

took an active part in ceremonial and festive performances; played in the college folk orchestra as part of a noise percussion group.

In the process of preparation and carrying out extracurricular activities, songs, music and dances from the repertoire of the Kupalinka ensemble were used. This group performs Belarusian folk music from all regions of Belarus, and its author's processing favorably emphasizes the beauty of folk art. Moreover, video fragments of concerts by the ensemble "Byaseda", "Kupalinka" and "Tsernitsa" were used where soloists performed in luxurious national costumes to the accompaniment of traditional Belarusian instruments, turning simple songs into a colorful show.

It was notable that students and teachers gladly took an active part in extracurricular activities as listeners and performers (51%).

Comparative results at the beginning and at the end of the study showed that there was a positive trend in the upbringing and formation of a listening and performing culture of primary school children.

Conclusion. Taking into account the foregoing research data it can be concluded that the volume of the Belarusian folk song repertoire of junior schoolchildren included in the curriculum can be expanded by carrying out extracurricular activities within the framework of project activities. It will be the next stage in the study of the ways of forming junior schoolchildren's musical culture.

1. Alyakhnovich, A.M. Folk song at school / A.M. Alyakhnovich. - Minsk: Belarus, 2004.- 171p.

FEATURES OF LEGAL LITERACY IN HIGH SCHOOL STUDENTS WITH INTELLECTUAL DISABILITIES

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Today, science has accumulated significant material that creates a theoretical basis for studying the process of legal education of students. Thus, the socio-pedagogical problem of the legal culture formation is analyzed in the works of T. V. Bolotina, G. P. Davydov, I. F. Ryabko and others; the implementation of legal education and upbringing in educational practice was considered in the research of V. V. Golovchenko, F. S. Makhov, G. M. Minkovsky, V. G. Podzolkov, N. V. Nazarov and others [1].

B. P. Puzanov, O. A. Glukhova, S. N. Falko and others were engaged in research on the formation of legal knowledge in students with intellectual disabilities.

The term "legal literacy" is considered by Murashko L. O. as a set of knowledge of rights and obligations, skills and abilities to be guided by knowledge data in a specific life situation [2].

Today, students with intellectual disabilities after finishing secondary school should be socially enlightened and protected from various temptations in the field of law violations, have social experience in making independent decisions, choosing behavior, profession, partners, values, ideals, etc. Therefore, it is very important to form these social competencies at school.

The goal is to study the level of legal knowledge in the field of labor law among students of the first Department of an auxiliary school.

Material and methods. An experimental study of the formation features of legal literacy in the field of labor law among students with intellectual disabilities was conducted in October 2020 in the State Educational Institution "Vitebsk Auxiliary School № 26». The total number of people involved in the study was 20 people with a diagnosis of F70 according to ICD-10. The study involved high school students of the first department of the auxiliary school. The age range of the subjects is from 14 to 17 years.

The diagnostic material offered to the test subjects included two blocks: an oral survey aimed at identifying knowledge in the field of labor law and practical tasks to study the skills to work with legal documents (in the field of labor law).

Findings and their discussion. Analysis of the first block of diagnostic material showed a lack of knowledge in the field of labor law. When answering the question: "What document is concluded between an employee and an employer when applying for a job?" - 80 % of the subjects could not give the correct answer, even after leading questions; 20 % of the participants in the experimental study answered this question with the help of an experimenter. The data obtained indicate that after graduation, not all students will have an idea about the conclusion of an employment contract.

It should be noted that students of the first Department of the auxiliary school are aware that any document must be read before signing. This can be seen when analyzing the answers to the question: "at work, you are given an employment contract. Should you read it? Why?" 100 % of the subjects correctly answered that it should be read, 80 % of students with intellectual disabilities were able to explain why this is necessary.

100% of the subjects answered questions related to their work experience and work record incorrectly. None of the participants in the experiment have any idea what it is and what it is for, although these ideas are very important for employment.

100 % of the subjects have a clear idea that the employer is obliged to pay monthly wages. So, when answering the question "do you have to pay your salary every month?" everyone answered correctly. But to the question "are you Required to pay for sick leave (if you were ill and did not go to work)?", only 70% of the subjects answer "required", 30 % - found it difficult to answer.

The first task of the practical diagnostic block offered to determine the quality of formation of students' ability to fill in passport data: their last name,

first name, patronymic, passport number and series, personal identification number, which were on the proposed photo. Only 20% of the subjects completed this task successfully, and they were able to accurately record the necessary data in the appropriate columns. In 60% of cases there have been mistakes in the records the letters in your personal room as an example of these mistakes is writing lowercase uppercase uppercase instead of lowercase. 20% of the subjects had errors when rewriting not only letters, but also numbers. An example of this type of error is omitting a digit, writing an extra one, or replacing it. 10 % of students with intellectual disabilities did not differentiate the passport number and series.

The next task involved filling out a sample job application. Only 10 % of the subjects completed this diagnostic task correctly. A typical mistake was the lack of correct grammatical connection of words in sentences. For example, in the sample application it was stated: "Please accept me, Vladimir Sergeevich Ivanov, for the position of Shoe collector", that is, it was supposed to coordinate the surname, first name and patronymic in the genitive case. In 60% of cases, the subjects used the nominative case in this sentence, and in 10 % of cases-the dative case. Cases of using even the instrumental case were identified (5 %). 20 % of the participants in the experiment in this sentence wrote the last name in the genitive case, and the first name and patronymic in the nominative case. A fairly typical feature is the use of printed quotation marks by subjects (as in the sample) when rewriting the application text in capital letters.

60 % of the subjects made spelling and punctuation errors even when filling out the application from the sample. 10 % of the respondents could not put their own signature at the end of the application.

It was noticed that the subjects did not understand how the date of the application differs from the date of the person's employment. So, in 65 % of cases, the date of hiring a person was specified earlier (21.09.2020) than the date of drawing up the application (09.10.2020). For 30 % of secondary school students, the date was the same everywhere. As you can see, these subjects do not understand that the application is made first, and then the person takes up his position.

It should be noted that the quality and legibility of handwriting in 50% of the subjects is low, which can make it difficult to read their written statements and other documents.

Conclusion. Thus, we can say that the legal knowledge and skills of high school students with intellectual disabilities in the field of labor law are formed at an insufficient level. Typical mistakes when filling in standard data and documents for employment are difficulties in differentiating the passport number and series, incorrect use of case forms of words, spelling and punctuation errors, incorrect writing off of numbers and letters, misunderstanding of the difference between the date of application and the date of employment. Therefore, a special organization of classes on the formation of

basic knowledge and skills in the field of labor law is required in order to form the social competencies of graduates of auxiliary schools.

1. Sobolewska, A. Y. The formation of sense of justice of minors as a means of prevention of offenses and crimes juvenile / Y. A. Sulewska // Narodnaya asveta. - 2007. - № 5-P. 81-84.

2. Murashko, L. O. Fundamentals of legal knowledge / L. O. Murashko // Chalavek. Gramadztva. Svet. - 2007. - № 2- P. 44-50.

DEVELOPING THE UNDERSTANDING OF EMOTIONS BY SCHOOLCHILDREN WITH INTELLECTUAL DISABILITIES IN READING LESSONS

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P. K. Anokhin, L. S. Vygotsky, A. N. Leontiev, A. R. Luria, A. E. Olshannikova and others studied the features of the emotional sphere of schoolchildren with special educational needs. Emotions of students with intellectual disabilities are characterized by primitiveness, lack of differentiation, low expressiveness, and monotony [1]. In children with this category, there is a delay in the manifestation of a differentiated emotional response, an inadequate emotional response to the environment [2].

An important role in the development of emotional intelligence is played by means of socio-cultural activities, including transformative, cognitive, value-oriented, communicative and artistic activities. The main means of social and cultural activities include: live speech, television, print, visual and technical media, art and sports, literature and Amateur art. Literature plays an important role in the development of feelings and emotions, as well as familiarization with works of fine art, watching animated films, visiting theaters, as well as theatrical activities [3].

The purpose of the study is to experimentally test the possibilities of developing the emotional sphere of younger schoolchildren with intellectual disabilities in reading lessons by means of socio-cultural activities.

Material and methods. The content testing of the correctional component of reading lessons was conducted from January to May 2020 on the basis of the State Educational Institution "Vitebsk Auxiliary School № 26». The formative stage of the experimental work involved 40 primary school children with intellectual disabilities, who were divided into two groups: experimental (EG) and control (KG). The experimental group consisted of 20 primary school students of the first department, with whom literary reading lessons were conducted using techniques and means of socio – cultural activities for the development of emotional intelligence. The total number of lessons is 18. In KG (20 primary school children with mild intellectual disability), traditional reading