

FEATURES OF THE FORMATION OF TEMPORAL REPRESENTATIONS IN OLDER PRESCHOOLERS WITH GENERAL SPEECH UNDERDEVELOPMENT

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Among the increasing number of children with speech disorders, children with general speech underdevelopment (ONR) are quite common. Therefore, much attention is paid to this violation. At the same time, on the one hand, we are faced with an abundance of scientific research on the study of speech and non-speech processes of children with ONR, and on the other hand, some issues remain unexplored.

In recent years, a sufficient number of studies have been conducted on the study of spatial representations. At the same time, there are practically no studies aimed at studying temporal representations. At the same time, it is known that spatial and temporal representations are closely related and, depending on their formation, there is a normative or non-normative development of the child. In this regard, it is necessary to study not only spatial, but also temporal representations. This determines the relevance of the presented work.

With an insufficient level of development of ideas about time, children may have difficulties in mastering correct oral speech. Such preschoolers confuse concepts related to time, which is why their oral speech becomes agrammatic and others cannot always understand what the child wants to say. So such children often confuse prepositions related to time (by, with, in, to, on, through, before, after, etc.). For example, instead of "after breakfast we went for a walk," they say "after breakfast we went for a walk." Logical-grammatical constructions related to time and their understanding also suffer. Due to problems with mastering oral speech at preschool age, problems arise in mastering written speech. One of the reasons is that the child writes as well as speaks, and as a result, violations of oral speech are transferred to written speech (2).

Preschoolers with ONR, as well as their peers with other speech disorders, having a low level of development of temporal representations, are poorly oriented in concepts related to time. The difference is that children with ONR are poorly oriented even in basic concepts (time of year, month, day, etc.).

According to A.N. Kornev, L.G. Paramonova, children with general speech underdevelopment have insufficient development of orientation in time

- ignorance or uncertain knowledge of basic time units (seasons, months, days of the week in their logical order);
- weakly developed orientation in time is the result of difficulties in mastering grammar (differentiation of verb tense forms, its perfect and imperfect forms);
- the perception of time is of great difficulty for preschoolers, since it is time that does not have a visual form, is fluid, irrevocable, its perception depends on subjective phenomena, has a personal tendency (4).

Studying various time categories, such children, according to R.I. Lalayeva, have difficulties in separating and recognizing these categories. For example, in the term days of the week, preschoolers with ONR are able to include: Tuesday, Thursday, today, tomorrow, March. According to the time of year, they are well oriented in sharply different seasons - winter and summer, poorly oriented in the seasons - autumn, spring (6).

From the point of view of E.V. Zhulina, K.O. Khlebnikova, the naming of parts of the day and adverbs "yesterday, today, tomorrow" causes the greatest difficulties for children with ONR. It is better for children to highlight the events of today, while the difficulties are caused by the past tense. When allocating parts of the day, preschoolers often rely on qualitative signs, consistently changing events. They are most successful at naming the seasons, months and days of the week. Difficulties arise here only when differentiating concepts similar in their characteristics. Similarly, the similar sound of words slows down the process of choosing the right name. The emotional significance of words plays an important role in naming the names of the days of the week. There are no significant errors in establishing the correct sequence of days of the week and months (3).

Knowledge of individual time categories is given to a child easier than awareness of connections, dependencies and relationships between them, so children often find it difficult to name consistently, in order, parts of the day, days of the week, months, seasons. Often their knowledge of time is of a formal nature, since it is not based on an understanding of the duration, fluidity, irreversibility and periodicity of time.

Some children confuse time categories for a long time: "early" and "late", "now - now - later", "day" and "day", whole days and their parts, "yesterday" and "tomorrow", "year" and "season", "year" and "month", "second" and "minute", "minute" and "hour". Many of them do not have a clear distinction between dawn and dusk as transitional periods from night darkness to daylight and vice versa. They understand "Noon" and "midnight" in the literal sense contained in the composition of words, and not as moments of equal division of day and night. It is difficult for them to determine what day of the week is today, what was yesterday, what will be tomorrow, they cannot say the date and name of the current month, name the time of the year and list the months related to it (5).

The analysis of the studies of Yu.A. Bazhenova, A.V. Ovsyannikova showed that preschoolers with ONR have difficulties in naming parts of the day and determining them by the cyclicity of natural phenomena and human activity. For example, children incorrectly lay out the sequence of actions in the plot pictures, some of them do not correct even when pointing out an error. Many people cannot correlate the time of day and phenomena in nature, and those who could do it needed the help of an experimenter. Many confused April and August, two attributed May to the summer months, sometimes they gave the correct answer when asking a leading question. Children with ONR without help cannot remember what they did on one or another day of the week, except for what happened yesterday and today. Therefore, we can say that children with ONR are poorly oriented in the days of the week, it is difficult to determine what day it is today.

The author concludes that children with ONR distinguish the seasons quite well, but sometimes confuse their characteristics, while they hardly correlate the month and time of year, often get confused and are not corrected even with the help of an experimenter (1).

The analysis of the conducted research by E.R. Mustayeva, E.A. Pavlova allows us to conclude that the majority of children with ONR of the III level of speech development do not have difficulties in determining the seasons, but they find it difficult to accurately determine the sequence of alternation of temporal phenomena. Children have difficulties understanding the cause-and-effect relationships between the change of seasons depending on the signs and phenomena of nature, especially autumn and spring. They experience considerable difficulties with the exact name of the parts of the day, errors are noted in the form of substitutions of words (morning-day). Children hardly understand and name the days of the week. In the course of their correlation with familiar types of productive activities and regime moments in the group, using the example of illustrations, tasks are performed quite successfully, but without visual support, preschoolers with ONR cannot accurately determine their number, confuse the sequence and sequence of the previous and subsequent day of the week. When assessing the sequence of actions in time yesterday - today - tomorrow, the sequence of pictures is correctly distributed, the answers of children are characterized by sufficient accuracy and logic. Understanding more complex temporal

relationships, such as the day after tomorrow-the day before yesterday, the previous-subsequent event, etc., is completely inaccessible at both the impressive and expressive levels.

Thus, for older preschoolers with general underdevelopment of speech, a number of features in the formation of temporal representations are characteristic: difficulties in naming parts of the day and determining them by the cyclicity of natural phenomena and human activity, difficulties in separating and recognizing temporal categories, lack of understanding of complex temporal relations at the impressive and expressive levels, difficulties in understanding cause-and-effect relationships between the change of seasons depending on signs and phenomena of nature, etc.

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