

## PECULIARITIES OF IMPLEMENTATION OF MISSILE ON IMPURITY, SAMPLE AND SPEECH INSTRUCTIONS STUDY OF SECOND SECTION OF THE SUBSIDIARY SCHOOL

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Formation of ways of assimilation of social experience is highlighted in oligophrenopedagogy as an independent direction of corrective-developing work with mild intellectual deficiency in preschool age, but the peculiarities of the mental development of children with intellectual deficiency (mental retardation) make it difficult for them to master the imitation of adult actions, actions by pattern and speech instruction, which significantly complicates the learning process. In the work with students with moderate and severe intellectual insufficiency, imitation, sample and speech instruction are needed in every lesson, which is indicated by the content of the curricula and teaching aids for the second branch of the auxiliary school. However, as the studies of A.A. Kataeva, E.A. Strebel, these actions are not mastered by children [1].

The purpose of our study is to determine the specifics of performing assignments for imitating the actions of an adult, a sample and a speech instruction by students of classes I, V of the second branch of a secondary school.

**Material and methods.** The study was conducted on the basis of the State Educational Institution "Auxiliary School No. 26 in Vitebsk", the State Educational Institution "Auxiliary Boarding School No. 10 in Minsk", the State Educational Institution "Auxiliary Boarding School No. 11 in Minsk", the "Kindergarten No. 89" Vitebsk "and the State Educational Institution" Kindergarten № 17 named. K.N. Samoylova town of Vitebsk ". During the research, the following methods were used: ascertaining experiment, qualitative and quantitative analysis of the obtained data. To achieve the goal of the study, the observational experiment was conducted as a comparative one - its tasks were performed by children of different categories.

Statistical processing of the empirical data was carried out using the Microsoft Office Excel 2003 program, Statistica 6.0.

**Results and its discussion.** Twenty-one class I students and 12 pupils of the 5th grade of the second branch of the auxiliary school (students with moderate and severe intellectual deficiency), 27 pupils of the 1st class of the first branch of the auxiliary school (students with mild intellectual insufficiency) and 40 children of senior preschool age participated in the study. related to the category of children with special psychophysical development. The study was conducted in September-October 2016. Each child individually performed 4 series of tasks.

Criteria for assessing the actions of students in all the series of experiments were their independence and the correctness of the tasks. Conditionally, three levels of success were achieved: low - less than 50% of tasks, medium - from 50 to 75% and high - fulfillment of over 75% of tasks

Let's pass to the analysis of the received data. Students in the first class of the second branch of the auxiliary school mostly have a low level of success in fulfilling the tasks of the first series. The assignments of the first series allowed to reveal the state of the passive vocabulary, the understanding of words denoting objects and their signs that are constantly used in class. None of the students was able to correctly show all the subjects from the tasks of the first group. Less than half of the subjects showed 18 students (85.7%). 2 children (9.5%) refused to complete the assignment. Only 1 student (4.7%) showed between 50 and 75% of the subjects we named. The display of objects of a certain form was no less difficult for them. 3-5 items were not shown in any case. 10 students (47.6%) refused to perform or did not complete any tasks of this group. Some of them observed non-purposeful actions - the children took any of the objects in front of them, not being guided by its shape. For 1-2 subjects, that is less than half of the subjects, 11 students (52.3%) showed. Similar were the results of the first grade students of the second branch of the auxiliary school of assignments, according to the display of objects of a certain color or size.

Several more successfully performed the tasks of the first series by students of the V class of the second branch of the auxiliary school. Although none of the subjects could be shown to any student, from 50 to 75% correctly showed the subjects we named, 8 of them (66.6%). There were no refusals from the tasks of this group. Fulfillment of 50-75% of the tasks of the second, third and fourth groups of the first series was recorded in 5 (41.6%), 6 (50%) and 8 (66.6%). However, none of the students also fulfilled all tasks of these groups.

Fundamentally different were the results of the actions of the first-year students of the first branch of the auxiliary school and the normally developing children of the senior preschool age. They performed absolutely all the tasks of the first series. Only 2 (7.4%) of first-grade students failed to show all the subjects of the color we called.

Students in grade V completed a maximum of 5 of the 12 assignments for imitating the actions of an adult 5 students (41.7%). It was rolling out of a plasticine ball in imitation of individual actions and rolling out a plasticine ball to imitate the "chain" of actions. Other tasks were performed by them even less successfully.

An analysis of the performance of assignments according to the model shows that the students of the second branch of the auxiliary school, even in the fifth grade, overwhelmingly did not cope with them, fulfilled less than 25% of the assignments. The main reason for this is that in the process of training, it was typical for students of both the I class and the V class that they performed the task without being guided by the sample.

On the results of the students of the second branch of the auxiliary school of tasks on the speech instruction, the inadequacy of the passive vocabulary and the pronounced violation of the regulatory function of speech were directly affected. Of the 12 tasks of the first group that required the performance of one action with a particular subject, the majority - 5 (23.8%) of the first-grade students independently fulfilled 2 to 4 tasks. V class students - 7 students (58.3%) independently coped with 6-9 tasks of this group.

**The conclusion.** Thus, the imitation, sample and speech instruction of students in the second branch of the auxiliary school were not sufficiently formed when comparing them with the students of the first branch of the auxiliary school and the normally developing children of the senior preschool age. For students in the 1st class of the second branch of the auxiliary school, the low level of success of all the series of assignments was characteristic. For students in the 5th grade of the second branch of the auxiliary school, the low level of success remains characteristic when performing imitation and model tasks; and when performing tasks on the speech instruction, they often achieve an average level. The actions of first-year students in the first department of the auxiliary school and the normally developing preschool children in comparison with the students in the second branch of the auxiliary school were characterized by a high level of success. The process of mastering the students of the second branch of the auxiliary school by performing tasks for imitating the actions of the adult, the model and the speech instruction is characterized not only by a significant gap from the age norm, but also by the qualitative uniqueness determined by the peculiarities of the mental development of these children. It is advisable to develop a special methodology for the formation of these skills among students in this category.

1. Kataeva, A.A. Pre-school oligophrenopedagogy: Textbook. for pedagogical universities / A.A. Kataeva, E.A. Strebeleva. - Moscow: Humanité. ed. Center VLADOS, 1998. - 208 p.

## ТЮТОРСКОЕ СОПРОВОЖДЕНИЕ СТУДЕНТОВ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ

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В 2015 году Беларусь подписала, а в 2016 году ратифицировала Конвенцию о правах инвалидов. В стране реализуется Концепция развития инклюзивного образования лиц с особенностями психофизического развития (ОПФР). Главная цель развития общества на современном этапе – создание «общества для всех», где каждый человек, независимо от его физических, психических, интеллектуальных, культурно-этнических, языковых и иных особенностей, включен в общую систему образования наравне со своими сверстниками. При этом учитываются его особые образовательные потребности (ООП) и ему оказывается необходимая поддержка. В связи с этим цель исследования – изучение особенностей поддержки и сопровождения студентов с ООП в вузе.

**Материал и методы.** Материалом послужили личные дела студентов с ООП. Также использовались теоретические методы (анализ нормативно-правовой документации, формально-логический анализ, логико-дедуктивный метод, прогнозирование) и эмпирические методы