

4. Resolution of the Council of Ministers of the Republic of Belarus March 7, 2012 № 210 "On approval of the State program for the development of special education in the Republic of Belarus for 2012-2016 // Nat. Register of legal acts Rep. Belarus. – 2012. – March 13th. – No. 5/35382.
5. Alekseeva A.D. Problems and prospects of inclusive education in China // National-regional aspects in the modern educational process: Sat. Materials II Intern. Scientific. Practical. Conf., city of Baranovichy 27 apr. 2017 / – RIO BarSU, 2017. – p. 3–6.
6. Vericheva O.N. Social rehabilitation of young people with disabilities as a basis for their integration into society // Domestic Journal of Social Work. – 2012. – №1. – p. 76
7. Gaidukevich, S.E. Modern approaches to the adaptation of educational programs in the context of general secondary inclusive education / S.E. Gaidukevich // Problems of formation of inclusive competence of specialists in pedagogical specialties: Sat. Materials II Intern. Scientific. Practical. Conf., city of Baranovichy 27 apr. 2017 / - RIO BarSU, 2017. – p. 24–26.
8. Long O.I. Teaching children with special educational needs in the Czech Republic // Problems of Modern Education – 2014. – №1. – with. 97–103
9. Egorkina E.E. Organization of work with a family raising a disabled child // Domestic Journal of Social Work – 2011. – №4. – p. 110
10. Danek P. Inclusive education in schools of the Czech Republic, Belarus, Slovakia and Austria. – 2016. – 129 p.
11. Zmushko A.M. Educational Policy of the Republic of Belarus in the Field of Inclusive Education // HUMAN AND EDUCATION. 2016. № 1 (46). – p.45–50
12. The concept of the development of inclusive education of persons with peculiar psychophysical development in the Republic of Belarus [Electronic resource]. - Access mode: <http://www.yandcx.by/clck/jsreidir7from>. - Access Date: 10/20/2018.
13. Special Education: Experience and Development Prospects: Proceedings of the II Republican Scientific Practical Conference / ed. I. V. Cherepanova. - Mogilyov: Moscow State University named after A. Kuleshov, 2017. – 224 with
14. Sai D. Attitudes towards people with disabilities: People's Republic of China, Japan and India // Sociology: Theory, Methods, Marketing – 2013. – №1 – p. 117–130
15. Information of the Ministry of Education of the Republic of Belarus on the implementation in 2016 of the State program "Education and youth policy" for 2016-2020 [Electronic resource]. – Access mode: <https://nastgaz.by/o-rezultatah-raboty-sistemy-obrazov/> - Access date: 10/10/2018

FORMING INCLUSIVE READINESS OF PARENTS AS PARTICIPANTS OF THE INCLUSIVE EDUCATIONAL PROCESS

Y. Morozova

VSU named after P.M. Masherov, Vitebsk, Belarus

Inclusive education is currently an innovative process that allows for the education, upbringing and development of all children, without exception, regardless of their individual characteristics, educational achievements, mother tongue, culture, mental and physical abilities. The basis of inclusive education is an ideology that excludes any discrimination against children and ensures equal treatment of all people, but creates special conditions for children with special

educational needs. The task of the modern education system is the formation of a special educational space of an inclusive culture, which implies accepting the values of diversity and respect for differences, encouraging cooperation and attention to the achievements of each student, regardless of their development or social status [1].

One of the conditions for the successful implementation of inclusive practice is the interaction of parents of students with peculiar psychophysical development with the teaching staff of an educational institution in determining the content of psychological and pedagogical support for participants of inclusion [2].

The purpose of the study is to determine the characteristics of the formation of the partnership position of parents of students with peculiar psychophysical development as participants in an inclusive educational process.

Material and methods. A targeted study was conducted from September 2017 to April 2018 on the basis of the State Educational Institution “Secondary School No. 46 of the City of Vitebsk”. The total number of persons involved in the study was 20 parents raising children with peculiar psychophysical development, who study in classes of inclusive education. Each of the subjects performed the same set of tasks under similar conditions, namely, alone with the experimenter, in complete silence, this allowed for an objective assessment of the results.

The methodology of experimental study included a survey of parents - participants in an inclusive educational process. In the questionnaire, parents were asked to answer open and closed questions and complete a number of proposals.

Findings and their discussion. The quantitative and qualitative analysis of the obtained results allowed us to draw the following conclusions. When answering the question about the need for cooperation between the school and parents in matters of teaching and raising children, 100% of the respondents gave a positive answer, which indicates the need for such cooperation and the interest of parents in it. Despite the fact that parents whose children are enrolled in inclusive classes took part in the survey, the very definition of “inclusive education” caused certain difficulties. Thus, only 40% of respondents identified inclusive education as the joint education of children with peculiar psychophysical development and children with the norm. 30% of parents consider inclusive education as the implementation of an individual approach to students, another 30% of respondents described inclusive education as an aid to students, they could not more accurately specify the answers.

100% of respondents did not distinguish between inclusive education and traditional education, which indicates a confusion of these concepts in this category of parents and insufficiently formed inclusive thinking. Thus, it should be emphasized that even parents, who are directly involved in the inclusive educational process, do not have a complete understanding of its essence, which is one of the obstacles to their high-quality participation in the group of

psychological and pedagogical support of a student with peculiar psychophysical development.

Having a certain experience in the inclusive education of their own children, parents note the following positive aspects of co-education of students with peculiar psychophysical development and their normally developing peers. When answering the corresponding questionnaire, the following options were highlighted:

- 40% of parents of students with peculiar psychophysical development noted an improvement in their academic performance;
- 40% of respondents indicated an improvement in the adaptation of a child with peculiar psychophysical development in society;
- 10% of the subjects emphasized the possibility of implementing an individual approach to children with peculiar psychophysical development;
- 10% - parents could not formulate an answer to this question.

Analysis of answers to the question about the psychological and pedagogical support of children with peculiar psychophysical development showed that 20% of the respondents are not familiar with the concept of “group of psychological and pedagogical support”. 70% of parents are not members of the psychological and pedagogical support group for the child. Only 10% of parents of students with peculiar psychophysical development answered that they are members of such a group. A rather high potential activity in the interaction of participants in inclusive practice is evidenced by the fact that 80% of respondents would like to be members of the group of psychological and pedagogical support for their child, 20% of respondents indicated that they do not need the organization of a group of psychological and pedagogical support for a child. It is connected both with their personal lack of readiness to carry out this activity and low awareness of the nature of the work of groups of psychological and pedagogical support for the child. In the conditions of inclusive educational space. Therefore, there is an objective need for both informing parents raising children with peculiar psychophysical development about psychological and pedagogical support, and activating educational institutions to include parents of this category in the work of groups of psychological and pedagogical support, including their preliminary preparation for this activity. .

When determining the role of parents as a member of the group of psychological and pedagogical support of a child with psychophysical features, 40% of respondents believe that the role of parents is the main, leading, 30% of parents did not understand the question, 30% found it difficult to formulate an answer. The data obtained allow us to conclude that the parents, who are participants in the inclusive educational process, are not sufficiently informed about the psychological and pedagogical support of children with peculiar psychophysical development, and that their inclusive thinking is unformed.

Conclusion. Thus, the organization of psychological and pedagogical support for parents of students with peculiar psychophysical development requires consideration of a number of identified features of their inclusive readiness:

- Insufficient information literacy of parents in understanding the essence of inclusive education;
- Low level of development of the partner position of parents as participants in an inclusive educational process;
- Insufficient level of development of inclusive thinking;
- Focus on individual forms of interaction with teachers;
- Low awareness of parents about the possibility of participation in the group of psychological and pedagogical support for their child, lack of knowledge about the purpose of creating such a group and its functions.

Taking into account the identified features in the organization of psychological and pedagogical support for parents of students with peculiar psychophysical development will contribute to improving the quality of this activity.

Reference list:

1. Varenova, T.V. Inclusion as a new concept of international educational policy / T.V. Varenova // Folk asveta. – 2013. – № 6. – p. 87–91.
2. Khitryuk, V.V., Ponomareva, E.I. Basics of Inclusive Education / V.V. Khitryuk, E.I. Ponomareva // Teaching and methodological complex. – 2014. Baranovichi. RIO BarSU – 111 p.

THE COMPLEX OF EXERCISES FOR DEVELOPING JUNIORS' MEMORY AT MATHS

I. Pavliuchenkova

Orsha College named after P.M. Masherov, Orsha, Belarus

The representatives of pedagogical science and practicing teachers point out that many juniors have difficulties with not only assimilation of the curriculum, but also keeping, reproducing and using it within a considerable period of time when they are doing sums, tasks or organizing calculation.

The development of memory is considered to be a problem of current importance in both school practice and pedagogical science as pupils' memory determines success in mastering the educational material.

The representatives of different fields of knowledge (K. Levin, P. Janet, H. Ebbinghaus, I. Pavlov, I. Sechenov, L. Vygotsky, K. Ushinsky and the others) were interested in the question of the development of memory long ago. Up-to-date researchers L. Cheremoshkina, O. Naumenko, E. Shershitskaya,