

Typical for students with moderate intellectual disability was a lack of understanding of the meaning of the diagnostic tasks, many subjects after the first presentation of the diagnostic pictures only wanted to describe the image without analyzing the emotional state of the characters, which required massive help from the experimenter. The main difficulty in the fulfillment of the diagnostic tasks by the subjects was the lack of understanding of the meaning of the plot pictures proposed for analysis. For example, test subject Nikita Sh., Absolutely did not understand the meaning of the depicted situation (the plot of a boy in fear), determined that the character was feeling joy, and argued his answer this way: "The boy is sleeping," ignoring the wide-open eyes of the plot hero.

**Conclusion.** The results of an experimental study allowed us to determine the following features of understanding of emotions by high school students with moderate intellectual disability are: - insufficient understanding of the meaning of the situation in which the characters show different emotions; - when determining emotions, they tend to use their own life experience, including inadequate situations; - difficulties in healing emotions; - insufficient differentiation of emotions, a mixture of emotions and external emotional manifestations; - the predominant use of non-verbal means of communication in explaining emotional states. Therefore, one of the priority areas of correctional and developmental work with this category of students is the conduct of specially organized classes for the development of the emotional sphere.

1. Kolotygina, EA Peculiarities of the emotional development of mentally retarded primary schoolchildren in different social conditions / E.A. Kolotygina // Defectology. – 2008. – № 1. – S. 66–70.
2. Shapovalova, O.E. Identification of the peculiarities of the emotional sphere of students of the eighth kind of school based on a visual basis / O.E. Shapovalova // Correctional pedagogy. – 2009. – № 4. – S. 52–58.

## **FEATURES OF DIAGNOSTIC OF COMMUNICATION SKILLS AND SOCIAL INTERACTION OF CHILDREN OF PRESCHOOL AGE WITH AUTISM SPECTRUM DISORDERS**

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The last decade has seen a sharp increase in children with autistic disorders. These disorders are unique in their manifestation and vary depending on the severity of symptoms, the age of the manifestation and the presence of concomitant defects.

Autism spectrum disorders are understood as a group of complex disorders characterized by a certain violation of social behavior, communication, verbal

abilities, narrowing of interests and activities, which are both child-specific and often repeated [1].

One of the most important stages of work on communication skills and social interaction is the diagnostic stage, which is aimed at identifying the area of actual development of the child (skills that are currently formed) and determining the zone of proximal development (potential opportunities), which is an important condition for planning correctional and pedagogical work [2].

The goal is a theoretical analysis and experimental study of the specifics of the development of communication skills in preschool children with autism spectrum disorders.

**Material and methods.** In order to study the peculiarities of the communicative activity of preschool children with autistic disorders, an experimental study was conducted on the basis of the “Hear. Understand. Help.” at the State Educational Institution “Vitebsk Regional Center for Correctional Development Education and Rehabilitation”. The study involved 17 children of senior preschool age of this category, 4 teachers engaged in corrective work with children in the experimental group. The main methods of study were: observation developed by E.O. Smirnova, V.M. Kholmogorova, a technique for assessing the state of communication skills A.V. Khaustova "Assessment of communication skills in children with autism spectrum disorders" [3].

**Findings and their discussion.** The observation method is invaluable in the initial orientation and identification of the features of the interaction and communication of an autistic child, which can be observed in vivo. The results obtained during the observation of the formation of communication and social interaction skills are presented in table 1.

Table 1 – Quantitative indicators of the results of monitoring the state of communication skills and social interaction of preschool children with autism spectrum disorders (in percent)

Criteria for evaluating interaction parameters	Number of children numerically and in percent			
	Points			
	0	1	2	3
Initiative	7 (44%)	7(44%)	2(12%)	0(0%)
Sensitivity to impact	0(0%)	4(25%)	12(75%)	0(0%)
The prevailing emotional background:				
- positive;	0(0%)	0(0%)	3(19%)	1(6%)
- neutral;	0(0%)	0(0%)	11(63%)	1(6%)
- negative.	0(0%)	0(0%)	1(6%)	0(0%)

These tables show that the most frequent emotional background when interacting with peers and teachers for preschoolers of the experimental group is neutral. So, 11 children, representing 63%, demonstrated this type of social interaction. 7 children with autism spectrum disorders (44%) - make attempts to show initiative in interaction in a situation significant for them, but cannot fully implement it, and 7

children (44%) - refuse to show persistence, interest, attention to the partner, which is an indicator of the lack of social interaction skills in accordance with age. 12 subjects (75%) are characterized by episodic responses and reactions to partner actions. It should be noted that the most clearly described features of communicative behavior were observed during individual lessons with teachers, while in interaction with peers, these methods of entering into social contact were observed only in a few children of the experimental group.

The survey of teachers was carried out using the method of A.V. Khaustova "Assessment of communication skills in children with autism spectrum disorders." Teachers who directly carry out correctional and developmental work should have assessed the level of formation of the basic communication skills in children of the experimental group. The results of this part of the study are presented in Figure 1.

Based on the analysis of the data obtained, it can be concluded that in the predominant number of children with ASD, communication skills are formed at a low level from 9 to 28% - 11 children (64%). Less well-formed are the skills: naming, commenting and describing objects, people, actions, events; social behavior; expressions of emotions and feelings; attracting attention and asking questions; dialogue skills. At the same time, in their note, teachers noted a number of nuances of the formed request skills, socially responsive reactions, which include: the episodic nature of their manifestation, the selective use, which allows us to talk about their insufficient assimilation by a child with autism spectrum disorders.

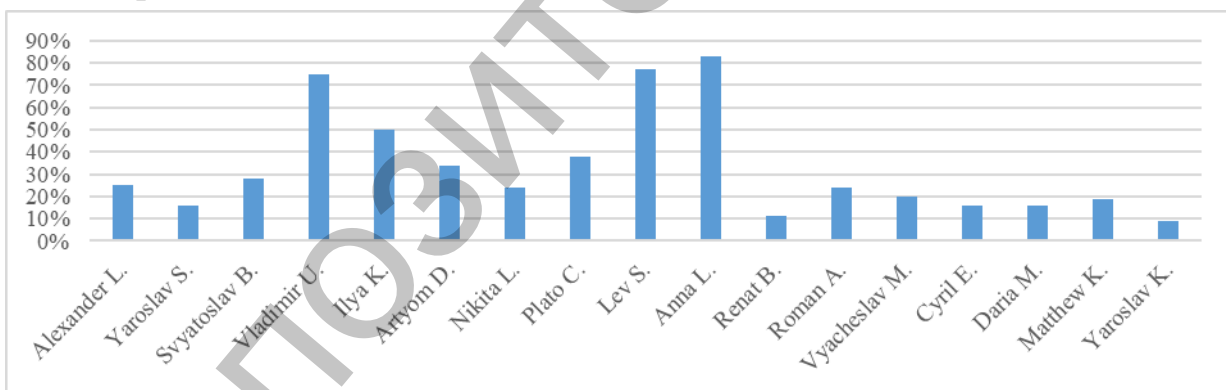


Figure 1 - Quantitative indicators "Assessment of communication skills in children with autism spectrum disorders"

**Conclusion.** Thus, the conducted experimental study confirms theoretically substantiated specific features of the formation of communicative skills and social behavior in autistic children. Among the data of insufficiently formed skills, the foreground are: expressions of emotions and feelings (emotional contact), communication skills, including not only the level of speech development, but also the ability to conduct dialogue, compliance with the rules and norms of social behavior. Purposeful correctional and developmental work aimed at the formation of communicative skills and norms of social behavior,

built taking into account the individual characteristics and capabilities of an autistic child, can significantly improve the quality of communication of this category of children.

1. Iskhanova, S.V. System of diagnostic and correctional work with autistic preschoolers / S.V. Iskhanova - SPb.: LLC "Publishing house "Childhood Press", 2017. – 208 p.
2. Morozov, S. A., Morozova T. I., Education and training of children with autism (preschool age): educational and methodical manual / S. A. Morozov, T. I. Morozova – Samara: LLC "BOOK PUBLISHING HOUSE", 2017. – 324 p.
3. Haustov, A.V. Formation of speech communication skills in children with autism spectrum disorders / A.V. Haustov - M.: Cpmssdip. 2010. – 87 p.

### **FEATURES OF DEVELOPMENT OF THE LEXIC STRUCTURE IN YOUNGER SCHOOLCHILDREN WITH INTELLECTUAL INSUFFICIENCY**

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One of the important components of development is speech, which performs two important functions: it serves as a means of communication and is an instrument of thinking. A child with intellectual disability has lag in speech development from the first months of life. By the beginning of preschool age, we can observe the lack of formality of subject activity, the complete absence of speech or babble, the absence of prerequisites for the development of phonemic hearing, limited understanding of inverted speech, poor development of general and articulatory motility. For many children with intellectual disabilities, speech does not appear by the age of four or five. At an older age, there is a poverty of active and passive vocabulary; moreover, the passive vocabulary, although significantly higher than the active one, only concerns the perception of individual isolated words based on clarity, which indicates that for preschool children and primary school students with intellectual disabilities, the situational meaning of the word remains for a long time.

Most of the special studies of the speech development features of students with intellectual disabilities are devoted to the questions of the logical and content side of oral and written speech (V.Ya. Vasilevskaya, M.F. Gnezdilov, E.A. Gordienko, R.I. Lalaeva, V.G. Petrova et al.); the identification and formation of its lexical side (G.I. Danilkina, G.M. Dulnev, Z.N. Smirnova, T.K. Ulyanova, etc.); determining ways of correcting the grammatical and lexical structure of speech (M.F. Gnezdilov, K.G. Ermilova, G.V. Savelyeva, M.P. Feofanov and others). The authors note the poverty of the active and passive vocabulary of children with intellectual disabilities, and the passive vocabulary, although significantly higher than the active one, only concerns the perception of individual isolated words based on clarity, which indicates that preschoolers and