PREVENTION OF DYSCALCULIA IN CHILDREN OF PRESCHOOL AND PRIMARY SCHOOL AGE

Dyscalculia — what is it, a disease or a norm? It is a disease that leads to impaired counting and can manifest in preschool or school age.

The reason is a violation of visual memory, attention, thinking (figurative, logical). This is observed in dysfunctional families very often. Such a child during training does not remember the condition of the problem, can not plan the course of its solution, can not properly organize free time. All this leads to a negative view of learning in general. Ultimately, the child does not assimilate the educational material and becomes not adapted to life in society.

The main signs of dyscalculia in a child:

- The child does not remember numbers (either by ear or visually).
- Working with temporal concepts and spatial orientation is difficult .
- The child finds it difficult to compare the number of items.
- Can not clearly plan the algorithm to solve the problem.
- There are difficulties in understanding the meaning of arithmetic operations.
- Can't remember mathematical definitions, formulas, multiplication table.

Classes with a child suffering from dyscalculia firstly should be built on an individual plan and gradually move into a group form.

It all depends on the severity of the disease, but it is worth paying attention to the following criteria:

- Independence. Independent search actively forms the volitional and emotional spheres of the child;

- differentiated approach. It is selected for each individually, includes multi-level classes;

- the formation of mental actions should be carried out in stages, from simple to complex.

Systematic exercises are the most effective way to treat and correct dyscalculia.

Development of finger perception

It is necessary to carry out oral counting on the fingers from the earliest years . The child is given the task to count his fingers. If the baby develops well, then it will not be difficult for him. The sufferer of dyscalculia is confused in his fingers, cannot draw an analogy with the fingers of the teacher. Directions of development of finger perception:

- imitation with the help of hands and fingers;

-development of dynamics and coordination of movements by means of games and counting ("Ladushki", "Magpie", "as the bird drinks" and so on) ;

- recalculation of the fingers;

Development of visual perception

- classification of the figures according to various criteria;

- orientation in space with the use of the word;

- simulate different actions;

- work with drawings: find the excess, finish the picture, go through the maze;

- transfer of the image to a sheet of paper according to verbal instructions. Development of sequential functions.

-Visual perception;

- Imaginative perception;

- The ability to classify objects;

Speech-hearing perception - performance of tasks perceived by ear, repetition and imitation of various sounds.

Game exercises for the development of cognitive functions: "Draw a picture", "Add a picture of three figures", "Choose the size and shape", "Do as I do", "exercise", "Sing a melody", "Arrange the correct number in a row", "Find a mistake in a number of numbers".

Ways of development of quantitative representations at the diagnosis of dyscalculia can be presented as follows:

- automatically perceive the eye objects in the amount of five pieces. They can be depicted in a picture or be natural objects;
- compare items by their number, where more, equal or less, shape, color. All actions speak aloud;
- measure objects with a ruler, scales, to compare with each other, to determine the size of the eye.

These exercises can be used for both prevention and correction of such diseases as dyscalculia in children.

To eliminate mathematical difficulties, the child can be offered the following algorithm of actions. As can be better mentally to imagine task. You can draw a picture with specific actions and objects. Carefully consider all the visual information that carries the task. Read the problem aloud and think carefully about the condition.

These simple actions will help the child to concentrate on the task and solve it correctly. Correction work should be comprehensive. It should adjust the cognitive functions of the body and in parallel to form counting operations. Special attention should be paid to the formation of numbers, the sequence of numbers in a numerical series, the composition of numbers, counting, solving problems with one unknown, a clear algorithm for solving the problem.

Dyscalculia in children is a disease, the treatment of which is important to take very seriously. Otherwise, it will be very difficult for a child to live with such deviations in modern society....