

# Értelmi akadályozottak problémamegoldó gondolkodásának fejlesztése szöveges feladatokkal

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## **Abstract**

Considered the most complex of all intellectual functions, problem solving has been defined as higher-order cognitive process that requires the modulation and control of more routine or fundamental skills. As the theories also prove it, mentally disabled children's thinking is different compared to the other children, they understand and resolve problems with difficulty. The rigidity of their thinking impede them in performing complex mental activities, thus the problem solving becomes more difficult. During the experiment we wanted to reduce these difficulties with mathematics problems, because this type of exercise formulates the relationships encountered in everyday life, in such a way, that it arouses problems for the students and creates the proper situation for solving a problem. Besides this we also asked the students to solve some playful maths problems, with the help of which they acquired concrete experiences regarding problem solving. We worked with moderately mentally disabled, 12-13 year old children. The results showed that the resolving of the mathematics exercises improved and through this the problem solving thinking and their general mathematics skill improved, as well.

## **Keywords**

problem solving, maths problems, mentally disabled children's thinking