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THE USE OF VARIOUS METHODS IN RAISING AND EDUCATING MENTALLY RETARDED CHILDREN AND ORGANIZING THEIR INDEPENDENT ACTIVITIES.

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Abstract: Pre-school oligophrenopedagogy is effective in using various methods to raise and educate mentally retarded children, to organize their independent activities.

Preschool oligophrenopedagogy uses various methods to educate and train mentally retarded children, to organize their independent activities. Special pedagogical methods are similar to those used in general preschool pedagogy. However, the methods are supplemented and modified depending on the correctional educational tasks of the special preschool educational institution and the developmental characteristics of mentally retarded children.

By the form of influence on the child, the methods are verbal and visual. All of them are used in special preschool education. Verbal and visual methods are combined with practical methods. Verbal methods include instructions, storytelling, conversation, information, description of the event, etc.

Visual methods involve observation, examination of objects and surrounding phenomena (by sight, touch, hearing), that is, the organization of the child's sensory experience. Practical methods include various methods of organizing the child's activity (practical and cognitive tasks, organizing didactic games, etc.).

As in general pedagogy, in preschool oligophrenopedagogy, none of the above methods is used separately. All of them are used together. The ratio of methods at each stage of upbringing and education is determined by the level of development of children and the tasks facing the teacher and educator.

Principles of structuring classes.

The specificity of education in special preschool institutions depends not only on the use of verbal, demonstrative and practical methods, but also on the organization of the educational process

Let's consider the principles of the structure of classes. It is known that at the beginning of education, the attention of mentally retarded children is scattered, short-term, and focused only on the external appearance of the subject. Therefore, one of the principles of the structure of classes at this time is to frequently change the type of activity, because changing objects and types of activities attracts the child's attention and allows him to continue the lesson effectively. Gradually, the time allocated to each type of activity is increased, and the types of activities are reduced.

Another principle of organizing classes in special kindergartens is the repetition of program material. Mentally disabled children need much more repetition than children with normal intelligence. Classes should be structured in such a way that the repetition of tasks should be carried out in new situations and on new subjects. This prevents children from losing interest in classes, and secondly, it helps to form in children the ability to transfer acquired knowledge to new objects and situations. On this basis, generalized ideas about objects and phenomena appear in children. Thus, the next principle of organizing classes is the principle of ensuring the transfer of acquired knowledge to other material. The initial stage of training An important condition for the correct organization of classes on the road is that the classes should be in the form of a game. Over time, the formation of interest in the activity itself, and then in knowledge, allows you to reduce the game form of classes.

Let's consider each principle in more detail.

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1. Changing the types of activities.

In the first year of education, mentally retarded children (5 years old) cannot focus their attention on one subject or activity for more than 5 minutes. Therefore, the subject or activity that children are looking at should be changed every 5 minutes.

During the preparatory period, it is advisable to carry out such a change almost every 3 minutes. So, if the lesson lasts 15 minutes, it will first include 5, and then 3 types of activity. In the III-IV academic years, the time of the lessons is increased - one lesson lasts up to 30-35 minutes. By this time, when correctional and educational work is properly organized, children's attention becomes more stable, voluntary. Children should be engaged in one type of activity for a much longer time (7-10 minutes), while the tasks given to the children should be interesting, thought-provoking, and of a speech nature. In other cases, for example, if the tasks are connected with games, practical activities, children can be involved in one type of activity for up to 10-15 minutes.

1. Here, the type of activity can be changed less, the lesson can be made up of 2-3 different tasks.

2. Let's look at the following example:

3. 1. School year. Elements of the lesson on the formation of mathematical representations.

4. Content according to the program: 1. To teach to distinguish "One" and "Many" from a group of objects of the same type by imitation. 2. To teach children to distinguish objects by size. (larger-smaller).

5. 1. To distinguish one object from objects of the same type by imitation. The game "Let's plant a fir tree". 5 fir trees are placed in front of each child on a pallet. The teacher also has 5 fir trees and a box with holes. The teacher says to the children "Let's plant a fir tree". He takes one fir tree and sticks it into the hole in the box. Then he says "Do the same as I did." He takes another fir tree and raises it. Children do the same thing. The teacher checks that all the children have taken one spruce. Then the children take turns "planting spruce" by inserting a spruce into the additional hole with Bilan (5 minutes).

6. The game "Mushroom lion". 10-12 mushrooms are placed on the floor. The teacher takes a basket and puts 4-5 mushrooms in it. He shows the children how many mushrooms are in the basket. He calls 2 children, gives them baskets and invites them to pick the remaining mushrooms. In each basket, several - "many" mushrooms are collected (3 minutes). Imitating the teacher's movements, assemble double-layered nesting dolls. Children have double-layered nesting dolls on their desks. The teacher opens the nesting doll in his hands and takes out the smaller one. Children do the same as suggested. The teacher looks at the small nesting doll together with the children and says "small nesting doll". Then, imitating the teacher, the children put the small nesting doll inside the large one and close the large one. The teacher draws the children's attention to the folded nesting doll in the hands of the children. (4 minutes).

7. The game "Launch the nesting dolls in the car". The teacher takes a car with an open body and tells the children that the nesting dolls want to fly. He puts the nesting doll in his hands on the body, the children imitate and put their nesting dolls in the car. The teacher draws the children's attention to several - "many" nesting dolls in the car. (3 minutes).

. Repetition of program material Formation of the transfer of acquired knowledge, information, methods of action to another state. Repetition of program material, on the one hand, ensures its assimilation and consolidation, on the other hand. Their transfer to another state can be seen in the material of elementary mathematical representations.

In the program for the formation of elementary mathematical representations, in the 1st academic year, in the section "large-small", there is a requirement to teach children to divide objects according to their large-smallness.

Initially, the division of objects according to their large-smallness in mentally retarded children is formed in movement with didactic toys and in subject-game activities. First, the child is given

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tasks that require him to take into account the size of the objects. For example, in one lesson, children learn to assemble a nesting doll (first with 2 structures, then with 3 structures), in the next, to choose and close the lids of large and small boxes, etc. All such tasks are based on the principle that if the size is not taken into account, the result will not be achieved. Mentally retarded children first cannot distinguish between objects, shapes, holes. Boxes, lids, and boxes, they try to complete the task by force, they do not know how to act by trial, how to complete such a task. The teacher first teaches the child the very first method of testing it. Testing (probing) leads the child to distinguish the size of the object. Encourages independent research. Gradually, children learn to consciously experiment, moving from one task to another, learn to transfer this method from one task to another, to distinguish between large and small in the process of actions. Thus, various tasks aimed at distinguishing large and small arouse children's interest in activities, strengthen and expand children's ideas about the differentiation of objects by size, help them generalize, and ensure the transfer of the ideas thus formed from one object and situation to another.

GAME FORM

The game form helps to involve children in the lessons, to form positive feelings in them towards the tasks. However, when working with mentally retarded children, conducting the lesson in the form of a game is not enough, especially in the first year of school. They need to be given a game task. What is this? Let's imagine that the teacher is conducting a lesson, the purpose of the lesson is to teach children to liken objects and their images. This task is knowledge. It is an educational task, and children have not yet formed either interest in knowledge or educational activity. This task is only for the teacher. And the children are given another task - a game task. The task should be structured in such a way that in the process of completing it, the child should learn to compare the object with its image. For example, children are offered the game "Find your place". Children are given toys, and their pictures are placed on chairs arranged in a row. Children play with the toys in their hands in the room, marching when the chimes are played. When the signal "Find your picture" is given, the children run towards the chairs. Each child should sit on the chair with the picture of the toy in their hands. In this way, the child's task is to find his place. The picture of the toy serves as a means of achieving the goal. Thus, the goal of the teacher and the educator is one, and the goal of the children is different. But children should be offered such a game task in which achieving the result of the game leads to mastering the program material. In the initial period of education of mentally retarded children, it is advisable to use practical methods to organize children's activities and children's experiences. As an example of the use of practical methods, one can cite the work on the formation of ideas about "big-small", which was discussed above.

In the organization of education, it is important to correctly choose the methods of providing social experience to the child. Such methods are verbal description or verbal instruction, demonstration (imitation) by example, gestural instruction, joint actions of the child with an adult. The relationship between the methods of teaching a child social experience should be active, and they should always replace each other. For example, when imitating a child who can act according to a model, it is not necessary to hold a child who can act independently to the model. At the same time, if the child cannot perform the action according to a verbal instruction, it is possible to switch to imitation according to a model, if necessary, etc. It is also important to note that children perform different tasks differently. This depends on the complexity of the task and the child's level of familiarity with this activity.

It should be noted that demonstration and practical methods should be used in conjunction with speech - verbal instructions, verbal explanation of the task, verbal description, but speech should be introduced gradually.

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