

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.

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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

primary schoolchildren with intellectual disabilities have a long time, the situational meaning of the word [1] is preserved. These features of the lexical side of speech also affect the development of phrasal speech, which complicates the formation of communication skills and social adaptation in general.

The purpose of the study is to study the characteristics of the development of the lexical side of speech of primary schoolchildren with intellectual disability.

Material and methods. A focused study of the developmental features of the lexical side of speech in younger students with intellectual disabilities was carried out in January - February 2019 on the basis of the SEI "Auxiliary School № 26 of Vitebsk." The total number of people involved in the study was 20 primary school children with a diagnosis of F70 for ICD-10. The study involved students in grades 1–5 of the first department. The age range of the subjects is from 8 to 12 years. To study the level of formation and characteristics of the connected speech of children, a series of diagnostic tasks was used by G. Chirkina [2].

Findings and their discussion. An analysis of the results of the implementation by young schoolchildren with intellectual disabilities of the “Call in one word” methodology showed that the most generalized concepts are “fruits” and “vegetables” (95% of the subjects correctly and independently named these words). The naming of generalizing concepts: “shoes”, “clothes”, “flowers”, “pets” and “wild animals” became quite successful for the subjects. These words were independently named in 90% of cases, the rest of the subjects needed the directing help, which they accepted. It should be noted that there are violations of sound pronunciation in a number of younger students with intellectual disability, which makes it difficult to understand the words they pronounce. For example, Cyril R. called the test subjects “domestic animals” as “homeless shishotnye,” Arina S. called “clothing” – “Odessa.”

Primary school students faced great difficulties in naming the concept of “transport”. Only 65% of the subjects were able to independently name this concept. Moreover, the number of sound distortions in the naming of this word was more frequent (for example, "tatport", "tanzpot"). 25% of primary schoolchildren with intellectual disabilities used the description of the concept, and could not name it even after providing the experimenter with massive assistance (for example, “it all goes,” “you can go and come”), that is, even in a passive dictionary they have this concept not yet formed. 20% of the subjects did not fully cope with this part of the task.

Significant difficulties for younger students with intellectual disabilities caused the name of such generalizing words as “plants” and “natural phenomena”. Only 10% of students were able to name these concepts with the help of an experimenter. For 60% of the subjects, the use of the words “trees”, “nature”, “water”, “weather”, “flowers”, “winter” or the replacement of generalizing concepts with words denoting action (for example, “grow in the forest” was characteristic, “Happens on the street”, “grows in the garden”).

The lack of formation of an active vocabulary of generalizing concepts in elementary school students with intellectual disabilities was reflected in the results of their implementation of the “What does it belong to?” Methodology. This methodology showed that assigning a group of words to students with intellectual disabilities to a single concept is easier than defining a concept to which one word belongs. Significant difficulties were caused by the reference to the concepts of the words “airplane”, “textbook”, “hammer” and “dragonfly”. When assisting the children on the part of the experimenter, most often the subjects replaced the supposed generalizing concepts and describe the actions characteristic of these objects. For example, Arina S. Instead of referring the word “airplane” to the concept of “transport” she said: “what flies.” 30% of the subjects defined the word “dragonfly” as belonging to the category of “animals”, that is, they used a more general concept in relation to the concept of “insects”. The word “lynx” caused the greatest difficulty, only 50% of students with intellectual disabilities were able to name the corresponding category after the help of an experimenter using a subject picture.

An analysis of the results of the implementation by young schoolchildren with intellectual insufficiency of the “What's around us?” Methodology showed that naming words (nouns) in the presence of visual support (subject pictures) is an easier option for them. So, 100% of children could name such words as “ruler”, “alarm clock” (20% of the subjects said “hours”) “horse”, “chicken” (20% of students said “chick”), “ship”, “rose”, “Flag”, “doctor”. However, not a single child named the word “lilac”. Such words as “airplane” and “nail” were replaced by 20% of the students, we describe the actions characteristic of them: “daddy clogs”, “flies in the sky”, which demonstrates the awareness of their perception of these objects, but the insufficient formation of these concepts in the active dictionary. 10% of elementary school students replaced the word “airplane” with “helicopter”, “wolf” with the word “dog”, which demonstrates the insufficient differentiation of these concepts.

When performing the method “Who, from whom?” The following results were obtained. None of the subjects could complete this task completely. 25% of primary schoolchildren with intellectual disabilities did not name the corresponding words denoting cubs of animals, but formed from the names of animals words in a diminutive sense. For example: “sheep”, “goat”, “piglet”. 70% of students with intellectual disabilities were able to name the cubs of the following animals: “cow”, “squirrel”, “hedgehog”, “wolf”, “fox”.

Conclusion. The results of an experimental study showed that the lexical side of speech of younger students with intellectual disability is characterized by a qualitative originality. These features include: insufficient passive and active vocabulary, including the corresponding dictionaries of generalizing concepts; replacement of generalizing concepts with a description of their meaning; the impact of poor-quality pronunciation on the understanding of the words spoken by the listener; a predominant description of the actions typical of the object, the

presence of difficulties in including characteristic properties of the object in the description of the object; - significant quantitative difference between passive and active dictionary.

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PROBLEM OF DEVELOPMENT OF COMMUNICATIVE SKILLS OF STUDENTS WITH MODERATE INTELLECTUAL INSUFFICIENCY

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The development of communicative skills of adolescents is one of the most important problems at the present stage of development of social relations. In adolescence, one of the leading activities is communication. However, adolescents with special psychophysical development to one degree or another experience difficulties in expressing their own feelings, mutual understanding with others. At the same time, the development of elements of a communicative culture will allow adolescents to more successfully realize their potential, more successfully undergo socialization in modern society. T.L. Leshchinsky, A.N. Konopleva, A.M. Zmushko and others believe that it is possible to effectively develop the communicative skills of adolescents with special needs in psychophysical development through the team in the educational process, especially in integrated education classes.

Among the variety of problems of modern psychology, pedagogy and speech therapy, the problem of communication is one of the most significant and interesting. Children with special needs of psychophysical development to a greater extent than their normally developing peers experience communication difficulties. This is due to several reasons, and above all, the insufficient level of speech development in this category of children. The formation of the communicative side of speech in children with special needs of psychophysical development was dealt with by such domestic authors as L.S. Vygotsky, S.D. Zabramnaya, A.R. Mahler, L.M. Shipitsin et al. Among foreign authors, one can distinguish U. Kristen, L. Nyukanen, H. Rückle and others [1]. Pupils with intellectual disabilities to one degree or another experience difficulties in expressing their feelings, understanding with others. Mastering the elements of a communicative culture will allow adolescents with moderate intellectual disabilities to more successfully realize their potential, more successfully undergo socialization in modern society [2].