METHODS OF THE SENSORY SPHERE RESEARCH IN YOUNG CHILDREN

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Sensory development, aimed at forming a full-fledged perception of the surrounding reality, serves as the basis for cognition of the world, the first stage of which is sensory experience. The success of mental, physical, and aesthetic education largely depends on the level of sensory development of children, i.e. how completely the child hears, sees, and feels the environment [1].

The child at each age stage turns out to be the most sensitive to certain influences. In this regard, each age stage becomes favorable for further neuropsychic development and comprehensive education of preschool children. The smaller the child is, the more important it is in his life sensory experience. At the stage of early childhood getting to know the properties of items plays a defining role. Professor N. M. Selivanov called early age “the Golden times” of sensory education [2].

Currently, there is a significant expansion of the field of research of Russian special pedagogy and psychology due to the increasing interest in the theoretical and applied aspects of education and training of children having severe intellectual disabilities. This is primarily due to the significant growth of children in this category in society and also undertaken attempts to educate and train them in family settings and special pre-school educational institutions [3].

The aim is to study the features of sensory sphere formation in young children with intellectual disability.

Material and methods. An experimental study of the sensory sphere in children with intellectual disability was conducted in the period from March to April 2019 in the SEI “Vitebsk Special Kindergarten No. 64”. The total number of participants was 13 people diagnosed with F-70 and f-84.0 according to ICD-10. The study involved pupils of the second Junior group of a special kindergarten.

Findings and their discussion. The study of the sensory sphere of young children was carried out in 4 stages. The first stage was aimed at studying the children's indicative activity on toy inspection. These tasks are an adapted version of the methodology for studying the perception of young children by G. A. Uruntayeva.

The second stage was aimed at studying the features of color perception in the process of subject activity and elementary construction.

The third stage was aimed at identifying knowledge of standards of basic geometric shapes as well as the features of actions to survey the spatial characteristics of objects in the process of performing object actions and elementary construction. And, finally, the fourth was aimed at identifying

children's ideas about the size of objects in the process of performing object actions and actions with a didactic toy.

The study found that 30% of subjects only have visual color matching available, shapes or sizes of objects. Instructions are poorly understood, or they act before they are presented, this is often accompanied by inappropriate actions. The instructions should not only be repeated, but also clearly show the methods of action. When completing tasks, external attributes of items are not taken into account, however, children can complete imitation tasks. These are mostly children who are diagnosed with early childhood autism in addition to intellectual disability.

40% of the subjects not only visually correlate the features of objects, but can also distinguish it by word. Instructions are listened to the end, and often they need to be repeated or amplified with a demonstration. Tasks are performed on a model, but more often by imitation.

25% of children identify the necessary feature by the word, some are able to name it, although mistakenly. The instructions are understood correctly and sometimes need to be repeated. Tasks are performed according to a verbal instruction or a sample.

Only 5% of the subjects identify and in some cases independently name the required feature. A correct understanding of the instructions is characteristic, although sometimes it is necessary to repeat it. Tasks are performed according to verbal instructions, at the same time, children use "high" tests, rarely-the method of visual correlation.

Conclusion. Based on the results of this study, we can say that the majority of young children with intellectual disabilities have a low level of sensory development, which indicates the shortcomings of the perception process, lack of connections between all sensory connection analyzers, lethargy of thinking, etc. It can be concluded that the sensory development of children with intellectual disabilities has a number of characteristics that are due to both physiological and psychological characteristics of the child. Thus, the process of sensory education should be systematic and consistent, as well as adhere to General pedagogical principles. An important point in this activity is planning and monitoring the implementation of activities. A necessary step in the sensory sphere is the reflection. The teacher must instill in the child the ability to analyze their own actions independently. On the one hand, the child's sensory development is the basis of his mental development, and on the other hand, it is the basis for successful mastering of many types of activities.

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