

Organization of the Educational Process in Specialized Schools and Boarding Schools Pedagogical Problem

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Abstract: *The article analyzes the organization of the educational process in state specialized schools as a pedagogical problem. It is based on the fact that the formation of independent thinking, creativity, initiative and command qualities in students of specialized state educational institutions for children with physical or mental disabilities is an urgent problem.*

Keywords: *Mentally retarded schoolchildren, blind children, children with visual impairments, children with speech impairments, children with difficult behavior, boarding schools, independent thinking and creativity.*

1. INTRODUCTION

The democratic teaching method used in modern school education has an impact on the discipline of students with disabilities. With a globalized society and the growing influence of the media, students with disabilities are becoming more active, entrepreneurial, independent and unwilling to adhere to school discipline. These aspects of the personality of a student with disabilities today have both positive and negative sides, i.e. although these changes are in some way positive, they cause significant difficulties in the learning process and negatively affect its outcome and the level of knowledge of students with disabilities.

Educational activities and activities in boarding schools are of great importance in adapting students to life. Each educational session is systematized and based on practical application in the areas of work and vocational guidance, ethics, complexity, hygiene, legal, environmental education.

2. MAIN PART

Blind learners from textbooks and audio textbooks published in Braille; deaf and hard of hearing students in grades 1-6, mentally retarded students in grades 1-9 use general education textbooks and special textbooks for special curricula, and students of special schools in other areas - general education textbooks.

There are 88 specialized schools and boarding schools for children with physical or mental disabilities in the public education system, which are divided into the following types depending on their specialization:

- Specialized boarding schools for the blind;
- Specialized boarding schools for visually impaired children;
- Specialized boarding schools for deaf children;
- Specialized boarding schools for hard of hearing children;
- Specialized schools and boarding schools for children with intellectual disabilities;
- Specialized boarding schools for children with disabilities;
- Specialized boarding schools for children with speech impairments;
- Specialized boarding schools for children with difficult behavior.

Pupils are taught to know the customs, traditions, culture of behavior in the family, school, community, observe the rules of etiquette, guide them to the profession, arouse interest in the profession, develop the individual characteristics, abilities, and abilities of each child. A student should have psychological and pedagogical diagnostic notebooks, conduct conversations with students with negative changes in behavior, provide psychological assistance [1-3].

Training sessions and classes in boarding schools should be systematized and based on practical application in the areas of work and vocational guidance, ethics, complexity, hygiene, legal, environmental education.

The educational process in specialized schools and boarding schools for children with physical or mental disabilities is organized as follows.

Specialized boarding schools for the blind,

Blind children receive 9 years of general education in 10 years. XI-XII grades of specialized boarding schools in this direction are equated to the X-XI grades of general education schools and receive secondary education after the end of the XII grade.

Specialized boarding schools for visually impaired children

Children with visual impairments are trained in programs based on state educational standards.

Specialized boarding schools for deaf and hard of hearing children

Education of deaf and hard of hearing children is carried out according to programs based on state educational standards and adapted state educational requirements.

Specialized boarding schools for children with disabilities and children with speech impairments

These types of children are educated in general education programs based on state educational standards.

Specialized boarding schools for children with intellectual disabilities

At a specialized educational institution, one- and two-year study groups may be created for children who are not sufficiently prepared for schooling, in order to prepare them for school. Preschoolers with physical or mental disabilities are admitted to a specialized educational institution, and preschoolers who do not attend a special preschool institution are admitted to the preparatory group. We will focus on typical characteristics of students with disabilities enrolled in specialized public schools for children with intellectual disabilities, including speech impairments, and an analysis of relevant research. Speech disorders in students with

disabilities and their ability to normalize are determined by the characteristics of nervous activity and mental development. It is noted that high forms of cognitive activity in schoolchildren with disabilities are insufficiently developed, superficial thinking, slow development and qualitative specificity of speech, lack of verbal control over behavior is not the fullness of the emotional-volitional sphere. Students with intellectual disabilities acquire basic (basic) knowledge in some subjects of primary education and some subjects of the level of basic education for 9 years. Pupils are provided with vocational training in a specific area. Students with severe mental retardation and severe mental retardation for 9 years provide elementary (simple) basic knowledge in the subjects of elementary school of a special boarding school and develop self-service skills in life.

In addition to teaching in special boarding schools, special attention is paid to educating students in order to increase their interest in the profession and to be able to serve themselves in the future to become a professional.

The following categories of children of preschool and school age are admitted to specialized educational institutions:

Children with hearing impairments (deaf, hard of hearing, acquired deafness);

Children with visual impairments (blind, visually impaired, acquired blindness);

Children with severe speech impairments (alalia, dyslalia, aphasia, rhinolalia, dysarthria, stuttering);

Children with musculoskeletal disorders (infantile cerebral palsy, scoliosis, poliomyelitis, myopathy, osteomyelitis, amputation, short stature (deafness); mentally retarded children; c

Children with complex developmental disabilities (children with 2 or more developmental disabilities).

However, the specialized educational institution does not accept:

a) Mentally retarded children (dementia, imbecility, idiotic mental retardation);

b) Children with severe behavioral disorders, emotional and volitional (organic) defects;

c) Children with musculoskeletal disorders who cannot move independently of each other and cannot support themselves;

g) Blind, deaf and dumb children;

d) children suffering from recurrent epileptic seizures (epileptic dementia, recurrent seizures day and night);

e) Children who are unable to retain urine and feces due to damage to the central nervous system.

The agenda, which provides for scientifically based, appropriate exchange of studies, voluntary socially useful work and recreation, is organized taking into account the fact that children live in a specialized educational institution.

In order to eliminate developmental gaps in specialized public schools, group and individual classes are held.

The classrooms are equipped with the necessary special equipment.

In specialized educational institutions, study groups are organized for children with hearing and vision impairments, insufficiently prepared for schooling.

In state secondary specialized educational institutions, circles, clubs, studios, sections for the development of the mental, physical and creative abilities of students are organized.

Medical, rehabilitation, sanitary and hygienic and preventive measures aimed at improving the health of children with physical and mental disabilities are carried out by medical personnel working on the basis of personnel of specialized state educational institutions or medical personnel of medical institutions attached to them.

For a student with a disability to lead an independent life, he or she must also develop willpower and skills such as independence, responsibility, initiative, courage, coping and getting work done. If a student with a disability knows their job and has the skills, they will have confidence in their abilities. In turn, a self-confident student develops rapidly and acquires the necessary knowledge, skills and abilities. A mentally retarded student with socially important knowledge, skills and abilities can perceive the environment, processes and events only in the same, appropriate and perfect way.

3. RESULTS AND DISCUSSION

Analyze and evaluate various life situations of mentally retarded schoolchildren; current resilience in a situation where existing knowledge and skills are needed;

It is necessary to compare, generalize, draw certain conclusions, draw conclusions and teach others. Such a tall, versatile “portrait” of a student of a specialized state educational institution can be viewed as the goal of the process of social education. To achieve the goal, it is necessary to solve the following main tasks that are formed in students:

- know and understand domestic work (personal hygiene, catering, home care, clothing, shoes and other things in everyday life);
- know how to use the services of household, information, communication and other institutions and organizations (trade, consumer services, communications, telephone, culture, medical services, transport);
- Acquisition of economic and everyday knowledge;
- Know how to organize meaningful leisure;
- Preparation for mutual friendship; to represent and know the general obligatory rules of the culture of interaction with different students (acquaintances and strangers, strangers, seniors and juniors, peer teachers, etc.), to get the appropriate experience;
- Morally positive attitude towards others;
- Willpower, confidence in their strengths and capabilities;
- Cognitive activity.

The challenge for the teacher is to ensure that each student assimilates the program knowledge and acquires the necessary skills.

This can be done only by organizing an effective and general orderly examination of the knowledge and skills of students. Control methods are determined by the generality and appropriateness of its requirements. The teacher should check the following:

Does the reader understand the task, methods and sequence in which the new material should be performed when he or she solves the task posed within the content of the material;

- is the student able to achieve the goal consistently and in accordance with the set goal;
- Whether the student is able to concisely perform the mastered action, techniques.

Control of mastering the material on the subject should consist of three parts;

- Final control of content assimilation (knowledge control);
- Control over the level of development of skills (control of skills);

- Final control of compact classes (skill control).

An information-logical model can be called a diagram showing the structure of participants in work with disabled students in specialized state educational institutions, the relationship between horizontal and vertical exchange of information. The information-logical model of working with students with disabilities in specialized state educational institutions is presented in the following figure (Figure 1).

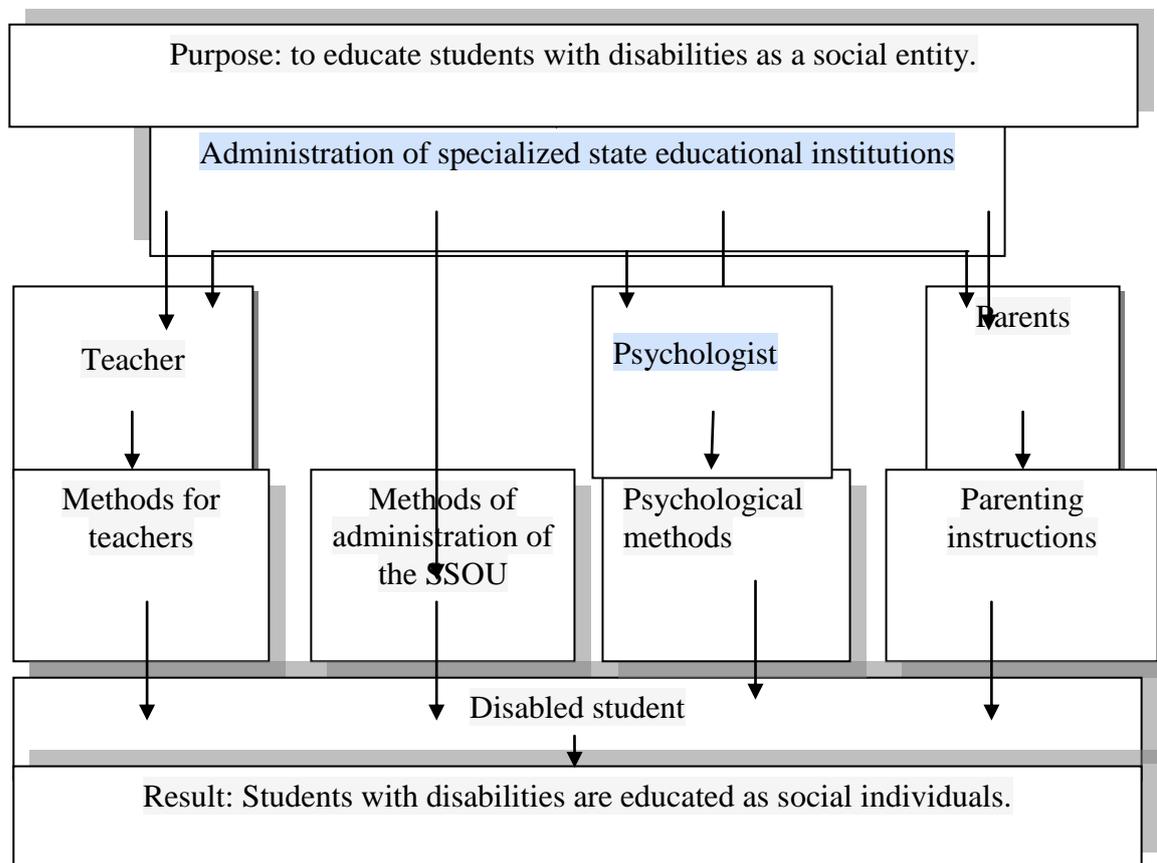


Figure 1. Information-logical model of work with students with disabilities in specialized state educational institutions.

An important process is the formation of professional skills of students with disabilities, the development of professional qualities, the development of mentally retarded students in society in conjunction with professional activities, the originality of their role in the formation of a junior specialist. The practical bases of its use in the process are described. In particular, on the educational and material base of specialized state educational institutions, practical classes have been developed in such areas as “Technology of sewing production”, “Basics of clothing design”, “Modeling and decoration of clothes” [2].

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- Acquisition of economic and household knowledge;
- Know how to organize meaningful leisure;
- Preparation for mutual friendship;
- To present and know the general mandatory rules of the culture of interaction with different students (acquaintances and strangers, strangers, seniors and juniors, peer teachers, etc.), to get the appropriate experience;
- Morally positive attitude towards others;
- Willpower, confidence in their strengths and capabilities;
- Cognitive activity.

Thus, the provision of discipline in state specialized educational institutions, the use of constructive measures in relation to students with undisciplined disabilities, as noted, is carried out on the basis of pedagogical cooperation. School administrators, teachers, students with disabilities and their parents are key partners.

Before the methods and techniques of constructive influence on children with physical or mental disabilities are widely used in specialized state educational institutions, it is necessary to determine the level of effectiveness by testing them. Organization and effective management of testing by a pedagogical experiment (TPE testing by a pedagogical experiment) in specialized state educational institutions, initially, the implementation of a number of organizational work, i.e. Determination of the directions of the pedagogical experiment; selection of experimental teachers responsible for the organization and effectiveness of practical activities in pedagogical experimental areas; identified as areas of pedagogical experimentation.

Organization of theoretical and practical classes with the participation of heads of specialized public schools, teachers, teaching staff, methodologists responsible for organizing the TPE process; It involves the creation of economic, organizational, pedagogical and socio-psychological conditions that ensure the effective organization of TPE.

4. CONCLUSION

The effectiveness of TPE depends on the pedagogical experience of teachers-experimenters, the level of professional training, as well as the content and scientific significance of the innovation, in the organization of which teachers-experimenters should pay attention to the following:

- Preliminary study and consideration of the age and psychological characteristics of TPE participants, as well as familiarization with scientific and methodological products and study of the proposed teaching technology;
- to study the specifics of the innovations being introduced, to anticipate the expected results and to create the necessary pedagogical conditions;
- be able to coordinate the goals, objectives and tasks of the educational process in this area, goals, content and pedagogical conditions of the educational process, to choose the organizational forms of this process;

Preliminary study of TPE work, planning tasks and activities of students with disabilities in this process;

- to determine the propensity of the participants to innovations and innovative processes, the effectiveness of which is determined in the TPE process;
- To identify the factors influencing the effectiveness of TPE, plan in advance the results that can be achieved.

The organization of joint activities of the experimenter-teacher with the authors of innovations, in which the effectiveness of TPE is tested, creates the necessary conditions for achieving the expected results and an objective assessment of their effectiveness.

For this purpose, a pedagogical experimental working group is being created, the tasks of which are:

- Selection and distribution of responsibilities of TPE participants, regular coordination of their activities;
- Regular provision of necessary information to the organizers and TPE participants;
- Monitoring the process of direct interaction between organizers and participants in the organization and management of TPE;
- creating a reflective learning environment that is necessary and convenient for everyone.

The use of methods such as brainstorming, a conference of ideas to ensure the active participation of participants in the educational process, the development of independent thinking, encouraging direct interaction, creating opportunities for free expression, the need to implement the proposed methods to improve discipline. allows an objective assessment.

It is advisable to use in the experimental process the following traditional pedagogical methods of researching methods of constructive influence on students with a negative attitude to the discipline:

1. Observation.
2. Conversation.
3. Questions and Answers.
4. Questionnaire.
5. Test.
6. Study experiments.
7. To study the behavior of students with disabilities.

The correct orientation of the experimental stages of the research process ensures the reliability and effectiveness of the research results.

When drawing up a pedagogical experimental program, the following conditions must be observed:

1. Justify the relevance of the proposed innovation (the method of constructive impact on students with disabilities with a negative attitude to the discipline).
2. Identify the object of the experiment.
3. Define the purpose of the experiment.
4. Determination of methods and techniques of testing.
5. Determination of the duration and stages of the experiment.
6. Develop criteria for evaluating the expected results.
7. Summarize and analyze the results obtained.

Based on these conditions, it is necessary to work when solving the problem under study. When creating a special program, it is necessary to choose a goal, tasks of experimental work, the essence of the proposed special technique, effective methods that will help to achieve the goal.

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