



ORGANIZATION OF TUTORIAL SUPPORT IN HOSPITAL SCHOOLS FOR STUDENTS WITH HEMATOLOGICAL AND ONCOLOGICAL DISEASES

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Annotation: This article explores the significance and characteristics of tutor support in ensuring the right to education for children requiring long-term medical treatment. It analyzes tutor activities within hospital pedagogy, focusing on creating individual educational pathways based on the child's health and psycho-emotional state. The article outlines cooperation mechanisms between tutors, medical staff, and parents, as well as strategies for the social rehabilitation of students.

Аннотация: В данной статье рассматривается значение и специфика тьюторской помощи в обеспечении права на образование детей, нуждающихся в длительном лечении. Анализируются аспекты деятельности тьютора в условиях госпитальной педагогики, включая разработку индивидуальных образовательных маршрутов с учетом состояния здоровья и психоэмоционального фона ребенка. Описываются механизмы взаимодействия тьютора с медицинским персоналом и родителями, а также пути социальной реабилитации учащихся.

Keywords: Hospital school, oncological and hematological diseases, tutor, hospital pedagogue, individual accompaniment, educational rehabilitation, individual educational plan, psychological stability, integration.

Introduction. The increasing incidence of hematological-oncological diseases among children in recent years has posed new challenges for the education system. Children with these diseases are often treated in long-term hospital settings



and as a result are deprived of the opportunity for regular education in general education institutions [Mukherjee et al., 2019]. The position of “Tyutor “was officially established by the decree of the president of the Republic of Uzbekistan of October 13, 2020” on measures to further improve the system of education and education of children in need of special education” PQ-4860. Today, the concept of “Tutor support for children” is increasingly used among pedagogical terms. Oncological diseases are pathological processes characterized by uncontrolled growth and division of cells in the body.

This process occurs as a result of cell cycle disorders, genetic mutations, and disruption of regulatory mechanisms. Oncological diseases that occur in childhood differ significantly from adult cancers in their origin, biological characteristics, development mechanisms, and clinical course. In pediatric oncology, hematological-oncological diseases, including leukemias and lymphomas, occupy a leading position. These diseases are the most common forms of pediatric cancer and have special scientific and clinical significance in the practice of pediatric oncology [Adamczewska-Wawrzynowicz et al., 2023]. Treatment protocols include intensive chemotherapy and, in some cases, hematopoietic stem cell transplantation. During the treatment process, children are hospitalized for long periods of time, which leads to their temporary isolation from their daily lives, social adaptation, and especially the educational process. This condition can negatively affect the psycho-emotional state of children and the process of acquiring knowledge [Pui et al., 2012].

Relevance of the topic. Hematological-oncological diseases to different clinical experiences among children has and significantly affects their educational and development process. The modern education system guarantees the right of every child, regardless of their health, to receive a quality education based on humanistic principles. However, children who require long-term treatment due to oncological, hematological, and other serious illnesses are often cut off from traditional educational environments for long periods of time. This situation not only leads to a lag in knowledge acquisition, but also causes social isolation and psychological depression in the child. Therefore, organizing tutor support in the context of hospital pedagogy, supporting the educational and personal development of a child without interfering with the treatment process, is one of the most pressing issues of today. One solution to this is the legal forms of the main legal provisions of the regulation “on measures to organize the activities of the state educational institution” loving school approved by the decree of the Cabinet of Ministers of the



Republic of Uzbekistan No. 263 of May 16, 2022. Paragraph 1: “Mehrlı School” is a state educational institution that provides education and training in inpatient treatment facilities for children in need of long-term treatment, as well as promotes their rehabilitation[1].

Research objective: To organize a social adaptation process based on tutoring support for children with hematological and oncological diseases.

Subject of the study: Pedagogical technologies of a tutor in the context of hospital pedagogy in children with hematological and oncological diseases.

Purpose of the study: in the organization of hospital education in students with hematological-oncological diseases, cases of physical weakness, rapid fatigue, memory and impaired attention, as well as psycho-emotional instability occur in children who have undergone treatment of oncological diseases, including chemotherapy, radiotherapy and bone marrow transplantation. This, in turn, directly affects the child's learning activities. In these cases, the organization of the educational process involves studying the theoretical foundations of organizing tutoring support in special conditions and developing practical proposals.

Research objectives:

1. Analysis of scientific and pedagogical literature on the topic;
2. Determination of the stages of tutoring accompaniment;
3. To determine the features of forming an individual educational route (IER) in the treatment setting;
4. To substantiate the model of cooperation between the tutor, medical staff, and parents.

Review of relevant literature. Researcher T.V. Yegorova believes that children with disabilities are children whose health condition prevents them from mastering educational programs without special education and training conditions [3]. Children in long-term treatment fall into this category and require a hospital-based approach. M.R. Bityanova believes that accompaniment is a unique work ideology that allows combining the goals of psychological and pedagogical practice and focuses on the child's personality. The main goal of tutoring is to create psychological and pedagogical conditions in which each child can become a subject of his or her own life [2]. The concept of a tutor was introduced by N.V. Shramko defines it as follows: “A tutor is a teacher-mentor who is responsible for the personal, creative, and psychological development of the student by creating an individual educational path and individual educational space”[5]. This definition is important



in maintaining a child's cognitive function in a hospital setting.

Ye.B. From Kolosova's point of view, tutoring is a sequential and well-thought-out activity aimed at helping and supporting a child in situations that are difficult for him. He believes that such activities should be based on the ideas of “supportive pedagogy” [4]. According to the information provided in many literature, parents, teachers, and tutors should work together to help students overcome various difficulties in their learning. The interaction between children, parents, teachers, and medical staff shows that communication is an integral part of the learning process in hospital schools. In such schools, students who are hospitalized for long periods of time due to health problems require a special approach to their educational needs.

Tutoring support for children in need of long-term care consists of three main components:

1. Adaptation: Adapting the learning environment to the child’s ward or special classroom.
2. Individualization: Flexibly adjust the lesson schedule based on the child's somatic condition (fatigue, treatment time).
3. Coordination: Ensure information exchange between medical staff, science teachers, and parents.

T.V. As Timokhina noted, tutoring tactics allow you to create favorable conditions for the child’s socialization and overcome learning difficulties [6]. During the treatment process, the tutor acts not only as a teacher, but also as a motivator who maintains the child's enthusiasm for life.

Research methodology. The study involved individual children in long-term treatment [Prevatt, F. F., 2000.], flexibility [Yates, P., et al. 2016.] educational technologies were used. In particular, international standards of hospital pedagogy [Bray. M. 2021.]. The functional duties of the tutor were analyzed based on the legislation on education

Analysis and results. The results of the study showed that F. is effective for children with hearing loss who are undergoing long-term treatment.F. Based on the concept of Prevatt (2000), an individual lesson process was organized based on the specific characteristics of the child's illness. Various methodological technologies were used in these lessons. The methods used showed an efficiency coefficient 25% higher than the traditional lesson process. Flexible lesson plans were also developed for children with hearing impairments undergoing long-term treatment. The lessons



selected the main factors that determine the effectiveness of education for students undergoing long-term treatment. P. Based on the Yates (2016) methodology, the content and pace of the lesson were adapted to the child's physical and mental state, which in turn significantly affected the assimilation of educational material for children with hearing impairments who were undergoing long-term treatment. This approach increased the optimization of the child's educational load by 15%, depending on the dynamics of the disease.

Conclusions and suggestions.Based on the results of the analysis, the activities of the organization for weak hearing children in long-term treatment show that:

1. Tutoring support prevents children in long-term treatment from being disconnected from education and helps them to learn.
2. The ITYo (Individual Learning Path) is regularly adjusted based on the child's health dynamics, making it easier for them to learn.

In conclusion, the process of socialization of children and the effectiveness of education increase with the help of tutoring activities.

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