

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

methodical system, which allows cultivating sensitivity to figurative words easily without any “pressure”.

Our aim is to reveal the most effective methods and ways of working, which are focused on the development of a metaphorical speech of a child.

Material and methods. In the course of experimental work, we observed speech practice among the children of two senior groups (KEE 15, 16, Orsha), besides, 8 teachers whose experience varies from 8 to 23 years, 19 students of the speciality “pre-school education” and 7 parents were engaged in this process. In our research, we relied on complementary methods such as observation of the children’s speech, analysis of their classes, questioning, intercommunication with teachers, parents, trainee students, theoretical analysis of scientific and pedagogical literature, ranging. It was revealed that the development of figurative speech of pre-school children is a problem of current importance, which demands further working out.

Findings and their discussion. A large number of different researchers (V.T. Kudryavzeva, L.M. Gurovich, L.B. Beregovaya, T.B. Flichyova, E.O. Opanina) emphasize that fairy-tales are extremely rich in the means of artistic expressiveness: phraseological units, extended allegory, personifications, which are considered to be extended metaphors. That’s why the importance of a fairy-tale lies not only in the development of an artistic imagination of children, but also in the way of figurative thinking which is based on associations.

According to the opinion of V.T. Kudryavzeva, figurative thinking is expressed in ability to bridge the gap between the distant related objects, symbols and definitions; an ability to connect several incompatible parts into the whole unit; an ability to connect definitions and then form absolutely new ideas and views [2].

We can’t but agree that a significant feature of imagination is an ability to see something as a whole earlier than see some parts of the unit. Teachers start to notice this fact at pre-school age. The main requirements for this feature are game activity (it was confirmed by 100% of the surveyed), artistic creativity (81%), active process of a child’s exploration the world of fairy-tales (94% of the interviewed), but however, only 64,2% of trainee students have proved this fact.

On the basis of the research we make the following conclusion: the complex of different kind of methods (the method of receptivity and information, reproductive method and the method of a partial search) contribute to the success of the development of children’s figurative speech. Rational combination of these methods in process of teaching allows achieving great results in enrichment of children’s speech and preparing them to such discipline as “Literature”.

The method of receptivity and information. The aim is:

– to explain unknown definitions: «внучка воду брала из колоды» (колода – короткое толстое бревно; о толстом неповоротливом человеке; бревно с выдолбленной серединой).

– to use talks on the plot of a fairy-tale with the help of questions: что бы было, если бы Воробей щи варил, а Блин дрова колот? (Сказка “Крылатый, мохнатый, да масленый”).

The reproductive method. The aim is:

– to select words which describe the characters of a fairy-tale: Воробей – прыткий, шустрый, веселый, трудолюбивый;

– to find unusual words: “ведра сами в гору пошли”, “дрова сами в избу идут и в печь лезут”;

– to find polysomic words and homonyms: “взяла старуха крылышко, по коробу поскребла”, “натяните вверх свои тугие луки”;

– to find personifications, metaphors and see how children understand them: “ветки с яблочками все высоко-высоко поднялись”, “земля дрожит”, “блин со сковороды убежал”;

– to find phraseological units, proverbs and sayings according to the given plot and idea: “у страха глаза велики”, “как сыр в масле”, “утро вечера мудренее”, “терпение и труд все перетрут”.

The method of a partial search. The goal of the method of a partial search is to give children the opportunity to create metaphors about the characters in a fairy-tale: “хлебушек-вкусняшек”, “старичок-добрячок”;

Allow children to compose fairy-tale using phraseological units: “душа в пятки ушла”, “отложила на черный день”;

In monitoring classes, we revealed that pre-school teachers give preference to such task as selection of describing words, interpretations of proverbs and sayings, explanation of unknown meanings or definitions (64%), 10% of the teachers use as a foundation any phraseological units, they make up a story, share it with children and then, ask to find unusual words or expressions. Almost all teachers use dramatization where children improve their fairy-tale language skills, unite words with actions and main characters. The effectiveness has been confirmed by both teachers and workers of KEE (100%).

Conclusion. It’s obvious that’s a fairy-tale act as an effective form of folk and literature art and it’s suitable for children of any age. Fairy-tale with its live and colourful language is a favourable foundation for the development of figurative speech of pre-school pupils. The main methods that are used in teaching process (the method of receptivity and information, reproductive method, the method of a partial search), which are focused on perception, understanding of the usage of figurative words and expressions, composing metaphors in speech practice. Our methods and ways in teaching process with pre-school children contribute to developing their metaphorical speech.

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CHILDHOOD PEDAGOGY IN MODERN CONTEXT: PROBLEMS AND PROSPECTS

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Steady increase of child disability has persisted in the modern world. At the same time, moving along the path of democratization of public life inevitably leads us to the need to organize the full inclusion of children with disabilities in all spheres of life. That is why the need has arisen to introduce such a form of education that will create optimal learning conditions for children with disabilities - inclusive education.

This work is devoted to the problems of education of children with special needs in the context of the global development of inclusive education.

The main issue of modern pedagogy in the field of education of special children is the way to get education.

Inclusive education is training and education, in the process of which the special educational needs of all students, including those with psychophysical developmental characteristics, are met in the institutions of basic and supplementary education when they create appropriate conditions and fully integrate all students into the joint educational process.

The purpose of the research is to study the problems and prospects for the development of inclusive education.

Material and methods. Research materials: regulatory legal acts of the Republic of Belarus, materials of periodicals, thematic conferences devoted to the problems of teaching children with limited health opportunities

The relevance of the study is due to modern humanistic processes in society, based on the need to include people with disabilities in all spheres of society.

Methods used in the work: theoretical analysis and synthesis, induction and deduction, thought experiment, structural-functional and structural-logical analysis, economic-statistical methods.

Findings and their discussion. An important feature of raising a child with developmental and behavioural abnormalities is optimism, confidence in overcoming difficulties. To overcome these difficulties, timely implementation of diagnostic, preventive and correctional and pedagogical work is necessary to promote the effective development and formation of the personality of this category of children and adolescents in the conditions of functioning of a