

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.

Reference list:

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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

E. Prolat

Scientific and methodical institution “National Institute of Education”
of the Ministry of Education of the Republic of Belarus

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].

In the studies of NA. Vetlugina, TN. Doronova, T.S. Komarova, B.M. Nemenensky, E.A. Flerina, R.M. Chumichevoy and others proved that communication with works of fine art has cognitive value, helps development and perfection of feelings, actively contributes to the formation of aesthetic consciousness of the individual.

At the same time, in these studies, the problem of educating humanity in children of older preschool age is viewed to a greater extent against the background of a general review of the moral upbringing of the younger generation, and not as an independent object of research. Also in most studies, emphasis is placed on the education of humanity in children of primary school age and adolescence.

In this regard, pre-school education institutions have an acute need for scientifically based methodological recommendations for organizing the education of humanity in children of senior preschool age in the process of visual activity, as one of the leading activities of children.

Proceeding from the foregoing, the purpose of the research is the scientific and theoretical justification and methodological support of the process of educating the humanity of children of the senior preschool age when acquainted with works of fine art.

Material and methods. Material of our research is humanity, as the quality of the personality of children of the senior preschool age. The following research methods are distinguished: analysis of psychological, pedagogical, methodological literature on the research topic; observation; conversation; questioning; pedagogical experiment.

Experimental and experimental work was carried out on the basis of the Children's Child Development Center "Neposedy" No. 544 in Minsk ". It was attended by two groups of senior preschool children, parents and teachers of pre-school education.

Results and their discussion. In the course of experimental work, a method was tested that was based on the organization of pedagogical activity by the pedagogical worker, which is aimed at forming an intellectual component in children of the senior preschool age, as well as emotional susceptibility in the course of acquaintance with works of fine art. This work was carried out in two directions: the development of intellectual-cognitive and behavioral-volitional components of humanity. The presented directions contributed to the formation of a system of knowledge about the humane qualities of the individual, norms and rules of humane behavior; stimulating interest and forming a humane attitude to moral standards, etc.

Work with children of senior preschool age was planned taking into account: various forms (frontal work, individual work, teamwork); different types of children's visual activity and their combination (drawing, modeling, applique); non-traditional techniques, based on the already existing

knowledge and skills of children (leaf imprint, monotype, drawing with clay, kleksografiya, tearing paper, drawing with cotton buds, etc.).



In the course of the analysis it was found that the majority of children in the experimental group increased their rates according to the following criteria: representations and attitudes toward moral norms, the humanistic nature of empathy.

As a result of experimental work, it was possible to reduce the number of children with a low level of education of humanity.

Conclusion. The developed and tested methodology aimed at fostering humanity in children of the senior preschool age in the process of acquaintance with works of fine art has shown its effectiveness and effectiveness.

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**THE STUDY OF PECULIARITIES OF DEVELOPMENT
OF ORIENTATION IN TIME STUDENTS WITH INTELLECTUAL
DISABILITIES**

E. Shestakova

VSU named after P.M. Masherov, Vitebsk, Belarus

The establishment of a provisional orientation is one of the most complex and urgent problems, because the ability to perceive time is a unique property of the human psyche, playing a pivotal role in the processes of biological and social interaction with the outside world. The problem of time perception of children with intellectual disabilities engaged: L.V. Zankov,