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,

A. Rybinskaya claim that memory is a basis of human consciousness, intelligence, self-awareness [1].

That is why a teacher should take notice of creating special conditions at a lesson to develop visual, auditory, associative, figurative, verbal logical emotional memory in order to memorize the material thoroughly but not use didactic materials of the book.

It is essential to help juniors understand that the quality of knowledge and length preservation in the memory depend on the way pupils read, assimilate and remember the material. Memory needs developing and forming persistently to make it easier to study the subject.

The aim of the article is to select a complex of exercise for pupils to develop various kinds of memory and teach junior pupils techniques of rational memorization and reproduction of mathematical information.

Material and methods. 5 teachers of primary school, pupils of the second (27) and the third (21) classes of SEE "Orsha Secondary School №21" (48 people) participated in our research. It is based on observation, comparative analysis of lessons of maths, analysis of pupils' exercise books, elucidating the problem in scientific pedagogical literature, discussion with teachers whose experience varies from 8 to 19 years. The methods of A. R. Lauriy "Memorization of 10 words".

Findings and their discussion. The Russian scientist L. Cheremoshkina points out that a junior schoolchild has a number of psychological properties, which are connected with memorization, reproduction of the information and the duration of formation of mathematical skills [2, p.26]. We see that nowadays not all pupils manage to use their memory and when they learn something, they are not able to check up themselves, to figure out what they have already learnt and what have not. For instance, the number of such children in the second form made up 14,8% (4 pupils from 27).

As we have noticed the development of children's memory slows down without purposeful teacher's work and a systematic organized repetition of educational materials and, of course, influences the speed of formation of mathematical skills. Pupils come across the considerable number of new concepts, memorization of new words, definitions, formulas, rules and analyses of different schemes. For example, the 3rd class pupils must understand and remember *"variable"*, *"alphabetic expressions"*, Latin letters names *a, b, c*, *"meaning of expression"* on the topic *"alphabetic expressions"* [3, p.52].

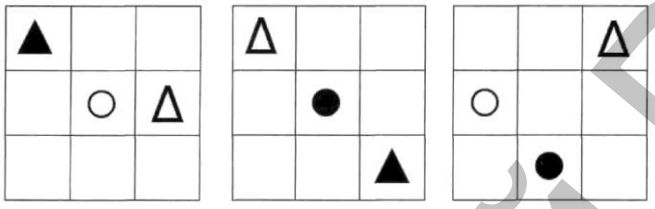
We recommend using the following exercises at the lesson of maths.

1) *"Find a pair":* a pupil finds a suitable word *(square – quadrate, numeral – number, plus – sum, division – ..., number – ..., quadrate – ..., sum – ...).*
2) *"Who is more":* a pupil says a word on the topic *"mathematics"*, the next one repeats the preceding word and gives his own; the pupil who gives more words wins.
3) *"Find a common letter":* pupils should find the common letter from a number of words in a line:

- *cub, rib, rhombus;*
- *side, height, addition, positive sign*
- *expression, center, unit, division.*

The most interesting fact is that the tasks of these types were regarded as the most interesting for the pupils of the 3rd class (85,7%).

4) Children have no less interest while doing the following task: a pupil is given *5 seconds* to look at the figures, remember their position, and draw them himself.



5) The next exercises will be suitable for children with linguistic mindset. There are 2 variants of the task. A teacher pronounces numbers: *1, 3, 5, 7;* quantity: *length, weight, time, volume.* Pupils should repeat the words beginning with the letter *V, T.*

It should be noted that various techniques can be used to improve memory. We referred to O. Naumenko, E. Shershitskaya's classification: the techniques of grouping educational materials, classifications, associations (which are popular among teachers – 80% interviewed), the techniques of searching the supporting point, the techniques of correspondence, schematization, building out, structuring the material.

The previous techniques are effective if they are regularly included in the structure of the lesson. In such way, 2nd class pupils worked with pleasure *"In a Roman room"*: memorized units of information are put down in established order in the class. The vast majority of pupils (81,5%) named the technique as a most useful, children's interest confirmed that.

2nd and 3rd years pupils extracted the technique *"Ask a wise question"* (70,8% – 34 interviewed), which is expedient at the stage of knowledge correction, conclusion, generalizing lessons. Pupils learn not only to form a question, but to use concepts, formulas and definitions. However, teachers should be conscious that the shown techniques will be effective if they are used regularly.

Conclusion. On the basis of our research we make a conclusion. To make good conditions for juniors' active mental work we should create a good atmosphere in class. To develop long-lasting memory and form mathematical skills we should include some tasks for improving different kinds of memory, use special techniques for teaching memorizing information and revise this information systematically.

Reference list:

1. Науменко, О.В., Шершицкая, Е.А. Возможности развития памяти учащихся на уроке математики / О.В. Науменко, Е.А. Шершицкая // Начальная школа плюс До и После. – 2004. – №9. – С. 29–33.

2. Черемошкина, Л.В. Психология памяти: Учеб. пособие для студентов вузов / Л.В. Черемошкина. – 2-е изд., испр. и доп. – М.: Аспект Пресс, 2009. – 319 с.

3. Муравьёва, Г.Л. Математика: учеб. пособие для 3-го кл. учреждений общ. сред. образования с рус. яз. обучения: в 2 ч. / Г.Л. Муравьёва, М.А. Урбан. – 2-е изд., испр. и доп. – Минск: Нац. ин-т образования, 2017. – Ч.1. – 136 с.: ил.

DEVELOPMENT OF VISIBLE FORMS OF THINKING PUPILS WITH INTELLECTUAL INSUFFICIENCY IN PLAYING ACTIVITIES

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

In ontogenesis, the game passes the definition of the stage of its development, each of which prepares the next one and contains the prerequisites of a new level of activity. The stages of the formation and development of the game of children with intellectual disabilities in the process of organized learning, in our opinion, should take into account the phases of its emergence during normal development. In this regard, the sequence of stages should take into account both the stadial development of the game in ontogenesis, and features of the development of preschool children with intellectual disabilities, their ability to learn and educate, the current level and zone of proximal development [1], [2]. The analysis of psychological and pedagogical literature on the research topic showed the possibility of using game activity as a means of developing visual forms of thinking of preschool children with intellectual disabilities.

The purpose of the article - the study of the characteristics of the formation of visual forms of thinking of preschool children with intellectual deficiency in the process of playing activity.

Material and methods. The formative experiment was conducted from October 2017 to May 2018 on the basis of the GUO “Special Kindergarten No. 1 of Vitebsk”, the experimental group consisted of 10 preschool children with intellectual disabilities between the ages of 5 and 8 years. We have developed a training program for the game, the content of which was determined in three stages and took into account the different possibilities of children. The training program at the first stage was aimed at creating the prerequisites for the game and therefore, this stage, on the one hand, is the starting point for all children, on the other hand, it was focused on the capabilities of children, whose play is on the level of subject-game actions. Group classes were held in the play corner. Children were invited to classes every day in strictly the allotted time. Each