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

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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.
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.
<table>
<thead>
<tr>
<th><strong>Navigation in the building</strong></th>
<th><strong>Planning work</strong></th>
<th><strong>Self–control</strong></th>
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</thead>
<tbody>
<tr>
<td>➢ begin to perform the task without a suitable preliminary signal;</td>
<td>➢ preliminary do not try to determine the plan of their actions individually;</td>
<td>➢ teacher’s encouragement is required to perform a control action;</td>
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<tr>
<td>➢ preliminary analysis of the item is random, inconsistent, incomplete;</td>
<td>➢ have difficulty in performing the task according to the plan in the form of written or oral instruction;</td>
<td>➢ comparing items by several characteristics is especially difficult;</td>
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<td>➢ do not self–determine the conditions of performing the task in the course of the preliminary navigation in the building;</td>
<td>➢ do not rely on the patterns of subject work sheets or pictured graphic work sheets without special training as far as it is necessary</td>
<td>➢ more vivid disadvantages of correcting self–control compared with ascertaining control;</td>
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<td>➢ demonstrate the low speech level navigating in the building</td>
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WAYS OF DEVELOPING SKILLS TO NAVIGATE IN THE BUILDING IN STUDENTS WITH INTELLECTUAL INCAPACITY IN THE 1\textsuperscript{ST}– 5\textsuperscript{TH} 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\textsuperscript{th} 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.
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;
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.