

# New Trends of Teaching Methodology in Embroidery Classes to Children with Intellectual Disability

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**Abstract:** One of the priority tasks of school education is the formation of personality and its basic culture, including aesthetic one. However, the influence of art on the education of a person depends to a certain extent on his aesthetic development. It brings pleasure and enjoyment only to a person who has the appropriate training and is sufficiently aesthetically educated.

The task of the correctional school is to provide students with the necessary aesthetic training, to introduce them into the big world of art, to make it an effective means of learning about the surrounding reality, development of thinking and moral perfection.

All of the above determines the relevance of the problem of aesthetic education of children with mental retardation in circle embroidery.

Purpose of the study is theoretically substantiated and experimentally test the system of correctional and pedagogical work on the aesthetic education of younger school children with intellectual disabilities in circle embroidery classes.

**Keywords:** Teaching methodology, embroidery, quality in Education, trends, learners with ID.

## INTRODUCTION

The pedagogical impact on the personality of children with Intellectual Disability (ID) in the process of aesthetic education turns out to be especially intense because the material itself offered to children is of immediate interest to them; organizational forms, methodical means allow to introduce elements of entertaining, visualization; imagery of the material makes the imagination work.

Due to this, during their stay in the correctional school, its pupils are significantly advancing in their aesthetic development, although, of course, they do not reach the level that is characteristic of their peers in the mass school. Under the influence of the system of educational and pedagogical influence, children develop the ability to feel and appreciate the beauty, and many of them master elements of artistic creativity [1].

In the process of aesthetic perception in learners, it is possible to form intellectual and emotional responsiveness to the objects of aesthetic perception, the ability to notice and highlight the beautiful things. Thanks to the pedagogical influence, the feelings of children are enriched, and their emotional experiences and reactions become diverse and stable. A developed

human personality is understood to be a person with a certain worldview, aware of his place in society, his life goals, and able to act independently to realize these goals.

Mentally retarded children, due to their inadequate thinking, begin to understand relatively lately questions of aesthetics, morality and ethics. Therefore, one of the main tasks of the auxiliary school is the correction of defects in the development of children with ID. In recent years, the attention of theorists of a pedagogical science and practising teachers, both in our country and abroad, has been focused on revising conceptual approaches to teaching children with intellectual disabilities and improving the content of this training in connection with the changed socioeconomic conditions [2]. Aesthetic education will be most effective when referring to embroidery as an important means of creating a harmoniously developed personality in the educational process.

Based on the goal, we have formulated the following research objectives:

1. To determine the degree of development of the problem in the psychological-pedagogical literature. To study the views of outstanding teachers on the process of aesthetic education.
2. To consider the nature, content, methods and means of aesthetic education of schoolchildren.

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3. Identify and experimentally test the most effective means of aesthetic education of schoolchildren in circle embroidery classes.

By the purpose and objectives at different stages used research methods: analysis of psychological, pedagogical and methodical literature, methods of theoretical generalization, modelling; pedagogical observation; questioning; quantitative and qualitative processing of empirical research data.

The upbringing and training of a mentally retarded child should be in close unity and interconnection, making up the holistic process of becoming a child's personality, preparing it for life and work. When raising ID child, you must:

- rely on intact functions;
- use positive personality traits;
- the whole process of upbringing is based on the reasons, the depth of the defect, the psychophysical characteristics of the individual.

Addressing issues of aesthetic education in the auxiliary school, it should be noted that it is systemic, i.e. New knowledge and concepts about beauty are constantly supported by practical knowledge. First, aesthetic education in an auxiliary school is based on certain stages in the development of a mentally retarded child. Secondly, aesthetics is the all-pervading science. It permeates all disciplines taught in the auxiliary school. Aesthetic education, giving a certain direction to the cognitive and creative activities of mentally retarded learners, development and satisfaction of their spiritual needs in the process of multifaceted activities, covers all spheres of the spiritual life of an emerging personality. [3].

All moral riches created by man must enter the hearts of mentally retarded children. Human beauty, entering the spiritual life of mentally retarded children, makes us think about our own actions. As a result, thoughts, feelings, relationships between peers are spiritualized by moral beauty.

Guided by the basic principles of education, the auxiliary school seeks to address the general and special tasks of educating mentally retarded schoolchildren. This process is carried out along the directions common with the mass school, considering the fact that any educational activity in the auxiliary school must have a corrective direction and have a correcting effect on the personality of education.

The general and main task of the school is to comprehensively develop learners to prepare them for independent living and work. This task is solved by carrying out a system of remedial measures aimed at alleviating the shortcomings of the development of mentally retarded children, at forming their personality and social adaptation. The personality of the child is formed and developed under the influence of everyday life, the surrounding nature and other objective factors. However, one should not underestimate subjective factors, especially the system of pedagogical influence. It is purposeful and systematic educational activities to the greatest extent ensures the formation and development of the individual.

For the formation of a personality and the correction of defects, the development of learners in auxiliary schools requires certain favourable conditions. All conditions are implemented in a children's team, organized on the basis of the principles of partial self-government and self-service [4].

The special task of cultivating personal qualities in an auxiliary school is to increase the regulatory role of intelligence in the behaviour of learners in various activities. The correctional effect of educational work is most effective when it is focused on the development of higher mental functions, logical thinking and the formation of motives for their practical activities in mentally retarded children.

The mental development of mentally retarded children, obeying the general laws of the development of the psyche, is carried out in the process of specific activities, and first of all in the collective. This makes it possible to actively manage the mental development of these children. The development of the emotional-volitional qualities of the personality of a mentally retarded child is carried out in the process of developing his mental activity.

Due to the compensatory abilities and plasticity of the nervous system, the abilities of the developing organism in the process of education, the most complex aspects of the personality of the mentally retarded student develop, in particular, the ability to work and live in a team is formed. Consequently, the primary task of education is the organization of a children's team. All forms of leadership in the process of education should be aimed at organizing the collective activities of children and ensuring the active participation of every mentally retarded student in it. Here the atmosphere of benevolence, the combination

of respect and demandingness, the unity of the requirements of teachers and educators for the pupils is crucial. Mug activity creates objective conditions for the emergence of mutual sympathies and stable relations between children. Moreover, interpersonal relationships are often crucial for the formation of the personality of the student, his moral qualities [5].

Forming the need to communicate with each other and the relations of mentally retarded schoolchildren is an important task of their education. The main way to solve this problem is to organize communication and children activities.

Student relationships are formed mainly in extracurricular activities. The nature of these relationships is largely determined by the level of educational work in the boarding school and the ability of children to properly assess their classmates. It is in the process of collective circle activity, and mainly outside school hours, that schoolchildren enter into communication, as a result of which collective ties and relations are formed.

**METHODS**

Experimental work was conducted by the state special (correctional) educational institution for learners and pupils with ID consisting of 20 learners of class 6a and 6b. The study involved the following participants (Table 1).

**Table 1: Participant’s Specifics**

| Grades | Type of classes | number |
|--------|-----------------|--------|
| 6a     | control         | 10     |
| 6b     | experimental    | 10     |

According to the hypothesis put forward, we organized a pilot study, which includes three stages:

1. Ascertaining experiment
2. Formative experiment
3. Control experiment

A special task, in this case, will be to carry out correctional and developmental work through embroidery: the development of fine motor skills, spatial orientation, an eye meter, the ability to concentrate your attention, work with concentration,

carefully, bring the work started to the end; education of emotional and aesthetic perception of products of national craftsmen, their works, the world around them.

Next, we describe the experimental work, the purpose of which was to identify the level of aesthetic education of learners with mental retardation.

It was the identification of the possibilities of art as the main means of aesthetic education of learners with mental retardation was the subject of this study.

Changing the aesthetic education by using different criteria: psychological, pedagogical, social. Psychological criteria measure the child’s ability to adequately recreate the original in the imagination of artistic images and reproduce them, admire, experience and express the judgment of taste. The degree of development of these mental processes can be judged by how and how much a child communicates with works of art and the beauty of reality, how emotionally he responds to them, how he evaluates these works and his own psychological state [6].

**RESULTS**

The ascertaining examination assumed the diagnosis of learners, the purpose of which was to study and identify the level of aesthetic qualities in the two sixth grades.

The study of the aesthetic experience of schoolchildren was carried out through the questioning of each child, during which the opportunity arose to clarify some details, to obtain additional information about the areas of modern art that concern the child (music, visual arts). For the survey, questions were drawn up that related to the artistic and aesthetic tastes of children and their aesthetic experience. The work carried out allowed to judge the competence of children in the designated range of issues and their relationship to the selected components, revealing the essence of aesthetic qualities. Analysis of the questionnaire and the result of the audit showed that the level of aesthetic experience, artistic and aesthetic preferences of school children are dominated by the average and below the average. Children almost do not attend cultural institutions (except for a rare visit to the library), although most of them believe that it is necessary for the cultural development of each person. They call the arts, but their knowledge is superficial, non-specific, "blurry (Table 2).

**Table 2: Questionnaire and the Results of the Audit to Check the Level of Aesthetic Experience, Artistic and Aesthetic Preferences of Schoolchildren**

| S. no. | Questions   | Answers |          |    |
|--------|---|---------|----------|----|
|        |   | Yes     | Not very | No |
| 1      | Do you like to attend theatres, museums, exhibitions, concerts? | 7       | 3        | 10 |
| 2      | Do you know anything about art?                                 | 3       | 11       | 6  |
| 3      | Do you like Art?  | 6       | 9        | 5  |
| 4      | Do you like to learn to make art things?                        | 10      | 5        | 5  |
| 5      | Do you like to learn embroidery?                                | 12      | 5        | 3  |
| 6      | Do you like to learn sewing?                                    | 15      | 2        | 3  |
| 7      | Do you like to learn knitting?                                  | 11      | 4        | 5  |
| 8      | Do you like beautiful things?                                   | 16      | 4        | -  |
| 9      | Do you prefer bright colours?                                   | 17      | 2        | 1  |
| 10     | Do you think you can easily learn?                              | 14      | 3        | 3  |

## DISCUSSION

Thus, according to the results of the study, it was found that in 6 "B" class (experimental) out of 10 surveyed schoolchildren 6 children (26%) have a high level of aesthetic development. Ten children (44%) showed an average level of development of spiritual and moral qualities, the rest 7 children (30%) have a low level of aesthetic development. The results of diagnostics in the 6 "A" class (control) were the following indicators: out of 10 schoolchildren examined, two children (35%) have a high level of aesthetic development. Four schoolchildren (48%) showed an average level of development of spiritual and moral qualities, the rest 4 children (17%) have a low level of aesthetic development.

Learners get acquainted with many types of handicraft creativity at the lessons of labour education, including embroidery. Many of the tasks in extracurricular needlework classes are greatly expanded. Besides, work on needlework is of great importance for improving the general labour training of learners. In the case of embroidery, this primarily refers to the sketching of product sketches, the development of muscles and fine motor skills of the hands, the eye gauge (the need to perform stitches of a certain length, to put stitches in the right direction). Schoolchildren with mental retardation form a culture of work, they learn to use threads, cloth economically, to take care of tools, appliances and materials [7].

Thus, embroidery in classes, as one of the options for preparing learners for independent living. It can also be considered as one of the ways to mentally teach other schoolchildren on how to enjoy leisure activities.

In the process of embroidery, learners in a class fix the skill of working with such universal tools and devices as scissors, needles, thimble [8].

Embroidery requires more laborious work than the processing of other materials, which significantly improves the overall labour training. In terms of practical significance, the basic skills and abilities acquired by children in needlework classes are necessary for everyone, since they constitute an important element of self-service labour. The need to acquire such skills must skillfully bring the circle, giving them the necessary practical knowledge. In classes dedicated to such painstaking work as embroidery, children are educated in the moral-volitional qualities of the individual: assiduity, patience, the ability to bring the work begun to the end, and accuracy in work. The extracurricular activities of embroidery contribute to the development of creative thinking and imagination; they attract children with labour [9].

How much joy do schoolchildren get when they sew a handkerchief, a napkin with their own hands, decorate a pad with a pattern. How surprised and admired the teacher, considering the samples and products made by craftsmen. Consequently, needlework is also a means of emotional and aesthetic education and development of children. It should be noted and the fact that the circles on needlework provide great opportunities for expanding the polytechnical outlook of learners. Children have the opportunity to learn about the properties of textile fibres and threads, industries related to the production of fibrous materials, their processing into various products, machine embroidery, threads used for

embroidery, the process of their production and dyeing, etc. On extracurricular activities on embroidery, in particular, and on needlework, in general, it is possible to significantly expand and deepen the knowledge of craftsmen, peculiarities of embroidery, the meaning of the elements used in Russian embroidery.

Thus, all of the above makes it possible to determine the purpose of the circle work on embroidery: to teach children how to spend their free time, to develop general labour skills and abilities [10].

## CONCLUSION

These results indicate the predominance of children in the control class with a high and medium level of aesthetic development. Comparing the results of the level of aesthetic development of children in both classes, we found that in 6 "A" (control) class it is slightly higher. Thus, after conducting a survey, we found out that learners have an interest in art. They not only like to go to the theatre for performances, attend various exhibitions or a circus, but they also would like to learn more about art itself, to do embroidery, it is necessary to use extracurricular forms of work on shaping the aesthetic experience of schoolchildren, through drawing classes.

Thus, we concluded that systematic, purposeful and systematic work with children on aesthetic education is needed, through the organization of circle work on embroidery.

For the greatest interest of children and the effectiveness of work in this area, we used various forms and methods of organizing children's activities. Greater emphasis was placed on the use of circle embroidery [11].

Analysis of the progress of the experimental work aimed at testing the system of work on the aesthetic education of younger school children with intellectual

disabilities in embroidery classes developed by us, and the dynamics of student achievement, confirmed its advantage. Thus, our hypothesis, stated at the beginning of the work, was confirmed. The goal of the work is achieved.

However, our study could not cover all the problems in the chosen field. It seems to us that several issues need to be studied further, among which there is a problem of using other types of decorative and applied art in the process of aesthetic education of children with intellectual disabilities.

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