

(1936 year of birth); song «A na dvori smirlaitsa» and «A spasiba tamu», written in 1998 in the village of Vyshadki and Maskalenyaty, Gorodok district at Marozova M. (1917 year of birth)[2]. The lullaby «Idzi katok u lauku...» wasn't recorded in the materials of ethnographic expedition by Varfolomeeva T. It was represented by deputy director of DEC «Centre of traditional culture and folk art of Gorodok district» Rezkina L. The lullaby was recorded in 2016 in the village of Verechye, Gorodok district at Shavni N. (1935 year of birth).

Conclusion. Children miniature theatre «Logline» in its theatrical interpretation of G. Shakulov's fairy-tales «How a bee looked for a linden» aims not only to show the author's idea that nature and its dwellers are of great importance. Theatrical, music and dancing expressive means, that are used in the staging of the fairy-tale encourage aesthetic and civil-patriotic upbringing of the growing generation.

In 2020 there will be 100 anniversary since G. Shakulov's birthday. It will take place at SE «Vitebsk Regional library named after V.I. Lenin» and Vitebsk Local Love museum. Children miniature theatre got an invitation to this event by the anniversary holidays organizer.

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SPECIFICITY OF THE DEVELOPMENT OF IMPRESSIVE SPEECH IN PRESCHOOL CHILDREN WITH INTELLECTUAL DISABILITY

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The problem of developing approaches to the development of speech in children with intellectual disability are presented in the works of L. S. Vygotsky, O. S. Ushakova, A. R. Maller, G. V. Tsikoto, M. I. Lisina and others. in the works of L. N. Efimenkova, I. N. Sadovnikova it is noted that the speech of children with intellectual disability can not be brought up by itself, without systematic and purposeful classes, since children with this category have reduced motivation for speech activity and communication. Therefore, it is necessary to constantly create conditions that encourage a child with intellectual disability to speak [1].

Speech function is one of the most important human functions. In the process of speech development, he formed the highest mental forms of cognitive activity, the ability to think. Speech is not an innate ability, but develops in the

process of ontogenesis in parallel with physical and mental development, and serves as an indicator of its overall development.

In preschoolers with intellectual disability, the prerequisites for the development of speech are not formed in a timely manner. As a result, this category of preschoolers speech development at all stages is with significant distortions and violations. Violations in its development are noted at all stages, affects all levels of language: phonetic, morphological, lexical, syntactic [2].

Understanding speech at the elementary level becomes available to preschoolers with intellectual development disorders much later than their peers with normal development. It is noted that in the older preschool age, some children do not understand up to 30% of phrases in adult speech. Are available understanding only ordinary, often meet in household phrase [3].

Purpose - to study and analyze the features of the development of speech comprehension in preschoolers with mild to moderate intellectual disability.

Material and methods. The experimental study was conducted in February-March 2019 in the SEI "Special kindergarten № 1 of Vitebsk". The experiment involved 20 children aged 5-8 years with mild to moderate intellectual disability (F70, F71). As research methods we used the following task: "Show called items", "to Indicate items call", "the Presentation of pictures", and "action Understanding", "Understanding action in the picture", "Presentation "conflict" pictures," "Understanding, words denoting signs", "Mixed blocks", "Color cards", "Monitoring of speech understanding children."

Findings and their discussion. Analysis of the results of the experimental study showed that all preschoolers with intellectual disability to some extent have underdevelopment of impressive speech. Thus, when performing the diagnostic task "Show me the objects" only 20% of subjects completed the task completely, 10% of preschoolers with intellectual disability coped with the task partially and have a high level, 30% of children have an average level of performance, 10% - demonstrated a low result and 35% of subjects completely failed the task.

The results of the survey showed that only one child (5%) from the experimental group faultlessly coped with the task "Presentation of pictures with objects", 15% of participants in the experimental study have a high level of performance of the task (perhaps some words were not familiar to children; some children repeated the words several times). The average level of performance of the task have 25% of children-performed the task partially, which in some cases is associated with high distraction and low motivation to the process of completing the task. Low level of understanding of speech at the level of the subject vocabulary have 25% of subjects and 35% of preschoolers with intellectual disability did not cope with the task at all (not involved in the activity, did not see the pictures).

Analysis of the data obtained from the results of the diagnostic task "Presentation of pictures with objects", which are presented in diagram 1,

showed that almost 60% of the range of values is reduced to a low level of performance of the task. This means that preschoolers with intellectual disabilities have a much harder time recognizing objects depicted in pictures compared to natural objects.

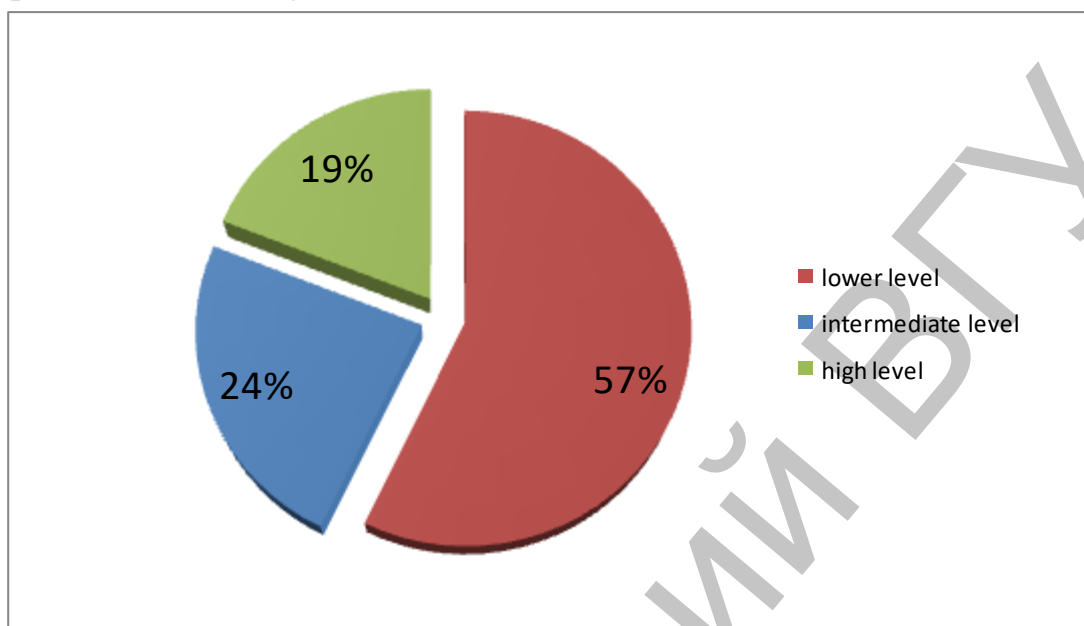


Diagram 1 – Quantitative indicators of the level of understanding of speech by preschoolers with intellectual disability when performing the task "Presentation of pictures with objects" (in %)

The analysis of the participants of the experimental study of the technique "Understanding of actions" showed that the majority of children from the group of subjects (75%) do not understand more complex verbal structures (simple phrases), they do not have access to the process of correlation of these actions with plot pictures, because the process of understanding the reversed phrasal speech suffers.

It should be emphasized that the process of observing the impressive and expressive speech of children in the process of play and free activity allowed to reveal the following qualitative features: echolalia; replacement of speech with loud, often inadequate sounds; extremely limited vocabulary (sometimes no more than 5 simple words); lack of reaction to the interrogative intonation of the speaker's speech and others.

Conclusion. Thus, it can be said that only 25% of the group surveyed has a relatively high (sufficient) level of performance of tasks on the understanding of speech, 17% - have an average level and 60% of preschoolers with intellectual disability are characterized by a low level of development of impressive speech. The most significant difficulties in this category of children were caused by tasks to understand the plot pictures and words denoting the signs of objects. The revealed characteristic features of the development of speech

comprehension by preschool children with intellectual disability indicate the need for the organization of various corrective measures to form a better passive vocabulary in preschoolers of this nosological group.

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FEATURES OF MANIFESTATION OF FEARS AND ANXIETY IN CHILDREN WITH EARLY CHILDHOOD AUTISM

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Currently, one of the topical issues of correctional pedagogy is the development of the content of psycho-correction work of the teacher-defectologist with children with severe and multiple developmental disorders, including the development of their emotional sphere, overcoming anxiety and fears.

Children with early childhood autism belong to the group of children with severe developmental disorders. As shown by the data of special experimental psychological studies (V. V. Lebedinsky and O. S. Olikheiko), fears occupy one of the leading places in the formation of autistic behavior. But sometimes the fears of the child still reflect the positive dynamics of mental development. They indicate the emergence of a more adequate perception of others about the emergence of a sense of self-preservation [1]. In children with autism, there is a high intensity of fears and increased fixation on them. The very fact of fear is natural. Unusual is the sharpness of this reaction and its irresistibility.

Fears in children with autism can be caused by both internal and external factors. Internal factors include hypersensitivity of a child with autism, which manifests itself in increased sensitivity to sound, light, tactile, vestibular and other sensory influences [2].

All sorts of fears occur in children with RDA in 80% of cases. In 72% of cases – super-valuable fears. Fear of loneliness, heights, fear of stairs, strangers, animals, darkness. In 35% of cases – fears caused by sensoaffective hyperesthesia. Fears household noises, bright lights, shiny objects, sharp tones of the clothes of others, fear of flashes of light. In 11% of cases – inadequate, delusional fears. Fears of objects of indeterminate color or shape (for example, fear of everything round or fear of red). The persistent feeling of someone's presence, the fear of his shadow, the fear of ventilation grates [3].