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Formation of the Prerequisites of Writing Skills in Preschool Childhood with the Help of Specially Organized Multifunctional Subject-developing Environment

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Abstract

The aim of this article is to show ways of creating and managing specific subject-developing environment for pre-school children using multifunctional teaching aids. Working with the aids, children develop speaking skills, hand-eye coordination and fine motor skills which are prior to writing skills development. While playing the specifically designed games on their own or with adults children develop mental processes necessary for proper development of speech.

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1. Introduction.

Kids’ games are not games, as the most significant and profound activity of the age group.
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Readiness of a child for school is not comprised merely of numeracy, reading and writing, but of a number of other skills that have to be formed before children start school.

According to L.G. Paramonova developing writing skills can be successful only if all the components of the speech system and the brain activity in preschool children are properly developed [1].

Between the ages of two to five children undergo an intensive development of their analyser system. During this period it is necessary to ensure that children are involved in activities aimed at developing their speech and auditory analysers, speech and motor analysers, a motor analyser and a visual analyser. The development of writing skills in preschool children is determined by the development of the analyser system as the ability to write is based on the ability to establish connections between sounds and written words.

Specifically organised subject-developing environment plays an important role in the timely development of skills prior to the development of writing skills and helps to prevent lagging behind in reading and writing for preschool children with speech handicaps.

The development of skills prior to development of writing skills requires the use of specifically designed teaching aids. They are tailored to the needs of preschool children taking into account the connections between speech development, mental, sensory and motor components.

2. Multifunctional subject-developing environment.


Their main feature is that they are multifunctional, i.e. designed with a variety of possible applications in mind. The teaching aids are easy to use as the set of pictures can be replaced with another set, complemented or tailored to suit a variety of lexical and grammatical topics. The aids can be used for infants and for older preschoolers, varying the tasks in complexity according to children’s needs.

The second feature is that the materials and equipment teaching aids used for one educational field can be used in the implementation of other areas, i.e. take into account the principle of integration of educational areas.

The third feature is that the teaching aids are created on the basis of the principle of combination of movements and speech, i.e. in the game at the same time was the formation of a motor skills and speech, which is an incentive for the development of children's speech.

In experimental studies, conducted under the supervision Kol'tsova MM, shown to affect motor activity on the functional state of the brain, and in particular, on the development of sensory and motor speech [2].

Thus, successful development of generalizing function of speech depends on the number of motor responses generated word. Connect an abstract concept, and muscular sensations, thereby strengthening the conditional connections in the cortex and subsequently easy to reproduce.

Modern requirements for materials and equipment subject-developing environment such that they must implement the basic educational program of joint activities in the adult and children's children, and self-employment, not only in educational activities directly, but during moments of regime.

This allowed to conclude that subject-developmental environment in groups need organize so that children can exercise in the proper pronunciation and distinguishing sounds, building proposals, spatial orientation throughout the day in game activities.

All the work with preschool children must wear laid-back character, it should be organized fun and interesting, performed mainly in the form of a game and cause the child only positive emotions.

Multifunctional teaching aids were developed taking into account requirements:

1. Provide the game, cognitive and creative activity of children;
2. Ensure the possibility of communication and joint activities for children and adults;
3. Provide motor activity, including development of fine motor skills;
4. Variability;
5. Accessibility;
Adult solves several problems at once organizing work with multifunctional teaching aids:
1. Formation of speech skills: pronunciation of sounds, phonemic hearing, lexical and grammatical structure, connected speech;
2. Development of mental processes: auditory, visual memory, attention, verbal and logical thinking;
3. Development of hand movements;
4. Learning to work in a team and independently.
Using "Touch the square" (Fig. 1.) children perform exercises to develop hand-eye coordination, visual perception, discernment and recognition, correlation shapes, colors and sizes.

With this purpose on the green field of the game "Butterfly looking for ways to flower child should spend index finger along the path of beads, twisted into a spiral, using visual inspection, and then without it. Preschool age child can offer to tell what time of year there are butterflies, called the generalized word, remember insects.

On the blue field of the square younger preschoolers put figurines fish in accordance with the size of their contours in the game of "find the house for fish and fastens on the button. Simultaneously fixed in a speech the words "the biggest, smaller and small," coordination of nouns with numbers (one fish, two fish, and others).

Of particular importance in learning the freedom of movements of the hand writing of a child has a smooth continuous wavy lines. This is the best way to prevent stiffness and tension movements of the hand at writing. To this end, children spend finger on wavy lines of soft silicone tube (the game "Pass through the maze"), thereby developing hand-eye coordination, and tactile sensations.

On the red field younger preschoolers find the outline of each geometric shape and get acquainted with the name of basic geometric shapes: circle, square, triangle, rectangle. Older kids called geometric shapes, laying them on the respective circuits themselves.

Teaching aids "The Glade of Miracles", "The Basket", "Village House," "Touch the square" aimed at overcoming the problem of frequent violations of phonemic and lexical and grammatical part of speech, as well as the formation of coherent speech skills.

Using "The Glade of Miracles" (Fig. 2.) children of early age in the initial stages of learning speech in the game of «Who says?» is willing to learn the voices of animals, birds, find relevant images and call them.
At older ages, children learn such essential for school readiness skills as a noun modified by number and case, education diminutive form of the noun, noun agreement with numbers, names education of young birds and animals, the choice of words opposite values, determining whether a given sound title subject Pictures, development of visual and auditory memory.

Working with didactic glade children learn or reinforce vocabulary such topics as: "Fruits", "Vegetables", "Pets", "Wild Animals", "insects", "furniture", "Toys". After the game, sets of pictures can be some time left on the panels and retain new knowledge on lexical themes, with the necessary set of pictures in one place, without cluttering the space of the painting material.

In the classroom for the formation of mathematical concepts children with the help of this manual nouns agree with numbers, change the end of nouns in the game "one-many."

From the manual "The Glade of Miracles" can play a variety of games such as "Who says so?" "Find my mother", "The Cubs lost," "Who will be when you grow up?", "Who was the child?" "Great - a little," "Tell affectionately," "One-lot", "Family of animals", "Who eats what?" "On the contrary", "What (who) was?", "Who has what house?" "Who was not?", "camera", "Continuing the series", "Who once?", "Wild - home» «fruits and vegetables", "What changed?" "Make the puzzle." Whereby there is a development of lexical and grammatical component connected speech, attention, memory and thinking in children.

The game can be carried out with one child, and a group of children.

Children have become much faster to memorize material by the panel "The Glade of Miracles", performing actions with pictures on stickers, attaching them to the appropriate place. It is more efficient, compared to just looking and subject naming pictures.

Multifunctional teaching aids "Village House" (Fig.3.) includes work with images on stickers on the theme "Animals", "Family". Amended applique tree with apples, zipper and buttons, hooks and lacing.
Didactic game is an exercise in the use of prepositions on-under, and in the forward orientation (where Grandpa, Mom, apple on the tree?): Left-right, up-down. A more sophisticated version: in the upper right window in the lower left window, etc.

In the game "Who is not in the house?" Formed Skill changes noun in the genitive case, as well as trains memory.

Apples vary in size and color of fabrics of different textures. In the game "Compare apples", "What to the touch?" Children learn to form antonyms: smooth-rough, large-small, large-small, more-less.

With the help of the manual "Village House" children retell the tale "The Teremok", constitute a story on the theme of "Family", "Relatives".

In some pockets placed complexes articulation, respiratory and facial gymnastics, self-massage and finger-gymnastics.

On the panels have an important department, which provided for the examination of fine motor skills at the beginning and end of the school year: buttoning buttons, lacing, buttoning and unbuttoning zipper straps in the game, "Close the door in the house." Performing a task "Hang lock" children learn to distinguish between basic geometric shapes: circle, square, triangle and simultaneously buttoning.

Teaching aid "The Tree" (Fig.4) is used for compiling the story of change in the tree, depending on time of year. For example, a child tells what happens tree in the summer and attaches the green leaves on the stickers.
Thus, the child remembers the correct sequence of what is happening with the tree changes depending on the
time of year. In addition, children of all age groups are training hand-eye coordination, fastening leaves on
sticker on its place.
"The Basket" (Fig.5.) - didactic manual with slots for inserting of vegetables and fruits.

«Basket» has several purposes: clarification and differentiation of vocabulary in the classroom for the
development of speech on the topic «Fruits», «Vegetables», «Mushrooms», for the autumn holidays, for the
staging of songs about the harvest for competitions.

Polyfunctional didactic screen "Magic Pockets" (Fig.6) is the partition in the group. Logopedist teaches
children how to pronounce the sounds. After this educator reinforces the skills of correct pronunciation of sounds
during the day with using "Magic Pockets".
These pictures educator puts special transparent pockets. During the day the children's attention is drawn to periodically these pictures, the children correctly recite fixable sound. Applies "Magic Pockets" in the immediate educational activities children and in regime moments. The teacher draws the attention of children at the pictures, asking questions. For the convenience of the pockets made on the buttons to change the subject pictures. Can also be used to ensure that children are defined for sound in the name of the subject and to consolidate the generalizing concepts: Vegetables, Fruits, Animals, Toys etc.

The whole screen is also equipped with the clasps on the buttons, velcro, which allows you to include job training of a small motility.

Thus, in the game of preschool children master the prerequisites of written speech, namely visual-spatial representations, advanced oral speech and fine motility.

References


