

younger students correctly reconstructed four letters. 30% of children are incorrectly reconstructed all the letters. 50% of children correctly reconstructed one letter. 10% of the subjects correctly remade 2 letters.

Analysis of the status of the motor skills of the hand and fingers of students with intellectual disabilities revealed a deficiency of fine motor skills 70% of younger schoolboys with intellectual insufficiency in 30% of subjects noted engine failure.

**Conclusion.** Thus, the lack of formation of preconditions of formation of skills of reading and writing observed in preschoolers with intellectual disabilities, continues to affect the formation of these skills in the early school years. So important is the implementation of individual approach in the formation of the prerequisites of writing in dubuquey period literacy of younger schoolboys with intellectual insufficiency, and in the training and education of preschool children with intellectual insufficiency. The obtained experimental data will be the basis for the development of the content of correctional – developing programme for the implementation of individual approach in the development of the preconditions of formation of skills of reading and writing in children with intellectual disabilities of different age groups.

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## **PSYCHO-PEDAGOGICAL FEATURES OF MATHEMATICAL COMPETENCIES IN HIGH SCHOOL STUDENTS WITH INTELLECTUAL DISABILITIES**

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Research studies on social development of children with intellectual disabilities, conducted by E.L. Goncharovoy, O.I. Kukushkinoy, T.K. Korolevskoy, E.A. Strebelevoy, A.V. Zakrepinoy confirm that such a violation of mental development as an intellectual failure reduces the ability of the child acquisition of life experience, his preparation for independent living. The study of the formation of life-practical ideas students with intellectual disabilities in mathematics lessons engaged in by such researchers as L.V. Kuznetsova, I.M. Bgazhnokova, A.A. Kataeva,

M.G. Strebeleva. The relevance of this question in math class is determined V.P. Grikhanov, S.G. Abassova and E.E. Kolosova. The main goal of mathematics education should be the development of skills mathematically, and therefore logically and consciously explore real world phenomena. The realization of this goal can and should contribute to the solution of math problem with life orientation [1].

The purpose is to identify the level of formation of key component of practical mathematical competencies in high school students with intellectual disabilities.

**Material and methods.** Targeted study of the level of formation of key components of practical math competence of students with intellectual disabilities was conducted in February - March 2017 on the basis of public institution of education "Auxiliary school № 26 of the city of Vitebsk". The total number attracted to the study of persons made up of 10 high school students. Studying the level of formation of key component of practical mathematical competence of students with intellectual disabilities was carried out in the following areas: knowledge of money and money concepts; perceptions about the economy; the level of formation of skills to solve math problems of a social nature.

To conduct the study, we developed a diagnostic complex tasks, which consisted of jobs and tasks of a social nature, based on the requirements of the program to basic, practical and functional components of the mathematical competence of students with intellectual disabilities.

**Results and their discussion.** A practical study of mathematical competencies in the framework of the base component pupils of the senior classes of auxiliary school showed that most students know and call the correct denominations of coins and bills: 70% of students coped with this task without mistakes, 30% of the subjects made a slight error. In a situation when it was necessary not only to determine the denomination banknotes, and call the mathematical translations of some units of money in other, older students with intellectual disabilities coped with the task only in 50% of cases. The subjects included in this group know that 1 ruble – 100 kopecks and 3 roubles – 300 cents. In the remaining 50% of the cases students with intellectual disabilities demonstrated a lack of minimum basic competence in this matter.

Learning skills to exchange coins for notes and Vice versa high school students with intellectual disabilities showed that 40% of the subjects cope with this task without errors, 50% can perform only one of the proposed transactions (the job part), 10% are unable to perform this task. For example, the subject Egor K., with the exchange of notes of 5 rubles, used two coins of 2 rubles.

The study of the practical component of mathematical competence was presented to the family practice – oriented mathematical tasks. Quantitative

analysis of the obtained results showed that only 10% of students in the senior classes of auxiliary schools coped true with all jobs and 20% were unable to correctly solve one to four tasks for 70% of the subjects was not available the decision of five to seven tasks. Qualitative analysis of the results showed that high school students with intellectual disabilities experience significant difficulties both at the stage of understanding a mathematical problem, finding a solution to the problem, and in the process of performing calculations. The presence in the proposed arithmetic tasks describe everyday situations related to financial literacy and the need to perform mathematical operations with money, has become an objective of significant difficulty for students in the study categories. So, with the task where it was necessary to determine how many bars can be bought for 5 USD, if one cheese is 53 kopecks. to have managed only 20% of high school students with intellectual disabilities.

With the solution of arithmetic problems on the definition of a more economical option, making a purchase, handled only 20% of high school students with intellectual disabilities. Other students are unable to qualitatively understand the problem, apply the household economic performance and take into account the fact of taking into account the cost of travel to the store and back.

Learning skills to calculate the remainder from a sum of money showed that 70% of the subjects make mistakes as related to the correctness of the calculations and the necessity of translation proposed monetary amounts in single units, only 30% of students completed the calculation without error, but needed a reminder on the transfer of components of arithmetic operations in a single unit

The study of the state of the functional component of practical mathematical competencies in high school students with intellectual disabilities revealed that only 10% of senior students of the 1st branch of the true coped with all the tasks, 20% of subjects made mistakes in one to four tasks, 70% of high school students with intellectual disabilities made mistakes in five to eight tasks.

Qualitative analysis of the results of the study the ability to calculate the cost of goods students with intellectual disabilities revealed that only 10% of subjects managed without errors with this task. 90% of students with intellectual disabilities have not coped with the task, and all of them refused to start solving the math problems. Significant difficulties caused tasks and assignments by students with intellectual disabilities to explore their abilities to save and make more profitable purchases, and determine unnecessary expenses. The majority of students with intellectual disabilities (from 60% to 100%) do not know what the savings are, which means committing more profitable purchases and don't realize the basic need of saving.

**Conclusion.** Thus, by results of research of level of formation of key components of the mathematical competence of students with intellectual disabilities can be concluded nesformirovannost all its components. Therefore, there is an objective need for correction and developing work with high school students with intellectual insufficiency in the formation of their practical mathematical competence as in mathematics lessons and in real-life situations.

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**THE EDUCATION OF HUMANITY IN CHILDREN OF THE SENIOR PRESCHOOL AGE IN THE PROCESS OF ACQUAINTANCE WITH THE WORKS OF FINE ARTS**

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Sociocultural transformations carried out in our country on the basis of humanization and democratization presuppose significant changes in the system of raising children of preschool age. There is a reassessment of former values, the content of public consciousness changes, which leads to a new understanding of the tasks of raising children to school from the standpoint of universal human values.

Humanity, according to K.V. Gavrilovets, is one of the most important universal norms of morality, without the formation of which there can be no question of elaborating more complex moral and civic qualities [2, p. 5].

The analysis of literary sources showed that most of the researchers examined this problem from different perspectives: the attitude of the child to adults, peers, children of different ages (RS. Bure, LN. Paramonova, RB. Styorkina, etc.); sympathy as the earliest form of manifestation of humanity in preschool children (VI. Kulchitskaya, GI Lyamina, Ya.Z. Neverovich, etc.) [1].

Education of humanity, as shown in the studies of VS. Mukhina, it is impossible without visual art, thanks to which the emotional-value, humanistic attitude to people develops, because "in the process of creativity the child feels pleasure from self-realization and at the same time realizes the need to evaluate other people who need him to feel even more joy from his work" [3, p. 23].