

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.** Ascertain experiment was conducted on the basis of public institution of education "Auxiliary school № 26 of the city of

Vitebsk". In experiment took part 20 students of 1–5 classes at the age of 7–13 years enrolled in the program II office of auxiliary school. In the experiment used the following methodology: the methodology of studying perception of forms; methods of studying peculiarities of color perception; methods of studying the peculiarities of the perception of form, the methodology of studying perception of spatial relations.

**Results and their discussion.** After conducting with the students of the junior class enrolled in the program II of the department of assistive schools, methods of studying the features of perception of form were obtained the following results:

- lost job 55% of the subjects part of the younger students did not understand the instructions, even when repeating and simplifying it.

- partially coped with the task – 35% of students who made mistakes in the mapping. For example, Renata B. rhombus and rectangle were correlated with the square, Dima B. rhombus correlated with a triangle, and a rectangle with a square. Challenge was requested to name the shape.

- coped with the task – 10% of the subjects, however, the Andrew B. and Mary S. coped with the task, only after the technique was as simple as possible. They correlated the figures, found the figure following the instruction and correctly called geometric shapes.

Thus, the study of form perception in students with moderate intellectual disabilities had difficulties that are associated with insufficient and inaccurate representations of this category of children about geometrical shapes, with the inability to relate them. Due to the presence of speech defects, and in some cases ignorance is geometrically forms, there was a uniqueness in their naming. The most recognizable and identifiable form for this category of children is a circle, and the definition and naming of a rhombus and rectangle have caused the greatest difficulties.

The results of the methodology of studying the peculiarities of color perception showed that:

- do – 10% of the test, they correctly identified the colour correctly identified and applied the color, never made a mistake in naming colors, but due to the peculiarities of speech development, observed the originality of their naming.

- partially completed the task in 20% of subjects who made errors when mapping colors, for example, Nastya K. correlated color orange with red, while a given color error was not, because of speech defects was observed peculiarity in the naming of colors;

- lost job – 70% of the subjects, they did not understand the instructions, even after the simplification of the user, not trying to correct your wrong answer, some subjects refused to perform the job or pointless pointed to different objects on the methodical material, quickly distracted.

Thus, when studying the features of perception of color, students are

poorly focused in the task that demanded maximum simplification of the user, the students could not cope or partially cope with the job due to the fact that he did not know the names of flowers or confused color and correlated correctly. The greatest difficulties were caused by the definition of the color orange.

The study of the perception of spatial relations were obtained the following results:

- completed the task in only 5% of subjects. Nastya K. focused on the plane of the sheet, correctly pointed out the center, top and bottom sheet, the right and left sides, correctly established the correspondence between the image of the object and its spatial location on the sheet of paper.

- partially completed the task in 20% of subjects who correctly pointed out the center of the sheet; determining upper and the lower part of the leaf and, especially, the right and left sides was troubled; when you define an image and placing an object on the sheet made mistakes.

- lost job - 75% of subjects. They are unable to name pictured objects, in some cases there is onomatopoeia in the determination of the object position on the sheet answered either "don't know", or wantonly run her fingers along the sheet and pointed to a random object.

As a result, methods for studying the perception of spatial relations, we can conclude that students have difficulty determining the location of the object on the sheet, by naming the object word. The most defined part of the sheet was the center, the most difficult was to determine the right and left sides of the sheet.

**Conclusion.** Thus, younger students with moderate intellectual disabilities there are significant difficulties in the assimilation of sensory standards. So, they make mistakes in naming shapes, colors, name them correctly, the students could only the second or third attempt, poorly oriented in space. Because of the special needs students are easily distracted from the job, was tired, needed repetition of instructions.

The peculiarities of the development of sensory processes students with moderate intellectual disabilities require the organization of special correctional and developmental work that will become the Foundation to continue this research.

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