

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

individual development, which were conducted during their training in Junior, middle and senior classes.

Findings and their discussion. Comparative analysis of indicators of the mental development of boys within the investigated age periods showed that if the primary school age average values of psychological development boys are between 0.57 and 3.88 points (at zero, very low, low and average), the secondary school age from 1.31 to 3.30 points (on the level of very low, low and medium), the high school age values are growing and are in the range from 0.30 to 4.40 points (zero, very low, low, average and good).

Almost all values of indicators of mental development in boys and boys during the school period are growing. The values of such test indicators as "can show what objects are in front of it, behind it, above it, sideways, right, left", "recognizes crossed-out or superimposed drawings", "distinguishes (shows) the emotional States of people in drawings", "learns several unrelated words", "knows the names of parents, acquaintances, classmates", "stays at home alone without adults", "navigates the premises of the school (center)" gradually increase in each age period, and reach the maximum value at high school age.

However, most indicators decrease at secondary school age relative to primary school age, but at high school age they take significantly higher values in comparison with the indicators that were observed in lower grades.

For example, the indicator "Shows at the request of color" was 3.28 points ± 1.24 ($p_3 < 0.05$) at primary school age, then at middle school age it decreased to 3.07 points ± 1.64 ($p_3 < 0.05$), but at high school age it reached the maximum value and was 4.35 points ± 0.81 ($p_2 < 0.05$, $p_1 < 0.05$). The same thing happens with such indicators as "distinguishes geometric shapes: circle, square, triangle, oval, rhombus", "understands the concepts: "more", "less", "longer", "shorter", "higher", "lower", "lighter", "heavier", "slow", "fast" by drawings or real objects", "at the request of 5 familiar objects takes the one that is asked", "can assemble puzzles of three or more elements", "understands the meaning of the words "one", "two", "three", "names (shows) sports equipment and equipment in the gym or in drawings", "knows (shows) body parts in the drawing or on itself", "plays or engages in any constructive activity", "emotionally, joyfully reacts to the opportunity to play; likes to play both together and alone". But here, unlike girls, there is another group of indicators, which includes tests, the values of which gradually decrease during the study period. These indicators were "shows interest in the interlocutor, mentor and questions that are asked to him", "can perform the role of a driver in outdoor games", "can independently carry out public transport transfers to familiar places".

Conclusion. Thus, the results of a comparative analysis of the age dynamics of the indicators under consideration revealed that the values of indicators increase for boys and boys throughout school age, but for most indicators their values decrease at secondary school age and increase at high

school age. At this age, most of the indicators that have the maximum values are also found.

At primary and secondary school age, the average values of various indicators of their mental development are, in accordance with a special rating scale [1], at the "zero" level, "very low", "low" and "average". At middle school age, there is no "zero" level, and at high school age, a "good" level is added.

1. Novitsky, P. I. Adaptive physical culture in the second Department of auxiliary school: study method. manual for teachers / P. I. Novitsky. – Minsk: Education i vykhavanne, 2011. – 200 p.

USE OF COMMUNICATIVE TASKS IN TEACHING SKIM READING IN A FOREIGN LANGUAGE

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In the Belarus, the knowledge of foreign languages is recognized as a major factor of social, economic, scientific and cultural development. Foreign languages are studied for their further functioning as an instrument of information exchange, interaction of national cultures and universal human values. In this regard it's particularly important to develop ways and techniques for the quality improvement of teaching reading.

Materials and methods. The following research methods were used: literature review on the subject and its critical analysis (works of E.I. Passov, N.D. Galskova, N.I. Gez, E.I. Solovova and et al.), the observation of the teaching process in Vitebsk gymnasiums № 1 and 2, scientific analysis of English training.

Findings and their discussion. The active nature of communicative teaching is implemented by specially designed problem tasks that stimulate the speech activity of students. The following types of communicative tasks can be identified when teaching foreign language skim reading on a communicative basis.

1. Single text communication tasks with incomplete information where the subject is unknown. Examples of such tasks are questions to information, which is not given in the text. For example, "Say, is there enough information in the text to say/paint... ? What information is needed for this?".

Another option may be a task when for the text in which a composition part is omitted, you need to give as many variants of this part as possible. To increase the difficulty, the lack of information can be combined with inconsistency - it is not clear from the given paragraphs what exactly is omitted [1].