

## NATURAL MATERIALS CRAFTS LESSONS' ORGANIZATION FOR THE FIRST GRADE OF SPECIAL (CORRECTIONAL) SCHOOL OF THE VIII<sup>TH</sup> KIND.

## ОРГАНИЗАЦИЯ УРОКОВ ТРУДОВОГО ОБУЧЕНИЯ ПРИ РАБОТЕ С ПРИРОДНЫМИ МАТЕРИАЛАМИ В ПЕРВОМ КЛАССЕ СПЕЦИАЛЬНОЙ (КОРРЕКЦИОННОЙ) ШКОЛЫ VIII ВИДА

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### **Annotation**

*The theme of this article is importance of working with natural materials on crafts lessons in specials (correctional) school of the VIII<sup>th</sup> kind.*

*The main goal of the research is to describe the structure of the crafts lesson, working with natural materials.*

**Key words:** *intellectual disable kids, special (correctional) school of the VIII<sup>th</sup> kind, working with natural materials.*

### **Аннотация**

*Тема данной статьи – значение работы с природным материалом на уроках ручного труда в специальной (коррекционной) школе VIII вида.*

*Основная цель исследования заключается в описании структуры урока ручного труда при работе с природными материалами.*

**Ключевые слова:** *дети с интеллектуальными нарушениями, специальная (коррекционная) школа VIII вида, ручной труд, работа с природным материалом.*

Handcraft, with its variety of aspects and operations, has a great value for the infant development. It is experimentally proved in researches of many Russian authors that specially organized handcraft has a positive impact on development and correction of all mental processes of kids with mental development disorder [1, 3, 6].

A significant attention on the handcraft lessons is focused on working with natural materials. Such exercises are considered to be the base for correction of mental functions. Moreover, making of flat volume work pieces develops orientation skills and artistic taste, cultivates children love for nature and inculcates habits of work.

In acquaintance with new natural materials on crafts lessons kids with mental development disorder are given new information about the plants of their native side and as a result of it kids broaden their outlook, get different facts about seasons of the year and different natural phenomena. Working with natural materials also facilitates consistency of eyes and hands, develops movement coordination, flexibility and accuracy of moves – and all of these is a basis for correction of intellectual and verbal function [2, 5].

In the first grade of special (correctional) school of the VIII<sup>th</sup> kind while working with natural materials, following methods are used: sticking dried leafs and flowers; making plasticine compositions using natural materials, etc. Moreover, on such crafts lessons kids with mental development disorder also get technical information about natural materials' characteristics such as colour, shape and size; combination of plasticine and natural materials

by colour; about necessary equipment, safety techniques, worksite organization and adherence to hygiene standards.

Let us take a look at the example of “Making an owl from the pine cone” crafts lesson [3].

Goals to achieve: to develop orientation skills by completing the task; to make a step-by-step plan of the lesson; to teach kids with mental development disorder to measure the size of paired details and to stick them together; to teach kids to analyze the entire working process and make conclusions on the done work.

Partial progress:

- 1) Organization process;
- 2) Introduction:

A teacher demonstrates illustration of an owl and describes how it differs from other birds. Then kids are being asked about characteristic features of an owl. Students name owl's different parts of the body tell what kind of bird it is. After this the teacher demonstrates fir and pine cones and asks students to say on what trees shown cones usually grow and how they differ from each other. Then a cone model of the owl is demonstrated in order to show kids what they are going to do during this lesson;

- 3) Task analyzation:

With a help of the teacher students analyze given example of the composition, name parts of the body, take a closer look at different details, their location, materials used and how they were stuck together;

- 4) Planning of the craft process:

Students by answering teacher's questions plan the entire craft process. The teacher shows kids step by step how to make a composition, points on the sticking spots on the used details;

- 5) Practice:

During the lesson teacher attracts students' attention to the initial composition, specifies used materials and their sticking spots. Teacher reminds kids that eyes of an owl can be made from the acorn cups by sticking them to body with plasticine; wings can be made from samara. An individual help should be given to all of the students during the entire crafts class.

- 6) Report

By answering teacher's questions, students name all the natural materials used and tell the main steps of the done work.

- 7) Diagnosis

Each student appreciates his or her composition and composition of any classmate, pointing on its advantage and disadvantages. It is important that the teacher should point kids' attention to the initial composition for comparison.

- 8) Conclusion

Working with the natural materials on crafts lessons develops students' personal enhancement and character building. Such qualities as sense of purpose, perseverance and pushing the matter through also improving simply by making described compositions.

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