

TEACHING THE SKILL OF MAKING FINGER PUPPETS THE CHILDREN WITH MENTAL DEFICIENCY

ОБУЧЕНИЕ ИЗГОТОВЛЕНИЮ ПАЛЬЧИКОВЫХ КУКОЛ ДЕТЕЙ С НАРУШЕНИЕМ ИНТЕЛЛЕКТА

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Abstracts:

The topic of this article - training fabrication finger puppet children with intellectual disabilities. The main aim of the work consists in teaching children with intellectual disabilities crochet techniques.

Keywords: children with intellectual disabilities.

Аннотация:

Тема данной статьи – обучение изготовлению пальчиковых кукол детей с нарушением интеллекта. Основная цель работы заключается в обучении детей с нарушением интеллекта приемам вязания крючком.

Ключевые слова: дети с нарушением интеллекта.

In the system of complex rehabilitation of children and teenagers with mental deficiency a special attention is paid to the creative hand-labor. It is an indispensable and effective means of correction of psychophysical deficiencies, stabilization of emotional state, and formation of child's personality, introduction a child into independent life, his successful socialization and adaptation.

Knitting is one of the kinds of hand-labor. At the lessons in special school for children with mental deficiency happens only the acquaintance of pupils with such kind of creative hand-labor. Therefore, at out-of-school activities we decided to attract the pupils to make puppets with elements of knitting. In order to arouse children's interest we suggested them to make an unusual puppet show and prepare a performance. In such a way the children turned to be involved into the creative process.

Planning and realization of classes were fulfilled with taking into attention the following demands:

- 1) Children should understand what I want to teach them;
- 2) All the work should be carried out systematically: from easy things to the difficult ones;
- 3) Teaching should be connected with life, that is, children should realize what for they make this or that article;
- 4) The work that is carried out should promote the correction of children's mental deficiency;
- 5) Children should obligatory have an example of article or at least one fragment, which will help them to understand what to do and how to do it;
- 6) The work was carried out with taking into account the individual skills of every pupil.

7) The classes were given to the children at the age of 10-11 after classes at school.

At first classes I acquainted the children with knitting as an art of arts and crafts. The children saw an electronic presentation. They have learnt that threads are made of different materials. Then the children examined different knitted things, remembered, how they are called, where one can use them. This work at the same time developed memory and intellect. For instance, the children have learnt to combine things in one group on the basis of common feature (a shawl, a sweater, a jacket warm us, but an oven glove and a napkin serve for decoration).

There are a lot of different kinds of threads now, therefore, in order the children should not be perplexed, I explained to them that for warm things one can use woolen threads, but for summer ones- cotton or synthetic. Further I showed them examples of things and asked them: “Why do people knit from woolen threads warm things and do not knit, for example, napkins?”

In order that a knitted thing should be beautiful, it is necessary to find a suitable crochet needle and threads, that is, the number of a crochet needle should correspond to the thickness of a thread. At classes I prepared specially examples, in which crochet needles and threads were not suitable while knitting. Examination of a pattern was led with questions: “Do you like it? Why do not you like it?” As a result, we came to conclusion, that the example, knitted from thin threads with a thick crochet needle is very crumbly, stretches in all directions, does not keep a form. And on the contrary, the example knitted from thick threads with a thin crochet needle is very dense, crude. Every pupil had an opportunity to touch and stretch a knitted example.

An introductory class allowed me not only to tell the children about knitting but to acquaint myself with them, tell them why they will be taught to knit.

Firstly children were getting used to me, spoke very little, they only answered my questions. Therefore, it was difficult to understand, if they like a class or not. Gradually, the contact was found.

The work started with the use of thick threads and thick crochet needles. The first thing we have learnt to do is an air stitch. There is not maybe anything difficult in knitting the chain from air stitches, but it was hard for some children to learn to do it. The main problem for them was catching the thread from another side. In order that a hand should get used to a crochet needle, appear a skill to do it and a chain will not be tough and stretched, we knitted it several times. We discussed what one can do from long chains. We decided to knit S-turn-bookmark.

Having learnt the knitting of chains from air stitches, we began to knit a column without addition. In order to practise skills the children while knitting sang a song-instruction: “Put the crochet needle, take the crochet needle away, for thread in two”. The columns appeared already quickly. But here there was another difficulty: the children either tightened or too weakened the stitches and it was hard to knit the second row. I continued to show, explain and assist. Then we discussed again what one can knit with a help of columns (a scarf, an oven glove, a toy). And as there are two main elements in the crochet work: an air stitch and a column, so all the trceries are made of different combinations of these elements. The first result of learning to make the chain and columns without addition became a knit S-turn-bookmark.

Next classes we began to learn how to do circular knitting. I told the children how to join the chain into a circle, how and why one must do the first columns exactly in the circle. Further we were knitting the columns and came to conclusion that they were the same as in the chain, but only in the circle.

The next problem we met is addition. The children did not understand why one must do two columns in one stitch, and in the next rows interchange the double column and a simple column. The work at mastering skills of circular knitting lasted several classes, after it we started to make finger puppets.

In order to make a toy, we knitted with a help of circular knitting several rows with additions, continued to do it with simple columns in a finger length. To the half-finished product we added necessary for every toy elements: ears, legs, tails, eyes.

Children worked with a different speed: for someone it was difficult at the beginning, someone got tired of knitting the length of a puppet in the same columns. Each character turned to be unique, unlike others.

Our work in making finger puppet theatre was thought with an aim of organization the performance for the pupils of a school. Now we are knitting the puppets for the Russian national fairy tale “Teremok”, prepare decorations and learn the roles by heart.

Having done this work, we can make a conclusion, that pupils with mental deficiency have a considerable creative potential. Knitting technique is difficult enough, but in spite of it, the children did not lose the interest in classes. We think that it is connected with the thing that the children tried to achieve a certain aim- to make puppet performance. Therefore, one of the main tasks of a teacher is an increase of pupils’ motivation in the results of their labor.

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