

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].

There are some observations of researchers, which note that the knowledge about the rights and duties, responsibility and protection, which significantly determine the development of the individual in society, in high school students of auxiliary schools are superficial and are not associated with the practice of everyday behavior. In other words, these students are not sufficiently socially adapted and protected in society, which is contrary to the provisions of state and interstate regulations.

The aim is to study the level of formation of legal knowledge among students with intellectual disability of the first Department of the auxiliary school.

Material and methods. Experimental research of features of knowledge by pupils with intellectual insufficiency of bases of legal culture was carried out from February, 2019 to may, 2019 in SEI "Auxiliary school № 26 of Vitebsk". The total number of persons involved in the study was 20 people diagnosed with F70 according to ICD -10. The study involved high school students of the first Department of the auxiliary school. The age range of subjects-from 14 to 17 years. Oral and written survey was chosen as diagnostic tools.

Findings and their discussion. When answering the question "do You know your rights?" 80% of people said they knew; 30% of subjects said no. However, further research showed that respondents definition of their knowledge as sufficient did not correspond to their real level of formation.

25% of the students said that their rights were violated, but could not explain how; 75% of the subjects - that their rights were not violated. It should be noted that the number of those whose rights were not violated included those 30% of students who replied that they did not know their rights. At the same time, 45% of high school students with intellectual disabilities are quite critical said that violated the rights of others. Individual work on the results of a written survey did not allow to determine more specifically the content and degree of violation of rights, the subjects found it difficult to give specific examples.

When answering the question " Where would You go if your rights were violated?"the following answers were received: - 60 % of subjects would turn to parents or adults; 5% - to God; - 15% of students indicated specialized bodies (police, court); 10% - could not answer this question.

Analysis of the answers to the question : " what duties does a minor have?"only 50% of high school students with intellectual disability were able to partially with the help of an experimenter to list their duties; 10% - do not know the duties of minors; 40% of the survey participants – know the duties of minors and were able to name them. Mainly among these duties was provided: statement on the military account, the duty to obey their lawful representatives, have the obligation to learn, not to violate the rights of others.

When answering the question: "What rights do You know?"50% of respondents were able to list the main ones. Among the answers, the most popular were: the right to life, the right to freedom of speech, the right to

education, the right to freedom of movement, the right to health care. Only 5% of students could not answer this question, the rest-were able to name some rights. Despite the fact that many high school students with intellectual disabilities are aware of the obligation not to violate the rights of other people, when answering the problematic question about the possibility of committing an offense if it is not followed by punishment, they responded positively in 65% of cases. This situation demonstrates the legal immaturity of schoolchildren in this category.

Analysis of the answers of the subjects to the question " is it possible to achieve justice if you act according to the law?"I showed that 70% of respondents believe it is possible and correct, and only 5% of respondents answered in the negative. As the main sources of high-quality legal information, 30% of students with intellectual disabilities named various media, 10% of subjects answered that such a source is law enforcement officers; 45% of high school students named teachers and parents, 15% of participants in the experimental study-friends and acquaintances.

Unfortunately, 60% of high school students with intellectual disabilities could not correctly name the legal act regulating labor relations in the Republic of Belarus.

Conclusion. Based on the data obtained during the written and oral survey, it can be concluded that the components of legal culture (cognitive, activity and motivational-evaluative) in students with intellectual disability are at an insufficient (low) level. In the judgments and actions of students often manifested Philistine legal orientation. Lawful conduct is ensured by control. According to the aggregate assessment of the quality of formation of these components, it can be concluded that the overall level of legal culture among secondary school students is low. It should be noted that older students have a need to study the rights and laws, as well as the absence of legal nihilism, which in turn is an indicator of the availability of readiness to improve the level of legal culture.

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