

- 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

(V.A. Shinkarenko). we studied the condition of the skill of paper folding, tearing thin paper along the fold, circle stencils, circle templates, cutting paper with scissors in a straight line and an arc, performing a running suture punctures on thin cardboard, gluing application details using tassels.

**Results and their discussion.** The results of the study demonstrated varying degrees of success mastering subjects from basic labour operations. Much less succeeded with scissors cutting paper along the arc (10% of self-performed tasks), the bending and folding of paper, the thin paper tearing along the fold, sewing the punctures (10% of self-performed tasks), while 50–60% of cases had been ineffective and the proposed children help.

The data, however, are not evidence of the objective difficulties of certain tasks for children with moderate intellectual disabilities. It is possible that the lessons of labor miscellaneous labor operations have been paid different attention. It is therefore important to analyze what were the specific difficulties faced by the subjects when performing the proposed tasks. So, when folding a sheet of paper the most difficult for children was a preliminary alignment of the parts. Not controlling their coincidence, the disciples were in a hurry to start Ironing the fold: 50% of children do not combined the corners or sides of the workpiece, even with assistance from the experimenter. Specific difficulties arise in children and when Ironing the crease line, only 50% of the students fulfilled it by yourself, 40% of pupils were not ironed a fold line and the nearest portion of the sheet, which led to the loss of the procurement of the required quality.

Unlike folding paper when it is tearing on the lines of the previously made bend the majority of children experienced difficulties that caused the need for assistance in the implementation are not separate, but all the major techniques and activities. Difficult subjects were the regulation of power and speed tearing of the sheet.

There were significant differences in the independence of the fulfillments of basic techniques and actions when you trace the stencil. The biggest challenge for them provided the location of the sheet of paper on the table colored side down (only 20% of subjects were able to complete this step independently). Common mistakes when contouring in a rational sequence was circled several times with a strong pressure of the pencil, resulting in tearing of the blank stencil; irrational contouring, which led to the presence of gaps in the resulting contour lines.

Much higher were the children when you trace the template. Thus, only 40% of subjects placed the sheet of paper colored side up, if you trace the stencil is 80%.

The greatest difficulty for children, when cutting the workpiece in a straight line called the technique of cutting: requirements for coordinated action is right (pinch shear blades) and the left (direction of the workpiece) with the active participation of self-control. Finding it difficult in meeting

operational techniques, many children didn't even pay attention to the marked line of cut. As a result, 40% of students did not fulfill the cut even with the provided assistance (deviation from intended line exceeded 3 cm).

Even more difficult for the subjects were cut along the arc (cutting circle). The greatest difficulties in performing this task caused the pinch with shear blades (bred widely, and cuts are a part adjacent to the axis of the hinge). None of the students could not perform this action independently, and only 40% of children are carried out with the help of the experimenter. Difficult was and turning the blank: 40% of children carried out this activity with the help of the experimenter, and 20% - independently.

The most successful students coped with the sticking applicative parts. All the children carried out this task: either by yourself or with help. For example, the adherence details of the left hand was performed in all children. More difficult was wiping the excess glue on the edges of the jars, spreading the adhesive composition and the pressing and Ironing the details.

Objectively difficult became the task of performing a running suture punctures on thin cardboard (100% of the subjects lost job), due to a number of factors: the multistage and the necessity of using accurate and differentiated movements and actions (for example, when threading a needle).

**Conclusion.** Thus, the results of the study showed that pupils in the second branch of the auxiliary school manual skills can be optimized on the basis of thorough diagnosis. The use of the diagnostic card allows you to measure the work methods and actions as relatively simple to specific children with moderate intellectual disabilities and more challenging. The resulting diagnostic data allow for differentiated and individual approach in the formation of manual skills in children of this category.

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## **THE STUDY OF FEATURES OF DEVELOPMENT OF THINKING | IN CHILDREN OF PRESCHOOL AGE WITH INTELLECTUAL INSUFFICIENCY**

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In studies of Vekker L.M., Lyublinskoy A.A., Shif Zh.I. and others have accumulated considerable material for the study of the way of thinking of children with intellectual disabilities and normally developing children.