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Methods of Pedagogical Examination of Children with Developmental Disabilities

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Pedagogical examination allows to reveal information about the knowledge, skills, abilities that a child should acquire at a certain age.

It helps to determine the reserve of imagination about the environment, the formation of the necessary qualities for learning (voluntary mental movements, planning, self-control, interests, etc.). If a child is preparing to go to 1st grade, it is necessary to determine his readiness for education (physical, psychological, mental). If a child is in school, it is important to understand the reasons for the difficulty. The educator can obtain interesting information about the child through indirect conversations with the child, parents, educators, as a result of the analysis of his work (pictures, notebooks, etc.). Practice shows that the amount of complete information about the child can be diagnosed through a specially organized observation. The pedagogical review should be pre-planned, clearly directional and systematic. It is important to observe the leadership activity, in which the emergence of new psychological images at this or that age can be seen the formation of the transition to a new leadership activity, a new period of psychological development. Pedagogical observation helps to study the motivation of the child's aspect of activity well enough, to study the activity of his imagination and interests. The study of motivation shows the level of maturity of the child's personality. In childhood, it is observed that many motives do not form a hierarchy without understanding it, and the leading motive is not separated. It is possible to determine a child's motivation by observing his or her emotional reactions. For example, a child fulfills learning responsibilities so that his or her parents and teacher do not praise or reprimand him or her. The cognitive process that a child receives from any pedometer itself represents the motivation for joy in the child. The most effective of the learning motives listed above is to learn these new things. In the process of determining the type of motivation, the educator develops effective opportunities for positive aspirations through pedagogical influences.

Determining a child's interests is of a diagnostic nature. For example, reading, math, science, physical education, and other subjects can be an example of what attracts a child the most. Children with primary intelligence are more likely to like that their disabilities have less impact on the effectiveness of activities (e.g., children with severe speech disabilities are more likely to love math than writing and reading). Observations also help to assess the level of formation of the activity: the ability to focus on a specific goal, organization, expression, the ability to plan actions, the ability to use independent tools during the activity. In order to determine the formation of the child's perception of the activity, the teacher should pay attention to the following:

- understand the purpose and direction of the task;
- ability to perform simple instructional tasks as well as multi-tasking tasks;
- actions to identify the sequence;
- the ability to re-create actions in accordance with the change of purpose;
- ability to self-manage the work process;
- Overcome all the difficulties in their work and achieve a clear result of the task;
- ability to accurately assess the results of their activities;
- be able to shift their attention from one task to another;

It is important to characterize the child in specific activities.

Psychological and pedagogical description is a document that reflects the behavior and mastery of students, interest and ability to special types of activities, mental and physical development, orderliness, personal characteristics. The characteristics of children with developmental disabilities should reflect not only the characteristics of developmental delay, but also the positive aspects of the personality, as well as potential opportunities. The description also shows the general development and dynamic changes in the child's behavior under the influence of the educational process. The pedagogical-defectologist gives a psychological-pedagogical description to the correctional-educational institution on the basis of studying each child. The set of materials to help teachers, developed by S.D. Zabramnaya, and the descriptions of the program of pedagogical study of children with developmental disabilities in the context of an educational institution can be used.

In some cases, it is necessary to express the results of observations over the whole class (group), not just one child. This can be done through the following scheme proposed by I.M. Bgajnokova.

Recommendations for classifying classes.

1. Information about the composition of the class:

- Number of students; age, composition;
- Classification by level of knowledge (speech, action);
- The number of students studying in the concessional or individual program (surname, subjects);
- A brief description of the activists of the class, the sum of the tasks performed.

2. Collective interaction within the classroom:

- The nature of the relationship between children (interest in the common work, indifference, dispersion);
- The presence of a leader; what characterizes leadership, its impact on children's collectives;
- Public works of the class, their performance by students (independently, under supervision, with the help of a teacher or tutor);

- Attitudes of children in the group to children with physical disabilities and behavioral disorders;
- The nature of the interaction between students (authoritarian, equal, imitative, unstable).

- the opinion of the team and its form of expression (reprimand, approval, criticism, lack of adequate evaluation).

- organization of the group (ability to comply with the requirements of adult and class assets).

3. The nature of the school's relationship with the class community:

- Class participation in children's work organizations by interests;
- The structure of school tasks and the nature of its implementation (curious, constant, at all times).
- The nature of the relationship with other classmates (assistance, interactions, competitions).
- In general - participation in sports competitions, celebrations, etc.

It is important to conduct a *pedagogical examination* when there are difficulties in the learning process. The pedagogue-defectologist should not only give a conclusion about the child's level of knowledge, but also identify the causes of difficulties in mastering reading, writing and counting, and show them the ways of the necessary correctional and pedagogical effect. Particular attention should be paid to the ability of children to perform the task independently, to use the help correctly. In the process of completing the proposed tasks, it is necessary to observe that the child understands the specifics of the direction, remembers it during work, and directs his activities towards the goal. It is important to show whether the child is interested in the task he is doing and how stable he is, his efforts to get the job done, his ability to evaluate the results of his work correctly, his attitude to praise and criticism.

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