

Use the method of experimentation from inanimate nature preschoolers with SSD

One of the most important conditions for the success of the child in school is a good preschool education. Priority of early childhood education advocates, the Organization of the educational process aimed to maximize opportunities and interests of the child. As a result of such organization child opens the picture of the world with all its contradictions, he possessed a variety of knowledge and ways of heuristic activities. Overcoming obstacles, finding solutions, experimentation enrich the development process of self-consciousness preschooler.

Familiarity with the nature of preschoolers with SSD are inextricably linked with the formation of the cognitive interests of children to class material, development of mental processes, enables you to expand the practical experience of children, to draw their attention to the various parties the surrounding world, intensify contractures, which is especially important for children with speech disorders.

Extremely important for the development of a preschooler with SSD is acquaintance with the phenomena of inanimate nature, during which it cognizes new about reality. The main method of research of the lifeless nature is experimentation. It is associated with the creation of a situation that helps to explore the properties and phenomena of inanimate nature.

Enriching children knowledge about the world are one of the most effective tools for the development of not only ideas about the life of nature and society, clarification, expansion, intensification of the vocabulary and the formation of coherent speech, but also teaches kids watch highlight essential features, compare, generalize, to establish a causal relationship, i.e. a means of development thinking. Familiarization with the environment contributes to basic ideas about the phenomena of animate and inanimate nature, culture of behaviour in the nature and organization of the passive activity on its protection, therefore, is part of the environmental education is closely linked to the moral and aesthetic education as generates respect for nature, a sense of beauty.

With the outside world, in particular of animate and inanimate nature child faces very early and seeks to discover them. However, direct experience cannot serve as material for independent synthesis, for analyzing phenomena, establishing dependencies between them. Phenomena occurring in inanimate nature, are complex and require that children in collaboration with older studied install simple patterns and relationships in the world. In this regard, the role of heuristic activity that allows preschoolers to do their own little "discoveries" in the process of cognition of objects and phenomena of the surrounding world, create model images, etc..

Heuristic preschooler activities as creative activity facilitates the development of creativity of the child: the ability to find a new sign in the subject,

a few solutions, choose your way of solving it, which requires analysis, correlation of known and unknown data [8].

During the heuristic activity creates situations that children are allowed through experiments, solving situations, heuristic modeling interviews. Children express their assumptions about the causes of observed phenomena, choose way of solving cognitive tasks, make conclusions and inferences. As a result, on the one hand, expanding and deepening existing knowledge about the children, on the other hand, are not entirely clear, hypotheses, incomplete knowledge, manifesting in the form of questions. Heuristic activity promotes a holistic view of the world child of preschool age and the foundations of cultural cognition of the world around them.

The more diverse and more intensive search activities of children with speech disorders, the more new information he receives, the faster and healthier lives it develops. In the process of experimentation dictionary children enriched with new words denoting the new characteristics, phenomena and object. An important prerequisite for mastering speech preschoolers with speech is that there exists an interest in subjects and phenomena, maintain their activity in the process of observation and action.

Children's experimentation pervades all sectors of activity: eating, exercise, exercise. This is a wonderful tool for intellectual development of preschool children with speech disorders. It allows your child to find the answer to the question "how?", "why?". Authors (N. Poddjakov, o. I Knyazev, a.p., e.l. Usova Panko, I.e. Kulikovskaya, N.n. Vizitochka, A.i. Ivanov, O.v. Dybina, T.v. grigorieva, T.m. Bondarenko, etc.), dealing with the issue of pilot activities preschoolers, offer your point of view on the matter.

According to n. Poddjakovu, children's experimentation is one of the forms of organization of children's activities, on the one hand, and one of the types of cognitive activity, on the other [6]. According to the author, experimentation is a special form of search: activity in which most pronounced celeobrazovanija processes, processes of emergence and development of new motifs underlying personality samodvizhenija, self-development preschoolers; reflects your own activity of children, aimed at obtaining new information, new knowledge (cognitive form of experimentation) to receive children creativity products-new buildings, drawings, tales, etc. (productive form experimentation); is the linchpin of any process of children's creativity and universal way of functioning of the psyche [6].

Smoler e. under experimentation method of heuristic method understands activity, providing the possibility to find a solution, confirm or refute their own submissions, management of those or other phenomena or objects, allowing you to identify hidden from direct observation of the relationship and dependencies [8].

Experimentation method gives children a real view on the various sides of the studied object, its relationships with other objects, and from Wednesday, closely linked to the supervision and game.

Observation is an indispensable part of any experiment, because his perception of the progress of the work and its results. A similar relationship between experiment and work. Experiments without performing labor action does not happen.

The relationship of children's experimentation with graphic activity also two-way. The more developed Visual abilities, the more accurate the result will be registered to the natural experiment.

During the experiments, there is a need to constantly consider, measure, compare, determine the form and dimensions, perform any other operation. All this gives mathematical representations of the real significance and contribute to their realization. At the same time, ownership of mathematical operations facilitates experimentation.

Linked to the development of speech is traceable at all stages of the experiment — when formulating goals, during the discussion of methodology and of experience debriefing and verbal report on what they saw. It should be noted the bilateral nature of these relationships. The ability to clearly express their thoughts (i.e., sufficiently advanced it) facilitates the experience while strengthening knowledge contributes to the development of speech [3].

From the point of view of the Y. petrochenko, value experimentation is that using simple experiments for children can explain many phenomena and processes in both living and inanimate nature. According to this researcher, experiments help to shape children's research approach to subjects and phenomena, analyse and synthesise the observed, to main, substantial, materialist explain the nature [8].

Thus, many researchers have convincingly proved that children's experimentation is a prerequisite not only general intellectual development, but also its cognitive interests, creative personalities in the total.

Many authors are among the tasks of the following experimentation method:

1. Development of preschool children the ability to see the diversity of the world in the system of interrelations and interdependencies.

2. Stimulation of cognitive activity of children, development of own educational experience in generalised form using Visual Tools (standards, symbols, conventional Deputy, models).

3. The expansion of search and development perspectives of cognitive activity of children by including them in the thinking and actions of transformative modeling.

4. Maintenance initiative, ingenuity, criticality, autonomy.

5. Development of observation, the ability to compare, analyze, synthesize, develop cognitive interest of children in the process of experimentation, causal dependencies the ability to draw conclusions.

6. Attention, Visual, auditory sensitivity.

7. Creating the prerequisites for forming practical and mental actions [4;5].

In the literature most commonly occurs following classification method of experimentation.

By the nature of the objects used in the experiment:

- experiences: with plants;
- with animals;
- with objects of natural beauty.

Venue experiences:

- in group room;
- on site;
- in the Woods, etc..

Number of children:

- solo,
- group,
- collective.

By duration:

- short-term (5-15 min.),
- long (over 15 min.).

By the nature of mental operations:

- ascertaining (allowing you to see any one state of an object or one phenomenon apart from communication with other objects and phenomena),
- comparative (to see the momentum of the process or changes in status of the object),
- generalizing (experiments in which traced General regularities of the process studied earlier on separate stages).

By the nature of cognitive activity of children:

- illustrative (children are all known, and experiment confirms the familiar facts),
- Search (the kids don't know in advance what will be the result),
- decision pilot tasks.

Each type of experiment has its own procedures for, its pros and cons [3].

Experimentation method is most commonly used for preschoolers with SSD with inanimate nature (the theme "water", "air", "Sand") and can be implemented in all forms of organization of activities: classes, excursions, walks, corner nature, on the land. For example, on a walk with senior preschool children with SSD (4 year course) you can experiment "Disappearing water", "why not poured?".

Experiment «Disappearing water».

Purpose: to form an idea of the process of evaporation.

Materials: two identical glass cups, foil, felt pen.

The experiment. Children with a teacher fill both cups halfway with water. Check that the water level was the same, and mark felt-tip pen. One glass tightly cover with foil.

Both glasses leave in a warm place for a few days. Again check the water level.

The result: in a glass, foil pot, the water level is higher than in a glass without lids.

The explanation. Heat makes evaporate in both cups, but foil cover does not give water from one cup of smoke into the air, therefore the water level above.

"Why not experiment is poured?"

Purpose: to form an idea about air pressure.

Materials: glass with water, you can use cardboard (postcard)

The course of the experiment. Have the children turn the glass over with water without spilling water from it. Children speculate, try. Then fill the glass with water to the brim, cover it with a postcard and, slightly holding it with your fingers, turn the glass upside down. We remove the hand - the card does not fall, the water does not pour out.

Explanation: why is water not flowing out from the Cup when a sheet of paper underneath it (on a sheet of paper presses air, he presses the sheet to the edges of the cups and does not give water lead, i.e. cause-air pressure).

Produce drinking water experiment "».

Purpose: to form an idea of how to obtain clean drinking water.

Materials: large bowl, plastic film, stone.

The course experience. This experience takes place on the walk-on site preschool. Teacher with children around in the ground hole digs out 25 cm and a diameter of 50 cm. Puts at the center of the pit wide Bowl, around her lay fresh green grass and leaves. Cover the hole with a clean plastic wrap and bombarded with its edge ground to air escapes from the hole. In the center of the film put a pebble and slightly then weighted down with film over an empty receptacle. Device for collecting water ready. Leave the design up to PM.

The result: gently shake the Earth with the film so that it doesn't hit in the bowl, and see for yourself: in a bowl is clean water.

The explanation. Under the influence of solar heat grass and leaves began to decompose, providing heat. Warm air always rises up. It is in the form of evaporation settles on a cold film and condenses on it in the form of droplets of water. This water and drip down your capacity [1;2;7].

Ivanov a. and allocates the following structure (stages) experiment.

1. The wording of the theme
2. Formulation of research objectives.
3. Reflection on the methodology of the experiment.
4. Listening instructions and criticisms.
5. Prediction results.
6. Execution of work.
7. Compliance with safety regulations.
8. Monitoring results.
9. Recording results.
10. Analysis of the data collected.
11. Verbal report about.
12. Formulation of conclusions [3].

Children's experimentation has its peculiarities that distinguish it from the experimentation of schoolchildren. The main difference can be called genetic

relationship of child experimentation with the game, as well as manipulating objects, which provide children the most important ways of knowing the world.

Methodical recommendations on the use of experiment method.

- Teacher's statement should be clear, specific, understandable for a child.

- The experiment should have a step-by-step structure that will facilitate the perception of children.

- When using the method of projects with preschool children with THP must obligatory accompaniment words had the caregiver (mock-ups, samples).

- Not strictly regulate the length of experience and not stick to predetermined plan;

- Encourage children to communicate with each other (sharing their discoveries, their actions speak aloud);

- Take into account the individual characteristics of children.

- Allow children to practice independently verify the infidelity of their assumptions, especially found in the methodology of the experiment the possibility of committing errors.

- Gradually involve the child in the process of experimentation. Experiments are not an end in itself, but only a way to familiarize children with the world. Experiments are woven subtly into all activities and form a coherent whole with them. For example: walk to station, notice that the grass tracks No. Why? Try to dig a stick and make sure, that the Earth is hard and close (on the sidelines) is loose. Came to the conclusion that the soil cannot unearth strong man, mean and weak plants hard to fight his way through it. Continue to walk. The experiment passed unnoticed.

- Use a variety of ways to engage children in the experiment (Division procedure into multiple small actions assigned different lads: Sasha, keep the plant, Zhenya podsypaj land from this side, Alina podsypaj on the other hand. Well done, all of you are well done; the joint work of the caregiver and children: "I now bring you the Earth, and in the meantime, wash pots and remove everything necessary for planting oats; help caregiver to children: "Vika, come on I its flying powder plant, and you obryvaj dry leaves»).

- Manifestation of sincere interest in any child's activities, the ability to see beyond his errors work thoughts, find your own solution.

- Nurturing the faith of the child in their strength, prejudging success assessment.

- Compliance with safety regulations.

- Nurturing persistence in the job, bringing the experiment until the end of.

- We recommend that you check out the discussion on the solving the problem until the emergence of signs of losing interest in children.

- Summing up the results of the experiment [3;4].

Thus, the use of the method of experimentation in working with preschool children with THP develops them cognitive activity, independence, creativity, communication skills taking into account the individual interests of pre-school

children. This method promotes cognitive interest preschoolers with THP to different areas of knowledge, builds skills of cooperation, active research and social position, which indicates that the prospect of its use with the specified category preschoolers.

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