

sleep in the dark”. This example suggests that the test E. also dominated by social and spatial fears.

As mentioned above, have children, have dominated the fears animals and fairy tale characters. For example, from interviews with the teacher-defectologist, it was revealed that the subject W. at the sight of the images of the dog, the wolf tries to crush, to break. If you show a toy dog, wolf – throwing, can begin hysterical. All the stories with these characters U. is not listening, starts to throw surrounding objects.

Thus, we can conclude that most children with early infantile autism has high levels of anxiety and are characterized by social and spatial fears.

Conclusion. Fears and anxiety is one of the leading places in formation of autistic behavior. The problem of anxiety and fear is manifested differently with different variants of autism dysontogenesis. The specificity of the fears of a child with early infantile autism is not so much in their content as in their intensity and durable fixation. Hence, the child with early infantile autism needs constant, skilled medical – psychological-pedagogical support. Speaking about such a complex developmental disorder, children's autism, you need to understand that overcoming or reducing fears and anxiety may not constitute separate special task of psychological assistance to the child. This work is a necessary part of the holistic system of remedial actions aiming at the development of cooperation between the autistic child with the environment, increasing its activity, endurance, commitment, flexibility in contacts with the world.

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SKILLS OF SPEECH ETIQUETTE IN CHILDREN WITH SPEECH DISORDERS OF PRESCHOOL AGE

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The preschool child is particularly sensitive to the assimilation of the speech, and if a certain level of proficiency in their native language is not achieved by 5–6 years, this way, as a rule, cannot be successfully completed at a later age stages. Children who have not learned the culture of communication are less successful in educational activities and thus experience further difficulty in adapting to school.

Learning etiquette vocabulary, the child “appropriates” part of the social experience of the speech of the people, seizes the cultural and speech patterns characteristic of the cultural environment in which it is located. The introduction of the verbal formulas of speech etiquette in the overall system of verbal interaction preschooler with surrounding adults and peers will contribute to the creation of a comfortable communicative field and provide an obvious influence on the spiritual world of the child.

Etiquette is an asset and an indicator of culture, the basis of educated person that help to understand how to behave in situations of modern society, to find a common language with other people.

According to N. Formasnovskaya, speech etiquette is the rules governing verbal behavior, the system of national specific stereotypical, stable formulas of communication, adopted and prescribed by the society to establish contact interlocutors, maintenance and interruption of contact in the chosen key [1].

The purpose of this study the specifics of formation of speech etiquette of children of senior preschool age, including those with speech disorders.

Material and methods. For the pilot program was developed of observation that determines the sequence of the experimental work and evaluation criteria.

1. What polite words children use in their speech during the day.

High level (3 points) – uses in speech more than 5 different forms of etiquette expressions.

The average level (2 points) – uses the 3 to 5 words of various forms of etiquette expressions.

Low level (1 point) – the child in his speech, uses up to 2 forms of etiquette or not use them at all.

2. Use children words of welcome this morning.

High level (3 points) – uses in speech more than 3 different forms of greetings with adults and with peers without prompting.

The average level (2 points) – uses the 2–3 different forms of greeting with adults without reminder and with reminder with peers.

Low level (1 point) – the child in his speech, uses 1 form of greeting only with an adult or not drink at all.

3. Use words of apology in conflict situations, words of gratitude in appropriate situations.

High level (3 points) – independently uses the 3 or more forms of apology.

The average level (2 points) – sometimes independently uses the 1–2 forms of apology. Apologizes with a reminder of the adult.

Low level (1 point) – the child in his speech does not use forms of apology at all.

Total score:

High level – 8–9 points

Middle level – 6–7 points

Low level 3–5 points

The data obtained were recorded in a diagnostic card.

Results and their discussion. Experimental work was conducted on the basis of SEE “pre-school child development centre No. 2 of Vitebsk”, SEE “Special kindergarten No. 18 for children with severe speech disorders of Vitebsk”. Analysis of the results of experimental work allow to draw the following conclusions.

Not all children use in their speech a polite word. Most often speech used greetings, farewells, requests. Basically, these are the most common words: Hello, thank you, please. The ratio of the use of the formulas of speech etiquette has been as follows: gentle words – 40%, word-apologies – 33,6%, words-welcome – to 26.4%.

In particular, the highest frequency of use of polite words with the following: Hello – 20%, thank you – 16% – 16%, good morning – 16%, goodbye – 10%, hi 6%, and Goodnight – 6%, other – 10%.

Among the words of welcome, the frequency of use had the following results: “Hello” – 39,4%, Hello – by 36.4%, a good day is 6.1, not etiquette 18.1 per cent.

From words of apology prevailed so 16.6% of it; sorry – 16,6%; I’m sorry – 14,2%; sorry – 9,5%; I would never – 7,1%; excuse me, please – 4,7%; excuse me, please – 4,7%; excuse me, please – 4,7%; apologize and 2.3%; never again – 2,3%; I’m so sorry – 2.3 percent; let's put up 2.3 PCT; I accidentally – 2,3%; I didn't mean to – 2.3 percent; excuse me, I will not do it anymore and 2.3%; the excuse is 2.3%; to forgive is 2.3%.

Thus, the observation showed that most of the children are not formed skill of speech etiquette. Preschoolers remember polite words only after a reminder by the teacher or parents. Sometimes children show rudeness, impoliteness. Also, there are situational adherence to the rules of speech etiquette.

In the group of subjects with a low level of available skills of speech etiquette was seven, accounting for 39% of the total number of children in this group, respondents with a medium level of available skills of speech etiquette - ten, which is 55.5%. Pupils with a high level of existing skills of speech etiquette – one that is 5.5%.

In accordance with the Educational standard of preschool education the content of educational areas "Socio-communicative development" and "Speech development" aimed at: learning the norms and values accepted in society, including moral and ethical values; communication and interaction of the child with adults and peers; the possession of speech as a means of communication and culture.

Based on the requirements of the Educational standard of preschool education, we have developed a system of work on formation of speech

etiquette in children of preschool age, including those with speech disorders, included three distinct phases with different objectives, forms, content of the work.

Direction – to determine the level of knowledge and understanding of children of senior preschool age on speech communication culture with subsequent expansion of knowledge and formation of skills to use etiquette formulas in everyday communication.

Forms of work performed: a cast of real-life situations; games and exercises; specially prepared classes; exhibitions of books about etiquette; reading of works in their spare time; reading poems; the analysis of Proverbs and sayings; taking into account individual characteristics of children in the group.

Conclusion. As a result of the ascertaining experiment has found that preschoolers with speech disorders characterized by a low level of formation of skills of speech etiquette. This confirms the need for more in-depth work on forming these skills.

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THE IMPACT OF SPEECH DISORDERS ON THE DEVELOPMENT OF IMAGINATION OF PRESCHOOL CHILDREN

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Currently, the educational paradigm is focused on the development and implementation of creative potential of children, the formation of creatively active person. The basis of creativity, driving force of any creative process is imagination, which largely determines the development of the whole person (L.S. Vygotskiy, G.D. Kirillova, M.V. Kozubovskiy, J.L. Kolomenskiy, Y.A. Poluyanov, etc.).

The limited interaction with adults, peers deprives children with speech disorders necessary information and knowledge of the techniques of reconstruction of existing ideas. Therefore, the imaging process in this case is performed in addition to reflective, and even compensatory function. For this reason, the problem of studying features of development of imagination in children with impaired speech and definition of pedagogical conditions for shaping of mental functions in this category of children is particularly high. The development of a child's imagination is significantly associated with the development of speech. In the first third of the XX century L.S. Vygotskiy wrote about the fact that a violation of the verbal function there is a decrease