TO TEACH CHILDREN WITH VISUAL IMPAIRMENTS TO PERFORM PRACTICAL ACTIONS

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PhD in Pedagogic sciences
FEATURES OF TEACHING CHILDREN WITH VIOLATIONS
EXECUTE PRACTICAL ACTION

- indicative part
  - what, how, wherewith

- ACTION
  - part of the activity

- исполнительная часть
  - implementation

- control and correction part
  - what, how, why
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EXECUTE PRACTICAL ACTION

ACTION

operations

movements
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ACTION
sew on button
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OPERATION
thread a needle
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EXECUTE PRACTICAL ACTION

MOVEMENTS

- needle grip
- find a hole in the eyelet of the needle
- hold the edge of a thread
specific, precise, understandable prescriptions that define the order of implementation of actions
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Stages of the formation of practical action

**Stage I**
- formation of the idea of the purpose of the work;
- familiarization with the perform procedure;
- definition of operations

**Stage II**
- analysis of the implementation of actions

**Stage III**
- independent planning of work;
- performing operations and movements;
- comparison and analysis of the results of individual operations and the whole action
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EXECUTE PRACTICAL ACTION

Method jointly-divided of action

proportional balance  
child and teacher in joint activities

Stage I – *joint actions*  
the activity of the teacher exceeds the activity of the child

Stage II – *jointly-divided of actions*  
cooperation between teacher and child

Stage III – *divided actions*  
the child's independence prevails
Features of the technique and process of its implementation

1) selection and structuring the content of the work;
2) a special composition of general didactic methods and pedagogical receptions of teaching;
3) use of specific pedagogical receptions of teaching
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