




Methods of forming ideas about space in pupils with hearing impairment (part 1)

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Spatial representations are representations of properties and relationships: size, shape, location of objects, etc.

The perception of space includes the perception of the distance at which objects are located from us and from each other; the perception of the direction in which they are located; the perception of the size and shape of objects.

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graph TD; A[Ideas about the shape of objects] --> B[Ideas about the size of objects]; B --> C[Ideas about the directions of space (top, bottom, left, right, forward, backward)]; C --> D[Ideas about spatial relations between objects];
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Ideas about the shape of objects

Ideas about the size of objects

Ideas about the directions of space
(top, bottom, left, right, forward,
backward)

Ideas about spatial relations between
objects

Types of orientation in space

(each type of orientation is based on the previous one):

Focusing on yourself

Orientation relative to yourself

Orientation relative to other subjects

Orientation on the plane

Orientation to (according to) the scheme

Who has studied spatial representations in preschool children?

Zh. Piaget

P. F. Lesgaft

M. Y. Kistyakovskaya

B. G. Ananyev

T. A. Museibova

E. Ya . Stepanenkova

The method of forming the ability to distinguish between the right and left sides of the body

Stage 1

- We teach you to determine where the right hand is and where the left hand is during various situations.
 - The name of the hand is associated with the characteristic function performed by this hand.
 - We ask the questions "What are you doing with your right hand?", "In which hand are you holding a spoon?" or "What is the name of this hand?".
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Stage 2

- We teach you to distinguish and name symmetrical body parts.
 - We give tasks like: "Touch your right ear with your right hand."
 - If the child finds it difficult, then it is explained that the right ear is on the side where the right hand is.
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**The method of forming of the ability
to orient oneself relative to oneself**

Stage 1

- Objects are placed at a close distance from the child in 1/2 opposite directions, only one object on one side, strictly along the lines of directions.
 - ? : What is to your left? Where is the ball carries?? you?
 - Children should be guided by the parts of their body.
 - All directions are given to children as pairs-opposite.
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Stage 2

- There are games and exercises similar to those at the 1st stage, but the objects at the 2nd stage should be located in all directions, at a greater distance from the child and slightly shifted from the main axes.
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Stage 3

- Games and exercises are held, similar as at stage 1, but the number of objects and the area of their location are increased. 2 items are placed in each direction.
 - The terminology is being mastered: ahead-further, ahead-closer, right-further, right-closer...
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Stage 4

- Games and exercises are conducted as at stage 1, but with complications:
counting steps in the specified direction is connected
children learn to determine the direction when walking, running, turning
 - Any number of objects is offered, located absolutely arbitrarily in space.
 - The children already divide the entire space into 2 parts (front - back or right - left) and define the spatial direction as "in front of the right" or "right in front".
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