



METHODOLOGY OF TEACHING WRITING TO CHILDREN WITH DISABILITIES

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Annotation

This article will demonstrate the study of the psychophysical characteristics of students in the class; implementation of corrective measures in the process of writing lessons of the disabled learners. We will also be covering the followings: increasing the level of general development of students; developing the skill of neat, legible and preferably calligraphically correct writing; education of the motivational basis of teaching (desire to learn); prepare students for mastering basic writing skills; instill proper posture skills while drawing and writing; teach the correct location of the notebook on the desk; distinguish between working and auxiliary lines; instill an interest in learning.

Keywords: methodology, teaching writing, disabled children

Introduction

Writing is a complex skill involving fine coordinated hand movements. The technique of writing requires the folded work of the small muscles of the hand and the whole arm, as well as well-developed visual perception and voluntary attention. Motor skill is formed slowly. It develops faster for the first time for two years, and then there is a gradual increase in the speed of writing and an improvement in its quality.

Children with learning disabilities lag behind their peers with normal intelligence in preparedness and assimilation of school material. It is very difficult to teach children with learning disabilities to write cleanly, neatly, calligraphically correctly.

In the pre-letter period, writing lessons should include tasks such as modeling; folding paper in straight lines; drawing up figures from counting sticks according to the model; mosaic games; drawing with chalk on a blackboard; drawing with a pencil on paper straight lines in various directions (horizontal, vertical, etc.). Work with a pencil on paper of the simplest geometric shapes on a stencil, their shading; drawing simple objects (vegetables, fruits, figures, animals, birds, fish, etc.). Trace drawings by dots; drawing according to this drawing; hatching drawings and other tasks. All these tasks help the child develop attention, imagination, patience, endurance.





In the alphabetical period, acquaintance with the handwritten style of lowercase and uppercase letters is carried out. The task of forming a calligraphic skill is one of the problems in education. This problem remains relevant, both for teachers and for methodologists and scientists. Many scientists have been and are studying it, considering the process of skill formation from different positions, such as: "Letter with a secret." Development of muscular and tactile memory; clogged letter; teaching initial writing and the formation of a calligraphic skill through a certain system of principles, methods and techniques; (Agarkova N.G., Bezrukikh M.M., Bogolyubov N.N., Guryanov E.V., Zheltovskaya L.Ya., Ilyukhina V.A., Potapova E.N., Sokolova E.N.).

Modern approaches to the formation of calligraphic skills Along with the traditional method of formation of calligraphic skills in younger students, there are also author's technologies for the formation of writing skills. Currently, the following are working on the problem of forming calligraphic skills: E.N. Sokolova, N.G. Agarkova, M.M. Bezrukikh, V.A. Ilyukhina, E.N. Potapov. Methodology for the formation of the calligraphic skill of writing students "Letter with a secret" V.A. Ilyukhina. The biggest difficulties, which cause a lot of grief, are the lessons of writing, says the author.

The biggest difficulties, which cause a lot of grief, are the lessons of writing, says the author. V.A. Ilyukhina came to the conclusion that it is most difficult for children to write those elements of letters where there is an "oval". She proposed to replace it with a straight line, leaving the ovals mostly only in the upper part of the letter.

V.A. Ilyukhina singled out the main elements of the letter: straight inclined stick down, 1/2 inclined stick down, 1/3 inclined stick down, "Turn in place" (round off), "Hook to the middle", "Secret", "Close secret", " Rails". Exercises containing these elements teach children to write to the beat, on command. Strict size in motion - that's the whole secret of beautiful and fast writing. These exercises lead not only to beautiful writing, they develop attention (it is necessary to hear, understand and reproduce what the teacher says at once), perseverance, trains memory. All of the above elements are written without taking your hands off the notebook. V.A. Ilyukhina, when writing a word, suggests pronouncing each letter, turning to children for help. The main elements: straight slanted line, "turn on the spot", "hook to the middle", "secret" are common, and children can easily learn. Each subsequent lesson is a new letter. Moreover, starting from about mid-September, children "go on a search" on their own. A speech is heard in the lesson, and the child delivers it, which cannot always give a complete answer to another teacher's question! For example: "We put the pen on the top ruler of the working line, go down in a straight inclined line, perform a turn from in place", go up the "hook" to the middle, write "secret", according to the





"secret" a straight inclined line down, perform a "turn in place", go up the "hook" to the middle, write "secret", according to the "secret" "a straight sloping line down," a turn in place. "That is, the children explain the spelling of each letter and, as a result, they get the whole word - school.

This technique has many advantages: firstly, the cost-effectiveness of training, the speed of the training period; secondly, positive motivation in the actions of children; thirdly, the development of attention, memory.

The technology of teaching writing E.N. Potapova. The methodology is based on three stages; the development of muscle memory (a system of exercises to strengthen the motor skills of the fingers, hatching, working with stencils), N.A. Feodosov also worked on this problem.

Many thoughts on this issue were then combined with the thoughts of V.A. Ilyukhina. Methodology V.A. Ilyukhina "Letter with a secret" gives a theoretical development of this problem. She, as it were, raises the methodology of E.N. Potapova to an updated level, complementing it with a new approach to writing technique.

This technique is a creative rethinking of the ideas of E.N. Potapova, supplemented by her own techniques that give a high educational effect, an original approach to solving this problem:

The first stage of learning to write.

The main goal: setting fingers, hands as a whole.

The second stage of learning to write.

The main goal: the development of tactile memory (memory of the fingertips) through sandpaper cards, cards for tracing letters with fingers. But besides this type of memory, there are others (visual and auditory). Especially great importance is given to visual memory. The amount of memory should be constantly increasing. It is proposed to cut out letters from sandpaper individually for each student. From the point of view of E.N. Potapova, the development of tactile memory is the basis for mastering writing. From the fingertips signals go to the brain, the information is perceived by the brain, there is a reverse impulse - how to write.

The third stage of learning to write.

The main goal: consolidation of knowledge, skills with the help of an insert of letters and cards - tracing paper, which are elements, compounds, letters, words.

Since ancient times, in the methodology of teaching children to write and calligraphy, a rhythmic (tactical) technique (timing method) has been used, that is, writing under the account. Teaching writing according to the D.B. Elkonina, author M.M. Bezrukikh, based on the reception of rhythmic writing. Timed writing allows you to achieve clarity, smoothness, rhythm and an accelerated pace. This corrective technique is



designed to improve the graph-motor component of writing in students with features of the motor sphere. The authors have developed timed writing training, which consists of three stages.

The first stage includes the following exercises: tracing the prepared samples of handwritten letters through a transparent tracing paper.

At the second stage, students draw handwritten words through transparent tracing paper, which are combined into groups with the same rhythmic structure and stress (poppy, cancer, juice, moss).

The third stage includes the following exercises: tracing under the sentences through transparent tracing paper, poems and microtexts. Based on these recommendations, a workbook was compiled for the formation of the graph-motor component of writing, designed to work with primary school students of a comprehensive school.

Considering alternative technologies according to the methodology of teaching writing, it is also necessary to dwell on the methodology of N.G. Agarkova.

So, N.G. Agarkova notes that the technology of teaching initial writing and the formation of a calligraphic skill is determined by a system of principles, methods and techniques used in writing lessons, that is, Russian graphics, and classes on developing automation of the action of reproducing letters and their combinations on paper. First of all, these are the principles: element-by-element study; single-variant (stable) lettering and their complexes; the principle of logical grouping of alphabetic characters. The essence of the element-by-element principle is that learning to draw a letter must be preceded by the formation in the child's memory of a clearly visual image of this letter, that is, he must clearly understand what visual elements the letter consists of, and in what spatial and quantitative ratios these elements are in it. The reproduction of letters is also realized on the basis of elements, but now already motor ones. A visual motor image of each letter is formed. This forms the necessary basis for developing a calligraphic skill.

The principle of a single-variant (stable) outline of written letters is due to the patterns of hand movement when writing. These are, first of all, circular closed movements of the arm, directed inward towards the shoulder. The hand in the process of writing performs uniform movements.

For left-handed children, the correct instruction is especially important, because it allows the use of the verbal component of the assessment and control of activities.

Children with disabilities are children who have various deviations of the mental or physical plan, which cause violations of general development that do not allow children to lead a full life. Synonyms of this concept can be the following definitions of such children: "children with problems", "children with special needs".





Students with disabilities are children who have deficiencies in psychological development or intellectual disabilities, confirmed by the psychological, medical and pedagogical commission and preventing education without creating special conditions. The category of students with mental retardation is the most numerous among children with disabilities and the group of schoolchildren is heterogeneous in composition. For children with disabilities, it is important to learn without coercion, based on interest, success, trust, and reflection on what has been learned. It is important that schoolchildren, through the performance of personality-oriented tasks that are accessible in terms of pace and character, believe in their abilities, experience a sense of success, which should become the strongest motive that causes a desire to learn. When organizing the educational process, one should proceed from the capabilities of the child - the task should lie in the zone of moderate difficulty, but be accessible, since at the first stages of correctional work it is necessary to provide the student with subjective experiences of success against the background of a certain amount of effort. In the future, the difficulty of tasks should be increased in proportion to the growing capabilities of the child. It is necessary to include such techniques and technologies as: outdoor games for the development of reaction speed, movement coordination; games for the development of tactile interaction; finger games; outdoor games using restraining moments; relaxation techniques; physical minutes; work with water, sand; games for the development of fine motor skills, etc.

Complete and reliable information about attention deficit hyperactivity disorder, a clear and competent diagnostic process, establishing trusting relationships with all participants in the educational process (parents, educators, a teacher-psychologist and a child), timely and effective correctional and developmental work is the key to helping a child. Thus, all children with disabilities require a special approach to learning. In teaching writing, it is also necessary to take into account the characteristics of such children.

List of Used Literature

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