

FORMATION OF KNOWLEDGE, SKILLS AND COMPETENCES IN THE PROCESS OF TRAINING CHILDREN WITH HEARING DEFECTS TO WORK

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Abstract: In this article, the psychological characteristics of the formation of knowledge, skills and abilities in the process of training children with hearing impairment to work, and the scientific and theoretical basis of the formation of knowledge, skills and abilities in the process of training children with hearing impairment to work, and methodical bases are explained.

Key words: work, professional - work, information acquisition, psychological learning, socialization, skill, technology, constructive skill

Several studies have been conducted on the issues of organizing labor education in special schools and guiding 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. He analyzed the structure of mental activity in the process of professional labor education, movement, control of movement, measurement, formation of skills of deaf children, speech provision of labor education, pro-orientation of deaf young people. He studied the dynamics of formation of various professional and labor skills in deaf children, various symbols, especially the conditions and specific features of the perception of training and development information given through speech communication.

At the modern stage of the development of the field of education, the task of involving students in social work is increasingly distinguished as a general and important task, because it directly connects the modern school with life. In the studies of B.P. Jiznevsky, Y.L. Kolominsky, labor is defined as a purposeful activity aimed at creating a socially useful product that satisfies the material and spiritual needs of people. As a result of the analysis of the types of children's work, its characteristics, changes in different age periods, it is possible to be sure that work plays an important role in the development of a child, both for upbringing and education. It was found that labor education, in addition to labor training, includes career guidance, socialization, and the formation of spiritual and mental aspects of a person. The development of general and special labor skills of students, their preparation for practical activities, and orientation of students to certain professions are highlighted as necessary structural components of labor education.

Cultivating students' desire for self-realization in work, helping to enrich their experience and internal motivation for active learning are highlighted as urgent tasks of labor education. In order to understand the role of vocational education in the development of students with hearing impairment, it is appropriate to trace the genesis of vocational education. P.P. Blonsky draws

attention to the need to distinguish between the main stages in the development of the labor education system: the beginning, the generalization stage and the current stage. Much of the experience gained by the school in the first two stages of the labor and polytechnic training of students in the field of pedagogy can be creatively processed and used in the modern stage of school development.

The researchers noted that in the 20s of the 20th century, during the revival of Soviet didactics, the pedagogical community addressed the issues of labor education, polytechnic education and professional orientation in the seven-year school: the formation of personal qualities and the dynamics of professional skills (M.Y. Basov, A.P. Boltunov, S.G. Gellerstein, N.D. Levitov, A.M. Shcherbakov); the need to introduce the socially useful work of students into school practice (F.F. Korolev, T.D. Korneychuk, E.N. Medinsky, Z.I. Ravkin, Z.S. Uzhgina), polytechnic education, socio-political education and the aspects of educational work in schools (R.A. Lopatnikov, G.P. Sosnovskaya, A.P. Boltunov) are widely discussed. The problems of labor and polytechnic education were studied in connection with the need to prepare students for practical activities, to eliminate formalism in teaching students (V.A. Sukhomlinsky, S.T. Shasky, etc.). In the 30s and 50s of the last century, labor education was considered as a method of preparing students for practical activities, strengthening the connection of the school with life, especially in the conditions of a rural school (N.M. Golovin, M.Y. Kuprin, etc.).

Describing the current stage of labor education, in our view, researches devoted to the problems of teaching children with vision, hearing, and intellectual disabilities to work (V.P. Ermakov, S.L. Mirsky, E.M. Starobina, S.A. Stasenko, M.B. Pavlova, B.I. Pinsky, It is important to mention G.N. Penin, N.V. Risev, etc.). Scientists admit that training in work workshops improves a person's teamwork skills, logical thinking skills, ability to see and solve problems, obtain and use information, plan and control one's own activities, and achieve high quality in work. should contribute to the development of their qualities, as well as increase functional literacy (calculation, oral speech, graphic skills...). The tendency to search for more effective ways of combining labor education with correctional work based on the use of a new "field of education" - "Technology" in training children with developmental disabilities to work is evident. Researchers suggest that the study of the new field of integrative education "Technology" involves the use of promising directions that provide for the creative development of students, for example, the system of student projects. Unlike the previous ones, in the new system of labor education, students pay attention not only to labor and technical, but also to economic and environmental aspects of activity, their readiness for information and high technologies, quality performance of work and self-education. is focused. Also, attention is paid to the social aspect - restoration and preservation of family traditions, national and regional traditions, and universal human values.

In modern studies, a number of rules have been formulated, according to which it is emphasized that it is necessary to form educational motives and a certain attitude to knowledge in students, thanks to which knowledge and skills acquire a personal meaning for them (A.N. Leontev, V.V. Davidov, D.B. Elkonin, etc.).

It is emphasized in the psychological and pedagogical literature that the effectiveness and speed of formation of general labor skills and qualifications is related to the level of understanding of the task, the conditions and methods of achieving activity goals (D.N. Bogoyavlenskiya, N.A. Menchinskaya, L.V. Shvars, E.V. Guryanov). The improvement of the skill, its subtlety and easy transfer to new conditions of activity is determined, first of all, by the method of its formation (K.K. Platonov, E.V. Guryanov, L.V. Schwarz). The process of skill formation consists of voluntary action controlled by thinking (D.B. Elkonin).

In modern studies, great attention is paid to the fact that students not only apply their knowledge in practice, but also learn new properties of the phenomena and objects of the surrounding reality. This expands their thinking and has a positive effect on the formation of constructive skills (L.S. Vygotsky, E.I. Ignatev, Y.A. Samarin, A.A. Smirnov). In the process of formation and activity of practical skills and competences, students' knowledge opportunities expand, because the acquired knowledge is constantly checked due to practical use, the knowledge is improved, strengthened, practical and ensures the successful implementation of work, study and other activities. (N.A. Menchinskaya, D.N. Bogoyavlensky, E.N. Kabanova-Meller, E.A. Meleryan, etc.). Thus, skills and qualifications appear as ways of acquiring new knowledge by a person, and the latter are considered a necessary factor in the formation of new skills and qualifications. In our opinion, it is important to emphasize the role of general labor skills and qualifications in forming a high level of independence in work (S.N. Arkhangelsky, E.A. Meleryan, I.S. Yakimanskaya). Goal setting is inextricably linked with orientation in the task, i.e. mental orientations, the main of which is the image that includes all properties of the product: shape, material, strength (B.F. Lomov, A.V. Yarmolenko).

For our research, the instructions of scientists that a necessary condition for the formation of general labor skills is the improvement of their sensory base are also important. The images seen in the labor activity are created as a result of the emotional reflection of the mechanical properties of labor tools and objects and the characteristics of the space. They perform a management and strengthening function in human labor (B.G. Ananov, B.F. Lomov, E.A. Meleryan, I.M. Sechenov, A.V. Yarmolenko).

The problem of developing creative abilities of a person is studied in various studies. Involvement of the child in active forms of art-constructive activity is considered an important condition for the manifestation and development of his creative abilities (A.N. Misyukevich).

According to experience, M. Montessori stands out among foreign scientists who are actively studied in our country. G. V. Brizhinskaya shows in her research that the main idea of the Maria Montessori pedagogical system is to create an opportunity to fully reveal one's inner potential in the process of free independent activity in the space-subject environment created by the pedagogue. A prepared environment is a condition for the development and education of children. It allows each child to develop at his own individual pace. The teacher's task is, first of all, to provide the means of self-development at the child's disposal and to show how to deal with them. Such tools are considered autodidactic, that is, self-learning materials.

The psychological study of work shows that creativity is manifested in striving to improve the existing ones by constructing new ones. The analysis of psychological-pedagogical literature shows that in the process of teaching construction, intellectual, spiritual, aesthetic and labor education is carried out with children, the skills of analyzing objects, distinguishing their characteristic signs, and comparing them according to these signs are developed. Independence of thinking, creativity, the ability to identify various connections (dependencies) between separate events are developed.

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