

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., Lyublinsky 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.

The solution of the mental problems of children with intellectual disabilities at an early stage causes considerable difficulties. These preschoolers visual-active thinking is characterized by lag at rate of development [1]. They have no active search for a solution, they often remain indifferent to the problem-solving process, even in cases where task - gaming. However, children of preschool age with intellectual insufficiency, which decided to complete the task, there is no representation neither about terms, nor about the means to achieve this problem, but only some orientation to the purpose [2].

The goal is the study of visual forms of thinking in preschool children with intellectual insufficiency.

Material and methods. A pilot study was conducted in October – November 2016 SEE "Special kindergarten № 1 of Vitebsk", SEE "Sanatorium nursery – garden № 72 city of Vitebsk." The experiment involved 10 preschoolers with intellectual disabilities in the age of 5-8 years (EG). The control group consisted of 10 normally developing preschoolers aged 4-5 years (KG). For ascertaining experiment we have selected a range of methodologies through which we identified the level of development of visual-figurative thinking: "Help to get the toy", "What's missing?", "Broken Cup", "Split picture", "Narrative pictures".

Results and their discussion. On the basis of the ascertaining experiment we have shown that preschoolers EGO is underdeveloped visual-figurative thinking. So, it was found that only 34% of the examined children formed visual creative thinking (perform tasks on spatial visualization level by the method of visual mapping), 13% of preschool children with intellectual disabilities formed the visual - active thinking (perform tasks on visually-effective level by trial and error that not corresponds to the age standard indicators) and in 53% of the subjects not developed even visual - active thinking (can't do the job), leading to inappropriate actions with the diagnostic task and its fulfillment. KG was not identified preschoolers with a low level run diagnostic tasks. 63% of normally developing preschoolers the level of development of visual thinking fits the standard indicators, 37% of children in the control group completed the tasks on visually-effective level.

The most successful for preschoolers with intellectual disabilities was the implementation of the method "Split images", which allows executing tasks and on spatial visualization and visual-motor level (60%). However, the experiment revealed that some preschoolers with intellectual disabilities (30%) formed only visual-active thinking, as the fulfillment of methods "What is missing" and "Raven Test" proved impossible for them. Implementation of 30% of the test tasks "Split image" for visually-effective level also had specific features. The presentation of the split images in 2 pieces (vertical and horizontal incisions) have not caused trouble in drawing them up through trial and error, but the difficulties were caused by the picture of 3 parts. And, only after providing organizational support, the

job was done right. The greatest difficulties caused addition pictures, split on 2 diagonals. These examples demonstrates the difficulty of transfer by preschool children with intellectual insufficiency of a way to do the job on the new conditionality.

Qualitative analysis of the implementation of the children EG the diagnostic tasks showed significant difficulties in the formulation of cognitive objectives (violation of goal setting), planning its activities and implementing the current and final control.

In the process of conducting diagnostic techniques revealed that preschoolers with intellectual disabilities of different levels of development of evident forms of thinking, made specific to each group of errors when performing tasks. So, when you run jobs from the technique of "Split images" and "What's missing" 30% of preschoolers with intellectual disabilities executed tasks on visual-figurative level, however, the execution time of tasks of different subjects had a wide range. Typical mistakes when performing tasks from the test Ravena include: not accounting for subjects of the width and length of the stripes on the sample, the lack of analysis of the color of the background picture and images on it (their correlation), no correlation of the vertical and horizontal lines.

Thus, quantitative and qualitative analysis of the obtained results has allowed to identify 3 groups of preschoolers with intellectual disabilities:

1. High level (34% of subjects) – at this level were classified as children who have completed the job on spatial visualization level (by visual mapping). Almost all children assigned to this level, there was a period of orientation in the task. Based on elementwise comparison they immediately without unnecessary movements performed the task. Subjects this level was characterized by the ability to control their actions.

2. The average level (13% of the test) – performing tasks in the visual-motor level (trial and error). Stage orientation in children of this subgroup were virtually absent. The pre-school children with intellectual disabilities have been characterized by impulsiveness and a negative attitude to the diagnostic task. In children of the examined subgroups had low development of the analytic-synthetic activities of visual thinking. The success of the mental analysis of tasks visually perceive the subjects of this category depended on their complexity and the sequence of presentation.

3. Low level (53%) – inability to perform the job, significant underdevelopment even clearly – effective thinking. Preschoolers in this group did not solve the diagnostic tasks, even with the use of all envisaged types of assistance, and sometimes even refused to solve them. For the data characteristic of the subjects was the lack of cognitive interest to the required tasks, gross underdevelopment of the analytic-synthetic activities, active and dynamic side of thinking.

Conclusion. Thus, the level of development of evident forms of thinking of preschool children with intellectual insufficiency is significantly different from the level of development of this kind of thinking normally developing preschoolers, and is characterized by a qualitative originality: a violation of the analytic-synthetic activities, the specifics of the rate characteristics of mental activity, difficulties in setting mental goals of non-verbal tasks, inadequate development of the ability to plan their cognitive activities, exercise and routine monitoring of mental activity.

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STUDY OF THE FORMATION OF ENVIRONMENTAL KNOWLEDGE IN JUNIOR SCHOOLCHILDREN WITH INTELLECTUAL DISABILITIES

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The problem of environmental education for junior schoolchildren with intellectual disability was studied by scientists as B. P. Puzanov, S. V. Alexeev, L. V. Simonova, T. A. Babanova, Y. A. Barysheva, E. M. Kalinina, T.S. Zykova, E.N. Hoteeva, V. G. Krysko, T. V. Varenova, O.H. Seredinskaya, L. B. Baryaeva, O.P. Gavrilushkina, G.P. Samorukova, etc. The environmental education of auxiliary school students should be understood as a continuing process of education, training and correction of a schoolchild directed to formation of his ecological culture that will manifest itself in an emotional positive attitude to the nature, to the world around, to the responsible attitude to the health and the state of the environment (starting with everyday life), in observance of certain norms of behaviour, in a system of values.

O.H. Seredinskaya classifies as the main objectives of the environmental education of schoolchildren in this category the following:

1. Mastering systemic knowledge about the unity of nature and about the interaction of man and nature.
2. Acquaintance with environmental problems and ways of their solution.
3. Formation of a responsible attitude to the environment and human health on the basis of education of environmental consciousness, thinking and environmentally sound behaviour.
4. Development of the skills of different types of activities in nature and