

## THE FORMATION OF SKILLS IN READING AND WRITING IN PRESCHOOL CHILDREN WITH INTELLECTUAL INSUFFICIENCY

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For successful acquisition of literacy in children of preschool age should be formed the main background for the formation of skills of reading and writing [1, p.16]. So, to complete the formation processes of reading and writing required integrity and quality of the activities of the Central and peripheral parts of the analyzer systems, their coherence (B.G. Anan'yev, A.R. Luriya, L.S. Tsvetkova, etc.); excellent location of the visual and motor functions (E.V. Guryanov, M.M. Lame, S.P. Efimova, E.V. Novikov, etc.); understanding his speech (L.S. Vygotsky, M.E. Katzev, R.E. Levina, D.B. Elkonin, R.I. lalaeva, etc.); degree of development of attention, memory, thinking and various cognitive actions (L.S. Vygotsky, R.E. Levina, L.I. aidarova, N.N. The Algazin, I.V. Prischepova, etc.), sensory and personal maturity of children (L.S. Vygotsky, V.V. Kholmovskaya, I.A. Domashenko, S.V. Mukhin, M.I. Lisin, etc.). Data mental and physical components are essential to readiness for mastering the written language, and disruption in their education can be a factor in the emergence of difficulties in mastering reading and writing [2, p. 68].

Visual perception of preschool children with intellectual insufficiency is characterized by deficiency, which prevents sufficiently fast and high-quality memorizing the graphic form of the letter, its differentiation with similar graphemes, the establishment of correlation of the printed and written, uppercase and lower case alternatives each letter.

One of the obstacles in the formation of writing skills is the lack in preschool children with intellectual insufficiency of a single motor coordination operations, which are most clearly traced in the movements of the small muscles of the hand [3].

The aim of the study was to identify features of formation of prerequisites of mastering the written speech at younger school students with intellectual disabilities.

**Material and methods.** With the purpose of studying the condition of formation of prerequisites of written language in children with intellectual disabilities, we conducted a pilot study. The experiment involved 10 children with intellectual disabilities. Were studied the following prerequisites for the formation of writing skills:

- Phonemic hearing (the method of M.F. fomichevoy);
- Pronunciation (methodology G.V. Chirkina);

- Visual perception and spatial orientation (method of A.P. Voronova);

- As the motor skills of the hand and fingers.

**Results and their discussion.** When interpreting the results of the pronunciation skills revealed that only 10% of the subjects can not be traced to defects *zvukoproiznoshenija*. 27% of pupils there is a violation of pronunciation the two sounds. 27% of subjects demonstrated a violation of the pronunciation of three sounds. 36% of children with disturbed pronunciation of four or more sounds. For example, Daniel S. the following utters the words proposed in the diagnostic procedure: "koska" (the cat); "isit beetle" (the beetle buzzes); Alexander T. said sentences like "Sisi Alat UBA" (my teeth hurt), "see seit and Zeke zizit" (the Snake hisses, a beetle buzzes).

100% of subjects revealed the presence of violations of syllabic structure of words and *zvukavapano*. So, Alexander T., says: "the jelly of cuka" (kissel from cranberries), "elezioni" (policeman). 10% of students with intellectual disabilities was observed in the introduction the acoustic structure of the word. For example, Maxim D. said: "Corber" instead of "ship".

The analysis of a condition of phonemic hearing showed the presence of abnormalities in 100% of subjects. Thus, when performing tasks where the children had to raise their hand if the word has the sound [W], 20% of younger schoolboys with intellectual insufficiency are unable to distinguish a single word; two words with the sound [W] was able to allocate 20% of children; three words – 30% of subjects 20% of students – 5 words; only 10% of the subjects were able to identify all the words.

The state of visual-spatial orientation of younger schoolboys with intellectual insufficiency were analyzed according to the following criteria:

- 1) Availability of all structural components. When performing tasks drawing on sample 80% of children have all the structural components. 20% of children when drawing the shape on the model is missing one component: a line that connects the triangle with a rectangle.

- 2) Compliance of the structural components of the sample while drawing the shape on the model: 70% of the test picture matches the sample. 30% of students with intellectual disabilities figure does not match the pattern.

- 3) the character of the lines when drawing the pattern on the model and presentation: 20% of children lines in figures solid; 10% of subjects straight lines in the figures; 20% of students draw straight and curved lines; 20% of children in the figures is dominated by straight and curved lines; 20% of subjects dominated by a broken line; 10% of first-graders - lines on the drawings straight and broken lines.

- 4) Size, location on the sheet size of the drawings and their location in 100% of subjects did not conform to the sample.

When running the job on a remodel of letters, all proposed as part of the diagnostic methods of the letter was not able to alter any one subject. 10% of

younger students correctly reconstructed four letters. 30% of children are incorrectly reconstructed all the letters. 50% of children correctly reconstructed one letter. 10% of the subjects correctly remade 2 letters.

Analysis of the status of the motor skills of the hand and fingers of students with intellectual disabilities revealed a deficiency of fine motor skills 70% of younger schoolboys with intellectual insufficiency in 30% of subjects noted engine failure.

**Conclusion.** Thus, the lack of formation of preconditions of formation of skills of reading and writing observed in preschoolers with intellectual disabilities, continues to affect the formation of these skills in the early school years. So important is the implementation of individual approach in the formation of the prerequisites of writing in dubuquey period literacy of younger schoolboys with intellectual insufficiency, and in the training and education of preschool children with intellectual insufficiency. The obtained experimental data will be the basis for the development of the content of correctional – developing programme for the implementation of individual approach in the development of the preconditions of formation of skills of reading and writing in children with intellectual disabilities of different age groups.

Reference list:

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## **PSYCHO-PEDAGOGICAL FEATURES OF MATHEMATICAL COMPETENCIES IN HIGH SCHOOL STUDENTS WITH INTELLECTUAL DISABILITIES**

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Research studies on social development of children with intellectual disabilities, conducted by E.L. Goncharovoy, O.I. Kukushkinoy, T.K. Korolevskoy, E.A. Strebelevoy, A.V. Zakrepinoy confirm that such a violation of mental development as an intellectual failure reduces the ability of the child acquisition of life experience, his preparation for independent living. The study of the formation of life-practical ideas students with intellectual disabilities in mathematics lessons engaged in by such researchers as L.V. Kuznetsova, I.M. Bgazhnokova, A.A. Kataeva,