

prioritization of work) in comparison with the school, experience tension, stress, fatigue, sleep problems and procrastination.

4. Most of the students experience excessive discomfort and anxiety when making mistakes in their work.

5. With a fairly high motivation to study and independent choice of a specialty, students are anxious about the future employment, success, financial well-being as specialists, which is partly associated with instability in the economy and changes in the country's social life.

Conclusion. Greater independence at the beginning of studying, a change of scenery, social circle affect the emotional state of students: the majority of students are motivated to study in the chosen specialty, but about half of them experience emotional burnout (first-year students often cannot cope with emotional load and leaving their comfort zone; senior students are worried about the prospects of employment, the possibility of significant changes in life in the near future).

1. Ginzburg, M.R. Psychological content of personal self-determination / M.R. Ginsburg - Questions of psychology, 1994. - 43 p.

2. Demerouti, E. Burnout and work engagement: A thorough investigation of the independency of both constructs / E. Demerouti, K. Mostert, A.B. Bakker. - Journal occupational health Psychology, 2010. - 209-222 p.

PROBLEMS OF TEACHING STUDENTS OF GENERAL SECONDARY EDUCATION ESTABLISHMENTS TO WRITE ESSAYS IN ENGLISH

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The growing role of foreign languages in modern Belarusian society determines their social status. Foreign languages become an effective means of education and self-education, a regulator of social development of the individual, and a base for intercultural communication, including written communication. In this regard, the issues of further development of methods of teaching writing, creating an environment for mastering foreign languages are of particular relevance.

Materials and methods. When writing the article, the following research methods were used: studying the literature on this topic and its critical analysis (works by N. D. Galskova, I. A. Zimmaya, R. P. Milrud, E. I. Passov, E. N. Sololova, L. G. Alexander, D. S. Perkins, J. R. Watson, R. Wilson); systematization of the studied material; conversations with school teachers in Vitebsk; monitoring the organization of the educational process in gymnasiums No. 1 and No. 2 in Vitebsk.

Findings and their discussion. As the literature analysis has shown, the issues of teaching writing, in particular, creative writing, are not fully developed in linguistic and methodological aspects. At the same time, it should be noted that native speakers of English – speaking culture highly appreciate the ability to convincingly, logically, and argumentatively present their own point of view on a question or problem in writing, setting themselves the task of influencing the reader: to inform, convince, describe, entertain, evoke an emotional response – and thereby encourage some social changes.

Let us remind you that an essay is primarily a genre of academic writing. Many smart British and American dictionaries define an essay as a necessary volume of written work written by a student (pupil) on an academic subject or about one (given) object by presenting their own ideas. In other words, an essay as a genre refers to productive written speech, is creative, has a communicative and pragmatic orientation, and has a fairly strict form. Competent structuring of the work allows the addressee to better evaluate the author's ideas, density, and originality of thinking. The lack of logical written expression of thoughts or unconvincing personal assessment is regarded by native speakers of English-speaking culture not only as a lack of taste or elegance of presentation, but also as an inability to generate a coherent text or immaturity of thinking, which can seriously undermine the credibility of the author. At the same time, it is equally important for the writer to reveal their cultural potential in the text and make a self-presentation.

While working on an essay, students may encounter a number of difficulties that indicate the lack of a system of teaching writing techniques, the inefficiency of the system of training exercises and stages of learning to write an essay. Other learning challenges are: 1) respect for the coherence, logic statements; 2) matching lexical and grammatical norms of the language; 3) functionality, i.e. according to the communicative situation; 4) creativity, artistic expression; 5) originality of ideas; 6) the reasonableness of its own point of view.

In the modern system of education, there are contradictions between the goals of training and the content of the educational process at certain stages, which are expressed in the following: the importance of independent work when writing an essay and the inability of students to overcome difficulties on their own; the need to be guided by the methodology of teaching writing and the lack of development of methods for planning and writing an academic essay as a type of written work; the limited number of classroom hours.

When preparing students to write an essay, factors such as lack of interest in a particular topic, reasons for writing this work, experience, and clear ideas about the quality of the "final product" should also be taken into account. First of all, students should be interested in this work, explain its practical and social significance (for example, announce a competition for the author of the best story, an article in the school newspaper, or offer to write a letter to a friend,

etc.). the student's Task can be explained first in rather narrow, General terms. He must learn to write sentences before he can write an essay, that is, he must learn to master the structure of the sentence. Thus, new samples are constantly being studied. In addition to all the grammatical problems of the English language is associated with other difficulties such as a rigidly defined order of words in a sentence. There are difficulties in revealing the main idea of the statement, the lack of logic of the narrative. Traditional methods of teaching coherent speech cannot sufficiently give the desired result, because in this case, the mechanism of motivation, the problem-cognitive nature of speech activity, the psychophysiological characteristics of students, the role of imagination and creativity are not taken into account.

According to the author of the book "Methods of writing essays and the English language" ("Aids to Essay Writing and the English Language"), D. S. Perkins, writing a good essay should be taught, and a competent essay is the result of hard work not only of the student, but also of the teacher. Students often misunderstand their task and describe everything they know about the subject, without attaching any importance to careful thinking and preliminary planning of future work. They should be made aware of the following requirements:

- 1) the essay must be grammatically correct, including spelling, punctuation, and paragraph division;
- 2) the material presented in the work should have a direct connection with the title of the entire work;
- 3) the essay should be clear, that is, have a clear statement of thoughts, and concise;
- 4) the material should be presented in a logical and planned manner;
- 5) accuracy makes a good impression, so you should avoid corrections in the essay;
- 6) the essay must have a certain volume, based on its type;
- 7) any size essay should include a clearly defined beginning and end;
- 8) the work must not contain other people's ideas and words (with the exception of quotes);
- 9) in addition, the essay should be interesting [1, p. 6].

Conclusion. Thus, the quality of the content of a written text depends on 1) the variety of topics; 2) the amount of information transmitted; 3) taking into account the level of language difficulty; 4) the variety of sentences and speech, including etiquette formulas; 5) the volume of the written text. This takes into account the language side of writing: correctness of linguistic resources and accuracy of information transmitted in the written text; the matching degree of language means writing stylistic norms.

An important factor is the degree of independence of students' work, which is determined by confidence in the use of language tools when writing a written

text, the lack of repetition when solving a communicative task, or the need to correct the text.

1. Perkins, D. C. Aids to Essay Writing and the English Language / D. C. Perkins. – Swansea: Celtic Educational Services, 1975. – 90 p.

MENTAL DEVELOPMENT OF BOYS WITH MODERATE AND SEVERE INTELLECTUAL DISABILITY AT DIFFERENT SCHOOL AGES

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Currently, the scientific literature contains a wide range of research papers on the physical and mental development of children with intellectual disabilities. In most cases, these studies cover children with a mild degree of mental retardation, much less often there are publications concerning the study of psychophysical features of the development of children with severe forms of intellectual disability.

Since 2008, students of the second division of auxiliary schools (moderate and severe intellectual disability) have been trained according to the first introduced curriculum "Adaptive physical culture". Research aimed at analyzing the results of physical and mental development of children enrolled in this program is not sufficiently represented in scientific publications.

Objective: to study the indicators of mental development of boys with moderate and severe intellectual disability (Uitin), which are among the psychophysical foundations of the practical implementation of the curriculum "Adaptive physical culture".

Material and methods. The main research methods were the study, mathematical processing and analysis of data on individual development Maps of students of the second division (moderate and severe intellectual disability) of grades 1-9 of "Minsk Auxiliary Boarding School No. 10" and "Vitebsk Auxiliary School No. 26". Measurements and testing in accordance with the content of these maps (test tasks, neuropsychological tests) were carried out by teachers who conduct AFC lessons and psychologists of these educational institutions. The longitudinal data Bank covered a 9-year period. Out of the total number of indicators of individual development Maps that reflect the characteristics of students' mental development (more than 40), this paper considers the most directly related to the lessons and the program of AFC. This paper presents an analysis of longitudinal data on the mental development of boys in these educational institutions, based on the analysis of 74 maps of