

high school students suggested taking a lamp. As you can see, 20% of high school students do not consider matches and candles as a potentially dangerous subject, which can cause them to violate the basics of life safety.

The subjects had a well-formed knowledge of the rules of conduct in case of emergency in the elevator. So, 50% of the students said they would not panic and press a special button that is in the elevator, they will tell the dispatcher that they are stuck, they will call the house and the entrance. 15% of students with intellectual disabilities said they would press any button in the elevator and wait. 10% of students with intellectual disabilities will hit the door and shout "Fire!", 10% of the subjects suggested that they call their mother and 15% of senior students with intellectual disabilities would call 101 in the Ministry of Emergencies.

An understanding of the potential dangers of places such as the construction site turned out to be formed among high school students with intellectual disabilities as follows. 70% of the subjects will not choose a construction site for communication with friends, because it is dangerous there. So, Danya V. explained his answer as follows: "a brick on a head can fall." However, 20% of the students said that they would have fun with friends at the construction site, where they could climb and jump, which indicates that they have insufficiently formed safety fundamentals, which can lead to potentially dangerous behavior.

Conclusion An experimental study showed the presence of insufficiently accurately formed and differentiated knowledge of the basics of life safety on all the topics studied: safe behavior in the yard and places of special danger. This situation demonstrates the need for additional specially organized pedagogical work on the formation of the basics of life safety in older students with intellectual disabilities, as well as the skills to use the acquired knowledge in reality.

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DEVELOPMENT OF COMMUNICATIVE FUNCTION OF SPEECH IN CHILDREN WITH PECULIARITIES OF PSYCHOPHYSICAL DEVELOPMENT

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Speech communication is a type of verbal communication where information is transmitted through words. The system providing speech communication is the human language [1].

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 intellectual disabilities are more likely than their normally developing peers to have difficulty communicating. This is due to a number of reasons, and above all the low level of speech development in this category of children. Many researchers (L. V. Zankov, G. M. Dul'nev, M. S. Pevzner, L. I. Schiff, T. A. Vlasova et al.) noted that the formation of speech in a child with intellectual disability is sharply behind the norm and is characterized by agrammatism, tongue-tied, limited vocabulary, short phrase.

The researchers note that children with intellectual disabilities are found a variety of disorders of speech development. Thus, almost all children of this category have more or less pronounced pronunciation deficiencies. Students with intellectual disabilities are not able to engage in speech contact with other people. This is due to their passivity, indulgence of motives for statements, weak interest in the environment, as well as extreme poverty of vocabulary and unformed grammatical structure of speech [2].

The speech practice of children with intellectual disability is extremely poor and of poor quality, but the imperfection of skills associated with the use of speech as a means of communication comes to the fore. The level of speech development of pupils of auxiliary school not only does not provide successful mastering of a program material of any of subjects, but even does not allow them to adapt in school collective, actively to be included in available forms of interaction in society [3].

The aim is to study and compare the features of speech communication in younger students with intellectual disability and speech disorders.

Material and methods. The basis for the experimental study were: SEI "Auxiliary school № 26 of Vitebsk" and SEI "Secondary school № 38 of Vitebsk". At various stages of the experimental test, only 30 primary school students participated: 10-primary school students with intellectual disability; 10-primary school students with severe speech disorders; 10-normally developing primary school students. The experimental study was conducted in March-April 2019. For the study, the technique proposed by E. S. was used. Unkovskoy: students were divided into pairs, which was given the following task: demonstrated subject picture with the image of the animal, then offered to collect the same pair picture (one for two), cut into several parts. Statements of children with which they accompanied the joint activity were recorded.

Findings and their discussion. The analysis of the results of the experimental study was carried out according to the following criteria: - organizational communication skills; - perceptual skills; - operational skills (aimed at transmitting a message).

Organizational communication skills in younger students with intellectual disabilities are formed at a low level. There are violations in the possession of the rules of correction of communication, the beginning and end of contact:

addressing the interlocutor, students rarely use polite words, forget to apologize, interfering in the conversation. 30% of children still used in their speech polite words, greeting and farewell in the direction of the experimenter.

A slightly different situation is observed in younger students with severe speech disorders. This group of children shows elements of cooperation (40% of students), which is not typical for the group of younger students with intellectual disabilities. Normally developing younger students showed a fairly high result. 85% of children in this category were active in communication, which is not typical for children with intellectual disability and for children with severe speech disorders. They are able to build communication taking into account a situation, easily come into contact with peers and the teacher, are able to use forms of speech etiquette, use polite words in speech, are able to interact with each other, cooperate, call each other by name.

Assessing the perceptual skills of younger students with intellectual disability, it was found that starting the activity children do not care about the partner, tend to perform the task separately, independently, forgetting or deliberately ignoring the installation on the joint solution of the task. There is a desire to capture all the stimulus material. This is observed in 50% of students.

Among primary school students with severe speech disorders, 50% of students understood the task, were interested in it and completed it correctly and quickly. The remaining 50% of children watched as his friend collects the picture, engaged in extraneous Affairs or from time to time helped his partner. The highest level of possession of perceptual skills showed normally developing younger students. 75% of children had such significant qualitative indicators, which are primarily associated with the ability to correctly, fully and accurately Express their thoughts, logically and coherently build a statement and make it understandable and accessible to the interlocutor.

When assessing the level of knowledge of operational skills of younger students, it was important to consider such aspects as grammar, vocabulary and sound pronunciation. At 90% of pupils with intellectual insufficiency in speech there are agrammatism, incorrect construction of sentences, incompleteness of the statement. In 70% of students with intellectual disability, there was a violation of sound (slurred blurred speech, suffers pronunciation of hissing and whistling, "R", there was hoarseness of the voice). The meaning of the words used by students are inaccurate, indistinctly delimited from each other, vague. As a result, children arbitrarily transfer the name of one object to others.

The greatest difficulties in younger students with severe speech disorders are associated with deficiencies in sound, vocabulary and grammatical system. Among the subjects, 100 % of students have a violation of sound and 20% of children have a violation of the lexical side of speech (can not find the right word, do not know the meaning of many words. 45% of normally developing primary school children have agrammatism in their speech, the formation of new words with the help of unusual morphemes. In 85% of children there is a

correct construction of sentences, the absence of unreasonable, long pauses in speech. 10% of students have a violation of the sound of plucking and whistling, "p". As well as for the group of younger students with intellectual disability and younger students with severe speech disorders, and for normally developing children is characterized by such a feature as the transfer of the name of one object to another.

Conclusion. The results of the study show that the level of possession of universal means of communication in younger students with severe speech disorders is slightly higher than in younger students with intellectual disability. In children with severe speech disorders, there are gross violations of the sound-pronouncing side of the word, indistinctness of expressing their thoughts, violations of the correct construction of the statement. These children are more active in the process of communication, are interested in maintaining a conversation, seek cooperation, more willing to listen to the comments of a neighbor. Therefore, for both groups of primary school students it is required to organically include the most effective forms of work on the development of speech communication (dialogues, plot and role-playing games, dramatization, use of everyday situations, etc.). Complex, step-by-step training in communication skills using modeling of speech situations, role-playing games and other techniques has a positive impact on the development of the communicative ability of children with persistent speech pathology and increases the effectiveness of correctional and pedagogical measures aimed at overcoming the general underdevelopment of speech.

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CHARACTERISTIC OF SPEECH ACTIVITY OF STUDENTS WITH SEVERE DISORDERS OF SPEECH IN LESSONS ON EXPLOSIVE ACTIVITY

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The process of successful socialization of students is largely determined by the state of his speech. Special studies summarize the scientific data reflecting the etiology and nature of severe speech disorders in primary school children, describe the clinical aspects of its manifestations, and highlight the levels of