutor support, where all participants are carriers of cultural values, according to the concept of multicultural personality. This creates a developing educational environment, builds its navigation. In this regard, there is a special position of the tutor, through individual educational programmes and their support by the tutor. The main thing in all these models is the value of the “self" of students with disabilities, their ability to move along a certain educational content, and route. The middle schools of Kazakhstan have some examples of schools that adopted a wide range of tutor support methods. These include Haileybury schools, Miras School, Nurorda School, Nazarbayev Intellectual School (NIS), and other schools in some cities of Kazakhstan. In general, Kazakhstani national schools do not provide tutor support. Regarding the state of tutoring in Kazakhstan, it is at its brink. There are no figures on the exact number of tutors in the state. However, it is common knowledge that there is a great scarcity of tutors who underwent formal training or preparation [16-18].

Experience of work with the first-year Kazakhstani students with disabilities shows that, basically, new students have problems with new requirements and rules of study according to the credit system, living in an unfamiliar environment. To solve these problems, in the first stage, it is necessary to adopt a student with disabilities to a new learning environment with the use of training programmes of different types. Since tutoring aimed primarily at building horizontal partnerships and allows to improve relations with the group, to learn the rules and regulations of student’s life, to identify meaningful educational and professional goals and objectives that are meaningful for the students. One of the problems of tutoring support is the lack of preparation of Kazakh students with disabilities to take responsibility for education, for their educational needs, choices. This is conditioned by the enduring presence of the Soviet authoritarian knowledge-education system in Kazakhstan, which lacked academic freedom and choice of the educational path. Within the framework of modernisation, modern education is aimed at the formation of social and creative special competencies that are important for the information society, the formation of socially significant qualities of the individual, such as independence, initiative, responsibility, activity, mobility. It is important to teach students with disabilities to study independently, to orient students to the active search for knowledge, to the development of learning skills through the use of various educational programmes, including tutoring [19-21].

Under the tutorial support of Kazakhstani educational practice, authors understand pedagogical activity aimed at implementing the individualisation principle, organising the educational environment, and supporting the formation and implementation of individual educational programmes for students with disabilities. The functions of the tutor are performed by the teacher of the department. The teacher-tutor explains the basic categories of the course, helps to form an individual educational path for a particular course. It should be noted that, along with the academic tutor, the social tutor began to develop actively in Kazakh practice [22-24].

One-on-one tutoring is a method that facilitates active learning in the student. In this method, the student and the tutor collaborate in the process of instruction. Here the tutor provides individualised

instruction and attention to the student. Studies have shown that one-on-one tutoring constitutes one of the most effective educational delivery methods. A study by Bloom [22] shows that students involved in one-on-one tutoring seem to perform at about the 98th percentile as compared with students who are traditionally trained (via the group instruction method). Hence, if Kazakhstani educational system adopts tutoring as the educational delivery method, then students will be active while learning. This would probably help them build coherent models of the domain from the content of the subject they study, which would not only help enhance their understanding but also help develop their problem-solving skills.

Thus, the use of active teaching methods and techniques increases the cognitive activity of students, develops their creative abilities, actively involves students in the educational process, stimulates the independent activity of students, which also applies to children with disabilities. The variety of teaching methods available allows the tutor to alternate between different types of work, which is also an effective means of stimulating learning. Switching from one type of activity to another prevents overwork. At the same time, it does not allow distraction from the material under study and ensures its perception from different angles. The means of activation must be used in a system that, by combining properly selected content, methods, and forms of organisation of training, will stimulate various components of educational and special educational activities among students with disabilities.

CONCLUSIONS

Research of tutoring support allowed to identify the basic organisational forms and methods of tutoring, to formulate an original definition of tutoring support, by which authors mean the joint activities of the tutor and the student aimed at student's awareness of their capabilities, the possibilities of the use of resources of the educational process of the school for the construction and implementation of individual educational trajectory. The authors concluded that to create conditions for student-centred learning, and the student needs to use different types of academic support for students with disabilities in the educational process.

The studies carried out by scientists in the motivation of children with disabilities prove that the value of motivation for successful learning is higher than the value of the student's intelligence. High positive motivation can play the role of a compensating factor in case of insufficiently high abilities of the student; however, this principle does not work in the opposite direction – no abilities can compensate for the absence of an educational motive or its low manifestation and ensure significant academic success.

It should be noted that in the study "Tutoring: A Method of Facilitating Active Learning", the authors concluded that in the world of educational space, support for tutoring students with disabilities has a lot of experience. But at the same time, in the Kazakh educational space, the understanding of tutoring support for participants in the educational process of the school is perceived differently. In this context, it is necessary to use the experience of foreign countries in education so as to promote tutoring among students with disabilities.

Based on this study, the authors can provide the following recommendations to use tutoring support in Kazakhstani inclusive education:

– organisation of a clear structure for the tutor training system, a clear prescription of duties and activities as tutors and students with disabilities;

– implementation of the most effective and promising tutor support (online tutoring);

– development of guidelines for tutor's various educational institutions;

– the use of tutor training systems at all levels of education.

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