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On the problem of vocational guidance organization children with sight violations

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Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

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Social policy of modern Russian state expands the possibilities of employment of physically disabled people. A number of regulations governs the relations arising in connection with quoting of workplaces for employment of disabled people. Since 2012 the actions directed “on the increase of efficiency of realization of actions for assistance to employment of disabled people, on ensuring the availability of professional education, including improvement of methods of vocational guidance of disabled children and handicapped persons, on preparation of specialized programmes of the vocational education of disabled people taking into account the features of their psychophysical development and individual opportunities” are actively developed.

As numerous researches show, in most cases visual impairments are congenital or early acquired defects which considerably complicate approximate and search activity of children and reduces it. This feature demands correction during pre-school education and in the course of elementary education.

Further violations in the sphere of sensory perception limit the possibilities of formation images of imagination of these children. Shortcomings of sensual experience are compensated in the course of rehabilitation work by means of cognitive operations of the analysis and synthesis. Visual impairments cause difficulties when comparing objects; therefore, children are at a loss in their classification and systematization; they often acquire concepts dogmatically and formally with operate them. At the same time, their thinking is apt to correction at the organized perception and the use of safe functions of the visual analyzer.

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and formally operate them. At the same time, their thinking may be corrected at the organized perception and use of safe functions of the visual analyzer.

Blind and the sight impaired children impossible should not be labor opportunities narrow. The All-Russian society of the blind allocates numerous fields of activity in which people can work with various violations of sight. These spheres of activity are: the press and forming production; woodwork and furniture production; mechanical of metals and other materials; the porcelain and faience production, toys, container, haberdashery and other products; office paper works, financial activity, technical works; printing works; logistics; work in warehouses; notarial and legal service; advertizing and model works, design; cultural and educational activity and art; science and equipment scientific service; education; health care; the sphere of consumer services; food industry; agriculture, individual business and others [www.czn-shakhty.ru/cznfiles/rabotodatelyam/perech.doc].

M.I. Zemtsova notes that people with violations of sight assimilation of the labor skills of the mechanized work and frequent switching of kinds of activity and changes of technological conditions have a lot of difficulties. To avoid the detailed division of labor, specialization in limited number of operations fixing to each person of a certain workplace, the equipment, tools, adaptations are necessary. Ensuring production safety is of particular importance.

Quite often people with pathologies of sight choose intellectual work and become philosophers, historians, lawyers, scientists, poets, musicians, teachers, etc. In recent times these professions were inaccessible to the majority of the blind and the visually impaired as they demand getting the higher education. Now this barrier is partially removed. Students with violations of sight study in higher educational institutions, but they, on the one hand, experience difficulties in communication with ordinary students, and with other people; they need their help.

Thus, school students with diseases of organs of vision need specially organized rehabilitation work with the pronounced professionally focused direction. This activity can be divided into some stages. At the first stage it is necessary to define their professional interests, preferences, tendencies of the personality to various spheres of professional activity. It is important to know the features of the child's identity, his motivation of the choice of profession. The obtained data allow to create an individual educational programmes for each child with sight problems. This programme includes the block of work on vocational guidance. This block contains the organization and carrying out elective courses. Elective courses broaden the child's horizons; they give knowledge which is necessary for their future profession, help them to learn to communicate, to organize the working and free time, etc. Class hours are incorporated into the block extra-curricular activities when children learn about the professions they can choose taking into account the disease. Stories about great people who also suffered from a lack of sight can lift up their moral spirit. Very important infor-

mation for the senior school students – labor marketing monitoring as it is more difficult to the visually impaired person to be competitive, than to ordinary people. It is important to give practical classes in the formation of skills of writing of a summary, communicating with future employers. At the final stage it is necessary to estimate the work carried-out from two positions. First, what changes have happened in the personal sphere of children, whether they can make a conscious choice of the future profession, what new social skills they have got. Secondly, whether this work was carried out effectively, what help is necessary for teachers and the head teachers, what recommendations parents need to make, whose children suffer the sight violations.

Thus, organizing special activities for vocational guidance of children with sight problems, it is necessary to consider the time of pathology acquisition, its depth, character, and also psychological features of the identity of such children. The work with members of their families, and also with all the society, not always ready to perceive disabled people as ordinary people is also important.

Abstract

The author considers the organization of vocational guidance of children with sight violations. Some psychological problems of these children are opened in article.

Key words: children with sight violations, vocational guidance.