

Reference list:

1. Науменко, О.В., Шершицкая, Е.А. Возможности развития памяти учащихся на уроке математики / О.В. Науменко, Е.А. Шершицкая // Начальная школа плюс До и После. – 2004. – №9. – С. 29–33.
2. Черемошкина, Л.В. Психология памяти: Учеб. пособие для студентов вузов / Л.В. Черемошкина. – 2-е изд., испр. и доп. – М.: Аспект Пресс, 2009. – 319 с.
3. Муравьёва, Г.Л. Математика: учеб. пособие для 3-го кл. учреждений общ. сред. образования с рус. яз. обучения: в 2 ч. / Г.Л. Муравьёва, М.А. Урбан. – 2-е изд., испр. и доп. – Минск: Нац. ин-т образования, 2017. – Ч.1. – 136 с.: ил.

DEVELOPMENT OF VISIBLE FORMS OF THINKING PUPILS WITH INTELLECTUAL INSUFFICIENCY IN PLAYING ACTIVITIES

A. Sorokina

VSU named after P.M. Masherov, Vitebsk, Belarus

In ontogenesis, the game passes the definition of the stage of its development, each of which prepares the next one and contains the prerequisites of a new level of activity. The stages of the formation and development of the game of children with intellectual disabilities in the process of organized learning, in our opinion, should take into account the phases of its emergence during normal development. In this regard, the sequence of stages should take into account both the stadial development of the game in ontogenesis, and features of the development of preschool children with intellectual disabilities, their ability to learn and educate, the current level and zone of proximal development [1], [2]. The analysis of psychological and pedagogical literature on the research topic showed the possibility of using game activity as a means of developing visual forms of thinking of preschool children with intellectual disabilities.

The purpose of the article - the study of the characteristics of the formation of visual forms of thinking of preschool children with intellectual deficiency in the process of playing activity.

Material and methods. The formative experiment was conducted from October 2017 to May 2018 on the basis of the GUO “Special Kindergarten No. 1 of Vitebsk”, the experimental group consisted of 10 preschool children with intellectual disabilities between the ages of 5 and 8 years. We have developed a training program for the game, the content of which was determined in three stages and took into account the different possibilities of children. The training program at the first stage was aimed at creating the prerequisites for the game and therefore, this stage, on the one hand, is the starting point for all children, on the other hand, it was focused on the capabilities of children, whose play is on the level of subject-game actions. Group classes were held in the play corner. Children were invited to classes every day in strictly the allotted time. Each

game story children studied for about a month. In the classroom, children were introduced to the functional purpose of toys, taught by subject and game action, formed the ability to perform a chain of game actions in a certain logical sequence, and finally formed - mapping game.

Findings and their discussion. All preschoolers with intellectual disabilities agreed to the offer to go play in a play corner. But only two girls at the sight of toys had a desire to take them in hand. Other children indifferently considered the environment. Of the specified number of subjects, only 35.6% of the game actions were performed. In addition, a small number of non-plot actions were performed. Two thirds of the children began their actions by loading the building material into the back of the car. But their possibilities to continue their actions in a given sequence and complete them were different. Only two children were able to continue them until the plot was completed. A third of the subjects began their actions immediately with the construction of a table and chairs for the doll. But their actions were limited to this. None of the children could not independently reproduce the entire sequence of actions of the plot from the beginning to the end. Only 13.3% of preschool children with intellectual impairment in the presence of stimulation from the adult and incomplete repetition of actions were able to reflect the logic of the plot. Most of the children reproduced the game plot fragmentary, which confirms the analysis of the results obtained. Not all preschoolers with intellectual impairment in the process of committing game actions enjoyed speech.

Only 40.0% of the subjects reported speech. Speech statements of a number of preschool children with intellectual inadequacy reflected the situation in which the subjects were located. Mainly used speech was of a stating character. The children called perfect actions and toys that they took in their hands. In two subjects, the speech was directly addressed to the doll. They showed their positive attitude towards her. Analysis of the dynamics of the formation of plot-game actions in the process of teaching preschoolers with intellectual deficiency to the second plot showed that it was easiest for children to navigate when performing actions of the first plot with which they were already familiar, the number of actions increased from 35.6% to 63.3% .

Of the 150 game actions of the second plot, children reproduced 65.3% of the actions. Most of the children had a tendency to preserve in their actions a given game sequence. Only one child independently reproduced the entire chain of play actions, while 13.3% of children needed verbal stimulation from the experimenter, leading them to complete the plot.

Thus, when comparing the results of learning game actions in two subjects, the dynamics of the formation of game actions were observed. The interest of children in plot actions gradually grew from indifferent viewing of unfamiliar toys in the situation of the first plot to the desire to act with them by the time of the subsequent learning of the second plot. The children demonstrated the confidence of the actions, which was due to the assimilation of the functional purpose of the toys provided for playing up.

Quantitative and qualitative analysis of the results allowed us to distinguish 3 groups of preschool children with intellectual disabilities following a formative experiment:

High level (50% of subjects) - children who completed the tasks at the visual-figurative level (by the method of visual correlation) were assigned to this level. Despite some differences between them, most of these children showed a special relationship to experimental problems, which can be described as readiness to solve cognitive tasks.

The average level (29% of subjects) - the performance of tasks at a visual-effective level (by trial and error); The subjects referred to this level from the very beginning of the experience did not show readiness to solve cognitive tasks. For some children, the tasks caused increased motor and speech activity of a playful character. The orientation stage was practically absent in children of this subgroup.

Low level (21%) - the inability to complete the task, a significant underdevelopment of even visually - effective thinking. Preschoolers of this group did not solve diagnostic problems even with the use of all the provided types of assistance, and sometimes refused to solve them at all. For these subjects, the characteristic was the lack of cognitive interest in the presented tasks, the gross underdevelopment of analytical-synthetic activity, the activity and dynamic side of thinking.

Conclusion. The results of the repeated stating experiment prove that specially organized play activity can be a means of developing visual forms of thinking of preschoolers with intellectual disabilities: the ability to perform non-verbal tasks at the visual-figurative level increased from 34% to 50%, at the visual-effective level - from 13% to 29%. Thus, the assumption that visual forms of thinking of preschool children with intellectual deficiency is characterized by a number of specific features that can be adjusted with the help of specially selected didactic games included in the educational work of a correctional preschool educational institution if the following conditions are met:

1. Creation of a specially selected system of exercise games with didactic content;
2. Purposeful development of visual thinking should be carried out throughout the preschool period;
3. Joint activities of a defectologist, educator, music worker, head of physical culture, parents should be directed to the development of visual-figurative thinking;
4. Games aimed at the formation of visual-figurative thinking should be diverse;
5. The game play system should be included in all types of children's activities.

Reference list:

1. Strebeleva, E. A. Formations of thinking in children with developmental disabilities / E. A. Stebeleva. – M.: VLADOS. - 2001. – 184 p.
2. Training and education of children in the conditions of the center of correctional and developmental learning and rehabilitation: A manual for teachers and parents / S.E. Gaidukevich; under total ed. S.E. Gaidukevich. – 2nd ed. – Mn.: UO "BSPU them. M. Tanka" – 2014. – 144 p.