

INSTITUTE OF INCLUSIVE EDUCATION BSPU

Personal-activity approach in education of children with hearing disorder



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Bases personal-activity of approach are developed by B. G. Ananiev, L. S. Vygotsky, A. N. Leontiev, C. L. Rubinshtein which considered person as activity subject (the person, being formed in activity and in dialogue with other people, defines nature of activity and dialogue).



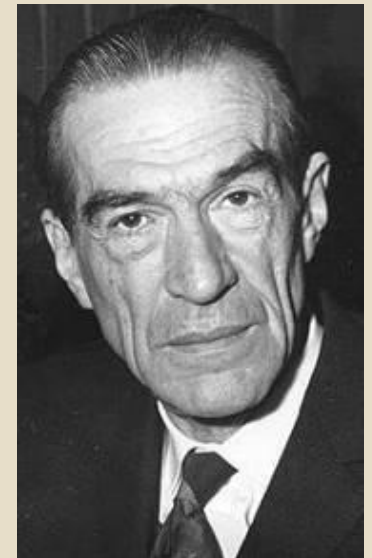
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The ideas of interest to the individualization of educational activity develop in the context personal oriented approach which was allocated in 90s XX century from personality-active approach as independent.

According to personal approach in the centre of training there is child himself, his feature in cognitive, personal, motivational domains, formation at it of adequate consciousness.

The teacher in the context of such approach defines educational purposes and lesson tasks and will organize all educational process, based on features of temperament, nature, opportunities, abilities and interests of each child.



- The central nucleus in personal-oriented training are representation of the child of to itself, his self-evaluation named “I - image”.

Considering opportunities of realization personal oriented approach in training of children with hearing disorder, we start with situation **L.S. Vygotsky** that each child with damages is previously to all child, and then only child having those or other infringements.



Within personal-oriented aspect of approach considering by us it is supposed:

- the individualization of developing programs for different ages in view of age features of personal development (for junior school age is the account of children interests to world around, for middle school age - the account of teenagers' interests to one's private world; for high school age — the account of personal development, age personal maturity);
- the account of distinctions between boys and girls;
- the account of distinctions of the types of nervous system, pursuant to which 4 types of temperament are allocated (sanguine person, choleric person, phlegmatic person, melancholic person);
- the account of individual distinctions of cognitive domain;
- the account of prevailing type of signal system of children (art, cogitative, average type).

It important to support each child in his movement from ignorance to knowledge, from inability to ability, to compare his successes in competition with self, instead of with neighbor on school desk. Thereby we stimulate a further development of the child, development of his cognitive processes, personal qualities, active specifications.



- At modern approach reorientation of traditional training to statement and decision by themselves trainee of educational tasks takes place (practical, cognitive, communicative), to self-checking, self-evaluation, reflection.
- Personality-active approach assumes as well change of the main interaction outline of the teacher and pupils in the school for children with hearing disorder. At the organization of educational process it important to use more widely dialogical communication. Dialogical communication is considered in humanistic pedagogic as the condition of realization subject - subjective attitudes as opposed to subject - object attitudes.

Activity orients aspect not only to mastering of knowledge during educational-cognitive and other activities, but also to the ways of this mastering, to the ways of thinking and activities, to development of cognitive forces and creative abilities.

Essential specification of activity is her motivation. Along with inside reasons activity is induced by competitive and external (wide social or narrowly personal) reasons.

Features of motivation of educational activity of deaf children were considered to

E. G. Rechickaya.



Specification determining activity is her purposefulness (it is beginning integrating her). The purpose of activity is connected with subject and with reason. One more important specification of activity is her consciousness.

Consciousness can relate to activity subject (comprehension of oneself, reflection) and to the content or process of activity. Consciousness concept is extremely significant for modern school for children with hearing disorder. Teacher and then deaf child analyses his own experiences, supervises his mental life, comprehends his act or act of other person, tries to find out nature of one's "I - image" etc.

Necessary to include children with hearing disorder in educational-cognitive activity, to produce her reasons and purposes, to train to the ways of her implementation.

Collective forms of activity

- As researchers note, educating collectivism, social behaviour, joint co-operation, we create adequate and solely true conditions for formation of the child's speech with hearing disorder.
- From co-operation of the child with environmental people, from his social experience top forms of intelligent activity arise. In other words, collective forms of activity precede individual forms of behavior and are the sources of their occurrence.
- Collective forms of activity have a specific value in training of children with hearing disorder. They can be considered “as bypass way of development”. L.S. Vygotsky noted a close communication of collective activity (social development) and speech. The collective was considered to them as factor of speech development.

During collective co-operation each child internalize speech in organized activity, accessible, clear and interesting, and therefore motivated, in the coevals' collective, first of all “for other”, and then and “for himself”.

Personality-active approach assumes use of determined forms of the organization of training in the school for children with hearing disorder, in particular, on lessons of subject-practical training (work with “small teacher”, vapors, teams, conveyor).

For child's inclusion with hearing disorder in active cognitive collective activity it is necessary:

- to connect educational material with daily life and interests of child;
- to plan lesson in view of variety of the forms and methods of study;
- to attract for discussion a last experience of trainee;
- to evaluate achievements of children by the mark and meaningful characteristics;
- to create for each child the situation of success, reliance in one's forces.



Personal-role approach

- Use of personal-role approach for purposeful formation of educational activity as leading activity in junior school age.
- Account and influence on interpersonal attitude in the collective, to motivation, to the level of claims.



Distribution of roles

- Distribution of roles to children with steady average level of claims expediently to give roles in joint activity, based on their mental abilities and creative opportunities or taking into account choice of the class.
- By unstable underestimated level of claims children with it is necessary to create conditions for gradual development of interesting, structural and functional activity components and to offer at first the roles of executors, then controllers-appraisers, at last chiefs.
- For children with steady overestimated level of claims it is better to interleave roles leading and abilities subordinate for formation to accept the position of the partner, to arise to his point of view, to develop empathy.
- Children with strongly expressed instability of the level of claims it is necessary to accustom to performance of leading parts gradually, preventing frustration indications at possible failures in role behavior, positively supporting their strong qualities and creative successes in pedagogical work.

Shaping of different sides of communication:

- communicative (process of exchange of information);
- interactive (regulatory the party of interaction of partners in joint activity);
- perceptual (reading of the interlocutor on the basis of action of such psychological mechanisms, as comparison, identification, reflection).

Development of the child's person with hearing disorder is connected not only with nature of interpersonal attitudes in the collective, but also with gradual comprehension by the child of itself, and it directly depends on degree of taking possession of language.

- Big role in personal directivity, in humanization of educations played by art. It is universal remedy of development of creative abilities, shaped thinking, emotional domain, person's aesthetic consciousness.
- Art (painting, music, dance) acts as specific form of intellectual-practical activity, in which emotional-valuable becoming of the child with hearing disorder takes place.



Thank you for attention!

