

THE USE OF ORIGAMI METHOD ON THE LESSONS OF MANUAL LABOR IN THE SCHOOL VIII KIND

РАБОТА С БУМАГОЙ СПОСОБОМ ОРИГАМИ НА УРОКАХ ТРУДА В СПЕЦИАЛЬНОЙ (КОРРЕКЦИОННОЙ) ШКОЛЕ VIII ВИДА

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Annotation

Employments with paper and paperboard have a great correctional and developmental importance for children with intellectual impairment. Manufacture of paper folding products have an impact on the overall intellectual development of the child, contributes to the development of fine motor skills of hands and a speech in correction of disturbed the mental processes (spatial perception, voluntary attention, visual memory and other).

Keywords: *work with paper, children with intellectual insufficiency, manual labor, school of VIII kind.*

Аннотация

Занятия с бумагой и картоном имеют большое коррекционно-развивающее значение для детей, имеющих интеллектуальные нарушения. Изготовление изделий из бумаги путем ее складывания влияет на общее интеллектуальное развитие ребенка, способствует коррекции мелкой моторики рук, развитию речи в коррекции нарушенных психических процессах (пространственного восприятия, произвольного внимания, зрительной памяти и др.).

Ключевые слова: *работа с бумагой, дети с интеллектуальной недостаточностью, ручной труд, школа VIII вида.*

Working with the paper and paperboard has a significant place in the program of labor training of special (correctional) schools of VIII kind. The research works of Russian scientists show that this activity creates conditions for cultivating diligence, carefulness, artistic taste schoolchildren. Working with paper and paperboard present opportunities for correction of physically and mentally disabled pupils with intellectual disabilities [1, 3, 4, 5].

In the process of working with paper origami method pupils of special (correctional) school of VIII kind have to master the following skills: to fold correctly a sheet of paper along different axes (the angle with an angle and the midline), use a special ironing device (to smooth from the center to the edges), be oriented on on surface of a sheet of paper, to recognize, demonstrate and call the basic geometric shapes [2].

The work starts with the fabrication simple products. Gradually, the children do complex handiworks. Each lesson begins with an introductory talk «a meeting with a fairy tale». Children recollect a story, describe its characters. Step by step they do handiworks and comment each operation.

As an example, we use a conspectus of the lesson on the theme «Making a frog from paper origami method per sample» [2].

Objectives:

- to shape ability to be guided in the task by the teacher's questions;
- to perform product with the planning of the nearest operations building on the subject-operating card;
- learn to fold paper in different directions, pick a paper on color in accordance with the odd job;
- to develop an eye estimation, visual-motor coordination; to inculcate love for animals.

Procedure:

1. Organizing time.

2. Introductory talk.

Teacher asks pupils to guess a riddle:

«Gallop little animal, not the mouth, but a trap.

Fall into the trap and a mosquito and a fly». (Frog)

The teacher demonstrates pupils an illustration of the fairy tale "The Frog Princess" and asks the title of a fairy tale illustration. Together with the teacher the pupils recollect all the heroes of fairy tales. Then the teacher asks to name the main character (Princess Frog). The teacher tells the students that today at a lesson they would try to make their Frog Princess by folding a sheet of paper. Clarifies what color are the frogs and where do they live.

3. The orientation in the task.

The orientation in the task is carried out on issues the teacher: from what material made the frog; what color paper you need to take to work; from a sheet of What shape is executed frog; whether there are additional details in a product, what their location and method of attaching to basic detail.

4. The planning of the work.

Planning nearest operation carried out with a support on subject-operating card by teacher's questions with commenting on each operation:

- 1) First of all, fold a square along the fold line;
- 2) After bend the right corner of the triangle in a straight line, and bend it upwards;
- 3) Then bend the left corner of the triangle in a straight line, and bend it upwards;
- 4) Finally, flip the handiworks.

Stick or draw additional details (eyes, mouth) by a pencil or a felt-tip pen.

5. Practical work.

The teacher offers children a sheet of square-shaped paper, they complete a products, guided by the subject-operating card. The teacher accentuates the attention of children on the fact that they make not a simple frog but a very beautiful princess frog.

6. Progress Report.

Pupils talk about the sequence in which they were performing the product guided by the subject-operational plan, using key words: first, after, then, finally.

7. Evaluation of the quality of work done.

Children's attention is drawn to the correct fabrication of the handiworks, to the precision and accuracy of the fold's execution.

8. Summarizing the results of of the lesson.

Employments with paper and paperboard make it possible to apply the knowledge and skills in mathematics lessons, drawing, and speech development.

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