



General trends of the development of professional and labour training and education of students with mental deficiency in the second half of the 20th century

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Abstract:

The article is devoted to the complex analysis of the preconditions, causes, course and consequences of reforming the content, forms and methods of vocational training of mentally retarded students in Ukraine (second half of the 20th century). The interrelations are substantiated between state strategies of socio-economic development of Ukraine and social demands for the training of mentally retarded students for work, the influence of educational paradigms on the functioning of the system of labor training of students.

We developed the periodization of reforming the content, forms and methods of vocational and labour training of mentally retarded students in Ukraine in the second half of the 20th century and described the main tendencies, features and contradictions of development of each of the stages. In particular, it has been proved that the content, forms and methods of vocational training of mentally retarded students formed a specially selected and pedagogically perfected system of knowledge, skills and practice reflected in regulations, curriculum, syllabi and textbooks. The educational and methodological support of vocational training is developed taking into account the peculiarities of mental development and potential cognitive abilities of students.

We evaluated the contribution of Ukrainian scholars in oligophrenopedagogics to the development and implementation of content, methods, forms of labour training and didactic functions of labour (educational, developmental, informative, remedial), which are interconnected and carried out in dialectical unity.

1. Introduction

Subject-matter. Modern socio-economic and democratic transformations taking place in Ukraine and in the world require significant modernization of the education system, a new notion of the problems of education, guaranteeing real conditions for the intellectual, moral, physical and aesthetic development of young students. As stated in the National Doctrine on the Development of Education in Ukraine in the 21st Century, the main goal of the domestic educational system is to create conditions for the development and self-realization of each individual as a citizen, formation of generations capable of learning throughout their life, and to create and develop the values of civil society. The emphasis is on the personality, on its socially conditioned characteristics, on the development of positive qualities.

An important sphere of special pedagogy is the training and education of students with intellectual disorders, namely the formation of an integrated personality, capable of adapting to life in a social environment after leaving school. In a specially organized educational process, the labour training of mentally retarded children is considered as an important means of correction, formation of their personality, development of individual abilities, creativity, criticality and activity, ability to control their own activities and behaviour.



The inclusive form of education acquires topical significance at the present stage of the development of remedial education, which necessitates the generalization of the experience of labour training and education of children with intellectual deficiency, profound analysis and reconsideration of the leading tendencies and contradictions in their development, a differentiated approach to the choice of content, methods and forms of organization of vocational training.

2. Theoretical context

Analysis of historical and pedagogical sources. Different aspects of vocational training and education of students with intellectual disorders were the subject of the research by Bondar (1975, 1980, 1992), Havrylov (2009), Graborova (1941), Dulnev (1969), Yeremenko (1970, 1983), Zolotoverkh (2006), Mirsky (1971), Mersyanova (2012), Turchynska (1976), Pinsky (1985), Kuzmytska (1959), Khokhlina (2000) and others. Particular attention was paid to the study of the peculiarities of formation of general labour and vocational skills by Bondar (1971, 1988), Dulnev (1969), Yeremenko (1983), Maksymenko (1980), Mersyanova (2012), Mirsky (1982), Pinsky (1985), Turchynska (1976), Khokhlina (2000), etc.

The scientific and methodological problems of the remedial influence of labour training on the development of mentally retarded students are presented in the works by Bekh (1982), Bilevych (1986), Bondar (1971, 1988), Havrylova (2015), Dulnev (1969), Yeremenko (1983), Konstantyniv (2015), Maksymenko (1980), Mersyanova (2012), Mironova (2007), Mirskoy (1980, 1989), Pinsky (1977, 1985) etc.

In the modern theoretical and methodological comprehension of the remedial orientation of labour training of students with intellectual disorders at different stages of the formation of a special school, a major role was played by researches of Bonader (1992), Dulnev (1969), Graborov (1941), Mirskoy (1982), Pinsky (1985), Khokhlina (2000) and others.

3. Research objectives

The aim of the research is to carry out an integrated analysis of the development of vocational and labour education of mentally retarded students in Ukraine within the period researched, and to determine the prospects of implementing leading ideas and organizational experience in training of students of this category for independent work in the conditions of typical vocational relations.

4. Findings

The historical and pedagogical analysis made it possible to determine the relationship between the development of vocational education of students with intellectual disorders and systemic economic, social and administrative transformations in our country. It was found out that the country's demand of workpeople was crucial in shaping the content and forms of vocational and labour training of mentally retarded students. We substantiated the interconnection of priorities of state development of the economy, liberalization of social life with the improvement of normative-legal, economic and organizational provision of vocational training of the future generation. The formation of the system of vocational and labour training of mentally retarded students required the legislative consolidation of general and special education, strengthening the connection of school with life, combining the teaching of students with productive labour and vocational training of industrial and agricultural areas, the development of special schools of different types and structures, improvement of their financing and material and technical support, qualified training of labour teachers and defining their role in labor training and remedy of disorders in mentally retarded students.

The main tendencies of updating the content of vocational and labour education (1960-1972) consisted in increasing the proportion of vocational and labour education in the remedial and educational process. The positive tendencies of this period include the introduction in senior school (grades 8-9) of industrial training and industrial practice, which contributed to mastering the ability to perform a number of jobs at the level of initial labour qualification. Labour skills and abilities of students reached the level of working efficiency of the worker in this production. An important trend was to "overcome" the early (from the age of 10) vocational orientation of students to specific specialties, which only started from the 5th grade. The researches by



Bondar (1969), Dulnev (1969), Mirskoy (1971) proved that children of this age with intellectual disorders were neither physically nor psychologically or intellectually ready to perform such labour tasks. Bringing career guidance work forward to the 4th grade fully justified itself and subsequently formed as an independent intermediate stage between general and vocational training in grades 5-9.

It was found out that a significant factor for improving the content and forms of vocational and labour training of mentally retarded students was the experimental study of the mental activity of children of this category in the process of learning, influence of the content and methods of teaching on their development and mastering the methods of labour activity. Basing on the propositions by L. Vygotsky on the leading role in the development of an abnormal child, scholars (Dulnev, 1969; Yeremenko, 1970; Kuzmitskaya, 1959; Pevzner, 1963; Pinsky, 1962) proved that in intellectual abnormalities all stages of mental development of the individual are preserved; that the mental development of children of this category is characterized by peculiarities due to organic or functional disorders of the nervous system, degree of impairment, gravity of the disorder and when it appeared, its structure, place of localization. They proved that mentally retarded children are characterized by persistent disorders of the entire mental sphere, which reduces their cognitive abilities and level of self-sufficiency. The research proved that the students' peculiar and imperfect fulfillment of labour processes is subject to adjustment, that the remedial work should not be carried out on specially assigned classes, but in the process of the whole system of educational work using special means and methods.

As a result of psychological and pedagogical research conducted by G. Dulnev (1969) and under his guidance, we can search for ways to improve the content, forms and methods of organizing labour learning of students; develop the means of improving the comprehensive, remedial and educational role of labour; differentiate both the content and teaching methods in accordance with students' cognitive abilities. Differentiation in labour education was carried out in different ways: by dividing students into several groups based on the level of development of their cognitive abilities and the manning of classes by students of a homogeneous group (Yeremenko, 1970); teaching students within the same class by different (variational) curricula using different methods (Dulnev, 1969); taking into account the individual typological characteristics of students (Mirsky, 1971).

The restructuring of labour training in the 70's and 80's is due to profound study of labour abilities, peculiarities of the cognitive sphere, to new approaches to determining the vocational qualification of students with intellectual disorders. Taking into account these aspects, a mobile system of vocational training was created, which, in the course of the nine-year training period, included manual labor (grade 1-3); general labour training (grade 4); vocational education (grade 5-8); industrial training (grade 9) with 22 classes a week. The content of vocational training was developed on the basis of its connection with the educational process, life, existing environment and socio-cultural environment. At this stage of the special school, they took steps to overcome the early professionalization of students; strengthen the material and technical resources of the school; expand the connection of life with the production environment. They introduced new types of industrial and agricultural labour, developed the educational and methodological support of the process of vocational and labour education of students, and were the first to introduce the training, retraining and advanced training of labour teachers.

The peculiarity of the restructuring of labour training in auxiliary school was the creation of production brigades and units, the establishment of relations with work collectives, the organization of practice at a factory, signing agreements with manufacturing enterprises for mentally retarded students to fill labour orders available for them. All this provided a successful solution to the problem of social and labour adaptation of auxiliary school graduates.

The beginning of the 90's of the twentieth century was characterized by crisis phenomena in the social, political and cultural life of Ukraine, the accumulation of unresolved problems, the aggravation of contradictions between the aim and objectives of the school to train its students for independent living. The adaptation of the existing system of vocational training to the demands of society aggravated the contradictions between the new aims and objectives of the school and the discrepancy of the content of material and technical resources of the school. A characteristic trend in the development of special education of this period is a short list of occupations the students were trained for, and those professions that were traditionally in use, not only did not attract students, but also were not in demand in the labour-market. All this resulted in the need to modernize the system of labour training of mentally retarded teenagers, to develop, appropiate



and introduce new models and forms of organization of professional orientation and vocational training to provide graduates with work in conditions of market relations. Moreover, there were new models of special educational institutions, which had not only training units, but also those to provide students with elementary level of labour training.

On the basis of socio-economic, political and cultural changes, three periods of formation and development of the content, forms, methods and didactic functions of vocational and labor education of students were determined and substantiated on the account of chronological boundaries of the study.

The first period (the first half of the 20th century) was characterized by the formation of elements of the system of labour education in Ukraine.

The second period (1960-1970) was marked by the formation of theoretical foundations of labour training of mentally retarded schoolchildren and the improvement of the system of vocational and labour education.

The third period (1971 – the end of the 20th century) was accompanied by profound study of labour opportunities, peculiarities of cognitive and labour activity of students, new approaches to the definition of vocational fitness and the creation of a mobile system of vocational training on this basis.

Understanding the pedagogical ideas embodied in the practice of labour training of mentally retarded students in Ukraine in the second half of the 20th century, singling out the most significant of them, which reflect the peculiarities of the development of content and forms of vocational and labour education, may serve as a basis for the future development of the concept of vocational education for students with intellectual disorders in the conditions of modern paradigm of their education.

5. Conclusion

The reformation of the system and content of vocational and labour training of mentally retarded students in the second half of the 20th century (50-60-ies) took place in the context of state laws and regulations on general and special education, which contributed to further development and scientific substantiation of the theory of oligophrenopedagogy and school practice.

The research of oligophrenopedagogical scholars proved that the students' labour abilities are influenced by the whole system of educational work of a special school. The training for independent life itself was carried out through the involvement of students in various types of work: service, socially useful, vocational and industrial training. Due to this, pedagogical, psychological, and practical ways of improving the content, methods and forms of organization of labour training, means of strengthening the remedial role of labour in the mental, moral, physical and practical development of students were specified. The restructuring of vocational training was aimed at overcoming the early (from the age of 10) professionalization of students, increasing the number of classes for this type of school activity, the inclusion of a production component in the labour training of students.

In the 60's and 80's of the 20th century the experimental researches of scholars proved the necessity of widespread use of labour in remedial work. It was found out that the use of special techniques in the process of work of students developed the ability to navigate the task, to plan the actions and operations required, formed self-control skills and methods of its implementing, created favourable conditions for correcting the deficiency of perception, imagination, memory, speech, thinking and motor function. The importance of labour for physical development and moral education of children of this category was also recognized. Positive trends of this period of development of education of the mentally retarded should include the improvement of conditions for the protection of childhood, the awareness of society of the need to study the peculiarities of the child's development with a view to identifying the potentiality of education, training, labour training, as well as new principles of social and psychological and pedagogical assistance to children. In addition, we comprehended the need to expand the network of auxiliary schools, to create appropriate material and technical resources, to provide special education for all children from 7 to 17, to expand specializations and improve the quality of labour training, which was in line with the general orientation of the state in the field of cultural and technological revolution.

At this stage, the auxiliary school solved complex tasks for the transition from the elementary level from four years to three years, from seven years to compulsory eight and nine years of study, which contributed to



the increase of the level of general and vocational training, and the improvement of the quality of vocational guidance work. The positive tendencies of this period include the introduction in senior school (grades 8-9) of industrial training and field experience of students, which facilitated the mastery of skills to perform a number of jobs at the level of elementary labour qualification.

The results of the study and its conclusions suggest that not all possibilities are used to ensure that the level of vocational training of students of the secondary school should meet the requirements of production of that time.

The general technical training of students has not been perfected, there are no defined specializations of vocational training that correspond to the intellectual, physical, emotional and volitional characteristics of students and facilitate the employment of graduates of auxiliary school; scientific basis for the effective vocational orientation of students has not been developed, institutions of national system of training labor reserves for independent labour activity are not actively used. Problems like these require further scientific research and solution.

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