

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

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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,

I. Finkelstein, N.F. Kuz'mina-Syromyatnikova, M.N. Perova, U. Pumputis, B.I. Tsukanov, V.V. Ek etc. So, in numerous publications the Perova M.N. it is noted that the orientation in time and time representations in children with intellectual disabilities formed much later than normally developing children [1].

The purpose – studying of features of formation of temporary representations of the senior pupils with intellectual disabilities in math class.

Material and methods. A pilot study was conducted on the basis of public institution of education “Auxiliary school № 26 of Vitebsk” in October 2016. The total number attracted to the study of persons made up of 10 pupils with easy degree of intellectual insufficiency. Study of peculiarities of formation of temporary representations included the following areas: knowledge of mathematical terminology, measures the time correlation of the mathematical term with the appropriate numerical equivalent; performing arithmetic operations with different measures of time; the solution of practice – oriented tasks with measures of time; determining time by the clock, displaying and setting the clock time via verbal instructions; comparison of various measures of time.

To conduct the study was composed of a scan job based on the requirements of the curriculum in mathematics knowledge time concepts [2].

Results and their discussion. The senior pupils with easy degree of intellectual insufficiency marked by a low level of formation of ideas within the mathematical time. Many children do not take the conditions of the job without assistance, confuse "second", "minute", "hour", "day", which indicates a "blurring" time concepts, the lack of a clear structure, so do not know how to adequately show the time on the clock, confusing the hour and minute hands. Only 10% of students were able to correlate the names of the measures of time with their numeric expression. 60% of students correctly performed this task, and 30% partially fulfilled, because of inability to relate mathematical terms denoting measures of time with their numerical expression, significant difficulties have prompted the use of the relevant term by naming the designated number of measures of time. The greatest difficulty has caused the mathematical definition of "age" because it is associated with a greater degree of historical time, is rarely used in everyday life.

Analysis results of solving text math problems with practice – oriented content (the determination of the age of family members) showed the presence of certain difficulties in subjects with the age determination of the mathematical method. It should be noted that 20% of students with intellectual disabilities have coped with this job, 30% were partially completed, and 50% are unable to solve the problem. Qualitative analysis of the results of executing a given diagnostic task revealed that older students with intellectual disabilities do not understand the chronology of the age, many of the subjects not generated or "blurry" idea of the age.

Definition the ability to perform arithmetic operations on measures of time and skill, exhibiting a specified time on an analog clock. showed that 60% of subjects are unable to cope with the task. 40% of high school students performed a part of it. The majority of students with intellectual disabilities have experienced significant difficulties already at the stage of perception of user tasks. To identify typical difficulties when performing arithmetic operations with measures of time include: calculation errors, nedifferentsirovannost of the terms "hour" and "minute", performing addition and subtraction of different measures of time (e.g., hours to add minutes, the resulting arithmetic manner the amount of call hours). When displaying the correct time on the clock, the children confuse the hour and minute hands, or use only one of them; do not relate the concept of "hour" with the hour hand, the concept of "moment" – the minute hand sometimes set the time at random.

Significant difficulties have caused the setting on the dial of the time the second half of the day, the objective complexity of the task made the lack of dial numbers the time of day after 12 hours, the correct execution of this task is possible with the understanding of the Convention of labeling the data clock measures time.

It should be noted, only 20% of students were able to correctly compare the values, expressed in hours, minutes, day; transfer day in hours, the hours into minutes, etc. for adequate comparison of the proposed values. 40% of the subjects performed the task partially. A typical error was to compare mathematically comparable measures of time, for example, compared the days and hours, hours and minutes, paying attention only to the specified numeric value, made errors when comparing numeric values themselves could not determine which number is larger.

Given that in the modern world, in most cases, the use of electronic watches, we have offered high school students with intellectual disabilities the mission aimed to determine the ability to correlate the time shown on an analog clock with the corresponding analogue time on a digital clock. Analysis of the results showed that the students of auxiliary schools are also poorly oriented in time on a digital clock and an analog clock. Revealed typical features of this assignment were: the desire to do the job mechanically, search the numeric similarity of the readings on the clock.

Conclusion. Thus, high school students with intellectual disabilities there is an inadequate level of development of temporal representations according to the training program. Characterized by the formation of temporary representations include:

- mixing, not differentiation measures time;
- the complexity of the matching mathematical terms with the corresponding value of measures of time;
- the difficulty to solve practice – oriented tasks related to the definition of different time intervals;

- sugurnost of problems of formation of temporary representations of unformed skills for qualitative performance of mathematical operations;
- the difficulty of identifying time by the hour arrow, electronic clock, incompleteness of relevant practical skills;
- ignorance of the mathematical laws related to the measures of time.

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FORMATION OF MANUAL SKILLS IN CHILDREN WITH MODERATE INTELLECTUAL DISABILITIES

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Based on works A.R. Luriya, O.S. Vinogradova's, A.R. Mahler and G.V. Tsikoto note that children with moderate intellectual insufficiency begin to seize the simplest skills of self-service much later. Even at the age of 8–10 years most of pupils of this category experience the expressed difficulties in undressing, clothing, washing of hands, toothbrushing, etc. [1].

Difficulties of children with moderate intellectual insufficiency when mastering labor skills speak not only violation of motor development. It is known that these children with great difficulty comprehend a task, can't often perform operation according to the simplest instruction and for imitation. N.P. Wiseman emphasizes that children of the considered category start performance of a task, without having understood his purpose, find it difficult to formulate the program of a task, reason of failures at his performance, to look for suitable words for the characteristic of elements of the set program; in the majority a case the trajectory of movements is carried out by them incorrectly. Insufficiency of self-checking is sharply expressed, even the help when performing a task not always leads to correction of a mistake [2].

Studying of opportunities of training in skills of manual skills of pupils with moderate intellectual insufficiency on a diagnostic basis was the purpose of our research.

Material and methods. Experimental study was carried out in November 2016 at the state educational institution "Auxiliary school № 26 of the city of Vitebsk". The subjects were students in Junior classes of the second Department of the school. In total, the experiment involved 10 students with a diagnosis of "mild intellectual disabilities". As methods of research used the methodology of the study of manual skills with the use of a special diagnostic card