INTRODUCTION

Today, the world is living in an era of digital technologies and an active technological revolution. Digitalization and new communication opportunities are reflected in all spheres of human life, including in the conditions of upbringing and education of children. In this regard, it is necessary to develop new pedagogical technologies based on the cognitive characteristics of the modern generation of children, maximally compensating for their social, intellectual, and moral deficits.

Students have quick and easy access to a large flow of information and can quickly find interesting information for them. At the same time, new opportunities are manifested in new educational needs of children (special learning needs dictated by their personality and personal educational tasks).

Students learn and develop in conditions that are different from all previous generations, and in this regard, their cognitive abilities change significantly. The authors of sociological and psychological-psychological studies (MIROSHKINA, 2014; NECHAEV; DURNEVA, 2016; PISHCHIK, 2011) call modern students generation Z - the indigenous inhabitants of the digital space (TAMARSKAYA; BELOVA; CHERNYAEVA, 2019). They are characterized by quick and easy access to a large flow of information, the ability to quickly adapt to the endlessly changing conditions of modern life, high adaptability to distance learning, the ability to work in multitasking mode, quick reaction, etc.

The demand of the time is the availability and maximum individualization of education to meet the educational needs of different categories of students (VESMANOV; VESMANOV; SHEVCHENKO, 2015). The educational request in this study refers to special learning needs dictated by the characteristics of children and their educational tasks. Today, there are many directions and projects in the system of general and additional education aimed at meeting this request. However, there are many students who, due to different individual educational opportunities and requests, need special psychological and pedagogical support when receiving education. A significant part of children does not find the opportunity to open their resources in the conditions of educational organizations, experience discomfort, pressure during mass education, difficulties in communicating with peers and teachers, which leads to external and internal conflicts of the child.

Modern schoolchildren need non-standard classes based on the principle of rhizomatic learning (CORMIER, 2014; ELKINA, 2016; IVANOVA, 2015), implementing the ideas of meta-education (Shapovalov, Skvortsov, Kashirin, Lukashevich) (SHAPOVALOV, 2001), able to provide maximum individualization and satisfaction of the educational request of students and parents, relying on the value-semantic foundations, forming the subjective position of children (BAIBORODOVA, 2016). In this case, this refers to the private auxiliary lessons of an educational nature, often not included in the main education system, which are not mandatory for all students, the content, form of conduct, and goals of which depend on the special needs for learning dictated by the individual and personal educational tasks of the student.

Today, the role of private classes is increasing. They are included in the holistic learning process of the child and affect its educational results along with other activities. However, the analysis of modern pedagogical research shows that this issue is not scientifically developed. The high practical demand for private classes and their insufficient scientific study confirm the relevance of this study.
In this article, we consider one of the aspects of the scientific justification of private auxiliary lessons and propose their classification. To classify according to V.I. Dal means to place, distribute, divide into categories and orders; to distribute any objects into classes (sections) depending on common features (Modern Dictionary of Foreign words). The goals and characteristics of these classes are accepted as the basis for the classification of private auxiliary lessons.

**METHODS**

This article is one of the results of a comprehensive study of the phenomenon of private auxiliary lessons, conducted in the period from 2017 to 2020, including the following methods:

- **Theoretical:** comparative-historical analysis of domestic and foreign scientific literature and Internet sources on the study of private auxiliary lessons; analysis of normative documents of modern education; analysis of the results of students' educational activities to assess the level of development and evaluate the effectiveness of the selected pedagogical tools and conditions; systematization and generalization of the data obtained; generalization of the experience of private teachers; modeling – development of models of private auxiliary classes, analysis of the basic concepts of research; causal analysis, classification of the studied phenomena; content analysis of questionnaires of private teachers.

- **Empirical:** focus groups with practicing private teachers (20 teachers), study of the activities of the specialized community of private teachers-tutors in the Vkontakte social network, consisting of 303 participants-tutors from different regions of the Russian Federation and neighboring countries, a survey of rural school teachers on the subject of private auxiliary classes – 2018; questionnaire survey of students - 86 people from 6 regions of the Russian Federation, study of the work of educational organizations for children with disabilities and children studying at home in Yaroslavl, Ivanovo, Vladimir, Nizhny Novgorod regions, Primorye – 2020; study of the work of centers of psychological, pedagogical and medical and social assistance in the Yaroslavl, Tambov, Sverdlovsk, Novosibirsk regions; monitoring the development of students, questioning students to assess the formation of a subject position, questioning parents to assess the educational situation, questioning teachers in order to identify effective pedagogical conditions for the formation of a subject position in private auxiliary lessons, conversations with teachers, parents and students to identify socializing, educational resources of private auxiliary classes, fundamental differences between private auxiliary classes and lessons in their classical understanding.

The main approaches to the study of the problem of classification of private auxiliary lessons

The methodological basis for the classification of private auxiliary classes is the following approaches:

- **System approach** (A.V. Usova, V. A. Cherkasov, V.G. Afanasyev, E.P. Istomin, A.G. Sokolov, Yu.K. Babanskii), which allows considering private auxiliary lessons as a holistic phenomenon and as one of the elements of the child's educational process related to his/her self-education, self-improvement, self-control;

- **Structural-functional** (T. Parsons, K.W. Pritcbard, T. H. Buxton, A.I. Shcherbakov, A.A. Pocheustnev) is aimed at studying the structure of classes and their functional features.

The purpose of the study is to classify private auxiliary lessons, to identify their features and possibilities of use in modern conditions.

Research objectives:

- to identify the grounds for classifying private auxiliary occupations (types),
- to determine the main purpose, features of private classes,
to identify educational opportunities and characterize the most common types of activities in practice.

RESULTS
As a result of the research, the purpose of private auxiliary classes was determined – to reveal the child’s capabilities and resources, to create conditions for the formation and development of his/her subjective position. Private auxiliary lesson have several key features:

- conducted individually or in small groups;
- organized regularly;
- they are conducted to help students to learn: to consolidate and deepen knowledge, improve school performance, eliminate gaps in knowledge, help in mastering new knowledge and skills (additional explanation) and completing homework, prepare for successful admission to an educational institution, increase academic knowledge, fill in deficits of development and socialization, etc.;
- depend on the main education system;
- characterized by maximum individualization of the education process;
- in most cases, they are not standardized (they are aimed at solving an educational request);
- they are built on the principle of rhizomatic learning;
- in most cases, they relate to non-formal education.

The main approaches that should be considered when organizing private auxiliary classes have been identified:

- subject-oriented (K.A. Abulkhanova-Slavskaya, N.M. Borytko, D.A. Leontiev, O.A. Matskaylova, V. I. Slobodchikov, et al.), meaning that the basis of private auxiliary classes are the processes of self-development and self-actualization of the child, individual inclinations, interests and hobbies, pedagogical conditions for creating a subjective position and a unique trajectory of self-education;
- reflexive-activity (V. K. Zaretskii, A. B. Karpov, T. P. Osipova, M.I. Rozhkov, V.V. Yudin, A. L. Umanskii, et al.), which assumes that the child has the position of the subject of activity in the educational process and realizes, based on reflection, rebuilds and constructs ways of its implementation;
- nomadological (D. Cormier, R. Tracy, M.A. Ignatov, A.V. Shlyakov), based on the concept of the rhizome, which allows studying private auxiliary lessons that depend on constantly changing requests of subjects, unpredictable situations, conditions, and accidents;
- existential (J.-P. Sartre, E. Erickson, K.A. Abulkhanova-Slavskaya, A. N. Leontiev, C. JI. Rubinstein, O.S. Gazman, M.I. Rozhkov, et al.) allows considering private auxiliary classes from the point of view of the development of forms of internally conditioned activity (self-education, self-development, self-organization, self-improvement, self-regulation, self-government).

Based on these approaches, the classification of private auxiliary classes is carried out to solve the educational request of students (goals):

- Tutoring in order to increase the success of the student in educational activities.
- Private auxiliary classes with children who have difficulties in mastering the educational program.
- Correctional courses for disabled children.
- Classes to eliminate knowledge gaps (off the school schedule).
• Distance learning for disabled children at home.

The analysis of these classes from the point of view of their purpose allows dividing the types of classes into types (Table 1).

The “+” sign marks the spread of types of training sessions in practice:
+ rarely held (up to 10%);
++ frequently held (up to 30%);
+++ have a wide distribution (>50%).

**Table 1.** Classification of private auxiliary lessons.

| Classification attribute | Types | Types of private auxiliary lessons |
|--------------------------|-------|-----------------------------------|
|                         | Tutoring | Classes for children with difficulties in mastering OOP | Correctional classes for disabled children | Classes to eliminate knowledge gaps (off the schedule) | Distance learning for disabled children |
| The subject of initiating classes | Child | ++ | + | + | + | + |
| Of the educational organizations | Parents | +++ | ++ | ++ | + | +++ |
| Main purpose | Improving academic performance (indicators on the subject) | +++ | ++ | + | +++ | +++ |
| Replenishment of developmental and socialization deficits | + | ++ | +++ | + | +++ |
| Form of interaction | Full-time | ++ | +++ | ++ | +++ | + |
| Remote (e-learning, offline interaction of subjects) | ++ | + | ++ | + | + |
| Mixed learning | ++ | ++ | ++ | + | +++ |
| Number of students | Private lessons | +++ | ++ | +++ | + | ++ |
| Group classes | + | ++ | +++ | + | ++ |
| Institutionalty | Conducted in an educational organization (state / municipal center) | + | ++ | +++ | +++ | +++ |
| Conducted by a private teacher | +++ | ++ | ++ | + | + |
| Organizer | Teacher | +++ | ++ | + | +++ | +++ |
| Students/High school students | + | + | + | + | + |
| Psychologist-speech pathologist-speech therapist | + | +++ | +++ | + | +++ |
| Location | In the organization | + | +++ | +++ | ++ | +++ |
| At home | +++ | + | + | + | +++ |

*Source:* Search data.

Briefly consider the types of private auxiliary lessons

**Tutoring**

Tutoring is an auxiliary, complementary learning process, dependent on the main education system, consisting of a cycle of extracurricular activities with a private teacher, aimed at solving a specific educational task (SHIPKOVA, 2018).
The results of a comprehensive study (focus groups with private teachers, analysis of the activities of the profile community) revealed that in practice, the subject of initiating tutoring classes, in most cases, are the parents of students, about a third – the students themselves, in some cases, additional classes with a private teacher are recommended by the educational organization. The main purpose of these classes, most often, is to improve academic performance (indicators) in the subject (including exam preparation), rarely psychological and pedagogical support, or filling in development deficits. In practice, tutoring classes are widely practiced both full-time and in the form of mixed training. The distance format, which allows offline interaction of participants in the educational process, is less common in Russia, but studies of tutoring in foreign countries reveal the high popularity of e-learning and offline interaction of subjects of educational activity. In private tutoring, classes are usually conducted individually, in institutional ones (organized by specialized organizations) – both individually and in small groups.

Classes with private teachers are almost always conducted outside the organization that implements the educational program for this student, mainly at the student’s or teacher’s home; with institutional tutoring, at the center of tutoring activities. In Russian-language tutoring, the role of the organizer of classes is most often performed by a teacher (by education, profession), about a fifth of the tutors are students. Foreign experience shows a high prevalence of tutors-students and tutors-high school students. Studies of Russian and foreign scholars confirm the fact of high demand for this type of training. A study by A.Ya. Burdyak (2015, p. 96) shows that

[…] as a result of a survey of 1,505 parents of students in grades 1-11, it was found that 31% of Moscow schoolchildren use the services of tutors: in primary school, a private individual teacher is required for 13% of children, in grades 5-7 - 28% of schoolchildren, up to 68% of students in grades 8–11.

A. A. Naumova (2017), surveyed 522 students of Surgut State Pedagogical University, the results of which show that during the preparation for the Unified State Examination (admission to the university), 41% of the surveyed students sought help from individual tutors. The results of both studies allow confirming the information about the mass nature of tutoring classes in modern teaching practice, as well as the assumption that tutoring is currently part of the holistic (formal, informal, informational) educational process of high school students.

Even though tutoring is not an official (recognized) educational process, the Federal Law "On Education of the Russian Federation" No. 273-FZ allows for "paid tutoring classes" (paragraph 7 of the Comments to Article 2) (FEDERAL LAW OF THE RUSSIAN FEDERATION, 2012). In many general education organizations, "tutoring with students of other general education institutions" is prescribed in the charter, as "another form of activity" (CHARTER OF THE MOU BOLSHESELSKAYA SECONDARY SCHOOL, 2019; CHARTER OF THE MUNICIPAL BUDGETARY GENERAL EDUCATION INSTITUTION, 2015).

Private auxiliary classes with children who have difficulties in mastering the educational program are the subject of the activities of the centers for psychological, pedagogical, medical, and social assistance (hereinafter referred to as PPMS-centers). Usually, these classes are conducted by teachers-psychologists, special needs teachers, teachers-speech therapists. In this context, we consider classes that are necessary for a child not to solve psychological, speech therapy, or problems associated with intellectual disabilities, but to understand the problem of relationships with teachers or classmates, to form adequate self-esteem, to increase the motivation of educational activities, and social adaptation. According to Article 42 of Federal Law No. 273-Fz of December 29, 2012 "On Education in the Russian Federation", the following categories of students are the subjects of the activities of PPMS-centers:

1) children experiencing difficulties in mastering basic general education programs, development, and social adaptation, including at an early age;

2) students with disabilities;
3) underage students who are recognized in the cases and the manner provided for by the criminal procedure legislation as suspects, accused, or defendants in a criminal case, or who are victims or witnesses of a crime.

Usually, these classes are recommended by an educational organization, less often - initiated by the parents of students, for psychological and pedagogical support. Most often, classes are held full-time, less often - in the form of mixed learning. Conducted by a specialist (psychologist, speech therapist, speech pathologist; less often - a teacher, a psychiatrist, a psychotherapist) both individually and in groups, in an educational organization or a center for psychological, pedagogical, medical, and social assistance, rarely at home.

Item 19 of the Plan of the main actions until 2020, carried out within the framework of the Decade of Childhood, approved by the Order of the Government of the Russian Federation of July 6, 2018, No. 1375-r, provided for the event "Ensuring conditions for providing psychological, pedagogical and medico-social assistance to students and young children" with the indicator "creating a network of regional and municipal centers (services) of psychological, pedagogical and medico-social assistance to students and young children at the rate of at least 1 center per 5,000 children" (ORDER OF THE GOVERNMENT OF THE RUSSIAN FEDERATION, 2018). However, practice shows that there are much fewer such centers in the regions. In foreign practice, psychological and pedagogical support is organized in schools by services that include psychologists, psychiatrists, psychotherapists, and counselors.

**Correctional courses for disabled children**

According to the requirements of the sanitary rules of SP 2.4.3648-20 “Sanitary and epidemiological requirements for organizations of education, training, recreation and health improvement of children and youth” (approved on September 28, 2020), at least 5 hours of extracurricular activities are provided by an educational organization for the implementation of mandatory correctional classes. According to the experience of organizations that teach disabled children at home (Yaroslav and Ivanovo regions), such correctional courses have correctional-personal and correctional-subject components. Programs for correctional courses are developed by special needs teachers or subject teachers who have an additional specialization "Special needs teacher", considering the results of the child’s diagnosis and the resulting deficits in development, learning, and social adaptation. When designing a correctional course, the special educational needs of the child, developmental deficits, gaps in knowledge, personal characteristics, the level of socialization, the ability to interact with classmates, etc. are considered as much as possible. According to the legislation, these classes are part of the system of psychological and pedagogical support of the educational process.

These classes are recommended by the educational organization, less often - by the parents, less often - by the students themselves. The main purpose of this type of activity is to fill the deficits of development and socialization; secondary - to improve the child’s academic performance. Practice shows that correctional courses are conducted mainly full-time or in a mixed learning format, and both group and individual work is effective (its expediency is determined by the goals and individual characteristics and needs of children). Depending on the format of the child’s education, these classes are held in an educational organization or at home (with a home-based form of education).

**Classes on closing knowledge gaps**

Conversations with teachers of different (urban, rural, small, and crowded) educational organizations, observations of the construction of educational activities of students reveal the practice of organizing classes to eliminate gaps in knowledge. These classes are usually not included in the schedule of classes and are not mandatory for all children in the class.

Classes of this type have an exclusively rhizomatic structure, since, for the most part, they do not have a pre-prepared program or planning of training time, but are focused on the immediate correction of the identified gap in knowledge, individual for each student.
A distinctive feature of these classes is the absence of tuition fees. Training sessions are not included in the schedule, and, therefore, are not paid to the teacher by the educational organization. Parental payment in this case is also not provided.

The study revealed that these classes are organized and conducted by subject teachers in an educational organization to improve the child’s academic performance and performance in the subject - conditions are created for purposeful preparation for exams, working out problem points identified during the control, etc. They are usually held in person for a group of children, not necessarily classmates. In the case of home-based training, they are organized in a mixed form or at home and allow the format of offline interaction.

In foreign experience, one can find similarities between these classes and a “full-day school” (GRUNDER et al., 2013), when the first half of the day is organized in the form of lessons, and the second half is organized for extracurricular activities that correspond to the educational and creative needs of the child, including for organizing independent work and conducting classes in order to eliminate gaps in knowledge. However, the fundamental difference is the lack of institutional organization of classes, which, in our case, are held by agreement between the teacher and the child and are not mandatory for attendance.

Distance learning for children with disabilities and children with health limitations at home deserves more detailed consideration since it has several significant differences and is a form of organizing the main educational process for children who do not have the opportunity to attend mass school. This practice in the Russian Federation appeared only in 2010, within the framework of the National Priority Project “Education”, the project “Development of distance education for children with disabilities” was implemented. Currently, distance education centers for children with disabilities are organized in most regions of the Russian Federation. However, the choice of switching to a distance learning model or learning with teachers coming to the child’s home always remains with the child and his/her parents.

Conditions are created for maximum individualization in the educational process, taking into account the age and physical characteristics of the child, and compensating for developmental deficits caused by the disease. Distance learning is organized online (usually in the form of mixed learning) individually or in small groups. The educational organization provides equipment and Internet access for organizing the learning process. Children, while at home, are present in person at lessons through remote interaction opportunities – in a mass class – through a robot (Ivanovo region, Moscow, Moscow region) or, due to Internet communication and computer technology, in a specialized class organized for children studying at home according to one adapted basic educational program (Yaroslavl region, Primorye, Vladimir, Nizhny Novgorod, and other regions). Thus, practice shows the effectiveness of these classes both when teaching in remote groups and individually. Classes are conducted by teachers according to the approved schedule.

The educational process of distance learning for children with disabilities is outlined by the requirements of Federal State Educational Standards while teaching academic subjects and correctional work requires a rhizomatic structure and a nomadological approach. Children switching to the distance learning option are at different levels of mastering the educational material, gaps in knowledge, as a result of a long illness, are identified at different stages of training and are necessarily considered when further planning classes. When a problem area is identified, the work program is adjusted - changes are made to supplement the material for working out an unformed skill in the lesson, as well as using the resources of correctional courses.

Even though this type of classes is represented in the main education system, we consider it possible to refer it to private auxiliary classes, since the purpose and main features (ensuring maximum individualization, the rhizomatic structure of training, organization of psychological and pedagogical support) correspond to such classes.

The subject of initiating the transition to the remote form of organizing the educational process in half of the cases is the educational organization, less often - the parents, sometimes - the child himself/herself. Psychological and pedagogical support is provided in
the educational process, aimed both at improving academic performance in subjects and at filling gaps in knowledge.

Schools where children with special educational needs study at home exist in different countries of the world. For example, online education has been practiced since 1995 in the United States of America, and currently, such schools (taking into account only the public sector) are organized in 44 states (WATSON; GEMIN; RYAN, 2008; DELEUZE; GUATTARI, 2007). For example, in 1996, China had only 1 such school, and in 2011 – 200 schools (BARBOUR et al., 2011). The international community describes the positive experience of organizing online training in Canada, Great Britain, Finland, Denmark, Mexico, Germany, Eastern Europe, and South America (BARBOUR et al., 2011; THOMPSON; FERDIG; BLACK, 2012).

Summarizing the features of private auxiliary classes of different types, we conclude that the results of private auxiliary classes depend on the educational request; they are characterized by the lack of linearity, mobility of the result, changes in the educational request in the learning process, and allow for the adjustment of planned achievements. In each particular case, the results may be different, and they will be considered achieved. For some children, the result will be an increase in academic knowledge (improving academic performance, filling gaps in knowledge, in-depth study of the subject. For others, it is confidence in their knowledge, ensuring the psychological comfort of the student in the educational process.

The research shows that private auxiliary classes based on the principles of the subject-oriented approach become the most effective.

DISCUSSION

The analysis of the current situation and the scientific and pedagogical literature allows stating that at present private auxiliary lessons solve many problems of students and parents, satisfy their educational request. Today, such classes are a necessity for some children. Special conditions for the organization of training (based on the principle of rhizomatic training, nomadological approach to the educational process) of this form of classes ensure the satisfaction of the educational request of students who have difficulties in mastering the educational program (SHARI; VRANDA, 2016; SHLYAKOV, 2015), gifted students (GABDULKHAKOV, 2018; TIKHOMIROV, 2018), children experiencing psychological problems in the context of mass education, children with internal conflicts, misunderstood by school teachers or peers of children with disabilities, children with health limitations who are unable to attend an educational organization.

Some aspects of such classes have become the object of scientific interest of such scholars as M. Bray (2007), H.-U. Grunder, N. Gross, A. Jaggi, M. Kunz (2013), N.G. Krylova (2011), A.A. Naumova (2017). Studies of the UNESCO International School of Comparative Analysis have led to the conclusion that private support classes with students play an important role in the acquisition of children not only educational skills but also in the development of personal competencies (RUDOLPH, 2002).

Scholars agree that at present, the goal of frequent classes is no longer to compensate for the current poor academic performance, but rather to identify and develop the individual abilities of the child not only in school but also for his/her professional future (KLEMM; HOLLENBACH-BIELE, 2016). A private teacher "increases the intellectual and academic abilities, educates the emotional well-being of students, implementing comprehensive individualized support" (STORK; WALKER, 2015, p. 47). Studies show that the effectiveness of auxiliary classes is since a private teacher "can rearrange and choose the forms of organization of their classes, flexibly responding to the student's requests, as well as to his/her physical and psychological state" (KRYLOVA, 2018, p. 32; BURLAKOVA, 2015).

In modern conditions, a private teacher must be considered not as a teacher who communicates academic knowledge to the student, but as a tutor who helps the child to discover internal resources, creating conditions for the formation of the student's subjective position. Research by A. Stork and B. Walker (2015) found that an increase in academic performance is not the result of "coaching" the child, but the result of his/her pedagogical support in the educational process. This is how individualization is ensured, which
Given the natural need of the modern generation to digitalize all spheres of life, digital technologies fit seamlessly into the learning process. Distance learning and computer technologies make it possible to organize the educational process for children with disabilities and/or disabilities at home, maximally compensating for the deficits of development, upbringing, socialization caused by the disease, and the inability to study in an educational organization, including contributing to the formation of the subjective position of students. The coronavirus pandemic, which led to the impossibility of natural interaction between participants in the educational process, was a catalyst for the use of Internet communications to organize the educational process. Thereafter, training by private teachers has long been practiced in a distance form and is also a means of ensuring guarantees for high-quality and affordable education for children with different educational needs and opportunities. International studies confirm the effectiveness of remote schools and their viability in comparison with traditional learning (THOMPSON; FERDIG; BLACK, 2012; CAVANAUGH et al., 2004; DICKSON et al., 2005; SLOVAR.CC, n.d.; SHIPKOVA, 2018).

The spread of computer technologies leads to a decrease in the stability of social contacts of schoolchildren. The child is more likely to be involved in dangerous groups and groups with an extremist nature if the child cannot resist the negative effects of information and antisocial influences. In this regard, there is an increasing need for the development of new pedagogical technologies aimed at the formation of the student’s subjective position, his/her self-development, and self-realization based on value-semantic guidelines. The formation of the child’s subjective position becomes a condition for the child’s safe life.

CONCLUSION

The analysis of the modern educational process shows that private classes are quite common in practice. They affect the child’s educational results: subject, personal, and meta-subject. The results of the comprehensive study described above demonstrate the high potential of private classes for the formation of the child’s subjective position, have a high educational potential. The value of these classes lies in the disclosure of the child’s capabilities and resources, creating conditions for the development of his/her subjectivity and individuality.

The specificity of private auxiliary lessons is to ensure the maximum individualization of the educational process and the realization of the educational needs of children, based on their capabilities. These classes illustrate the possibility of abandoning the usual ideas about the educational process and the knowledge paradigm of learning and provide for reliance on the experience of the student and the teacher, a dialogue with the student as a basis for thinking about the content generated at the time of discussion, and partnership between the teacher and the student.

The problem of private auxiliary lessons in pedagogical science and practice is relevant. Studies of private lessons are presented from the point of view of various factors in the foreign and domestic scientific literature: essential, economic, and legal, but from the point of view of pedagogical technologies and educational potential, these classes are practically not studied, which confirms the relevance of this study and its prospects.

ACKNOWLEDGMENTS

The reported study was funded by RFBR, project number 20-313-90037.

REFERENCES

BAIBORODOVA, L.V. Ispolzovanie subektno-orientirovannykh tekhnologii v obrazovatelnom protsesse [The use of subject-oriented technologies in the educational process]. Elektronnyi nauchnyi zhurnal Informatsionno-kommunikatsionnykh tekhnologii v pedagogicheskom obrazovanii, 2016, 9(47), 96-102.
BAIBORODOVA, L.V. (Ed.). Pedagogical technologies. In 3 parts. Part 3. Design and programming: textbook and workshop for academic bachelor’s degree. 2nd ed., rev. and amend. Moscow: Urait Publishing House, 2018, 219p.

BARBOUR, M.; BROWN, R.; WATERS, L.H.; HOEY, R.; HUNT, J.L.; KENNEDY, K.; OUNSWORTH, C.; POWELL, A.; TRIMM, T. Online and blended learning: a survey of policy and practice of K-12 schools around the world. Vienna, VA: iNacol Press, 2011.

BRAY, M. Private additional training (tutoring): a comparative analysis of models and consequences. Questions of education, 2007, 1, p. 65-83.

BURDYAK, A.Ya. Dopolnitelnuye zanyatiya po shkolnym predmetam: motivatsiya i rasprostranennost’ [Extra classes in school subjects: motivation and prevalence]. Monitoring obschestvennogo mnения: ekonomicheskie i sotsialnye peremenny, 2015, 2, p. 96-112.

BURLAKOVA, T.V. Individualized techniques as a means of training students at the pedagogical university. Yaroslavl Pedagogical Bulletin, 2015, 2, p. 108-113.

CAVANAUGH, C.; GILLAN, K.J.; KROMREY, J.; HESS, M.; BLOMEYER, R. The effects of distance education on K-12 student outcomes: a meta-analysis. Learning Point Associates, October 2004. Avialable at: https://files.eric.ed.gov/fulltext/ED489533.pdf. Access: Jul. 21, 2021.

CHARTER OF THE MOU BOLSHESELSKAYA SECONDARY SCHOOL, 2019. Available at: https://shbol.edu.yar.ru/docs/docs/ustav_2019.pdf. Access: Jul. 21, 2021.

CHARTER OF THE MUNICIPAL BUDGETARY GENERAL EDUCATION INSTITUTION OF THE MUNICIPALITY OF KRASNODAR SECONDARY GENERAL EDUCATION SCHOOL No. 19 NAMED AFTER THE HERO OF THE SOVIET UNION MARINA RASKOVA, 2015. Available at: https://school19.centerstart.ru/sites/school19. Access: Jul. 21, 2021.

CORMIER, D. Rhizomatic learning – a big forking course. December 5, 2014. Available at: http://davecormier.com/edblog/2014/12/05/rhizomatic-learning-a-big-forking-course/. Access: July 21, 2021.

DELEUZE, J.; GUATTARI, F. Anti-Oedipus: Capitalism and schizophrenia. Transl. from French by D. Kralechkin, scientifc ed. by V. Kuznetsov. Yekaterinburg: U-Factoria, 2007, 672 p.

DICKSON, W.P.; SMITH, R.; CLARK, T.; BLOMEYER, R.L. (Eds.). A synthesis of new research in K-12 online learning. Naperville, IL: Learning Point Associates, 2005.

ELKINA, I.M. O novykh didakticheskikh kontseptakh: rizomopodobnoe obuchenie [On new didactic concepts: rhizome-like teaching]. Filosofskie nauki [Philosophical Sciences], 2016, 11, p. 82-95.

FEDERAL LAW OF THE RUSSIAN FEDERATION No. 273-FZ of December 29, 2012 “On Education in the Russian Federation”. Available at: http://www.kremlin.ru/acts/bank/36698. Access: Jul. 21, 2021.

GABDULKHAKOV, V.F. Odarennyi shkolnik i sovremennyi uchitel: tekhnologii i moeli vzaimodeistviya [Gifted schoolchild and modern teacher: technologies and models of interaction]. Narodnoe obrazovanie [Public Education], 2018, 1-2, p. 71-75.

GRUNDER, H.-U.; GROSS, N.; JAGGI, A.; KUNZ, M. Nachhilfe. Eine empirische Studie zum Nachhilfeunterricht in der deutschen Sprachigen Schweiz: die Monographie. Germany: Klinkhardt-Verlag, 2013, 198p.

IVANOVA, S.V. Ob osobyh usloviyakh formirovaniya sovremennoy obrazovatelnogo prostranstva [On special conditions for the formation of a modern educational space]. Otechestvennaya i zarubezhnaya pedagogika, 2015, 3, p. 5-10.
parents. How to stop worrying and help your child in an age of rapid change]. Kaliningrad: Publishing house of Immanuel Kant Baltic Federal University, 2019. 110 p.

THOMPSON, L.; FERDIG, R.; BLACK, E. Online schools and children with special health and educational needs: comparison with performance in traditional schools. *Journal of Medical Internet Research*, 14(2), e62, 2012.

TIKHOMIROV, S.N. Kognitivnyi, kompetentnostnyi, lichnostno-orientirovannyi i nomadologicheskii podkhod k sisteme kontrolya i otsenivaniya professionalnoi podgotovki spetsialista v obrazovatelnoi organizatsii [Cognitive, competence-based, personality-oriented and nomadological approach to the system of monitoring and assessing the professional training of a specialist in an educational organization]. *Nauchnye issledovaniya i obrazovanie [Scientific Research and Education]*, 1(29), 58-62, 2018.

VESMANOV, D.S.; VESMANOV, S.V.; SHEVCHENKO, P.V. Analiz obrazovatelnykh zaprosov zakazchikov obrazovatelnykh uslug obshchego obrazovaniya: granitsy i metodika [Analysis of educational requests of customers of educational services of general education: boundaries and methods]. *Vestnik Moskovskogo gorodskogo pedagogicheskogo universiteta. Seriya: Ekonomika*, 4, 89-105, 2015.

WATSON, J.; GEMIN, B.; RYAN, J. Keeping pace with K-12 online learning: a review of state-level policy and practice. November 2008. Available at: https://static1.squarespace.com/static/59381b9a17bffe68bf625df4/t/5949b57fb 3db2bd59bcb124b/1498002820345/KeepingPace+2008.pdf/. Access: Jul. 21, 2021.
Classification of private auxiliary lessons

Classificação de aulas auxiliares privadas

Clasificación de las clases auxiliares privadas

Resumo
Este artigo apresenta os resultados de um estudo abrangente de aulas auxiliares privadas, incluindo métodos teóricos e empíricos, realizado no período de 2017 a 2020. As principais abordagens para o estudo do problema de classificação das aulas auxiliares privadas são as do sistema e das estruturais-funcionais. Foram definidos os objetivos das classes auxiliares privadas. Suas principais características foram identificadas: são conduzidas individualmente ou em pequenos grupos; eles são organizados regularmente; são conduzidos para auxiliar na formação de escolares; dependem do sistema educacional principal; caracterizam-se pela individualização máxima do processo de aprendizagem; na maioria dos casos, eles não são padronizados; baseiam-se no princípio da aprendizagem rizomática; na maioria dos casos, eles pertencem à educação não formal. Com base nos objetivos, foram definidos os tipos dessas classes, que são divididos em tipos de acordo com as características correspondentes, e sua descrição foi dada.

Palavras-chave: Posição do aluno. Individualização do processo educativo. Aprendizado rizomático. Autoeducação. Meta-educação.

Abstract
This article presents the results of a comprehensive study of private auxiliary lessons, including theoretical and empirical methods, carried out in the period from 2017 to 2020. The main approaches to the study of the problem of classification of private auxiliary lessons are system and structural-functional ones. The goals of private auxiliary classes have been defined. Their key features have been identified: they are conducted individually or in small groups; they are organized regularly; they are conducted to assist in the education of schoolchildren; they depend on the main education system; they are characterized by maximum individualization of the learning process; in most cases, they are not standardized; they are based on the principle of rhizomatic learning; in most cases, they belong to non-formal education. Based on the goals, the types of these classes have been defined, which are divided into types according to the corresponding characteristics, and their description has been given.

Keywords: Subject position of the student. Individualization of the educational process. Rhizomatic learning. Self-education. Meta-education.

Resumen
Este artículo presenta los resultados de un estudio exhaustivo de lecciones auxiliares privadas, incluidos métodos teóricos y empíricos, realizado en el periodo de 2017 a 2020. Los principales enfoques para el estudio del problema de la clasificación de las lecciones auxiliares privadas son los sistemas y los estructurales-funcionales. Se han definido los objetivos de las clases auxiliares privadas. Se han identificado sus características clave: se realizan individualmente o en pequeños grupos; se organizan regularmente; se llevan a cabo para ayudar en la educación de los escolares; dependen del sistema educativo principal; se caracterizan por la máxima individualización del proceso de aprendizaje; en la mayoría de los casos, no están estandarizados; se basan en el principio del aprendizaje rizomático; en la mayoría de los casos, pertenecen a la educación no formal. En base a los objetivos, se han definido los tipos de estas clases, que se dividen en tipos según las características correspondientes, y se ha dado su descripción.

Palabras-clave: Posición del estudiante. Individualización del proceso educativo. Aprendizaje rizomático. Autoducación. Meta-educación.