

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.

Reference list:

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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

in activity of the imagination; the detainees in the speech development of children are retarded in the development of imagination [1].

Especially the imagination of children with speech disorders studied Popova L.G., Pasynkova N.A. Ovchinnikova T.S., Gluhov V.P., Kondrashov, S.P., Dyakov V., Dyachenko O.M., Kalyagin V.A., etc. Development and recreating, and creative imagination of children with speech disorders occurs in accordance with the same laws as the development of imagination of children with normal speech development. But despite this, the imagination of children with speech disorders are somewhat poorer than the normal-speaking peers, its products are less original and consistent, structured worse, his images are a little filled with emotions [2].

The aim of the investigation was to study the characteristics of recreating and creative imagination in preschool children with General underdevelopment of speech.

Material and methods. A pilot study was conducted on the basis of PIE "Special kindergarten № 18 for children with severe speech disorders of Vitebsk". The total number attracted to the study of individuals amounted to 20 people. As methods of experimental study of imagination has been selected: methodology "What is it like?" (Filicheva T.B., Chirkina G.V.) was used to diagnose the level of development of re-creative imagination and the definition of originality and flexibility of thinking; the method of "Good and bad" – with the aim of identifying the level of development of re-creative imagination and the emotional sphere; the technique of "Fiction" and "Think story" – to determine the level of development of creative imagination.

Results and their discussion. In interpreting the data of experimental study of the characteristics of recreating the imagination of preschoolers with speech disorders were obtained the following results. 60% of subjects fully completed the task "what's it like?", 35% in part (from three subjects called 2), 5% – lost technique. For example, Andrew (6 years old) carried out the task independently. The child showed interest in the job. Showed activity, diligence, high efficiency. The answer to the question proposed at once, called one figure two options. Vlad (6 years) needed assistance from the experimenter. Difficulties caused triangle, long thought of what items similar to it. To the rest of the figures could name objects.

The study recreates the imagination of children with speech disorders using the technique "good or Bad" showed that 80% of participants coped with the task, 15% partially and 5% failed.

For example, Edik (7 years) when performing this task, he sought the help of an adult. A small difficulty arose in the examination of images which are drawn there was a boy standing in a puddle. The child gave the answers with leading questions. Drawn objects are not caused trouble. Was an adequate assessment.

When interpreting data from experimental study of the creative

imagination of children with speech disorders were obtained the following results. The study of the creative imagination of preschoolers with speech disorders using techniques "Fiction" showed that only 20% of the subjects drew a non-existent object or phenomenon, 30% - non-existent, but used 40% of the existing facility and 10% of the subjects did not cope with the task. For example, Anastasia (6 years) the task was performed by the experimenter, explaining that he can't draw animals. However, the process of joint work fascinated her, she liked to dream. While drawing, she began to tell me what cartoons I watched, and characters seen in these cartoons.

The study of the creative imagination of preschoolers with speech disorders using techniques "create the story" showed that 60% of the subjects came up with a story based on the already existing objects and phenomena, 20% of subjects based on existing objects and phenomena, but already used 10% of subjects on the basis of existing objects and phenomena, and 10% of the subjects did not cope with the proposed assignment. Thus, most of the subjects were making up stories is simple, with the already known characters, the stories and these characters did not possess any non-existent abilities; a bunch of volunteers came up with stories based on books read or watched cartoons and only 2 preschoolers with speech disorders were able to some extent to come up with a story with elements not existing phenomena or objects. For example, Vlad (6 years) when composing the story used a non-existent animal in the story was used imaginative story. He dictated the story with interest, asked him to read it to him (the text of the story: "the Mouse-hare was on orbit. There he saw a huge jug. They got in there because I wanted to see if there is a Bear – toed"). The other subject, Thank (6 years) performed the task with interest, described the actions of his character, which drew in the previous assignment. The text on the basis of the scanned child cartoons and films ("the Super hero saving people, helping the helper, killing bad bandits").

Conclusion. Thus, on the basis of the obtained experimental data it can be concluded that children of senior preschool age with General underdevelopment of speech, ideas about the objects to be inaccurate and incomplete. Have trouble in selecting items that are similar to this or going after strange figure. The children in this category have trouble when working with the scene pictures, a brief description of their content is not detailed. In practice there is a violation of the ability to convert the finished images and creation on this basis new. The drawings of preschool children with General speech underdevelopment are poverty of content, they cannot figure in concept, difficult, if you want to come up with a new pattern. I must say that children have great difficulty in the creative tasks, relying when it is run on images of existing objects, thus recreating the imagination, the most well-preserved in speech-defect, rather than creative.

The children of senior preschool age with General speech underdevelopment have underdevelopment of the emotional sphere:

hampered differentiation of emotional States, as well as the understanding and expression of the emotions in cartoon characters and people. Their speech is inexpressive, meaningless, disrupted the structure of the phrase, connection between sentences, characterized by the presence of agrammatism. There is a trend to a more “delayed” entry into work and, in General, the slow pace of implementation of creative tasks.

Thus, preschool children with speech disorders, practical experience is not enough secured and is generalized in the word, consequently, delayed the formation of concepts. It should be noted that children have great difficulty when performing creative tasks, recreating the imagination the most well-preserved in speech-defect.

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STUDY OF THE FEATURES OF AN INCLUSIVE LITERACY OF HIGH SCHOOL GRADUATES AND STUDENTS OF PEDAGOGICAL SPECIALTIES

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Today in the education system of the Republic of Belarus established a model of integrated education, that is a significant achievement compared to the previous model of separate education when a child with special educational needs had no chance to learn with their peers in kindergarten or school. But as the development and expansion of integrated classes and groups in kindergartens logical continuation of the system of integrated education is inclusive education. Under inclusive education is defined as the creation of equal opportunities for education for all, without exception, the inclusion in the educational process of all children regardless of origin, culture, gender, disabilities [1].

A great contribution to the development of inclusive education made the following teachers and researchers: V. Khitryuk, A.M., Zmushko, E.I. Ponomareva, S.V. Alyokhina, V.I. Lopatin, N.N. Malofeev, C.I. Kuptsov, V.Ph. Nikolenko [2].

In connection with the active development of inclusion in the Republic of Belarus, there is a need to educate people on this issue, since the development of inclusion depends on the awareness of its necessity.