

*A black cat sat on a mat and ate a fat rat [1].*

*Whether the weather be cold,  
Or whether the weather be hot,  
We'll weather the weather,  
Whatever the weather,  
Whether we like it or not.*

*I need not your needles, they're needless to me;  
For kneading of noodles, t'were needless, you see;  
But did my neat knickers but need to be kneed,  
I then should have need of your needles indeed [3].*

**Conclusion** Thus, consonance and alliteration as its subtype are the main characteristic features of tongue twisters from the phonetic point of view. Each of them aims at practising one or two sounds, usually, consonants. The syntactic structure of tongue twisters is based on meter and repetition, thus helping make speech more smooth and fluent.

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**FEATURES OF THE FORMATION OF COMPONENTS  
OF INCLUSIVE COMPETENCE OF STUDENTS  
OF PEDAGOGICAL SPECIALTIES**

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Currently, with the development of integrative processes and the introduction of inclusion in the educational environment in many countries, including the Republic of Belarus, an important structural component of the future professional competence

of an educator is inclusive competence. Inclusive competence of teachers is considered as an integrative personal education, determining the ability to perform professional functions in the process of inclusive education, taking into account the different educational needs of students and ensuring the inclusion of a child with peculiar psychophysical development in the environment of a general educational institution, creating conditions for his development and self-development [1].

The purpose of the study is to research the inclusive readiness of future teachers.

**Material and methods.** An organized study of the level of inclusive competence of future teachers was held on the basis of the pedagogical faculty of VSU named after PM Masherov from October to December 2017. To organize the study, a group of full-time and extramural students of 2-4 courses of specialties "Pre-school education", "Primary education", "Musical art, rhythm and choreography" was selected. The total number of persons involved in the study was 60 people. To conduct an experimental study, respondents were offered: - a questionnaire that examines professional readiness and consists of open and closed questions; - express questionnaire "Index of Tolerance"; - methods of diagnosing general communicative tolerance (according to V.V. Boyko).

**Findings and their discussion.** The analysis of the features of the formation of the theoretical component of the inclusive competence of future teachers has shown its insufficient level and the need to conduct specially organized pedagogical activities for its formation. So, in a task in which it was necessary to give examples confirming that inclusive education implements the ideas of socialization of children with peculiar psychophysical development, only 11.7% of the subjects were able to formulate adequate options. 10% of students rephrased the essence of the concept of "inclusive education". 8.3% of respondents gave examples that do not confirm the implementation of the idea of socialization by inclusive education for children with peculiar psychophysical development, for example: "The state opens special shelters for "special" children, for some time they introduce them into the secondary school", "Care, understanding, Job".

Analysis of the answers to the question about the function of parents raising children with peculiar psychophysical development in the process of implementing inclusive education gave the following results. 5% of the subjects gave the full correct answer. 28.3% of respondents do not fully or indistinctly understand the function of this category of parents in the process of implementing inclusive education, for example: "Help the child adapt to society and support him". 15% of students misunderstand this feature. The following can be attributed to the typical wrong answers: "Parents want to be an example, authority for their children, but they don't know how to be", "To support their children more so that they do not feel separated". 51.7% did not answer this question. As can be seen, a large part of future teachers mixes the functions of

parents in the framework of family education and the role of parents in the field of education of children with psychophysical developmental features; they do not understand the importance of partner interaction of the participants of inclusion.

Identifying the level of professional knowledge of future teachers in the field of inclusive practice included the definition of students' knowledge of the methodological foundations of inclusive education. Thus, respondents needed to establish a correspondence between the methodological foundations of inclusive education and their characteristics, between the types of alternative communication systems and their content; specify the conditions for the formation of an inclusive culture of the educational institution. The analysis of the questions of the closed type questionnaire gave the following results. 16.7% of the subjects demonstrated a low level of professional knowledge, making many mistakes in the answers. A significant proportion of survey participants (75%) showed an average level of professional knowledge, making no more than 2 errors. Only 5% of the subjects revealed a high level of professional knowledge of the methodological foundations of inclusive education. 3.3% of the participants in the experiment could not answer the questions of a closed type questionnaire. When studying the practical component of inclusive competence, the following results were obtained. Analysis of the answers of the subjects to the proposed pedagogical situations demonstrated their willingness to solve real problems that the teacher may encounter in the implementation of inclusive practices. For example, analyzing the situation when a student in a class who has a good progress in conversations, playing with other students constantly draws attention to the awkwardness of a visually impaired classmate, respondents were asked to describe their actions as a teacher. 65% of students chose to talk with a student, with a class, explaining the characteristics of a visually impaired student. 8.3% of the subjects, in addition to conversations and explanations, described the option of involving parents in this situation. 8.3% of future teachers offered to organize joint activities of children, play, common cause, as well as explaining to the class the features of a visually impaired student. 1.7% of respondents will comment on the student and plan to talk with their parents. 3.3% of respondents, besides explanations and conversations, offered options for "immersion" of classmates in the problems of a visually impaired student. 13.3% of the subjects could not offer solutions to this situation.

Studies of the level of tolerance of respondents allowed us to obtain the following results. Only in 5% of the subjects, according to the results of the answers, there is a low level of tolerance, which is characterized by high intolerance. 93.3% of respondents have an average level of tolerance. For future teachers included in this group is characterized by a combination of both tolerant and intolerant features. A high level of tolerance was found only in 1.6% of the subjects, which indicates that they have pronounced traits of a tolerant

personality. 41.2% of respondents have a high level of communicative tolerance. Most of the subjects - 54.8% - showed an average level of communicative tolerance. 4% of all subjects have a low level of communicative tolerance.

**Conclusion.** Thus, according to the results of the research on the inclusive competence of future teachers, the following conclusions can be drawn:

1. A significant part of the subjects is characterized by a medium and low level of professional knowledge about inclusive education, which indicates the need for advanced training of students of pedagogical specialties in the issues of inclusion and implementation of inclusive practice in the educational space;

2. A significant part of the respondents has a fairly high level of formation of the practical component of inclusive competence, which indicates their readiness to solve practical problems in an inclusive education;

3. The psychological component of inclusive competence, including, in particular, the average level of general tolerance and the average level of general communicative tolerance, is formed at the highest level among students of pedagogical specialties.

Thus, future teachers have a general lack of awareness and readiness to implement their own teaching activities in the context of the inclusive education of children with peculiar psychophysical development. The results of experimental research demonstrate the need to develop and conduct a number of activities to improve the inclusive competence of future teachers.

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### **FEATURES OF THE LEVEL OF ATTRIBUTIONS AND DIRECTION OF PERSONALITY OF SCHOOLBOYS WITH INTELLECTUAL INSUFFICIENCY**

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One of the current areas of research in special psychology is the problem of the development of the personality of a child with intellectual disability. S.L. Rubinstein, S.Ya. Rubinstein, L.I. Bozovic, V.G. Petrova, L. Vygotsky, L.V. Zankov, L.N. Transverse, A.N. Leontiev, G.A. Weiser, N.I. Gutkina, L.A. Metieva, G.F. Ksenofontov and others. The authors note the peculiarity of the formation of the motivational - need sphere in this category of children. Even E. Segen stressed that a child with intellectual disability, who did not undergo special training and education, "does not know", "cannot" and "does not want." At the