educational-scientific-consulting center which exists since 2011. The results of cooperation are new ideas, participation and co-working of our students during different research projects, scientific consulting of students' research works, conducting optional classes on the basis of the University, creative work of teachers and students, many scientific and practical conferences.

There were bright and memorable forms of external social partnership. The projects were organized by the state educational establishment "Gymnasium № 4 of Vitebsk". The conference "Eco View", the festival "The history of Dvina region as the dialogue of peoples and cultures", a competition of computer graphics "DiditalArt", which was recognized in 2009 as regional. The main partners in projects – "Belarusian Union of artists", Vitebsk regional Committee of natural resources and environmental protection, the "Vitebsk regional center for Hydrometeorology and environmental monitoring", plants of Vitebsk, the "Vitebsk regional Institute of educational development".

Cooperation with gymnasiums from the Russian Federation exists since 2006 and is a successful form of social partnership and international co-working on a regular basis.

There is a local website for information about gymnasium's activities. Also there is a press-center of our gymnasium publishing the newspaper and the magazine "World around us".

In today's world ... it is very important to be able to prepare students to do work that doesn't exist now, to use technologies that haven't been invented yet, to solve problems that we don't think at the moment about " [1, page 1]

Conclusion. One of the main aims of gymnasium is to ensure the process of transfer of social experience, which allows the young successfully adapt to the new social and economic conditions.

1. What does an enterprising school mean?: booklet [Electronic resource] // Site Evkoo – Access mode: http://evkool.ee/wp-content/uploads/2016/03/voldikud_vene_keeles.pdf – Access date: 06.11.2019.

FEATURES OF AGGRESSION AND SELF-REGULATION OF STUDENTS WITH INTELLECTUAL INSUFFICIENCY

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The aggressiveness of schoolchildren with intellectual disabilities was studied by V. I. Lubovsky, O. V. Khukhlaeva, T. B. Epifantseva and others. Unconsciousness in the manifestation of negative emotions, low level of volitional regulation of behavior, especially in conflict situations, the discrepancy between the behavior of neither the situation in which the child is, nor the irritant caused by the aggressive reaction, the tendency to imitate and the

intellectual deficiency in children of this category prevent them from adequately assessing the environment and correctly responding to it to respond [1]. Children with intellectual disabilities are characterized by extreme underdevelopment of volitional qualities, often they act according to suddenly arising desires. The most pronounced violation of self-regulation is manifested in the educational activities of children in this category. Since the natural factor plays a large role in the formation of self-regulation as a general ability to learn, the depth and degree of organic brain damage in intellectual deficiency, the characteristics of the nervous system of children of this nosological group lead to significant violations of personal self-regulation [24]. Self-completion of educational tasks for students with intellectual disabilities is difficult, as the intention to complete the task is quickly exhausted.

These features are even more pronounced in the presence of a child with intellectual insufficiency of the current disease - epilepsy. Aggression in children with epilepsy can be observed before the attack, at the time of the attack and the interictal period. In the prodromal period, children develop irritability or verbal aggression. During an attack, aggression is extremely rare. Aggression is also possible in children with the development of post-attack psychosis. According to a number of authors, the development of psychoses is based on epileptic disorders of neuron activity mainly in limbic structures associated with the regulation of emotions, motivation, and complex automatic forms of behavior [2].

The purpose of the study is to determine the characteristics of aggressiveness and self-regulation in schoolchildren with intellectual deficiency of various nosological groups.

Material and methods. The study was conducted from January to March 2019 on the basis of the State Educational Institution “Auxiliary School № 26 of Vitebsk”. The study involved two experimental groups of students. The first group consisted of 10 students with a history of intellectual disability (EG1), the second group consisted of 10 students with intellectual disability combined with epilepsy (EG2). The following psychodiagnostic methods were used as research methods: Rosenzweig test - the methodology of picturesque frustration (children's version), Wagner's “Hands” test.

Findings and their discussion. The results of the study showed that some frustrating situations, due to the intellectual defect of the subjects, were not perceived correctly by students, they did not understand the hidden meaning of events, and sought to describe the depicted situation. For example, test subject Denis I., in a situation where boys stole apples from someone else’s garden, replied: “Sorry that I am running, I will no longer run near your garden”. Subject Milana Sh. In a situation where a woman and a girl are shown, who points to something in the closet, replies: “The girl’s name is Alice. She is resting". These responses were not interpreted (6.25% of cases).

In EG1 students, all three directions of reactions were noted. A larger percentage belongs to intropunitive reactions, it makes up 36.7% (for example, test subject Denis I. in a situation where mom says: “You are an ill-bred child, you cut off my flowers!”, He replies: “Yes, I am an ill-bred child”); the smallest percentage is for impulsive reactions, it is 21.25% (for example, test Yegor K. in a situation where the boy says: “I’m very sorry that I accidentally broke your house”, replies: “It doesn’t matter, we’ll build another house”) Extrapunitive reactions accounted for 35.8% of the total number (for example, test Valeriya T. in a situation where the girl says: “You broke my most beautiful doll!”, He answers: “And you broke mine!”). 6.25% are situations that cannot be interpreted due to the peculiarities of thinking in this category of children.

The results of a study using the Rosenzweig method showed that in EG2 students, extrapunitive reactions come first (62.5% of cases). Intropunitive reactions accounted for 17.5% of the responses of EG2 subjects. Impulsive reactions amounted to only 4.6%. Comparative indicators of the types of reactions to the frustrating situation of the tested EG1 and EG2 are presented in Figure 1.1.

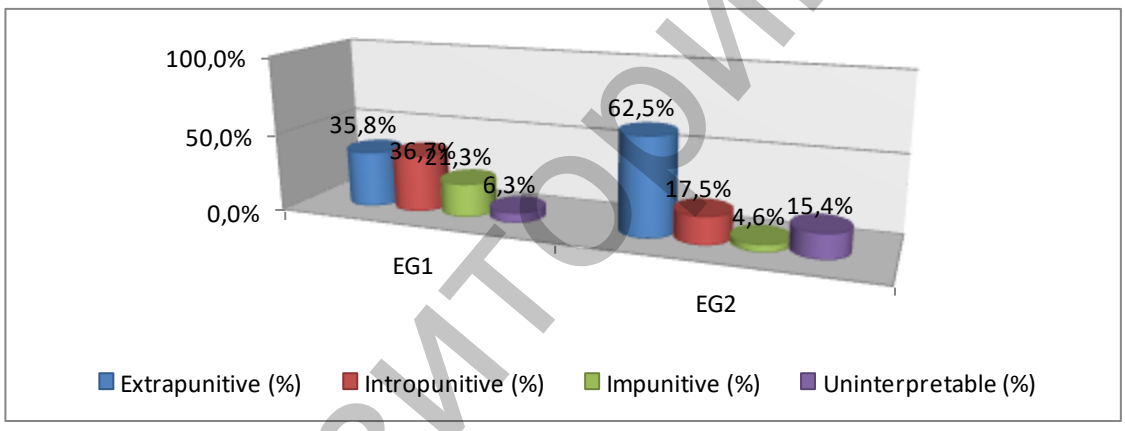

Figure 1.1 - Comparative indicators of the types of reactions to the frustrating situation of the tested EG1 and EG2 (in%).

It should be noted that the subjects of EG2 understood the depicted situations worse, could not give a definite answer. The execution of the Rosenzweig technique was accompanied by “explosiveness”, irritability, aggressiveness (for example, test subject Ilya K. in a situation where my mother says: “I gave the last piece to your brother”, shouts: “You can’t give it to your brother!”).

The results of studying the features of the manifestation of aggressive behavior in students with intellectual disability (EG1) and students with intellectual disability in combination with epilepsy (EG2) according to the Wagner test are presented in table 1.1.

Table 1.1. – Comparative results of the manifestation of aggressive behavior in students of EG1 and EG2 according to the Wagner test (in%)

	EG1	EG 2
Aggression	9,1%	21,6%
Note	3,5%	2,7%
Fear	1,5%	5,2%
Emotionality	11,9%	8,8%
Communication	5,6%	6,0%
Dependence	2,8%	0,3%
Demonstration	5,8%	4,9%
Mutilation	7,4%	10,9%
Active impersonality	23,3%	25,4%
Passive impersonality	12,4%	3,8%
Description	16,7%	10,4%

In students EG2, compared with EG1, several times higher than the rate of aggression. This suggests that in children with intellectual disability in combination with epilepsy, aggressive behavior and aggressive reactions are more often observed and more pronounced. Moreover, aggressiveness is manifested both in the forms of fear or dependence, and in the form of self-aggression.

Conclusion. An experimental study showed that in students with intellectual disability and in students with intellectual disability, in combination with epilepsy, aggressive reactions and aggressive behavior are observed, aggressive reactions are manifested in the form of fear, dependence, self-aggression. In subjects with a history of epilepsy, irritability, nervousness, unwillingness to complete the task upon presentation, and a lack of self-monitoring function were more pronounced. In turn, students with intellectual disabilities who have no history of epilepsy predominantly had a calm emotional background of mood, signs of irritability and nervousness were not observed, most students had self-control of their activities.

1. Bolshevidtseva, I. L. Analysis of aggressive manifestations in children 10-12 years old with mental retardation / I. L. Bolshevidtseva // Journal of biomedical research. - 2014. – P. 72–75.
2. Karavaeva, E.V. Study of the emotional-personal and behavioral spheres of people with epilepsy / E.V. Karavaeva // Bulletin of Siberian medicine. – 2011. – №. 2. – P. 116–122.