

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

same time, he attached the main importance to the latter, that is, the absence of any aspirations and needs. L. V. Zankov draws attention to the fact that in many individuals with intellectual disabilities curiosity is extremely underdeveloped, little prompting is expressed to implement new types of activity [1].

One of the important characteristics of the personality of a child with intellectual disability is the immaturity of his emotional sphere. Thus, children with intellectual disabilities experience serious difficulties when it comes to expressing an emotional attitude in a verbal form, do not consider it necessary to control their negative emotions, orient themselves directly to the emotional impulse, which also affects the development of the personality orientation [2].

The purpose of the study is to determine the characteristics of the motivational - needful sphere of personality in students of an auxiliary school.

**Material and methods.** A focused study of the characteristics of the level of claims and the orientation of the personality of schoolchildren with intellectual disabilities was carried out on the basis of GUO "Auxiliary School No. 26 of the city of Vitebsk". The total number of persons involved in the study was 40 people. For the study, we chose the following methods: - orientation questionnaire to determine the orientation of the individual; - a technique of research of level of claims F.Hoppe; - method "Flower - seven-color".

**Findings and their discussion.** The results of the study showed that in the lower grades 80% of children with intellectual deficiencies are characterized by orientation towards themselves, such as orientation towards direct reward and satisfaction, regardless of work and classmates, aggressiveness in achieving status, tendency to rivalry, irritability, anxiety, introversion. 20% of schoolchildren with intellectual deficiency of this age have a focus on business. In the upper grades, for 60% of students with intellectual disabilities, orientation towards themselves is characteristic, 20% - orientation towards business, 10% - orientation towards communication. Thus, the focus on communication among students with intellectual deficiency appears only to the senior school age.

Processing of the results obtained in the study of the level of claims by the method of F. Hoppe, showed that the majority of younger schoolchildren with intellectual deficiency underestimate the level of claims, and similar results are observed in the upper grades. Thus, it can be said that the level of adequate assessment of results, depending on the situation of "success" or "failure," among students with intellectual disabilities, varies not depending on age, but on the current situation and level of mental development. For example, in the 5th grade, Sasha G. has an underestimated level of claims, but adequately takes into account the results of the assignment. He took only cards that had an easy level of complexity, but he chose tasks on an ascending basis — from 1 to 4, and at the same time he behaved quite confidently, which explains an adequate record of the results. In the 10th grade, Zina K. has an overestimated level of claims and does not take into account the results of assignments, but she also behaves during the study with confidence. Upon presentation of her assignment, she took

the card with the most difficult assignment, and for the rest of the presentation she took assignments of medium difficulty. But she did not take into account the result, and, for example, after task number 7, which she completed, she took task number 1, and after task number 10, she took number 5.

Analysis of the results of the study according to the “Flower - Seven-color” method showed that for younger students with intellectual disabilities the most important are material values (telephone, computer, gifts, bicycles and other attractive things for children), various unattainable desires (to fly into space), focus on well-being and success (when I grow up - to become a builder), momentary desires (for example, I want to walk), and sometimes physiological needs (for example, in food) prevail.

For older schoolchildren with intellectual disabilities, the focus on the future is more characteristic (graduating from school normally, passing exams well), working (becoming a seamstress, starting a business), their desires are more conscious. For example, Ksyusha N. wants to be a seamstress, learn to dance. According to the results of the study, it is clear that with age, the direction of desire changes in children, and they think more about their future. A comparative analysis of the data obtained made it possible to determine that the orientation of the personality of students with intellectual deficiency and the orientation of desires are the same. For example, in elementary school students, orientation toward themselves prevails (80%), which is reflected in the fact that 45.6% of desires are directed towards satisfying material values and well-being and success; for high school students is characterized by a focus on communication and this is manifested in the desire to be prosperous, successful, to communicate with friends.

You can compare the orientation of the individual and the content of the desire of children with intellectual disability. Making a conclusion on the results, it should be said that the orientation of the students' personality and the orientation of desires coincide. This can be said of the following indicators: among students in grades 4-5, self-directedness prevails (80%), which is reflected in the fact that 45.6% of desires are directed towards satisfying material values and well-being and success; students in grade 10 are characterized by a focus on communication, and this is manifested in the desire to be prosperous, successful, to communicate with friends. Also, drawing parallels with the control group of senior preschoolers, it should be noted that the prevalence of focus on the case (50%), unlike children with intellectual disabilities, correlate well with their desires for caring for someone, performing unrealistic fictional actions.

**Conclusion.** Thus, the orientation of the personality of students with intellectual disabilities depends on the age of the students, as well as on their level of mental development. The level of claims of primary and high school students is the same and only small differences are observed when considering the choice of tasks in terms of complexity. It should be noted that the orientation of the person depends on the level of claims, because the level of claims determines the choice of the activity of a student with intellectual disabilities,

his focus on communicating with people, the fulfillment of assigned tasks and contributes to the achievement of a certain social status. In this case, the desires of the students, which are closely related to the change in orientation, also have a great influence. With age, children with intellectual disabilities become more focused on the future, on achievements.

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## **THE INFLUENCE OF FAIRY-TALES ON THE DEVELOPMENT OF PRE-SCHOOL CHILDREN'S METAPHORICAL SPEECH**

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Saturation and richness of metaphors in makes our speech figurative, eloquent, expressive and meaningful. Brevity, pithiness, informative content, emotionality, allegory is the clearest features of metaphorical figurative speech. Specifically, such kind of speech affects (influence) not only perception, but feelings and imagination of the listener, who perceives the speech.

Metaphorical figurative speech is used in different genres of literature and folklore. The researchers (T. Efremova, D. Ushakov, T. Dobzhinskaya, K. Chomenko) point out that a child can understand metaphorical expressions easier when they're inserted in the context of fairy-tales. It's a vivid example of replacement of one object into another. The usage of such kind of transformation creates a reality full of fantasy and imagination [1, p.39]. Fairy-tales provide children with a favourable environment for arising aesthetic attitude to the objects that are depicted in them. And the changing of children's general attitude to the object determines the character of an intellectual activity and its performance [2, p.66]. By presenting a fairy-tale to pre-school children we show them all the richness of the language, develop their sensitivity to the means of artistic expressiveness, teach them how to use this means in their speech. While perceiving the process of figurative expressions in the text of a fairy-tale, a child begins not only to understand it in the right way, but also uses it in his speech. It's very important when children compose fairy-tales (using a plot, a variety of pictures and key words) and try to retell these them creatively. Respectively, in practice of working with pre-school children a teacher should rely on effective