

# **Forms of Educational Work of Students with Intellectual Disability**

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# Education

**is a process of pedagogical assistance for children in the formation of their subjectivity, cultural identification, socialization and life self-determination.**

# **Classification of forms of educational work**

**3 types:**

- events;**
- activities;**
- games.**

**(H.V.Titova's classification)**

# **The types vary in:**

- **target orientation;**
- **position of participants in the educational process;**
- **objective educational opportunities.**

# Events

**are particular occasions, activities, situations in the team, organized by teachers or someone else for students.**

## **Target orientation**

are held for direct educational impact on school children.

## **The position of school children**

consists in a contemplative performance.

## **The position of teachers**

consists in active organization.

**Educational opportunities** vary from medium to high level.

# Forms of events:

- lesson;**
- conversation;**
- lecture;**
- debate;**
- excursion;**
- cultural outing;**
- walk etc.**

# Activities

**are common work,  
important events carried out  
and organized by team  
members.**



## **Target orientation**

are held for the good and joy of somebody, including oneself.

## **The position of school children**

consists in

active performance.

## **The position of teachers**

consists in

indirect organization.

## **Educational opportunities** are of

high level.

# Forms of activities:

- labor's youth brigades;
- working operations;
- raiding activities;
- shopping festivals;
- other festivals;
- amateur exhibitions;
- agitation brigades etc.

# **Technological chain of educational activity**

- **Preparatory stage (formation of attitude to the matter, of interest in it, preparation of necessary materials).**
- **Psychological preparation.**
- **Substantive work.**
- **Work completion.**
- **Projection into the future.**

## **Target orientation**

are held for the purpose of leisure, entertainment and training.

## **The position of school children**

consists in active organization.

**The position of teachers** consists in indirect organization

**Educational opportunities are high**

(however, educational impact is not obvious, is indirect).

**Game**

**is an imaginative or  
real activity.**

# Types of games:

- didactic games,
- role-playing games,
- orienteering games,
- sports games,
- educational games etc.

# Variety of games by:

- didactic goals;**
- organizational structure;**
- age-related opportunities for their use;**
- content specificity.**

# **Variety of games by the nature of pedagogical process:**

- **learning, training, controlling and generalized games;**
- **educational and brain-building games;**
- **reproductive, productive and creative games;**
- **communicative and diagnostic games;**
- **career counseling games, etc.**



# **Variety of games by game framework:**

- **games with/ without subjects;**
- **table games;**
- **indoor games;**
- **outdoor games;**
- **orienteering games;**
- **computer games and games with other educational technology;**
- **games with different means of transport.**

# Variety of games by the nature of play activity:

- **subjective games;**
- **adventure games;**
- **role-playing games;**
- **business games;**
- **imitation games;**
- **drama games.**

# **Variety of games by topical area:**

- **games in all subject areas  
(mathematics, sensory, etc.)**
- **games in a separate  
educational area/ discipline.**

# Summing up what has been said,

- events are run by someone for someone in order to impact;
- activities take place for someone or something in order to cause productive activity;
- games are intrinsically valuable as a way to spend time working or relaxing together.