

EDUCATION OF CHILDREN HANDMADE WORKS IN THE LABOR LESSONS IN THE THIRD CLASS OF SPECIAL (CORRECTTIONAL) SCHOOL OF VIII KIND.

ОБУЧЕНИЕ ДЕТЕЙ НА УРОКАХ ТРУДА РУКОДЕЛЬНЫМ РАБОТАМ В ТРЕТЬЕМ КЛАССЕ СПЕЦИАЛЬНОЙ (КОРРЕКЦИОННОЙ) ШКОЛЕ VIII ВИДА

L. NAZAROVA

Scientific advisor: T.A. Guzikova (associate professor)

Abstracts

The theme of this article is instruction in work with textile materials on hand labor lessons in a special (correctional) school of VIII kind.

The main objective of the study is to describe the progress of the lesson when dealing with textile materials.

Keywords: *special (correctional) school of VIII kind, manual labor, children with intellectual disabilities, textile materials.*

Аннотация

Тема данной статьи – обучение работе с текстильными материалами на уроках ручного труда в специальной (коррекционной) школе VIII вида.

Основная цель исследования заключается в описании хода урока при работе с текстильными материалами.

Ключевые слова: *специальная (коррекционная) школа VIII вида, ручной труд, дети с интеллектуальными нарушениями, текстильные материалы.*

Work with textile materials in the lessons of manual labor along with other kinds of works creates the conditions for the correction of cognitive activity and physical disability students with intellectual disabilities. Classes with textile materials, as well as working with paper, cardboard, and wood aimed at solving problems of social and labor adaptation of children with intellectual disabilities [1, 2, 4, 5, 6].

Children's design skills are developed and corrected on manual labor lessons. Manual labor plays an important role in the intellectual and aesthetic education of the child. Also it plays a major role in the development of his/her creative and technical abilities.

Classes with textile materials create the conditions for the correction of cognitive activity and physical disabilities of children with intellectual disabilities. Message information about threads and fabrics, their properties, processing methods and application allows us to refine and expand the representation of students about these common materials in human life. Students learn to perform simple stitches. Threading a thread to a needle, sewing stitches equally sized strictly for the intended line develop in students an accurate eye and a clear coordination of movements. Cutting fabric for the pattern, simple embroidery pattern, an indication of the place and stitch direction lines contributes to the improvement of the spatial orientation of the mentally retarded students.

Great importance is compliance with the rules of work culture, economical consumption of materials, careful attitude to instruments and various technical aids.

Here is a tutorial on the topic: "Embroidering along the contour of flowers, followed by self-piercing and coloring" [2].

Goals to achieve: to develop the ability to navigate in the job; learn how to plan a sequence of items, use the domain-operating map in the planning and practical work; consolidate the ability to use a thimble and sewing method "needle up and down", as well as to assess the results of their work, report on the work done with the help of a teacher.

Partial progress:

- 1) Organization process
- 2) Introduction

The teacher asks the students to tell what flowers they know where they grow up. Children look at the illustrations depicting the various flowers. The teacher asks the children to remember the songs about flowers, tell poems.

- 3) Task analyzation

Students say the appointment of the product, called the subject, embroidered in the picture, parts of it, the shape, size, color, material, tools needed to work. Pupils remember what they have learned to embroider what stitches mastered.

- 4) Planning of the craft process

Preparation of the work plan is done by the subject-operating card. The teacher puts on the blackboard in a mess cards in detail-operational plan. Then the teacher asks students to think about the sequence in which it is necessary to put a card that they truly showed the order of operations. Called student interchanges cards on the board, one student tells them work plan.

- 5) Practice

Students embroider on ready drawings. Children on the leading questions of the teacher repeated terms of use needle and thimble, thread fastening techniques at the beginning and end of the embroidery. Students gestures show how will pierce cardboard, helping himself to a thimble. During the lesson, the teacher reminds the children that should observe the following sequence of work, which is reflected on the cards of the operational plan.

- 6) Report

Students make up a report on the work done with the help of teachers and building on substantive map indicating the main stages of its activities and calling the correct action.

- 7) Diagnosis

The teacher draws students' attention to the width of the stitches, the accuracy of puncture on the contours, correct fastening thread, orderly coloring.

- 8) Conclusion

In the course of employment with textile materials, students reinforce skills such universal instruments and devices, scissors, needles, templates for tissue marking, measuring instruments. All this greatly improves the overall labor training students with intellectual disabilities, as well as helping them to adapt to society.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

1. Антипов В.И. Руководство трудовым обучением в младших классах вспомогательной школы. – М., 1970.
2. Дульнев Л.М. Учебно-воспитательная работа во вспомогательной школе. – М., 1981.
3. Жидкина Т.С., Кузьмина Н.Н.Методика преподавания ручного труда в младших классах коррекционной школы VIII вида. – М., 2005.
4. Ковалева Е.А. Трудовое обучение во вспомогательной школе. Из опыта работы. – М., 1980.
5. Мирский С.Л. Формирование знаний у учащихся вспомогательной школы на уроках труда. – М., 1992.
6. Петрова В.Г. Развитие учащихся вспомогательной школы. – М., 1997.

BIBLIOGRAPHY

7. Антипов В.И. Руководство трудовым обучением в младших классах вспомогательной школы. – М., 1970.
8. Дульнев Л.М. Учебно-воспитательная работа во вспомогательной школе. – М., 1981.
9. Жидкина Т.С., Кузьмина Н.Н.Методика преподавания ручного труда в младших классах коррекционной школы VIII вида. – М., 2005.
10. Ковалева Е.А. Трудовое обучение во вспомогательной школе. Из опыта работы. – М., 1980.
11. Мирский С.Л. Формирование знаний у учащихся вспомогательной школы на уроках труда. – М., 1992.
12. Петрова В.Г. Развитие учащихся вспомогательной школы. – М., 1997.