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The Use Of Interactive Technologies In The Formation Of Graphomotor Skills With Preschool Children

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Abstract: One of the main criteria for preparing for school education is the formation of children's reading and writing skills. The formation of reading and writing skills, along with the development of children's cognitive processes, is based on the levels of motor skills, analysis, and synthesis.

Keywords: Speech, thinking, intuition, analysis, synthesis.

Introduction: In recent years, our republic has been creating a normative basis for improving speech therapy and correctional methods to eliminate speech defects in children with incomplete speech development, and for improving innovative technologies that develop children's speech, taking into account the characteristics of their native language. “Improving preschool educational processes based on scientifically based approaches” has been set as a priority task. One of the main criteria for preparing children for school is the formation of reading and writing skills in children. Many scientists who have studied the problems of pedagogical and psychological preparation of children for school pay special attention to the problem of forming writing skills in children. As is known, the majority of children suffering from writing disorders are children with speech defects, in particular, children with incomplete speech development. Therefore, in order to prevent written speech disorders in this category of children, it is necessary to start working on developing their writing skills and competencies in preschool age.

The writing process does not occur without the participation of memory. (N.K. Korsakova). Speech-auditory memory is responsible for preserving in short-term memory a series of signs that are necessary for converting into written speech. Speech-auditory memory is of great importance in successively organized material, since for writing it is necessary to preserve in memory not only sounds, words and sentences, but also their sequence. Successful mastery of writing also depends on the level of development of visual memory, which provides memorization, retention and expression of letters. (G.G. Misarenko). In addition, writing a familiar word requires the writer to compare the written word with the image in memory and the sample stored in memory. Writing is a multifaceted process of verbal thinking, provided by the participation of the operations of analysis, synthesis, comparison, generalization, abstraction, grouping of thinking. In the process of writing, the transformation of the sequence of sounds into the spatial sequence of letters is carried out on the basis of simultaneous and successive, analysis and synthesis, comparison, generalization, abstraction, grouping operations. In addition, sequential operations of writing can be carried out only when the operations of successive, analysis and synthesis are highly developed. The nature of writing is such that in abstract written speech, the division of text into sentences and sentences into words is conditional. The division of text into sentences, sentences into words, as well as the analysis of words into syllables and sounds requires the acquisition of skills, a high level of formation of the operations of analysis and synthesis, generalization and grouping. In L.E. Zhurova's research on preparing children for literacy, the author emphasizes the need to pay increased attention to the development of verbal thinking and the formation of the skills of phonetic analysis of words in preparing children for literacy, specifically for reading and writing skills. In her manual, L.E. Zhurova gives valuable recommendations based on the direction to educators and parents involved in preparing children for literacy. She offers work plans and development of exercises on the organization of

work in this direction. In the research of A.I. Voskresenskaya ("Gramota v detskom sadu" (1981)), the process of preparing preschool children for literacy is described. The author emphasizes in his research that one of the indicators determining the readiness of children for school education and readiness is the acquisition of writing skills, and based on the results of his research, he offers a program for preparing children for school and a program for preparing them for writing, as well as model training exercises based on this program. The practical significance of his research lies in the fact that the author creatively covers the work of preparing children for literacy and widely uses games within the framework of the topic. R.E. Levina emphasizes the need for an integral connection between visual, auditory and movement analyzers for the formation of writing skills in children. They also proved that the poor development or slowness of any of these processes will lead to a full-fledged writing process. Graphomotor skills are the last link in the chain of operations that make up writing. Therefore, they can affect not only calligraphy (handwriting), but also the entire writing process. For example, sometimes difficulties in expressing a letter affect the child's attention so much that he performs all subsequent operations incorrectly. Graphomotor skills include certain positions and movements of the writing hand, which allow expressing the written form of letters and their interconnection. Only properly formed graphic skills allow you to write letters quickly, beautifully, clearly and accurately. Incorrectly formed graphic skills cause a number of difficulties in writing: slow pace, unclear, incomprehensible writing, incorrect graphic skills are not only difficult, but also impossible to correct. Auditory-visual-motor coordination is an important activity in the process of forming graphomotor skills. Scientists who studied the interaction of visual, auditory, and movement analyzers (A.R. Luria, E.V. Guryanov, M.M. Bezrukikh, S.P. Yefimova, E.V. Novikova, N.V. Novotorseva, S.E. Gavrina, etc.) came to the conclusion that graphomotor skills depend on the formation of the following activities:

vision and movement control (visual-motor coordination);

spatial perception (completeness, breadth, comprehensiveness of the visual field; visual acuity, eye approximation);

coordination of movements (coordination of writing hand movements; skills to independently change the direction of movements);

“manual dexterity” (development of fine motor skills);

spatial imagination (knowledge of “body structure”; ability to see graphemes and their exact location);

ability to analyze an object, its image, approximation processes;

sense of rhythm (ability to represent a series of rhythmically organized elements);

visual attention: distribution of the necessary attention span to eliminate graphic errors (anticipations, perseverations).

It should be noted that graphomotor skills, although they have common features with movement skills, are not the same. The process of forming writing skills depends, on the one hand, on the laws of motor development, and on the other hand, on the intellectual activities of speech. The formation of writing skills requires the child to be ready to master these skills, and each skill requires training in its own areas.

On this basis, we offer several technologies for forming writing skills:

The game “Stop, go”

Developing skills: Correctly aiming at the line of the notebook, developing fine motor skills, concentration, developing writing skills.

The purpose of the game: correctly aiming at the line of the notebook, developing fine motor skills, concentration, developing writing skills.

Required equipment: notebook, pen, sample of writing elements.

Course of the game: the teacher gives the children a sample of writing elements. For example, drawing sticks. Based on the teacher's instructions, children perform the appropriate tasks. When the “Stop” command is given, the child stops writing and turns the pen between the palms of both hands. When the “Go” command is given, the child quickly begins to draw sticks along the line.

Note: when assessing the work of children, their correct aiming along the line, the size of the sticks, and the pressure force when writing are taken into account.

The game “Drawing a picture with a mirror”.

Developing skills: Fine motor skills, coordinated hand movements, attention and visual perception are developed.

Required equipment: notebook, pencil, white paper

Game progress: A clean white sheet of paper is placed on the table, a pencil or felt-tip pen is taken in both hands and begins to draw a symmetrical drawing with both hands at the same time. For example, a square, a circle, lines, etc. When performing this exercise, the child feels that his eyes and hands are stimulated. After

the coordination of the movements of both hemispheres, the activity of the whole brain, the efficiency of its work, increases.

Note: when assessing the work of children, the speed of their performance, the strength of motor skills, the coordination of eye and hand movements are taken into account.

The development of cognitive functions is important for the successful acquisition of writing skills. It is known that in all children with speech disorders, cognitive activities are impaired to some extent depending on the degree of speech impairment. Therefore, the development of all cognitive activities in parallel with oral speech in children's successful acquisition of writing skills not only increases the efficiency of work, but also serves to prevent possible defects in written speech in the future.

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