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Younger Schoolchildren's Personal Development Pedagogical Support [Lyudmila V. Polyakova]

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**Annotation:** *The article presents a theoretical analysis of the different types of support in the school. The essence of the personal support of the younger students.*

Today, the society requires of teachers that a child who has graduated from primary school loved the people, the land and the homeland; respects and accepts the values of the family and society; be inquisitive, active and interested to know the world. He should possess the ability to learn, be capable to organize their own activities; ready to act independently and take responsibility for their actions to family and society, has kindness, knows how to listen and hear the others, to justify the position, to express their opinions and to comply with rules of healthy and safe for themselves and surrounding lifestyles. A teacher requires deliberate, systematic and well- thought-out work with a humanistic attitude to get closer to this goal.

Yu.P. Azarov treats personality as a developing system of relations between a student and, firstly, the world (the basis of philosophy and world view) and to the world (the essential realization of a schoolboy himself ) and, secondly, to themselves ("self-image " and the system of private evaluations) and of themselves (who he is for himself). Development is seen as the emergence of the individual subject of social life in the process of active involvement in social relationships and assimilating the system of social relations. Personality development is caused by the way a person realizes his activity in the areas of knowledge, material and practical activities, games, sports and communication. In this way each person solves problems (natural , cultural, socio- psychological, self-awareness, self-determination, self-determination) to move to a different stage of development. In this way, the child needs support, help while dealing with complex issues, challenges.

F.M. Frumin , V.P. Slobodchikov interpret support as helping the child in personal growth, installation on open communication, empathy for student understanding. A.V. Mudrik characterizes support as a special sphere of the teacher, aimed at familiarizing the human socio-cultural and moral values necessary for self-realization and self-development. S.N. Chistyakova defines pedagogical support as a special sphere of teacher-oriented interaction with students to provide support in the development of his personal growth, social adaptation, the decision to elected professional activities and self-affirmation in it.

Psycho-pedagogical literature describes two approaches to support: student-centered and system-oriented. The idea of tracking as the embodiment of humanistic and student-

centered approaches currently being developed in the works M.R. Bityanovoy, E.M. Aleksandrovskoy, G.Bardier and others in three main areas:

- value-semantic grounds maintenance method;
- organizational models accompanying activities;
- content and technologies of psychological and pedagogical support.

E.M. Aleksandrovskaya considers support as psychological and educational technology designed to assist at a certain stage in solving the problem, or in their prevention in terms of the educational process . [3, p.28 ] M.R. Bityanova examines psychological support as a "system of psychologist's professional work, aimed at creating socio-psychological conditions for children successful learning and psychological development in situations of school interaction." [4, p.20 ] The maintainer follows the natural development of the child. The inner world of the child is absolute value, priority needs, goals and values of his development. The maintainer creates conditions for "independent creative development of friendly relations with the world and with himself ", creates a situation of choice, helps the child to find their own solution to take responsibility for his decision now and later in his life. The purpose of support is "to establish within the objectively given socio- pedagogical environment the conditions for child's maximum personal development and learning." [4, p. 21] The main ideas in terms of M.R. Bityanova, in the framework of support are:

1. systematic tracking of psycho-pedagogical status of the child and the dynamics of his mental development;
2. creation of social-psychological conditions for the students' individual development and their learning success;
3. the creation of special socio-psychological conditions to help children with psychological problems in the development and training.

Within the system-orientated approach (E.I. Kazakova and A.P. Tryapitsyna) to support is considered as a method of ensuring the creation of the conditions for the development subject's adoption the optimal solutions in different life situations choices. According to E.I. Kazakova support in pedagogics is "such a help to the child, his family, which is based on the preservation of maximum freedom and responsibility for the choice of the development subject urgent problem solutions; multidisciplinary method ensures the unity of teacher's, psychologists, social and health employees' efforts; organic unity diagnose the problem and its resolution of subject building , information retrieval possible solutions , design an action plan and primary care in its implementation; help shape the orientation of the field, where the responsibility for action lies with the development subject. " [6, p.13] The author describes organizational models escorts and escort allocates types as prevention of the problem, followed by learning problem-solving techniques in the process of resolving problem situations; emergency assistance in a crisis situation, individually -oriented, system-oriented .

I.A. Baeva, L.A. Gayazova consider the effectiveness of psycho-pedagogical support in the parameters of socio-psychological component of school environment, where the environment is playing a unifying development. The task of psycho-pedagogical support is safety of school environment. According to the authors, it is the creation of personal security of all members of the educational environment, by creating the conditions for the most

comprehensive development and implementation of their individual potential. Scientists define index tracking technology - mental health and mental well-being. The main criteria for mental well-being are: adaptability in microsocial relations and the ability of self-management behavior; sound planning life goals and maintaining activity in their achievements; adequate perception of the environment and committing acts; purposefulness; performance; activity; usefulness of family life related to the "I"; growth, development and personal fulfillment; personal integrity; activity perception of reality; self-control. Consequently, according to I.A. Baev and L.A. Gayazova it must launch and support are the process of self-development; help organization in the life planning and professional self-determination, the ability to develop self-regulation and self-management behavior, engage in preventive social dangers.

Within the primary school the listed destinations are implemented by psychologist, classroom teacher, tutor.

Regarding the pedagogical support, it is less represented in the studies. Various authors understand pedagogical support differently. Thus, for example, T.V. Glazkova defines pedagogical support as "the technology of individual students' assistance experiencing academic difficulties personal, distressing nature, manifested in sustained negative emotional experiences that cause difficulties and strains personal development of these students." [5, p.33]

R.V. Ovcharova in her work indicates that students' psychological and educational consists of three interrelated components:

- 1) the study of students' individuality;
- 2) the creation of an enabling socio-pedagogical conditions for personal development, learning progress;
- 3) immediate psychological and educational assistance to the child.

At the end of XX century the tutor activity was actively discussed. In this regard, in 2008, Russia introduced a tutoring position, which translated to English means "home teacher, guardian." Defined tutor's duties are to organize the individual work with students; to identify, create and develop their cognitive interests. The established qualification requirements are the higher professional education in the direction of preparation "Education and Pedagogics" and pedagogical work experience of at least 2 years. Tutor support is considered 1) as a pedagogical activity to customize education, aimed at identifying and developing educational motives and interests of the student, finding educational resources to create individualized education program, and 2) a special pedagogical technology, based on the interaction between a student and a tutor, during which the student is aware of and implementing their own educational goals and objectives (G. Bespalov ), 3) a special type of pedagogical support , in which student performs an action on their own elaborate rules which are then discussed with the teacher. [12]

This activity is based on the following principles:

- customization (each of the students pass their own way to become personally significant knowledge, therefore, focus on personal educational demands of the student, his particular interests and inclinations, the general orientation);
- modularity (conduct training through the different modules (ways of working) - research, communication, game, interpret the successes and failures);

- flexibility (support for the initiative in the choice of methods of activity);
- continuity;
- openness (self-alignment of the education program students). [7,8,9]

Tutor support implies individual student's educational activities and broad discussion within the tutor meeting - the basic unit of tutor support. The aim is to discuss the independent steps taken child to address educational issues. The educational issue arises when implementing techniques of active listening, which includes fair hearing; attribution the right values, which is possible due to the specification; conservation information, repetition of key words, phrases, and analysis of reasoning, support, an alternative interpretation. Tutor deliberately creates situations comprehension pupil own educational choices and actions. The child has certain educational requirements; the tutor knows how to satisfy a cultural way. However, the child is not ready to the knowledge presented. The tutor discusses with the child as he himself can achieve the goals:

- select a target;
- determine how to achieve;
- actions;
- to analyze the results;
- determines the value of the result for yourself.

The tutor support is carried out in a single cycle stages:

- 1) Diagnostic (meeting, the creation of a favorable atmosphere, fixing the primary educational needs);
- 2) Projecting (information gathering, selection of leading educational direction);
- 3) An implementation (implementation of the educational results, provision of information, results);
- 4) Analytical (reflection, analysis of the work done).

E.A. Azarova focuses on the traditional structure of the tutor system, consisting of three elements:

- 1) Employment Guide (supervision);
- 2) Moral mentoring - support human life;
- 3) Proper tutoring - learning during the school year. [1]

T.M. Kovaleva notes two important components of tutoring steps: creating an environment of choice ("excess environment" that gives the opportunity to try their hand at different activities) and navigation (discussing the risks and benefits of a child's choosing). When children make their own choices, they take responsibility, therefore, they will make every effort to implement the plan. Navigation is important to maintain a safe educational environment. On the one hand "freedom ends where the freedom of another person begins" - you need to consider the implications of choosing for themselves that is not always possible, and an adult, and especially not inherit, put into practice the slogan "from action to thought," as used on the cover of the book series of the second generation standards. Under tutor's support student must make himself a kind of "educational quality" and the results of which will be subject to joint review.

Personal development refers to the process of improving a complex set of characteristics of the person, including the moral self-improvement, which is based on the

formation of the ability to predict their behavior and the behavior of others. Accompanying this process begins with assistance in realizing their emotions as well as the interlocutor and the representation of the goodness.

Emotions associated with the urge to act, human emotional responses are the reflection of the true relation to what is happening. Act of emotions naming allows separating the emotional experience of each other. The child may not realize what one does not know. The emotions familiarity is one of the first stages of personal support of the child. Awareness of their own emotional reactions is the basis of self-knowledge, where the highlight is adequate recognition of these reactions and conditions. Even at this stage we cannot forget about taking these older reactions and support from the adult, hence the need to train and methods of emotional states.

The concepts of good and evil have two properties. It is relative and conditional, because what in one situation one takes as good, others considers evil, and that in one situation can manifest itself as evil, in another may be good. Children often suffer mechanical solution to a specific problem to other situations, seeing evil as good without thinking about the consequences of the feelings and motives of others. The main thing is to teach making a choice between good and evil, based on the fact that moral behavior is common to all mankind, and immoral is catered as private and not universal. Without the ability to make a choice, and therefore, without the ability of self-determination, a person loses the ability to self-realization.

In pedagogical support the conditions for learning moral behavior are created. The positive effect of this direction is implemented in the organization of educational events. "An Educational Event (training session , holidays, tutorial, activity game, etc.) is limited in space and time of social phenomenon, aimed at achieving the objectives of education with a focus on the subjectivity of students, taking into account their educational needs and personal capabilities." [10] It provides empirical material for discussion and interpretation becomes the basis for the joint work of the teacher and the student. Serving as the basis for the formation of social tolerance "the ability to feel the boundaries themselves and the boundaries of others, the ability to recognize the Other and take the Other, maintaining its own integrity." [11] A.I. Sheveleva, L.V. Kobzev, E.A. Klymchuk note that this mean of development and self-involved in the educational events based on personal reflection and communicative. Educational event has an impact on the consciousness, emotions and behavior of the individual. During the discussion group or individual determined changes that have occurred in a person as a result of the implementation of all phases of the educational event: diagnostic, design, organizational, realizable, evaluative.

In the analysis accompanying the students the following conclusions can be formulated. Modern school is not conducive to the harmonious development of the child's personality. Therefore the school should able to provide the student an appropriate educational environment and help him to fulfill his need to ensure effective interaction of the following specialists: classroom teacher, psychologist, social worker and tutor, each of them implements support within their activities. Pedagogical support as a system impacting a child's development includes:

- Diagnostics younger schoolchildren;

- Familiarity with the emotions;
- Familiarity with the moral qualities;
- Organization of educational events followed by reflection own activities.

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