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Psycho-pedagogical conditions of views concerning the number and the preschoolers with the General underdevelopment of speech

Invaluable for the development and improvement of all mental processes and operations of cognitive sphere preschoolers has mastery of the children of elementary mathematical representations. Mathematical activity serves as a powerful tool for development and correction of mental functions raises level of General cognitive and including the child's speech development, with the overall underdevelopment of speech (ONR) to a higher level. Quantitative presentation are subject of research for many years and include an understanding of quantitative relationships, knowledge, knowledge of account numbers, the ability to perform the counting operation, the decision arithmetic problems (A.a. Woodworker, g.s. Kostyuk, a.m. Leushina, N. Menchinskaja, a. Beloshistaja, R. L. Nepomnyashchaya, r. l. Verbenec, etc.).

Many authors point to the considerable difficulties when generating quantitative mathematical representations of older preschoolers with ONR (N. Zhukova, V.i. Lubovskij, e.m. Mastjukova, T.b. Filicheva, etc.). The researchers emphasize that the problems of the digestion of children in this category are stored and mathematical concepts in children of primary school age (r. i. Lalaeva, a. Germanovska, l. a. Dmitrieva, e.m. Mastjukova, etc.). So, R.i. Lalaeva, a. Germanovska the presence of diskalkulii (ability to maturation computing operations, pathological breathing when performing computational operations) in children with serious speech disorders [2].

L.a. Tomme said that the problems of mastering mathematics children with ONR can be associated with insufficient development of speech, the low level of self-organization of mental activity, underdevelopment of certain mental functions, which form the basis mathematical concepts [5].

The studies identified substantial connection Kondratieva S.Yu. infringements in the acquirement of the accounting activities with underdevelopment obshhefunkcionalnyh mechanisms of speech activities in structure formation of skills accounts. This is reflected in the difficulty of organizing a series of mental function: spatial and temporal orientations; designing; logical operations, classification, comparison, comparison, seriacii; to understand and use mathematical vocabulary [4].

Cognition of children does indeed contribute quantitatively:

• the formation ways of mastering public experience (role models, action painter, executing jobs on verbal instructions);

• sensory development (development of the ability to perceive, remember, distinguish, select, on the model of the objects, many subjects; group them by a specific qualitative or quantitative basis, apart from other x objects and their properties functional purpose, etc.);

• cognitive development (development skills to compare, analyze, summarize, reason, establish cause-and-effect relationships and dependencies, etc.);

development of speech (accumulation of vocabulary denoting qualitative and quantitative traits, quantitative relationship items, the set actions and others; the formation of the grammatical system of speech).

In this connection, the following objectives of the correctional-educational work with preschool children with ONR for formation of elementary mathematical representations [1; 3]:

1. the objectives of the intellectual and perceptual nature: correction and development of adequate perception of the information; correction and analytical skills.

2. the objectives of the regulatory system-dynamic nature: formation of elements of training and learning activitiesunderstanding the essence of the training tasks, choose the necessary funds in accordance with the task, activity planning and introspection, stimulation of the training and learning motivation, cognitive interest and academic autonomy.

3. the objectives of the psycho-physiological nature: development, correction or compensation for disrupted activities, development of fine motor skills, kinesthetic sensitivity, spatial orientation, coordination.

4. The purpose of correction of speech defects: the development of the understanding of speech, passive and active extension vocabulary, lexical-grammatical structures, the formation of coherent speech. For example, particular attention should be paid to understanding of preschool children with ONR grammatical constructions "more (less) on ...", "how many more (less)?".

Under the existing variability in the literature approaches to determining quantitative structure of submissions that are generated at the stage of preschool childhood, are the following groups: presentation on the set, the submission number and account, submission of the simplest arithmetic operations. Submission number and account include the submission of: order of natural numbers; the quantitative significance of number; consisting of a number of the smaller numbers; difference between natural numbers; consolidated view of unit; order words-numerals in account; the process of numbering of items (the order), the end of the account (understanding that last called number is characteristic of many composition); Figure as a symbol of a number.

Among the mental functions that underlie the formation of skills accounts include: spatial view, hand-eye coordination, sluhorechevuju and Visual memory, opto-spatial Gnosis and practice, digital and gnozopraksis development of manual motor skills, time and quantitative view, perception and playing rhythm, logic, and it [6].

One of the conditions for successful mastering preschool children with ONR quantitative representations is the existing features of the articulation of views concerning the number and account. With a view to identifying specified characteristics of the pilot study was conducted which used adapted techniques and job Beloshistoj A.v., L.b. Barjaevoj, O.v. Stepkovoj, a.m. Leushinoj, a.v. Kalinchenko.

Analysis of the results showed that run the most difficult for children with ONR were those in which it was necessary to install the differential relations in the following circumstances: when comparing two sets using accounts and determining how one set more than the other ("Neznayka and Gunka, 34% success); When comparing the numbers of natural range and

determining how one number bigger than other (specify "Numeric lodges, 50% success). When the relation of two sets using accounts with preschoolers ONR could not answer the question "how much more?" even true soschitav together. Alone with children did not test produces inequality NRO practical way. To the question "How the number 5 is greater than 4?" preschoolers with ONR often respond "To 5" or 4 ".

Low levels of job success (42%) children demonstrated in determining the composition of a number of the smaller numbers ("Candy"), as well as in the process of naming a number of natural numbers in direct and reverse order without Visual support (46% success rate, setting the "spell number") against a background of knowledge Word order-numerals in account, the children experimental group was not always understood the numbering of items in a set with the score and total accounts are also not fully mastered the quantitative composition of the number of units.

The execution results of all jobs children have identified low, medium and high levels of harmonic notions about the number and account.

Have preschoolers with low harmonic notions about the number and account activity account remains immature: not enforced consistency in naming words-numerals in the numbering of items in a set. Meaning of process numbering is not metabolized, unstable perceptions of size of the numbers on the composition of a number of the smaller numbers. Perceptions of the natural range of numbers and the relationships between them is also not generated. Mistakes are made in the designation number digit. Children at this level does not have a generalized idea about the unit.

Insufficiently resistant to provide the number and the preschoolers with a medium level of submissions concerning the number and account. In the implementation of the accounting activities children slight errors that are corrected during the repeated recalculation. On the background knowledge of Word order-numerals in account, children do not always understand the meaning of numbering items in a set with the score and total account; not metabolized in fully quantitative composition of units and two smaller numbers, as well as the differential relationship between natural numbers; not sufficiently generalized idea of unit. Senior games with common speech understanding situations available underdevelopment set Union and increase or decrease the sets at several units, while in a situation of increasing or decreasing by a few units, compared with the and the situation of the Delta to compare two sets of insufficiently understood children.

Have preschoolers with a high level view of the number and the most robust and fairly complete. Accounting activities are carried out without errors. Children understand the meaning of numbering and total account. Fully formed ideas about the size of the numbers on the composition of a number of the smaller numbers. Children, admitting mistakes, noticing yourself they are corrected. Preschoolers establish a relationship between numbers, do not allow errors in the marking number digit. Sufficiently generalized idea about the unit. Quantitative indicators selected levels are given in the table.

The distribution of senior preschool children in accordance with the levels of other views on the number and account $\binom{9}{2}$

(%)

Levels of articulation of views	A group of preschoolers	
concerning the number and account	With the General underdevelopment	Normal talking
	of speech	-
High	6,7	90,0
Average	60,0	10,0
Low	33,3	0

The largest (60%) among children with General speech deficiency was that the average level of the articulation of views concerning the number and account. Among normally speaking peers-with high (90%).

Quantitative presentation of the account and are formed in the process of subject-action mediated account, when the children themselves are compared, call, transform, a discrete set, possessing various quality characteristics, up to 10 items, measure, transform and call a continuous multiple using conditional scoops. The substantive basis of children learn numbers and natural relations between them; get acquainted with the number as a symbol number.

In the process of correcting pedagogical work on teaching senior preschool children with ONR views on the number and the account must be the following skills.

1. Form number on the basis of education sets, using account (soschityvanija, taking the readings):

- be many on the specified number;
- there are many of the smaller sets;
- be a multitude of different base unit (the unit supported the Group of subjects);
- denote the number digit explain actions, using names of numerals and words: was merged, regarded, being counted out, the number, quantity.
- 2. Increase or decrease a few units on the basis of the action subject to many using account (prischityvanija and taking the readings the unit), indicate the number of digit, to explain the actions taken by the name of numerals and words: added went down, it was more (less), less (more).
 - Compare the numbers based on a comparison of sets, using account (recosting):
 - two sets (consisting of different qualitative characteristics items);
 - many parts among themselves;
 - part of many a multitude;

3.

denote the number of digit, to explain the actions taken by the name of numerals and expression: more than; less than. 4. Match adjacent numbers among themselves based on matching of sets:

- to answer the question "how much more (less)?" one set to another and show a gesture;
 - to answer the question "how much more (less)?" one number to another;

denote the number of digits; explain the actions taken by the expression "more", "less".

The process of learning the above skills also involves overcoming the weaknesses of cognitive and speech activities preschoolers with ONR, namely: development of sensory and intellectual potential, verbal-logical thinking, understanding speech, speech imitation, passive and active extension vocabulary, lexical-grammatical structures, forming a coherent speech.

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HOSMI ORMINE ЗАЯВКА

на участие в I Международной научно-практической конференции «Комплексное психолого-педагогическое и медико-социальное сопровождение лиц с ограниченными возможностями здоровья»

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