

conflict, gives a negative assessment of the child's personality, etc. It is more advisable to rely on other methods:

- instructing of pupils about safe behavior on the Web;
- calm attitude in case of minor aggression (expression of understanding of the feelings of the child, switching attention);
- emphasis of attention on acts, but not on the personality;
- establishing feedback with the child;
- control over own negative emotions;
- interview with parents about the rules of the child's work on the Internet.

Psychological violence, in our opinion, takes place where this phenomenon can be hushed up, not all teachers and parents quickly and effectively solve problems, not all parents find the right ways to get out of situations.

Conclusion. Thus, the targeted activities of the family and the use of effective methods by teachers will contribute to reducing the manifestations of psychological violence in the child and youth environment in the process of referring them to the information web. This problem is very difficult to eradicate in a short time, but if all participants of the educational process are closely involved in the system, there is a high probability that increasing digital competence and knowledge of the rules of safe behavior on the Web will reduce the number of victims of this negative social phenomenon.

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SPECIFICITY OF DEVELOPMENT OF THE GRAMMATIC STRUCTURE OF SPEECH IN STUDENTS WITH INTELLECTUAL INSUFFICIENCY

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For children with intellectual disability, the presence of various kinds of concomitant disorders is typical: motor, sensory, mental, and speech. The practice of special education and training notes that these violations significantly complicate the learning process for students in this category [1]. The need to study the features of the grammatical structure of speech of students with intellectual disabilities is due to the importance of the grammatical side of speech for learning and communication.

Speech activity is a complex multilevel functional system, the components of which: phonetic, lexical, grammatical, semantic, depend on one another and determine each other. Entering into the interaction, they make their specific contribution to the formation and development of language skills, and the course of speech development (D.N. Bogoyavlensky, N.I. Zhinkin, I.A. Zimnyaya, M.I. Lisina, etc.).

The formation of the lexical and grammatical side of speech is one of the priority tasks of special pedagogy and speech therapy, in particular. A person's success in society depends, inter alia, on the level of development of his speech abilities. The grammatical side of speech is especially important for socialization, since it has a significant impact on the development of linguistic competence and speech communication in general. The formation of the grammatical side of speech affects the development of cognitive processes, as it relates to all aspects of mental activity.

The purpose of the study is to determine the characteristics of mastering grammatical categories by students with mild intellectual disability.

Material and methods. A purposeful study of the grammatical structure of speech in younger and older students with intellectual disabilities was carried out on the basis of the State Educational Institution "Auxiliary School № 26 of Vitebsk". The total number of people involved in the study was 40 people with a diagnosis of F70 for ICD-10. The study involved 20 students of 2–4 classes of the first department - EG1 and 20 students of 8–10 classes of the first department of EG2. The students were offered diagnostic methods by O.B. Inshakova to study the following grammatical categories: - the formation of plural nominative nouns; - the formation of nouns in indirect cases; - the formation of nouns of the native plural; - the use of prepositions; - coordination of the numeral with a noun; - approval of the adjective with a noun; - the formation of nouns with diminutive suffixes; - the formation of relative adjectives from nouns [2].

Findings and their discussion. A study of the formation of nouns in the nominative plural case showed: in EG1, 50% of students completed the task. The children's answers were distinguished by a certain peculiarity: 25% of the examined used the words "sparrows", "fines", "ears", "chairs", "left". In EG2, 85% of the subjects completed the task without errors, however, errors were noted in the formation of the nouns of the nominative case of the plural number of words "sparrow" - "sparrows", "ear" - "ears". The results of a study of the education of nouns in indirect cases by schoolchildren with intellectual disability showed that in EG1 50% of primary schoolchildren with intellectual disability could cope with the task. However, it should be noted that this task caused EG1 students significant difficulties and in some cases required the provision of various types of assistance from the experimenter: for example, typical answers were: "pencils", "dolls".

A study of the formation of nouns in the genitive case of the plural showed that in EG1 55% of primary schoolchildren with intellectual disabilities coped with the task. In their answers, the following specifics of the formation of nouns in the genitive case of the plural are observed: 15% of EG1 students answered “trees”, “books”, “sheets”, “keys”. 5% of the subjects answered: “cups”, “houses”. 5% of the examined EG1 use nouns: “balls” and “keys”. As you can see, at primary school age children with intellectual disabilities do not master the grammatical norms of the formation of plural genitive nouns. Among older students with intellectual disabilities, 80% of the subjects (EG2) were successful.

The study of the peculiarities of using prepositions by students with intellectual disabilities showed that among the students of EG1, only 45% of the subjects were able to complete the task. The following prepositions were most rarely used in the answers of the respondents: “under” was replaced by the words “from below” or “below”, above was replaced by “above” and “above”, the pretext “for” in all subjects of the EG1 incorrectly answered children was replaced by the word “hiding”. The pretext “near” and “before” in the answers of 15% of respondents was not used. A study of the peculiarities of matching a numeral with a noun students with intellectual disability showed that in EG1 only 40% of the subjects were able to cope with the full volume of the task with the help of an experimenter. Most often, the answers of primary schoolchildren with intellectual disabilities included such errors as “one notebook” (25% of answers), “five terads” - in 15% of subjects, “three pencils”, “five pencils”, “five apples” - 10 % of cases. By high school age, students with intellectual disabilities master the matching of numerals with nouns. So, 95% of EG2 subjects were able to complete the tasks of this stage of the study.

The study of matching of adjectives with nouns of students with intellectual disabilities has yielded the following results. In EG1, 60% of the subjects completed the task. The greatest difficulties were caused by the coordination of adjectives with the word "bucket" (neuter gender). In 10% of the subjects, the word “dress” was offered options: “girl” and “for girls”. Among high school students with intellectual disability, EG2 successfully completed the task of 95% of students.

A study of the formation of nouns with diminutive suffixes by participants in an experimental study yielded the following results: only 35% of students with intellectual disabilities of primary school age (EG1) independently completed the task. 50% of the examined EG1 could not form diminutively - the affectionate forms of the words “bed”, “doll”, “bowl”, “fox” and “sparrow”. 5% of the subjects noted such answers as: “crib”, “sparrow”, “blanket”. Also often found (15%) the following incorrect variants of diminutive - affectionate forms of words: "doll", "cupboard", "saucer" (from the word "bowl"). Among students of senior school age (EG2), 85% of the respondents independently completed the task. A study of the formation of relative adjectives from nouns by students

of EG1 and EG2 showed that in EG1 40% of primary schoolchildren with intellectual disabilities coped with the task. Among older schoolchildren with intellectual disability (EG2), 75% of the subjects had a task to form relative adjectives from nouns. Among the erroneous answers, one can single out: “straw” - “straw”, “snow” - “snow”, “fluff” - “fluffy” (10% of cases). As you can see, errors in the formation of relative names of adjectives are associated with a violation of the grammatical structure of speech, improper choice of suffix (and not replacement with qualitative names of adjectives - as in subjects EG1).

Conclusion. Younger students with intellectual disabilities experience significant difficulties in mastering the grammatical categories to the fullest, most of the students in the elementary grades of the auxiliary school make significant mistakes in using grammatical categories of various types. The account of the revealed features in the pedagogical activity of the teacher-defectologist will help to improve the quality of the implementation of the correctional and developmental tasks of teaching children of this nosological group.

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FEATURES OF FORMATION OF BASES OF LEGAL CULTURE AT HIGH SCHOOL STUDENTS WITH INTELLECTUAL INSUFFICIENCY

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According to the activity approach, legal culture is a method of social regulation created by people and consists in influencing individuals to ensure order in society. It is considered as a result of interaction of subjects, in the process of which regulatory ideals of behavior in the form of legal norms are created, and its existence as a form of social interaction, reproducing old and creating new standards of legal behavior [1].

Eliasberg N. I. noted that components of legal culture are: - systematized scientific knowledge about law, legislation, existing in society, the rule of law, measures to its strengthening and protection methods; - based on the social value of law and strict law enforcement the attitude of citizens to the Law, installation law-abiding behaviour and an active acceptance of violations of public order; - socially useful behavior of the person, manifested in conscious lawful behavior, skillful realization of their rights and freedoms, responsible attitude to the performance of duties of the citizen, readiness in various life situations to act legally competently, it is advisable, focusing on existing laws [2].