

TEACHING OF MAKING FINGER PUPPETS THE CHILDREN WITH MENTAL DEFICIENCY

ЭСТЕТИЧЕСКОЕ ВОСПИТАНИЕ ДЕТЕЙ НАЧАЛЬНОЙ ШКОЛЫ С ИНТЕЛЛЕКТУАЛЬНОЙ НЕДОСТАТОЧНОСТЬЮ ПУТЁМ ТРУДОВОГО ОБУЧЕНИЯ

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Abstracts

The topic of this article - esthetic education of children with intellectual insufficiency in elementary school by labor training .The main goal of the research is to describe some methods of work with children. The importance of the labor and esthetic development for a general children development is shown in the article. The main aim of the work consists of teaching children with intellectual disabilities some crochet techniques.

Keywords: *Children with intellectual insufficiency, drawing, finger-type theater, esthetic education, labor training.*

Аннотация

Тема данной статьи – эстетическое воспитание детей начальной школы с интеллектуальной недостаточностью путём трудового обучения. Главная цель исследования заключается в описании методов работы с детьми с данными нарушениями. В статье показана важность трудового и эстетического развития ребёнка для его общего развития.

Ключевые слова: *Дети с интеллектуальной недостаточностью, рисование, пальчиковый театр, эстетическое воспитание, трудовое обучение.*

The Lessons of esthetic education study are teaching us how to find and see a beauty in arts and around all the world. Esthetic education is begun first of all with initial esthetic knowledges, elementary impressions and processes around us that are possessing the esthetic importance. Personal esthetic taste, perception, abilitys of formation of an ideal and desire to create esthetic values not only as arts, but also as parts of everyday life are being developed in the course of this education.

The problem of esthetic education of children now is actual more than ever before. Social policy is not always allocate an important role to esthetic education of children that, in my opinion, is unfair. The cultural nihilism of the biggest part of the youth, the minor place of subjects of a cultural and esthetic cycle in the general education bring us to emotional impoverishment, moral deafness, a behavior dehumanization. We, as future teachers, have to work with this problem and make everything possible to make people since the childhood be able to notice beauty around themselves, to see and recognize colors of the world, to feel the necessity to creat beauty and art.

Children with intellectual insufficiency especially are in a great need of a moral and esthetic education, that becomes complicated not only because of adverse environment of education, also it gets limited by intellectual restriction.

According to of S. L. Rubenstein, A. N. Leontyev, L.S. Vygotsky and some other domestic psychologists, mentality of a person gets changed and reconstructed in activity processes. Drawing as a form of activity should be considered as important influencing the person factor, because it includes the majority of mental processes.

Esthetic education in special (correctional) educational institutions of the VIII type is an integral part of the correctional and educational process . Children with intellectual insufficiency can have a big progress in their esthetic development, if they get all appropriate conditions for that; intellectual and emotional responsiveness, ability to notice, pick out and estimate fine are being formed; many of the children become able to seize elements of art creativity, to get the elementary skills and abilities to create beauty.

Esthetic education of children with intellectual insufficiency is complicated by shortcomings of informative, speech, motive and emotional and strong-willed spheres therefore work with these children has it's own specifics such as: more elementary level of content of esthetic education than in mass school; rational use of various forms, methods and things of esthetic training and education appropriate to opportunities of students; the correctional directed nature of all teaching and educational actions.

As for my practical work with pupils of 3 class in special school VIII type, I have decided to combine some kinds of labor work of children with graphic work, starting to work on the "Paper finger-type theatre on based the Russian National Fairy Tale "Teremok"" project. We have begun the work with acquaintance with each other and acquaintance with various tools and materials for drawing and a cutting such as kinds of paper, paints, pastels, brushes, pencils, scissors, cutters. Children have been surprised with the large range of objects they should work with. Our creative business has interested them. I demonstrate objects from "a magic sack" and we repeated safety measures during the work with the pricking and cutting objects. It has become clear that children perfectly know her. This work promoted development of thinking and long-term memory. Children touched all materials, tools to test them work.

They were strongly interested in drawing with pastel – a new type of drawing tools they've never seen before. It was pleasant to work in this technique even if it was not so easy as it looks at first sight. We have drawn 5 geometrical figures, have tried different ways to color them (with strips, circles, patterns) with pastels. It seemed like a cheerful entertainment for children that to pound a piece of pastels on a paper it was necessary to use their own fingers and palms. It was a game for children, but also fine motor skills development.

We read, and then watched screen version of the fairy tale "Teremok", we discussed about sense, we retold the story, we examined all the characters details to have in memory an image, a sample for drawing. We had a discussion about "the Russian national fairy tale" meanings, have remembered other genres of folklore like poteshka, humourous catchphrases, proverbs, sayings, counting rhymes, riddles. Such kind conversation has liberated even the most silent and modest children, it made them smile and show their emotions.

With computer presentation we've watched a large number of examples of different types of finger-type theater made of different material: fabrics, threads, natural material, plasticine.

Also we have known some world famous Russian painters and reproductions of their well-known pictures, we learned to find that features of artist that distinguishes him from other

authors. Children wanted to learn to paint pictures too! Especially children liked the Russian painter Victor Vasnetsov's pictures, who painted pictures on fantastic plots in general: "Alyonushka", "Athletes", "Flying carpet", "Snow Maiden", "Tsarevna-nesmeyana", "Tsarevna frog" and many others ... This emotional responsiveness of children with violation of intelligence has completely convinced me to choose a creation of the fairy tale as the main subject.

When we have started our practical work, it was noticeable that the level of ability to hold a pencil, an art brush, to put objects on paper logically one by one, the speed of keeping of attention, the understanding of the total purpose were various therefore I have decided to build the working process basing it on an individual approach. It was enough for one pupil to explain a task once, and he began to carry out everything independently and truly, then another one needed me to show, tell, draw repeatedly, keeping his hand in mine. More attentive and capable pupils sometimes should wait for the others, but at this time I suggest children to consider attentive samples, to give freedom to their imagination and the fantasy.

We tried to draw the person and faces of heroes of the fairy tale "Teremok": I have ruled the simple sheet A6 on 6 parts by the number of characters, and in each section we learned to draw sketches of faces of heroes. We were guided by the watched animated film, the image in the book, and the image in the computer monitor. I step by step along with children drew the heroes of the fairy tale, helping pupils to drawing some details. One pupil was drawing more quicker than the others, and he has asked for a permission to draw the lodge - Teremok – the most laborious work.

Kids have quickly found a common language therefore we liked to work together. Not only I, but even they stated to tell their ideas concerning future finger-type theater, they showed the former drawings and creations, we discussed about them. Our continuous conversations, in my opinion, positively affected also on communicative abilities of children, and their lexicon development, and development of the speech in general, some children besides their intellectual insufficiency have also some speech violations.

Throughout all the work with children of special school VIII I tried to interest them in our common creative work many different ways, that in my opinion, happened. After our lessons children cheerfully shared the new impressions with friends, teachers, parents, and looked forward the following lesson of labor education. To watch it is a big pleasure for me, it means that I have brought my own not a very big, but useful contribution for development of children with intellectual insufficiency.

Within the next year of my study at university I'm going to continue this work on training children with intellectual insufficiency in esthetic education by labor training. In the work I'm going to conduct lessons of acquaintance of children with various nonconventional technicians of drawing, such as: monotipiya, printing by sheets, drawing by threads, printing by paper, drawing by hands, klyaksografiya and some other. The remarkable finger-type theater painted in various technicians from paper according to the fairy tale "Teremok" will become a result of our lessons.

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