

## IDENTIFYING THE LEVEL OF MEMORY DEVELOPMENT IN PRESCHOOL CHILDREN WITH INTELLECTUAL DISABILITIES

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Memory as a form of mental reflection of reality occupies a special place among mental cognitive processes. Many researchers describe memory as a «cross-cutting» process that provides continuity of mental processes and explains all cognitive processes as a whole [1].

Memory is the basis of human abilities, is a condition for learning, acquiring knowledge, forming skills, successfully adapting to a constantly changing reality, and functioning normally in society. It is proved that the productivity of educational activities depends on the characteristics of memory.

In the educational process, memory as a mental cognitive process plays an important role, since the qualitative characteristics of memory provide not only learning opportunities, but also serve as a necessary condition for the unity of a person's mental life, the unity of his personality [3].

In special psychology, the problem of studying the memory of people with intellectual disabilities is devoted to many works that discussed the functioning of memory and the mechanisms of its violation, studied the completeness, accuracy of voluntary and involuntary memorization, the dependence of memorization on the task, the nature of the material, on individual characteristics (S. D. Zabramnaya, M. S. Pevsner, V. G. Petrova, S. Ya. Rubinstein, E. S. Strebeleva, Zh. I. Schiff, etc.). The conducted research revealed the common with the norm, as well as specific features of the formation and course of mnemonic processes in the studied preschool children with intellectual disabilities [2]. However, researchers rarely turned to the methods of developing the memory of the studied preschool children with intellectual disabilities, despite the fact that the directions and content of psychocorrectional work, improving the effectiveness of teaching continue to be one of the central in the theory and practice of special education.

Thus, the urgency of the problem is due to its importance in social and practical aspects, as well as insufficient development in the scientific, theoretical and methodological terms.

The aim of the research is to study and systematize the methods and techniques of memory development in preschool children with intellectual disabilities.

**Material and methods.** Experimental research was conducted in April 2020 on the basis of the State Educational Institution «Special Kindergarten No. 1 of Vitebsk». The total number of persons involved in the study was 15 people diagnosed with F70 and F-84.0 according to ICD -10. The age range of subjects-

from 5 to 7 years. During the research, the following diagnostics were used: «Memorizing 10 words» (according to A. R. Luria), «Pictograms».

**Findings and their discussion.** The study of the memory capabilities of preschool age with intellectual disabilities took place in 2 stages: at the first stage, the «Memorizing 10 Words» technique was used, aimed at studying the assessment of the development of auditory memory, at the second stage, the classic «Pictograms» technique was used, aimed at identifying the level of development of mediated memorization, namely, the study of the ability to use auxiliary means for memorization and recall.

The study revealed that the studied preschool children with intellectual disabilities have specific features of auditory memory and mediated memorization. Most of the children in the experimental study showed average or below average levels.

Mathematical processing of the results obtained during the first stage showed that 27% of children (4 people) have an average level of development of auditory memory. They named 5 words out of 10 provided. 60% of children (9 people) showed a lower-than-average level. They were able to name 3-4 words out of 10 provided. 13% of children (2 people) showed a low level of auditory memory development.

When reproducing the list of read, the following can be noted: after the first reading, 86% of the subjects (13 people) were able to reproduce from 4 to 6 words, which indicates that most of the subjects have short-term memory at a relatively average level. However, after the second reading, you can notice a decrease in the number of words remembered. For some children, the number of words on the second playback remained the same. During the third and fourth playback, the number of words remained almost unchanged. On the fifth test, all subjects showed a decrease in the rate of reproduction and the number of correctly named words. This is due to a decrease in the concentration of the subjects due to fatigue.

Children who showed a level below average reproduced the same words.

Qualitative interpretation of the data obtained made it possible to determine the characteristic specific features of auditory memory in preschool children with intellectual disabilities: the state of auditory memory of the studied children is average or below average. In 6 tests, 50% of children could not reproduce most of the words. With deferred playback, there are cases of distortion of words, as well as semantic substitutions. The subjects have a low level of memory development, namely the processes of storing and reproducing information. The auditory memory of the studied children is characterized by features in the quantitative lag and qualitative originality, limited volume of memorized material, and the superficial nature of memorization.

Mathematical processing of the results of the second stage showed that 14% of children (2 people) have an average level of development of mediated memorization. They named 5 of the words provided. 64% of children (9 people) showed a lower-than-average level. They were able to name 3-4 words out of 10

provided. 22% of children (3 people) showed a low level of indirect memory development.

Qualitative interpretation revealed that mediated memory is not readily available in the studied children, which is due to the fact that the mediated type of memory is the least formed in children with intellectual disability. It was noted that the subjects correlate the word set for memorization with the pictogram being drawn without taking into account the logical connection between them. It was also found that the subjects used drawings as a support for memorizing words. This is due to the fact that children of this category have a weak selectivity of memory – instead of the word that a certain pictogram was drawn to remember, children reproduce the name of the object depicted on it.

**Conclusion.** Based on the data obtained during the experimental study, it can be concluded that most preschool children have a small volume and rapid forgetting of what they remember; reduced productivity of memorization and its instability; low mental activity in the process of reproduction; insufficient cognitive activity and purposefulness during memorization and reproduction; poor ability to use rational memorization techniques; rapid forgetting of material and low speed of memorization.

1. Bumazhenko N.I., Shved M.V. The study of the features of the development of mechanical and verbal-logical memory in primary schoolchildren with intellectual disabilities. – Vesnik VDU. – 2017. № 3. – 160-166 p.

2. Petrova V.G. Psychology of mentally retarded schoolchildren: Textbook / V.G. Petrova, I.V. Belyakov. – M. : Academy, 2002. – 160 p.

3. Psychological Dictionary / Ed. V.P. Zinchenko, B.G. Masheryakov. - 2nd ed., rev. and add. - M. : Pedagogy - Press, 1998. – 440 p.

### **SPECIFICS OF VICTIMIZATION OF CHILDREN WITH INTELLECTUAL DISABILITIES**

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In modern society, the problem of personal victimization is acute. Victimization is understood as the process of “transformation” of an individual into a victim under the influence of the surrounding social environment. The existing external and internal challenges impede the successful socialization of a large percentage of the country's population. One of the objective factors is a decrease in the population, as well as a change in its age composition. So, in 2015, the population of the Republic of Belarus was 9,489,616 people, in 2019 - 9,413,446 people.

It is well known that the category of victimized children includes:

- disabled people of all categories;