

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.

The aim of the study was to determine the level of inclusive literacy of school students and students enrolled in the first year of VSU named after P.M. Masherov.

Material and methods. A pilot study was conducted on the basis of the state educational institution “Gymnasium № 6 in Vitebsk” and VSU named after P.M. Masherov in March 2017. The total number attracted to the study of individuals made up of 16 high school students and 17 students of 1 course of specialty “Primary education”. To conduct the study was composed of questionnaires for determining the level of inclusive literacy.

The study was carried out with two different social groups: students and graduates of the school for the purpose of comparison of awareness among young people on the topic of “Inclusion”.

Results and their discussion. Comparative analysis of the obtained results allowed to draw the following conclusions. The senior pupils have low level of formation of ideas about inclusion. The first-year students level of inclusive literacy above. So, 47% of students level of inclusive literacy high (high school graduates – only 25%), 53% of students level of inclusive literacy insufficient (a similar situation is observed in about 75% of senior students).

Qualitative interpretation of the obtained results showed that the greatest difficulties as students, and the students met the definition of “inclusion”. For example, Glory P. not differentiating the concept of “inclusion” and “illusion”, Alla B. has defined inclusion as “a complex scientific term associated with the science”. Some subjects were able to accurately define this concept, but the questions that reveal qualitative characteristics of the concept of “inclusion” could not answer that demonstrates a lack of awareness of existing knowledge.

When answering the questions concerning a choice of tactics of behavior in situations of interaction with a person with special needs, high school graduates showed great tolerance for children of the named category. So, 55% of the subjects in this group would leave a cafe if next to them there was a child with special needs with inappropriate behavior (among the subjects were students, 20% of subjects).

The greatest willingness to cooperate with persons with special needs, the subjects showed when determining what types of educational institutions that are suitable in their opinion for children with special educational needs. So, 90% of the students called the educational institutions of education, as an explanation for their choice they have been called following criteria: the presence of educational institutions adequate learning conditions for children with special needs (25% of answers), possibility of communication of children with exceptionalities with peers (35% of respondents), the idea of commonality of human rights (30% of participants), readiness of teachers for inclusive education (10%). In the group of graduates 60% of respondents also called secondary education major in training of children with peculiarities of

psychophysical development. However, many of them (40% of the total number of high school graduates) called the "light" diagnosis of the child as a criterion of the ability of the organization to him inclusive education.

Conclusion. Thus, the inclusive level of literacy of school leavers and students of specialty "Primary education" shows the lack of completeness of their inclusive culture that is an obstacle to the implementation of the ideas of inclusive education. There is a need to develop and carry out a number of measures to improve inclusive literacy in different segments of the population, including using the results of experimental studies.

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FORMATION OF TOUCH STANDARDS AT PUPILS OF THE SECOND UNIT OF AUXILIARY SCHOOL

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Numerous studies of the characteristics and patterns of perceptual development of children, conducted by Z.M. Boguslawska, L.S. Wenger, A.V. Zaporozhets, V.P. Zinchenko, A.A. Kataeva, N.N. Poddjakov, A.P. Usova put forward the problem of sensory – perceptual development of children as a priority.

The peculiarities of sensory-perceptual sphere of children with intellectual disabilities were explored in detail by domestic psychologists – I.M. Solovyov, K.I. Veresotskiy, M.M. Nudelman, E.M. Kudryavtsev, and others, including children with moderate intellectual disabilities – A.R. Maller, G.V. Tsikoto, M.V. Shoreway etc. The perception of children with intellectual disabilities is incomplete, chaotic, fragmented, highlighting the part they do not see the object itself, not isolated or poorly allocate an object from the background [1]. However, under moderate and heavy intellectual deficiency, the formation of perceptual processes. A study on the formation of this category of children visual-constructive operations showed the possibility of adoption assistance children in a situation when there is no requirement to speed and autonomy in the early stages of activity [2].

The goal is the study of sensory processes in primary school children with moderate intellectual disabilities.

Material and methods. Ascertaining experiment was conducted on the basis of public institution of education "Auxiliary school № 26 of the city of