

basic knowledge and skills in the field of labor law is required in order to form the social competencies of graduates of auxiliary schools.

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DEVELOPING THE UNDERSTANDING OF EMOTIONS BY SCHOOLCHILDREN WITH INTELLECTUAL DISABILITIES IN READING LESSONS

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P. K. Anokhin, L. S. Vygotsky, A. N. Leontiev, A. R. Luria, A. E. Olshannikova and others studied the features of the emotional sphere of schoolchildren with special educational needs. Emotions of students with intellectual disabilities are characterized by primitiveness, lack of differentiation, low expressiveness, and monotony [1]. In children with this category, there is a delay in the manifestation of a differentiated emotional response, an inadequate emotional response to the environment [2].

An important role in the development of emotional intelligence is played by means of socio-cultural activities, including transformative, cognitive, value-oriented, communicative and artistic activities. The main means of social and cultural activities include: live speech, television, print, visual and technical media, art and sports, literature and Amateur art. Literature plays an important role in the development of feelings and emotions, as well as familiarization with works of fine art, watching animated films, visiting theaters, as well as theatrical activities [3].

The purpose of the study is to experimentally test the possibilities of developing the emotional sphere of younger schoolchildren with intellectual disabilities in reading lessons by means of socio-cultural activities.

Material and methods. The content testing of the correctional component of reading lessons was conducted from January to May 2020 on the basis of the State Educational Institution "Vitebsk Auxiliary School № 26». The formative stage of the experimental work involved 40 primary school children with intellectual disabilities, who were divided into two groups: experimental (EG) and control (KG). The experimental group consisted of 20 primary school students of the first department, with whom literary reading lessons were conducted using techniques and means of socio – cultural activities for the development of emotional intelligence. The total number of lessons is 18. In KG (20 primary school children with mild intellectual disability), traditional reading

lessons were held. As methods of research, the final diagnosis of the development level of emotional intelligence was used: the method of Zabramnaja S. D., Borovik O. V., methodology of Fedukova L. B.

Findings and their discussion. Based on the results of the study at the final diagnostic stage of the forming experiment, the following results were obtained.

The study of the understanding of emotional States of characters by external facial expressions by the EG subjects showed that 85 % of students correctly identified and named the emotion "joy", 95 % - the emotion "sadness", 75 % — the emotion "fear", 80% - the emotion "anger".

The study of the understanding of emotional States of characters within a certain diagnostic situation by the EG subjects showed that 100 % of the students in this group correctly identified and named the emotion "joy", 70% - "fear", 95 % - the emotion "sadness", 90 % - the emotion "anger", in 65% of cases - "surprise". It should be noted that emotions were more understandable for younger students with intellectual disabilities: "sadness", "joy", "anger" compared to "surprise" and "fear". So, the subject Varya sh., performing the method of L. B. Fesyukova, when presented with a picture where the character is upset because the grandmother is leaving, said that the girl feels sad and explained it as follows: "She's crying, she doesn't want to break up." When showed a picture where the girl is surprised, she said that the character is surprised and explained: "The girl saw an elephant." This example shows that the subject correctly defines an emotion within an emotionally colored situation, understands what the character feels, names a variant of the cause of emotions, but cannot explain what signs she identified this or that emotion.

EG students experienced minor difficulties in understanding emotional States, both by character facial expressions and within a certain diagnostic situation, which indicates the effectiveness of using socio-cultural activities in reading lessons aimed at developing students' emotional intelligence.

The study of the understanding of emotional States by external facial expressions of the character by students of the CG showed that 65 % of the subjects in this group correctly identified and named the emotion "joy", 75 % - the emotion "sadness", and in 45% of cases - the emotion "fear" and "anger". Diagnosis the understanding of emotional States within the emotional situation of the subjects of KG showed that 60 % of students in this group correctly identified the emotion "joy", 75% of the emotion "sorrow", in 55 % of cases the emotion of "anger" and "fear", 45 % - the emotion of "surprise". As can be seen, the majority of the CG respondents experience significant difficulties in determining emotional States, both from the character's facial expressions and within the framework of a diagnostic emotionally colored situation. It should be noted that the subjects of this group slightly better identified emotional States by the external manifestations of the character's facial expressions than within a certain emotionally colored diagnostic situation.

Statistical processing of the obtained data was performed using the Wilcoxon T-test. The formulated statistical hypothesis was confirmed: the intensity of shifts in the direction of increasing indicators of the level of development of emotional intelligence of EG students exceeds the intensity of shifts in the direction of their decrease, since $temp \leq TCR$ ($temp=4$, $TCR=5$, with $p \leq 0.01$)

Conclusion. Thus, the pilot study showed that students in KG had no significant changes in the definition of emotional states as external manifestations of the expressions of the character, and within the emotionally charged diagnostic of the situation, unlike the subjects of the EG. The data show that using various techniques and means of social and cultural activities during literary reading lessons contributes to developing emotional intelligence and enrichment of emotional experience in pupils of auxiliary schools. The reading lessons included theatrical games, exercises, etudes and other methods of socio-cultural activities aimed at developing the ability to connect emotions with a specific situation, forming an emotional attitude to reality, to people, developing the ability to distinguish emotions from illustrations, and developing the ability to determine the causes of emotional states. The process of reading itself also contributed to the emotional development and enrichment of the emotional experience of younger schoolchildren with intellectual disabilities, through the development of an emotional and personal attitude to the works described by the characters and their actions.

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FORMATION OF THE MOTIVATIONAL AND VALUE COMPONENT OF STUDENTS' READINESS TO VOLUNTEER ACTIVITIES

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The orientation of the modern educational paradigm to the competence approach actualizes the search for reserves of the educational process in the system of higher professional education due to the heterogeneous characteristics of students in terms of professional self-determination, personal readiness and motivation for learning.