



**BELARUSIAN STATE PEDAGOGICAL UNIVERSITY  
NAMED AFTER MAXIM TANK  
Department of Special Pedagogy**

# Methodology for developing a vocabulary of preschool children with intellectual insufficiency

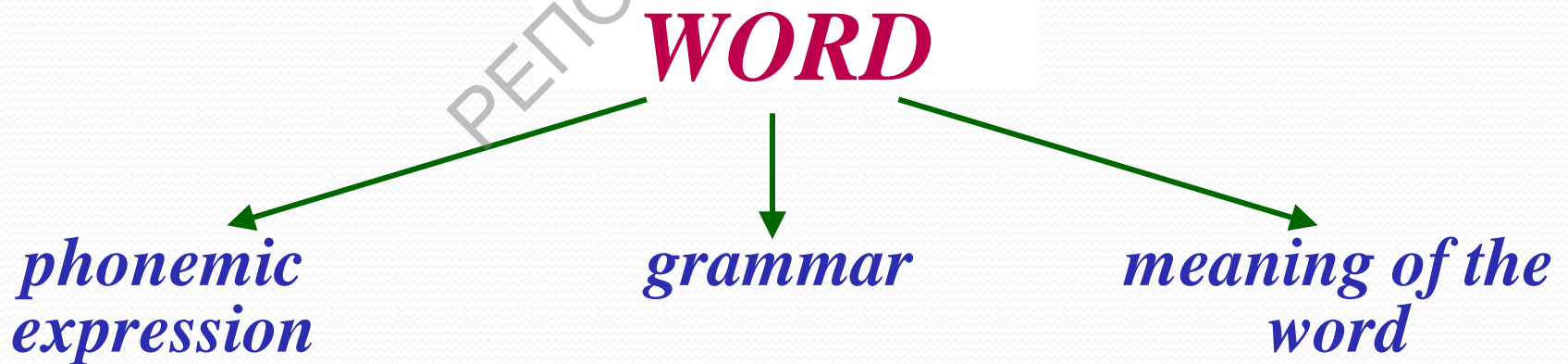
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# Plan

1. The concept of vocabulary work and its meaning.
2. Degrees of generalization of words.
3. Quantitative and qualitative characteristics of the preschool vocabulary with intellectual insufficiency.
4. Tasks, methods and techniques of vocabulary work.

# *Dictionary work*

— purposeful pedagogical activity, ensuring effective mastering of the vocabulary of the native language.



# *Degrees of generalization of words:*

- Zero degree of generalization of words (the end of the first, the beginning of the second year of life).
- The first degree of generalization of words (the end of the second year of life).
- The second degree of generalization of words (the fourth year of life).
- The third degree of generalization of words (the fifth year of life).
- The fourth degree of generalization of words (adolescence).

*The vocabulary of preschool children with intellectual deficiency is characterized by the following features:*

- poor vocabulary;
- inaccurate use of words;
- the difficulty of updating the dictionary;
- significant predominance of passive vocabulary over active;
- the unformed structure of the meaning of the word;
- violation of the process of organizing semantic fields.

## *The tasks of vocabulary work:*

- enrich the vocabulary with new words;
- consolidation and refinement of the dictionary;
- activation of the dictionary in various communicative situations;
- the elimination of nonliterary words from the speech of children.

# *The method of introducing new words into the dictionary. Receptions:*

- viewing and inspection of objects;
- show with a naming;
- monitoring plants, animals, people's activities;
- excursions;
- showing pictures with unfamiliar content;
- reading and telling of literary works, etc.

# *The method of fixing and activating the dictionary. Receptions:*

- consideration of toys and reproductions of familiar content;
- conversation;
- didactic games;
- inducement to request;
- commenting on their actions by the child;
- verbal games;
- guessing and guessing of riddles, etc.



# Literature

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2. Мыслюк, В. В. Воспитание и обучение детей дошкольного возраста с интеллектуальной недостаточностью : учеб.-метод. пособие для учителей-дефектологов дошк. учреждений / В. В. Мыслюк, Ю. Н. Кислякова. – Минск : Адукацыя і выхаванне, 2010. – 200с.