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

development of the environmentally oriented interaction with nature.

5. Knowledge of ways to solve environmental problems that have arisen in the process of everyday life.

6. Accumulation of emotionally positive experience with nature by children with intellectual disability.

7. Development of cognitive interest to the world of nature [1].

The purpose is to reveal the features of the formation of ecological knowledge among younger schoolchildren with intellectual insufficiency.

Material and methods. The experimental research was conducted in March – April 2016 in the State Educational Institution “Auxiliary School No. 26 in Vitebsk”. 20 junior schoolchildren of the 1st department of the school took part in the research. A diagnostic interview consisting of 17 open-and-closed-type questiones was offered to each examinee individually. The questions consist sections: “perceptions of plants”; “perceptions of animals”; "perceptions of mushrooms"; "perceptions of nature protection". The questions of the discussion were based on the content of the programm "Man and the World" [2] and also were focused on the local history approach in the formation of environmental knowledge (V.V. Gladkaya, D.G. Levites, L.V. Mikhailovskaya, N.A. Vershinin, I.D. Zverev, T.G. Kalesnikova, O.H. Seredinskaya).

Results and their discussion. A qualitative analysis of the results showed that, in the “perceptions of plants” section, the greatest difficulty for schoolchildren with intellectual disability was the question of recognition painted plants. Not all of the plants children were able to find and remember the names (no one could fully cope with this task). It is easier for children to cope with closed-type tasks, when the right answers should be chosen from the proposed answers (45% of the total number of respondents answered correctly).

Only 5% of the schoolchildren coped with tasks of the “perceptions of animals” section. Only 10% of children could recognize animals on the picture and only one child could name migratory birds. Children with intellectual disability have a poor understanding of what animals live in our country. For example, Elena K., Yevgeny Z. and Sasha S., together with representatives of animals of our fauna, called a giraffe. Nastya B. named the elephant as animals of the Belarusian forests. Significant difficulties in schoolchildren with intellectual disability were caused by definition of an animal according to the description of the type of food. Only 10% of the test subjects coped with this task and were able to explain their choice. It should be noted that children oncorrectly name animals. For example Nastia B. named a wild boar a sheep, a swan - a duck, a woodpecker – “knock-knock”.

The task to define in what places in the wood honey agarics appear and to choose the right option from the offered options was the most difficult for children in the "perceptions of mushrooms" section. Only 15% of junior school age children with intellectual disability were able to cope with the

task. The definition of poisonous mushrooms had also caused difficulties. In most cases, children find out a poisonous mushroom among edible mushrooms, but cannot remember what it's called, confuse the name, or describe its external characteristics. For example Anya S. describes a toadstool: "a little white ..."; Alexander P. pointing at the russula, says that it is a pale toadstool. An explanations of why poisonous mushrooms are so called causes difficulties. For example, Vitaly L. explains that "on the toadstool there are round such ... - they are poisonous", Katya L. explains that "the stomach can get sick".

Under the section "perceptions of nature protection" the test subjects' knowledge is more developed. 50% of schoolchildren with intellectual disability were able to cope with the tasks.

We also conducted a quantitative analysis of the environmental knowledge of junior school age children with intellectual disability in terms of degree of training (according to V.P. Simonov). The results are presented in the Table 1.

Table 1.
Levels of environmental knowledge
of junior schoolchildren with intellectual disability (%)

Level name	Section name			
	Perceptions of plants	Perceptions of animals	Perceptions of mushrooms	Perceptions of nature protection
“Distinction”	60%	90%	65%	40%
“Memorization”	25%	5%	20%	35%
“Comprehension”	10%	5%	10%	15%
“Use”	5%	0%	5%	10%
“Shift”	0%	0%	0%	0%

Conclusion. Thus, the results of the experimental research showed insufficient level of formation of environmental knowledge of junior schoolchildren with intellectual disability and a number of specific features of their formation. The obtained data will help to organize more effective correctional-developing work with junior school age children with intellectual disability in their environmental education.

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