

WAYS TO FORM SOCIO-HOUSEHOLD QUALIFICATIONS OF CHILDREN WITH DOWN SYNDROME

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ANNOTATION

Formation of socio-domestic qualifications in students with Down syndrome areas of work, specialized auxiliary school, in boarding schools, information is described on the formation of knowledge, skills and qualifications that students with Down syndrome have at school.

Keywords: Down syndrome, family function, socialization, limited capacity, adaptative fuchsia, speech, itegration, collaboration.

INTRODUCTION

Any work (operation) together with the help of the same tools and methods of Labor is part of the labor process, which is carried out in the bita workplace. For example, the washing process consists of the following operations: separating clothes into Hilli, dyeing, soaping, cleaning their laundry, rinsing in clean water, compressing, spreading to dry. The operation is performed by means of Labor methods.

The method is a complex of practical actions aimed at obtaining an elementary (initial) and completed result of labor activity. For example, in the process of washing, the operation to wet clothes consists of the following methods: preparing water, dissolving laundry detergent in water, applying clothes to the water. Methods of practical activity consist of some practical actions.

The completed set of actions is called Activity. For example, dissolving poroshock in water consists of the following action: a poroshock box is taken; a little poroshock is placed in the glass (at the initial stage it is necessary to teach in a dimensional container), a poroshock box is poured into place, the poroshock in the glass is placed in a water trough; the poroshock in the water is mixed by hand until it dissolves. Practical labor activity consists of actions.

Movement-consists in the fact that a person or his torso, feet, hands, fingers hold or move the same one or another thing. For example, in order to get the box, it is necessary to direct it by moving the hand, the factor in the hand of the box.

Thus, the correct execution of the labor process depends primarily on the specific assimilation of its elements: activity, movement, method, operative. Therefore, before introducing children to some kind of household process, it is advisable for educators to carry out its analytical measures-by fulfilling the course of the moayyan process or imagining it in the mind, the educator will write down its elements in a column in the necessary consistency. A number of operations, methods, activities, actions have specific parameters that characterize their correct execution. For example, a button, the number of clams when sewing hooks; the temperature of the water when washing, rinsing different types of gauze; clothes made of different fabrics when

ironing nightshades, installing the thermoregulator of the iron on a suitable Mark v.b. It is necessary to put this information on the right-hand ustupncha in a row with the corresponding structural elements of the labor process. An analysis of the domestic process in such a way that a clear, consistent result of the types of moayyan activities helps to form both an educator and a child the exact type of moayyan process. Explaining the accuracy and correctness of the initial process will make the process of mastering the knowledge and skills formed in children easier for the senses to the extent.

Teachers should help children to assimilate the culture of interpersonal interaction according to the general mandatory order rule, this general mandatory order should help to pay attention to the rules, make it easier.

It is important for students to form an attitude towards household-cultural values and in accordance with the general, mandatory rules of order of morality, etiquette, to educate such moral qualities in them, including the desire for good for others, elegance, compassionate, caring, striving to help someone, helping someone as much as possible. It is also brought up in society that the child has an impressive positive attitude around for the success of the process of development in a interconnected way.

In order to organize an independent lifestyle of a person, it is important to form in it also volitional qualities and qualifications, such as independence, responsibility, initiative, boldness, overcoming difficulties and bringing work to the end, the possibility of organizing an independent lifestyle of a person, to a certain extent depends on his self-confidence, his own strength, ignorance and opportunity.

If a person has the skill of knowing his work and being able to do it, then a belief in his own strength appears. In turn, a self-confident person grows rapidly, develops and acquires the necessary knowledge and skills. Therefore, the abstraction of the possibilities and success of the organization of everyday life in educators – the effectiveness of their socio-domestic preparation in the present time is one of the poets.

A child who has acquired socially significant knowledge and skills is only the environment-things, process, phenomenon v.b.it can perceive s only when they are mastered exactly the same, appropriate and perfect. Analysis of various life situations of children with Down syndrome, their assessment; the importance of existing knowledge and skills in the task they need now; comparison, generalization, Mo'ayyan concurrence, conclusion v.b.it is necessary to teach them.

Thus, in order for a person with a deficiency in the mental aspect to be independent and not dependent, it is possible to correct the disorder in his cognitive activity until one is one of the important tools.

Such a high, in every way fluffy dream "portrait"of an assistant School graduate can be considered the goal of the socio-domestic preparation process. In order for it to dissolve into the goal, it is necessary to solve the following main tasks that are formulated in educators:

- knowledge and ability to do household labor (personal hygiene, Organization of feeding, looking at accommodation, clothes, shoes and other things in everyday life);
- knowledge of the use of the services of various institutions and organizations (trade, household service, communication, culture, Medical Service), transport;
- economic-household knowledge;

- knowing how to organize his free time;
- know attitude;
- different people (familiar and unfamiliar, unfamiliar, large and small, teachers peers v.b.) to visualize and know the general mandatory rules of order of the culture of interaction, to gain a decent experience;
- those around them have a high moral affective positive attitude;
- volitional characteristics, confidence in one's own strength and capabilities;
- cognitive activity.

Socio-domestic orientation is aimed at preparing children with Down syndrome for practice, increasing their overall level of development.

The tasks described above indicate important directions of work, and also allow you to identify the main sections of the work of educators on social household preparation, such as "personal hygiene", "clothing", "feeding", "family", "culture of treatment", "accommodation", "Transport", "commercial institution", "communication tool", "medical care", "organization, institution and enterprise", "economy in the household", "employment". The following are considered in this:

- consistency between preschool institutions and schools;
- the need and practical importance of the acquired knowledge and skills to create conditions for the future independent livelihood of the pupils;
- ease of understanding of knowledge, qualifications, labor processes for children with Down syndrome;
- the opportunity to regularly carry out each type of activity recommended for mastering in everyday life.

Unusually, the first theme is the environment in everyday life where children surround humans with objects (clothing, shoes, food, dishes, transportation, Shop v.b.), with a second theme concerned with the study and appropriation of domestic activities related to children's qualifications to look at objects or use services. The knowledge and qualifications of each subject are determined by the scope of their knowledge and qualifications, which are of vital and practical importance. So, in order to have the necessary vital right under the " clothes-head " section, the rearing Mo'ayyan is able to correctly master the information of practical importance (the name of the clothes-heads, the fact that their parts are made of different materials, the signs and properties of clothes-heads, take it where v.b.) and must know how to carry out labor processes related to its care. It is necessary to analyze each household process from a point-to-point DICE, which consists of its treatment (operations), methods, actions, their necessary research, criteria (criteria)for the correct execution of each action, methods. Such an approach causes the results of studies to be confirmed by evidence: the fact that children in most cases incorrectly perform and demonstrate household labor processes lies in the fact that they cannot correctly fulfill the methods, operations, their consistency and criteria of labor processes.

In general, we recommend the technology for performing household processes. The action that a person performs consists of the labor process in the direct execution of work ,for example, the washing process, ironing, dyeing. Operation, methods, actions are components of the labor process.

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