

Features views of the many preschool children with common underdevelopment of speech

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Development of special education is aimed at improving the quality and accessibility of education for persons with special needs, including children with General underdevelopment of speech (ONR). Work to improve the quality of education implies improving premathematical training preschoolers studied categories in accordance with their development.

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 ONR to a higher level. The newly acquired knowledge and skills to become a base for the formation of generalized modus operandi with mathematical objects and common techniques of mental activity (compare, generalize, abstracting, classification, analysis and synthesis). Shaping mental operations entail more intensive formation and development of the verbal-logical (conceptual) forms of thinking (A.v. Beloshistaja, L.b. Bariaev, G.m. Kapustina, G.f. Coumarin, etc.).

Several researchers concerned with formation of elementary mathematical representations of children with ONR, indicates that they have significant difficulties in mastering quantitative representations. The problem of assimilation of 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 of mathematical concepts. Reduced speech ability reflected in the understanding and use of mathematical vocabulary, of complex LOGiCO-grammatical constructions (R.i. Lalaeva, a. Germakovska, o. Stepkova, L.e. Tomme, a.v. Kalinchenko, etc.). The researchers emphasize that the problems have persisted in that area preschoolers with ONR and at school. According to a. Germakovskoj, diskalkuliej suffers 80% of junior high school students with the ONR, 20% identified manifestations erased diskalkulii.

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.

The notion of durationally arithmetic is the concept of "multitude". Many (of the aggregate) is the most common, broad concept of mathematics, and at the same time the original mathematical concept: a collection of objects or elements, considered as a whole. Mastering the mathematical concept of "multitude" is associated with the formation of a number of specific logical thinking operations based on practical action with objects. Analysis of the literature allows you to define the structure of a multitude of views, reflecting its main components. In the process of forming a multitude of views are formed: imagining the multitude as structurally integral unity; presentation of quantitative relations of equality and inequality of objects; perceptions of the differential relationship; presentation on the whole and parts; view about preservation.

With a view to identifying particular views about a lot of senior preschool children with ONR was held concerning the experiment, which used adapted techniques and job Beloshistoj A.v., L.b. Barjaevoj, O.v. Stepkovoj, a.m. Leushinoy, a.v. Kalinchenko. Offered the following types of tasks: "Buttons" (the study of attitudes about the set as a whole, consisting of individual elements); "Rectangles and squares» (exploration of ideas about preserving the number of views about the relationship between equality and inequality (greater than, less than) free account); "Part and whole" (study of the perceptions of whole and part (half) and relations between them); "Correlation" (study of the perceptions of the differential relationship between sets in the process of comparing them without account (showing how much more how much less).

Use tasks to examine all components of submissions on the set, providing a complete picture of the articulation of views about many children with General underdevelopment of speech and their normal speaking peers. The figures reflect the success of each of the tasks that are presented in table 1.

Table 1. Distribution of preschoolers, according to success of each task (%)

	Job title	Successful execution of tasks	
		Children with ONR	Normally speaking preschoolers
1	Buttons	74	93
2	Rectangles and squares	45	84
3	Part and whole	60	90
4	Correlation	40	90

The greatest difficulties (40% success) pre-school pilot group caused the job to establish the difference between the two sets without the aid of an account (a "Correlation"). Children are not aware of the meaning of the job that you want to show how one set longer than the other, while for the children in the control group the job difficulties not caused (90% success).

Quite complex for children with ONR (45% success) was also set to detect the well-formedness of the submission on the conservation of quantity ("rectangles and squares"). By the beginning of the job that is less than the rectangles are squares, claimed that their children became more once the experimenter arranged them farther apart and many rectangles became occupy more seats in a row. Even after a training aid, not all children were performing the job in full. Children with normal speech development to fulfil this task with minor difficulties. To run the job in full to children was enough to provide guided assistance (e.g., to ask a question: "imagine that it's candy. You take a rectangular or square? ")

With the task to identify the articulation of views on General and part ("part and whole) preschool children experimental group have coped better. Only 10% of children with ONR failed to divide the rectangle in half after helping. The majority of children (77%) cope with the job without the need for training. Children in the control group (75%) independently and without errors divided onto two parts and establish relations between them. Their success in this task was 90%.

The most successful for children with ONR (74%) It turned out the job where you want to create an equivalent lot using blending techniques and applications ("Buttons"). Most of the children coped with the task in full and without learning assistance. However, part of the preschoolers made mistakes, independently of their oblivious corrected only when stimulating and directing adult assistance. 77% of preschoolers without speech violations have fulfilled the task independently and without assistance.

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

Have preschoolers with low harmonic notions about the multitude of inferiority can be observed on the set of views, as a whole, consisting of individual elements. Children at this level allow for errors when using overlay techniques and applications: Miss elements of many not notice mistakes. Not formed the ability to establish a relationship of equality and inequality, the differential relationship between two sets without an account and using the account. Children do not establish a relationship between the whole and the part. Understanding of the conservation of the number of children to be formed.

Have preschoolers with medium levels of articulation of views on a multitude of insufficient stability submissions on the set as a whole, consisting of individual elements, as well as relations of equality and inequality of groups of objects. This is evident when changing the provisions set in space. Minor difficulties children experience when you divide the whole into two equal parts and establishing relationships between the whole and the part. Significant difficulties necessitating the establishment of a differential relationship between two sets without an account and using the account. Understanding of the conservation of the number of children is not fully formed.

Preschoolers with a high level of articulation of views about a lot of clearly perceived by many as a unit and its members. Children of unmistakably establish a relationship of equality and inequality of groups of objects without an account and using the account. Divide the whole into two equal parts and establish a relationship between the whole and the part (part is less than the whole, the whole is greater than the parts, whole consists of two halves, two halves make up a whole). Easily set the differential relationship between the elements of two sets without an account, showing the "extra" elements of the set. Understanding of conservation quantity of the underlying number of preschoolers formed.

Quantitative indicators selected levels are presented in table 2.

Table 2. The distribution of senior preschool children in accordance with the levels of other views on the set (%)

Levels of articulation of views on a multitude of	Group of senior preschool children	
	With the General underdevelopment of speech	Normal talking
High	6,7	86,7
Average	36,7	13,3
Low	56,6	0

Thus, the analysis of the obtained data showing the experiment indicate that for senior preschoolers with ONR is characterized by a low level of submissions on the set, while for their normal speaking peer-high level. The poverty of senior preschool children views with ONR of the multitude is that many are not perceived as a structural and integral unity, significant difficulties made it necessary to install the differential relationship between elements two sets without an account and using the account, as well as nesformirovano idea of maintaining quantity.

Literature:

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