

Features of the Learning Activities of Students with Intellectual Disabilities

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Abstract – The article is devoted to the study of the features of educational activities of students with intellectual disabilities.

Keywords – Activity Dynamics, Educational Motivation, Motivation-Need Sphere, Social Motives.

A mentally retarded student does not act in accordance with the goal (when completing a difficult task), but is guided by his own, peculiarly conscious task. When doing the assignment on his own, he does not take into account all the data and requirements. As a result, the task is replaced by another, similar, but less complex. In the process of activity, mentally retarded children not only perceive the surrounding reality in a peculiar way, think and remember, but are also guided by other motives and goals than their normal peers.

In the activities of a mentally retarded student, the features of his personality are manifested. The goals and motives with which he is guided in the process of activity, the dynamics of activity - all this reflects the characteristic features of his personality.

Creating conditions for the development and formation of motives during the period of study in primary school, giving the child further educational activities meaningful to him, is extremely necessary. The lack of educational motivation is an indicator of the child's non-involvement in the educational process. To organize constructive work on the formation and development of educational motivation in

a primary school student with developmental problems, it is important for the teacher to know:

- General trends in the age development of the student;
- Individual characteristics of the student;

The motivational sphere of a mentally retarded child, as in the norm, is formed in activity. The originality of the personality of a mentally retarded child is closely related to the features of his activity, in which the personality is formed. These features are caused not only by the low intellectual level of this category of children, but also by deviations in the structure and motivation of its activity. Much of what a normally developing child independently acquires at preschool age, the mentally retarded receives later and only in the process of special education. [3]

It has been established that mentally retarded primary schoolchildren cannot always subordinate individual actions to the tasks assigned to them, are not able to fully comprehend them and outline an overall implementation plan. Disruptions in the purposefulness of activities are observed, which manifest themselves in this category of children in the wrong orientation in the task, in erroneous

planning of its implementation, inadequate attitude to the difficulties encountered and in the absence of criticality to the results obtained.

Many authors note that in the complex structure of the emerging personality of a child, the motivational-need sphere occupies a significant place. However, this process in a mentally retarded child is carried out on a defective basis, under conditions of limited damage to the central nervous system that arose in the early, pre-speech period of life. Violations of the most important brain structures have a multilateral effect on the child, in particular, reduce his need for new experiences, thereby drastically inhibit social development[1].

Regarding the general characteristics of the motivational-need sphere of mentally retarded children, there is a point of view that indicates the uniqueness of personality development, in particular the structure and motives of these students. All authors note the immaturity of the motivational-demanding sphere of students, their underdeveloped cognitive activity, weak severity and shortness of motives for activity, limited and unstable motives of activity, insufficient formation of social needs. The immaturity of the motivational sphere of mentally retarded students is revealed in the fact that they are formally assimilated by motives, becoming their own motives and aspirations. With the training and development of this category of children, the motives of their activities become more differentiated, long-term, effective. The nature of motivation for their actions is changing and becoming more complicated.

Motivating motives have a great influence on the activities of mentally retarded students. Data on the peculiar fulfillment of the assignment by students with intellectual disabilities testify to the peculiarities of the motivational sphere of these children. Depending on the nature of the tasks facing the students, distant and close motivation is distinguished. The range of motivation has a significant impact on the nature of the actions performed, on the child's attitude to the difficulties encountered and the result obtained[2].

When performing simply diverse activities, mentally retarded students experience a quick exhaustion of motives, the so-called "mental satiety." Along with this, a positive trend has been reflected in the studies of psychologists that characterizes age-related changes in the motives of the activities of mentally retarded students. Affectively colored, albeit insufficiently conscious motives for activity can be maintained and implemented by schoolchildren for a rather

long time[2].

Psychological studies give reason to say that by school age, the motives for learning activities of mentally retarded children are situational, very unstable and form extremely slowly. The most common among elementary school students are an indifferent and outwardly positive attitude towards learning. Rarely are students with an active-negative attitude towards learning activities[2].

At the same time, the emotionally colored attitude of a small mentally retarded student towards a teacher broadens the scope of motivation for his educational activities, contributes to the development of a positive attitude towards learning in general. Gradually, motivation becomes more complicated. Children begin to be guided by motives, which are based on an understanding of the usefulness of work and even social significance. If the leading motive for an auxiliary school student is the desire to achieve results, then many of the shortcomings of his activity, such as the tendency to "slip", are overcome. change in goal. Individual actions begin to correlate with the requirements of the task to a greater extent than is usually the case. The help provided by adults becomes more effective, as children have a need for it. One of the possible ways to achieve success in an activity is to organize such conditions that ensure the creation of a positive background for learning and enable the student to get satisfaction from this activity.

In order to achieve good results in the training and education of students with intellectual disabilities, such an organization of the pedagogical process is necessary that it encourages them to be guided in their actions not only by motives associated with the need to fulfill the requirements of the teacher, but also by motives generated by their own needs and interests. No matter how low the level of general development of students with intellectual disabilities, they have their own, albeit limited, needs and interests. When meeting these needs and interests, they show the necessary activity and an adequate attitude to the tasks facing them. And this is understandable: you cannot strive in your actions for a specific goal and at the same time ignore it.

According to I.P. Ushakova, the peculiarity of the attitude to the educational activities of schoolchildren with intellectual disabilities is that it develops for the most part under the influence of external stimuli. The impact of internal motives, compared with the norm, is very limited, due to the peculiarity of the defect and mental development.

In the process of developing a positive attitude towards learning activities in students with intellectual disabilities, a

number of qualitative changes in personality occur: some traits of their character, inclinations, interests, activity, etc.

I.P. Ushakova notes that the group of students who, by the end of a special school, had reached the highest level of attitude towards learning, the main motives for their learning activities were such as interest in the subjects studied and the desire to acquire knowledge for mastering the future profession. They were quite conscious about mastering school knowledge and attending school.

At the same time, their views on future work began to correspond to the actual opportunities and abilities that they possessed. By the time they graduated, each of these students had a concrete idea of their future profession, so they wanted to finish school as best as possible.

The interests of these students have expanded significantly and become more stable. They read a lot and took in the library not only the literature recommended by the teacher. In addition, each of them was engaged in a circle, often on his own initiative, doing part of the circle work at home, and in the circle he helped younger comrades.

Collected later by I.P. Ushakova's follow-up data on students of this group showed that their conscious attitude to educational activities and the formed habit of conscientiously treating their work served as a prerequisite for the successful mastering of a specialty in production and a conscientious attitude to their duties.

Thus, after graduating from a special school, they became full-fledged members of society and brought him benefit as far as possible.

It is natural that not all students can form a high-level attitude towards learning. But at the same time, all students have an increase in activity, initiative, an expansion of interests, the development of self-criticism, etc.

Along with this, I.P. Ushakova notes that the defect does not create any special obstacles in the formation of a positive attitude at the level of diligence and diligence, but complicates the formation of an internally conditioned attitude prompted by conscious socially significant motives. The deeper the defect, the more complex its structure, the lower the level of attitude towards educational activity. She points out that the student's academic performance is not always directly dependent on the level of his attitude to educational activity. There are students who are positive about teaching and school, but have a rather low academic performance. True, their attitude towards learning is not prompted by broad social motives, but is mainly stimulated

by a teacher, educator, and parents. Very often this group includes students with a predominance of the inhibition process. This is probably due to a decrease in the functional-dynamic activity of the central nervous system, with volitional insufficiency and a decrease in working capacity.

Summarizing all of the above, we note that under certain conditions and when using the appropriate ways of pedagogical impact, with the correct organization of the influence of external and internal factors, it is possible for a significant number of students in a special school to educate their attitudes toward educational activities at a fairly high level. Moreover, for many of them it will be prompted by motives of broad social significance in a form accessible to them, and will consist of an attitude to knowledge as such, from an attitude to the educational process as a process of educational activity. In the course of the upbringing of such an attitude, it is necessary that, in accordance with the above structure of the attitude to educational activity, the formation of motives include the formation of both cognitive interests and the desire for active cognitive educational activity. Thus, students with intellectual disabilities have a short, unstable motivation for learning activities. A peculiarity of the attitude to learning activities of students with intellectual disabilities is that it develops for the most part under the influence of external stimuli. The impact of internal motives, compared with the norm, is very limited, due to the peculiarity of the defect and mental development. Students with intellectual disabilities can have either a positive or negative attitude towards learning activities. In younger students with intellectual disabilities, motives associated with stimulation by the teacher and educator prevail.

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