

Comprehensive construction of classes is an important condition for all corrective work. Psychological and pedagogical studies show the need for systematic and consistent work aimed at the formation of various types of orientation in space. This format of organization of corrective and developmental work makes it possible to expand the range of opportunities of children in terms of perception of space and orientation in German. Work in this direction contributes to the development of the child's thinking, the formation of the children's visual and constructive abilities, enriches their speech, emotional and personal sphere as a whole. The correct provision of early corrective care in the lower school age, given the sensitivity of this age period, allows us to prevent difficulties in educational activities.

As a result of theoretical work, the following features of the formation of spatial representations in children with intellectual insufficiency were analyzed and determined: inaccessibility of knowledge of the scheme of their own body, violation of ideas about relations between objects in space, violation of the understanding of spatial prepositions, inadequacy of their use. According to the results of the experiment, multiple violations in the development of space perception at different levels can be noted. The identification of spatial perception disorders in junior school age will help to correct spatial function disorders and prevent the development of pronounced and persistent disorders. A holistic approach and a comprehensive construction of classes will allow you to build an effective corrective and developmental program and implement it as productively as possible in a shorter time frame.

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2. Petrova, V.G. Psychology of mentally retarded schoolchildren: Textbook/V.G. Petrova, I.V. Belyakova. – M.: Academy, 2002. – 160 p.
3. Semenovich, A.V. Introduction to neuropsychology of childhood /A.V. Semenovich. – M.: Genesis, 2005. – 319 p.

THE LINK BETWEEN THE ABILITY OF JUNIOR STUDENTS TO GENERALISE WITH THEIR ACADEMIC ACHIEVMENTS

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The main objective of modern education is to develop a personality capable of independently navigating the information flow, independently acquiring and applying knowledge and being ready for continuing education and self-education. In this regard, the problem of students mastering general educational and cognitive skills, including the function of generalisation in learning, is of great importance in modern conditions. In our opinion, the solution to this

problem should already begin at the first stage of general secondary education, which is aimed at the curricula for grades I-IV.

Researchers N.A. Goncharuk, V.T. Chepikov, N.A. Assonova consider under the function of generalisation "a complex integrative general educational ability, the essence of which is to identify common essential features and unite on their basis the subjects and phenomena of the surrounding reality" [1, p.25].

An analysis of the scientific and pedagogical literature on this issue has shown that most studies consider the ability to generalise teaching material to a greater extent against the background of a general overview of general teaching skills and the thinking process of students, rather than as an independent research subject. The results of observations of lessons in the 1st-4th grades from Orsha State Comprehensive School №21 show that not all students in primary school know how to generalise the material they are learning, primarily in mathematics. The problem we have identified is of a topical nature and is directly linked to the continued success of junior students' adaptation to elementary school.

The *aim* of our research is to determine the content and procedural aspects of the development of generalisation abilities in junior high school students.

Material and methods. Nine primary school teachers, 19 students in the 4th year of college and students in the 3rd-4th grades took part in the research. We relied on comparative analysis of mathematics lessons, coverage of the problem in scientific and pedagogical literature, analysis of mathematics textbooks from recent years, and interviews with teachers and trainees of primary education.

Findings and their discussion. In order to identify the tasks that contribute to the generalisation function, we analysed mathematics textbooks. It was found that the number of tasks in the textbooks is different. In the 1st grade – the generalisation assignments amounted to 1.4% of the total; in the 2nd grade the number of assignments was significantly higher – 4.3%; however, in the 3rd grade it was slightly lower – 1.5%; in the 4th grade textbook it was 3.1%.

In the course of the pilot work, it was pointed out that, although there are some dynamics, there are not enough tasks for generalisation. This, in our opinion, is one of the reasons why the function of generalisation is not sufficiently developed for junior high school students. This fact was confirmed during the visit and lesson analysis. For example, the majority of 4th grade students do not have this function properly formed: 82.6 per cent of students have an average level of skill and 4.7 per cent have a low level of skill. In terms of quite a high level of generalisation ability, we found a minor proportion of students: 15.4% in the 3rd grade and 12.7% in the 4th grade. The results we have obtained demonstrate the need for targeted and systematic work on this issue.

Due to its relevance, the following can be seen as appropriate: the management of both general training and generalisation abilities can be carried out *at the content level* (selection and performance of relevant tasks) and *at the procedural level* (organization of educational and cognitive activities).

We suggest including more games, exercises such as *'find similar'*, *'look for common'*, *'exclude superfluous'*, *'find lost'*, etc. in the material being studied. The tasks of finding regularities, classification, solving logical problems, comparison exercises and definition of concepts are useful.

For example,

1) *Divide expressions into two groups:*

13+24, 37+16, 44+38, 65+12, 81+17, 56+19.

2) *Spread out the numbers into groups in different ways:*

35, 4, 108, 45, 109, 2, 270, 106, 380, 77, 12, 9, 85, 410, 17.

It is important that the intellectual and learning abilities formed on the material of one academic subject can be transformed into other disciplines and extra-curricular activities. The teacher should take into account that the generalisation of teaching material is based primarily on the analysis and comparison of individual facts and phenomena [2, p.76]. That is why it is important that students observe certain phenomena, analyse and compare them, and thus make generalisations.

In our opinion, the distribution of teaching material in the classroom and the logic of studying it are of great importance for complete generalisation. If the actual material that forms the basis of the generalisation is small in size and not complicated, students can be asked to make generalisations themselves. This, by the way, envisages a new mathematics textbook for 3rd grade. If the material is large and relatively complex, and is designed for several lessons, it would be logical to take the following approach: the generalisation work should be organised at the same time as students study the actual material.

During the study of the topic, the teacher should encourage students to make partial, lesson-based generalisations that will form the basis of the topic. In this regard, lessons in generalisation and systematisation of knowledge acquire greater educational value. Psychologically, such lessons encourage students to systematically repeat large sections and large blocks of teaching material, allow them to understand its systemic nature, reveal ways of solving typical tasks and gradually master the experience of transferring them to non-standard situations when new unusual tasks arise.

Conclusion. Thus, the method of developing the function of generalization in the education of primary school pupils is related to the content and procedural aspects. The presence of special tasks in the content of the discipline is not only a prerequisite, but also a source of these abilities for junior pupils. The effectiveness of this work will be improved if the content of the educational and cognitive activities of students is supplemented by a special organisation.

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