



Teaching children with hearing impairments to labour

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direction of deaf pedagogy
1st stage master

ABSTRACT

If we look at the history of deaf pedagogy, pedagogues and scientists J. Cordano, V.I.Flery, J.Itar, S.Speshnov, who studied children with hearing impairments as objects of research at different times, have a partial vocabulary that can understand the speech addressed. They noted that there are children who can compose even simple sentences, and that if the speech is addressed to them in an elevated manner, the problems of educating such children can be solved. R.M.Boskis believes that the key to the effectiveness of education for children with hearing impairments is the understanding of the developmental characteristics of this category of children.

Keywords:

Vocabulary. pedagogues and scientists J. Cordano, V.I.Flery, J.Itar, S.Speshnov,

If we look at the history of deaf pedagogy, pedagogues and scientists J. Cordano, V.I.Flery, J.Itar, S.Speshnov, who studied children with hearing impairments as objects of research at different times, have a partial vocabulary that can understand the speech addressed. They noted that there are children who can compose even simple sentences, and that if the speech is addressed to them in an elevated manner, the problems of educating such children can be solved. R.M.Boskis believes that the key to the effectiveness of education for children with hearing impairments is the understanding of the developmental characteristics of this category of children. Therefore, he relied on the theories of L.S. Vigotsky "Complex structure of impairments", I.P. Pavlov "Unity of analysis activities". In 1925, at the International Conference on the Education of Hearing-Impaired Children, A.S.Vigotsky said, "It is precisely the application of labor

education and upbringing that is the way out of all difficulties in teaching the deaf. The main thing is that labor education is the best way to life, it is a pledge to take an active part in life from an early age. That is why he equips the deaf child with everything, communication, speech, perception¹.

S.A.Zikov, M.I.Glebova, Y.N.Marsinovskaya, M.F.Titova scientifically substantiate the importance of visual practice in the formation of speech in students. S.A.Zikov divides the exhibition practice into three groups²: making an item from illustrative, dimensional and simple materials.

¹Zikova T.S., Zikova M.A. Method of subject-practical training in schools for gluxix children.-M., "Academy". 2002. – 169p

²Zikova T.S., Zikova M.A. Method of subject-practical training in schools for gluxix children.-M., "Academy". 2002. – 170p

S.A.Zikov, based on the teachings of T.S.Zikova, Y.N.Marsinovskaya studied the fact that practical activity is an important didactic condition for the full development of deaf children.

L.A.Novaselov classifies labor education of deaf children as follows:

Manual labor (preparation - 4th grade)

General technical training (grades 5-8)

Vocational education (grades 9-12)

demonstrates the objectives of each stage: 1. Manual labor allows deaf students to quickly and perfectly understand the realities of life. It plays an important role in the development of the child's personality, his intellectual strength, cognitive abilities. In the process of performing work activities, deaf students learn to consciously manage their physical and mental strength, which increases their overall activity and performance. The didactic significance of labor lessons in the school of deaf children is great. One of the requirements for labor classes is to connect it with other academic disciplines. On the one hand, labor lessons provide certain knowledge that is needed in other disciplines, as well as reinforce the knowledge acquired in other subjects.

Manual labor not only has an educational value, but also has a positive effect on the upbringing of the student's personality. It forces you to overcome difficulties (in the process of making things), which leads to the training of will and perseverance. Develops teamwork, friendly mutual support and disciplinary skills in students. In this regard, it is necessary to work with a team, in pairs, to ensure that the student can see "us" and not "I" in the process of work. It is advisable to set aside a separate room for manual labor classes. If this room is not available, students should have hanging boards on the desks and boxes for working tools.

The labor lesson begins at the organizational stage. The students then perform a variety of teacher tasks ("Soften the plasticine", "Paste the circle on white paper"). After completing these tasks, which focus on repeating the topic covered, the teacher announces what the students will be doing in class. Initially, he asks to select work tools and

materials independently or with the help of a teacher. He then demonstrates the process of making an item with his movements, with students repeating his movements. The sequence of work should be reflected in the writing on the board, in the notebooks of students from 2nd grade. This allows students to work easily on instruction cards in later years of education. Manual labor provides students with basic knowledge, skills, and competencies based on general technical education.

A number of studies have been conducted on the organization of labor education in special schools and the management of the education of students with special needs. As a result of studying and analyzing the research, we came to the conclusion that the problem of preparing students for work and profession is a very complex, multifaceted socio-pedagogical problem that requires a systematic approach. A.P.Gazova studied the psychology of labor education of deaf children. analyzed. The dynamics of the formation of different occupational skills in deaf children, different symbols,

At the current stage of development of the education sector, the task of involving students in social work is increasingly divided as a general and important task, because it is it that directly connects the modern school with life. In the research of B.P.Zhiznevsky, Y.L.Kolominsky, labor is defined as a purposeful activity aimed at creating a socially useful product that meets the material and spiritual needs of people. As a result of the analysis of the types of children's labor activity, its characteristics, changes at different ages, it is possible to be convinced that labor plays an important role in the development of the child, both for upbringing and education. It was found that in addition to labor training, labor education includes vocational guidance, socialization, and the formation of the spiritual and mental aspects of the individual.

Many authors have noted that labor education in school is utilitarian and tends to shape executive psychology in students. Educating students to strive for self-realization in work, helping to enrich their experience,

their internal motivation for active learning are highlighted as urgent tasks of labor education. To understand the role of labor education in the development of students with hearing impairments, it is useful to follow the genesis of labor education. P.P.Blonsky focuses on the need to differentiate between the main stages in the development of the labor education system: the beginning, the generalization stage, and the current state stage. Much of the pedagogical science and the school's experience gained in the first two stages of student labor and polytechnic preparation can be creatively reworked and used at the modern stage of school development. At the current stage of development of the education sector, the task of involving students in social work is increasingly divided as a general and important task, because it is it that directly connects the modern school with life. In the research of B.P.Zhiznevsky, Y.L.Kolominsky, labor is defined as a purposeful activity aimed at creating a socially useful product that meets the material and spiritual needs of people. As a result of the analysis of the types of labor activity of children, its characteristics, changes at different ages, labor in the development of the child is also nurtured, can also be made to play an important role in education. It was found that in addition to labor training, labor education includes vocational guidance, socialization, and the formation of the spiritual and mental aspects of the individual. The necessary structural components of labor education are the development of general and special working skills of students, their preparation for practical activities, the orientation of students to certain professions.

Improving labor education of primary school students in special schools, if the problem of labor education of primary school students in special schools has a theoretical and methodological basis, the content of educational sciences in teaching labor education is psychological. , pedagogical bases are defined, labor education is organized on the basis of pedagogical technology and interactive methods, professional methodical training of labor education teachers in special schools is at the required level, effective methods of labor

education of primary school students , if favorable conditions are created, scientifically based methodological recommendations for teachers of labor education of primary school students are developed, if labor education of primary school students is carried out on the basis of a specially developed system, The effectiveness of labor education for children with hearing impairments will increase in our country.

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