



# GENERAL CHARACTERISTICS OF THE LABOUR ACTIVITY OF STUDENTS WITH INTELLECTUAL INCAPACITY (part 2)

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# Contents

1. General and labour (intellectual) abilities and special aspects of their development in students with intellectual incapacity.
2. Characterization of peculiarities of obtaining motorial labour skills.

## GENERAL LABOUR (INTELLECTUAL) SKILLS

- ▶ ability to navigate in the building;
- ▶ ability to plan the process of performing the task (course of work);
- ▶ ability to self-control;
- ▶ ability to apply skills of calculating, measuring and marking in the course of work; to use previous experience; to establish cause-and-effect relationships.

## TYPICAL DISPLAY OF PECULIARITIES OF THE DEVELOPMENT OF GENERAL LABOUR SKILLS IN STUDENTS WITH INTELLECTUAL INCAPACITY

<i>Navigation in the building</i>	<i>Planning work</i>	<i>Self-control</i>
<ul style="list-style-type: none"> <li>➤ begin to perform the task without a suitable preliminary signal;</li> <li>➤ preliminary analysis of the item is random, inconsistent, incomplete;</li> <li>➤ do not self-determine the conditions of performing the task in the course of the preliminary navigation in the building;</li> <li>➤ demonstrate the low speech level navigating in the building</li> </ul>	<ul style="list-style-type: none"> <li>➤ preliminary do not try to determine the plan of their actions individually;</li> <li>➤ have difficulty in performing the task according to the plan in the form of written or oral instruction;</li> <li>➤ do not rely on the patterns of subject work sheets or pictured graphic work sheets without special training as far as it is necessary</li> </ul>	<ul style="list-style-type: none"> <li>➤ teacher's encouragement is required to perform a control action;</li> <li>➤ comparing items by several characteristics is especially difficult;</li> <li>➤ more vivid disadvantages of correcting self-control compared with ascertaining control</li> </ul>

# WAYS OF DEVELOPING SKILLS TO NAVIGATE IN THE BUILDING IN STUDENTS WITH INTELLECTUAL INCAPACITY IN THE 1<sup>ST</sup>- 5<sup>TH</sup> FORMS

- ▶ gradual reduction of assistance in performing navigation actions;
- ▶ using various kinds of visual aids – physical object (pattern of item), its representations in the technical drawing, photograph – while navigating in the building;
- ▶ applying both oral and written instructions (from the 4<sup>th</sup> form) while navigating in the building.

## SEQUENCE OF DEVELOPING A SKILL TO NAVIGATE IN THE BUILDING

- ▶ students' revision of the item characteristics pointed out and named by the teacher;
- ▶ analysis of the item by the teacher's questions and preparing answers with his/her help;
- ▶ analysis of the item by the teacher's questions;
- ▶ individual analysis of the item similar to the previous ones.

## SEQUENCE OF DEVELOPING A SKILL TO PLAN WORK

- ▶ doing a job by the presentation and the teacher's verbal instruction;
- ▶ planning the furthest similar operation;
- ▶ preliminary work planning by questions and with the teacher's help;
- ▶ preliminary work planning by the teacher's questions;
- ▶ individual preliminary work planning.

## SEQUENCE OF INCREASING THE INDIVIDUAL PERFORMANCE OF INTERMEDIATE AND FINAL ASCERTAINING CONTROL

- ▶ after pointing at a certain characteristics of the item and with the teacher's help while comparing;
- ▶ after the teacher's pointing at a certain element (characteristics) of the item (work object);
- ▶ over element-by-element comparison of the own patter (picture) through the teacher's help;
- ▶ through minimum (encouraging) teacher's help;
- ▶ through their individual help.



## SEQUENCE OF INCREASING PERSONAL EFFORTS FOR THE EXECUTION OF CORRECTING CONTROL

- ▶ after the presentation and verbal teacher's instruction;
- ▶ after verbal teacher's instruction;
- ▶ through minimum (encouraging) teacher's help;
- ▶ through their individual efforts.

# CHARACTERIZATION OF THE PECULIARITIES OF MASTERING MOTORIAL LABOUR SKILLS (beginning)

- ▶ motility peculiarities (slowness of movements, clumsiness, sporadic movements) affect negatively the development of motorial skills;
- ▶ difficulties of acquiring higher spontaneous movements the development of which is mediated by speech;
- ▶ disturbances of accuracy, speed, rhythm, labour movements coordination;
- ▶ inaptitude to regulate strength of personal movements, increase or decrease it in compliance with the requirements for the operation carried out;
- ▶ execution of a great number of odd movements;

## CHARACTERIZATION OF THE PECULIARITIES OF MASTERING MOTORIAL LABOUR SKILLS (continued)

- ▶ slow automation of initially mastered skills;
- ▶ difficulties when it is necessary to control personal movements by many characteristics: direction, range, sequence, speed etc.;
- ▶ complexity of learning transfer, i. e. the use of a familiar technique under new conditions.