

develop vocabulary and prepare for school. New neural connections are formed every second, which laying the foundation for learning, behavior and health. What happens to the brains of children in the first years of life shapes their future life.

Conclusion: Providing children with access to all kinds of literature is critical to their success. Educators and parents should help children develop love and passion for reading. Reading literature is important not only for developing the cognitive skills to be successful at school or at work, but for other reasons as well. Thus, within the framework of Eric Berne's research, children's literature becomes a scenario of people's lives in the long term, and Bruno Betelheim emphasized that fairy tales are an important element in the formation of the personality of any person.

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DEVELOPMENT OF FINE MOTOR SKILLS IN PRESCHOOL CHILDREN WITH INTELLECTUAL DISABILITIES

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A significant place is given to the problem of the development of the human motor sphere in modern psychological and pedagogical science. Among this, there is a huge layer dedicated to the problem of the state and development of fine motor skills. Fine motor skills - the development of small muscles of the fingers, the ability to perform fine coordinated manipulations with them, movements of small amplitude (A.L. Sirotiyuk) [3].

Indeed, the importance of fine motor skills in human development is great. Well-developed fine motor skills of the hands not only allows us to perform daily vital manipulations and actions, but also affects the functioning of such higher mental functions as thinking, attention, visual-motor and spatial perception, imagination, visual and motor memory, speech. Research by Professor M. M. Koltsova showed that the speech activity of children partially develops under the influence of impulses coming from the fingers. "There is

every reason to consider the hand as an organ of speech - the same as an articulatory apparatus. From this point of view, the projection of the hand is another speech area of the brain" [4, p. 136].

However, not all children have a high or even moderate level of fine motor development. There are whole categories of children who experience enormous difficulties in performing the most elementary everyday activities, where the work of the fingers is necessary. These children are in dire need of additional help to develop fine motor skills. This category of children also includes children with intellectual disabilities.

It is known that preschool age is a sensitive period for the development of all cognitive processes of a child, including fine motor skills. Therefore, it is in this period of life that it will be advisable to pay more attention to the development and improvement of the motor skills of the hand and fingers of children with intellectual disabilities.

The aim of the experimental study was to study the features of fine motor skills of hands, as well as methods and techniques for its development in preschool children with intellectual disabilities.

Material and methods. The experimental study was carried out on the basis of the State Educational Institution " Vitebsk Special Kindergarten №1". It was attended by 15 children aged 5-7 years. Having studied and analyzed the psychological and pedagogical literature on the development of fine motor skills in preschool children with intellectual disabilities, I selected a methodology for empirical research of the state of development of fine motor skills in this category of children. During the experiment, she revealed the level of development of fine motor skills in preschool children with intellectual disabilities at the age of 5 - 7 years.

To study the fine motor skills of the hands of preschool children, we used the technique developed by T.I. Grizik and L.E. Tymoshchuk [2].

In the course of the experiment, the children were presented with two series of tasks, each consisting of five exercises. In the first series, the features of the kinesthetic (sensitive) praxis were studied. In the second, the features of the kinetic (motor) praxis were studied.

Findings and their discussion. The results of the first series of tasks showed that the tasks "Ring" and "Soldiers" were completed by 100% of the children participating in the experiment. 73.4% of children coped with the task "Three heroes". The tasks "Goat" and "Hare" caused the most difficulties: 40% coped with the task "Hare", and 46.7% coped with the task "Goat".

Children often raised the wrong fingers. In the movements, the purposefulness of actions was not traced, the movements of the children were constrained, awkward, inaccurate. There was an increased fatigue of the hands, lethargy of the fingers. The children did not have normal muscle tone: it was either decreased or, on the contrary, increased. When it was necessary to relax the fingers, some children were still tense.

When performing dynamic exercises for the development of fine motor skills, children experienced the greatest difficulties. While working with paper, 13.4% of preschoolers could not cope with either cutting with scissors or breaking a sheet of paper. 46.7% of children coped well with cutting with scissors, and only 6.7% coped well with breaking a sheet of paper. The movements of the preschoolers were not clear and coordinated enough. The pace of movements was different. The children started to cut the contour incorrectly, they were in a hurry, as a result of which they got an uneven, cut figure. The movements lacked smoothness, purposefulness.

Analyzing the results of the tasks for coordination of movements ("Palm - rib - fist", "Goat - hare"), we can conclude that 33.3% of children did not cope with any task; 33.3% of children coped well enough with the task "Palm - rib - fist" and only 13.3% coped with the task "Goat - hare". Children with difficulty switched from one movement to another, there were problems with the speed of reaction, smoothness and sequence of movements. The children also showed inconsistency in the actions of the visual and motor analyzers. 66.7% of children coped with rolling the ball with their palms. There was a lack of consistency in actions.

Conclusion. Having analyzed the features of fine motor skills of the hands of preschool children with intellectual disabilities and having identified a significant lag in its development, it will be advisable to identify *possible ways of developing hand motor skills*. Let's consider some of them:

1. *Massage and self-massage of hands and fingers.* A thorough daily massage of the hands, kneading each finger, palm allows an active mechanical effect on the nerve endings located on the hands and fingers. Kinesthetic impulses from the fingers change the functional state of the cerebral cortex, enhance its regulatory and coordinating functions.

2. *Finger gymnastics.* In the course of finger gymnastics, dexterity, the ability to control their movements, to concentrate on one type of activity are developed. For maximum effect, finger exercises should be constructed in such a way as to combine compression, stretching, relaxation of the hand, and also use isolated movements of each of the fingers [1, p. 113].

3. *Actions (games) with objects.* When organizing games with small objects, the child develops consistency, accuracy of movement, coordination of actions of both hands, tactile perception.

4. *Painting.* Drawing is a good means of developing coordinated actions of the visual and motor analyzers and strengthening the muscles of the hands. Also, children develop small arm muscles.

5. *Modeling.* Modeling contributes to the development of fine movements of the fingers, forms manual skill, strengthens the small muscles of the fingers, contributes to the inclusion of two hemispheres in the work at once.

Thus, having studied and analyzed the theoretical and methodological sources on the problem of the development of fine motor skills in preschool

children with intellectual disabilities, it can be concluded that fine motor skills in these children are characterized by a significant underdevelopment of small, fine, differentiated movements of the fingers and hands, underdevelopment of coordinated and coordinated actions of both hands. Motor underdevelopment is reflected in all types of activities and makes it difficult to perform primitive vital everyday activities. In this regard, possible ways of the development of fine motor skills of hands in preschool children with intellectual disabilities are outlined. These include massage and self-massage of the hands and fingers, finger gymnastics, actions (games) with objects, drawing, modeling.

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SPECIFICS OF ORAL SPEECH PERCEPTION BY PRESCHOOL CHILDREN WITH INTELLECTUAL DISABILITIES

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The works of L. I. Aksenova, L. A. Bryukhovskikh, L. S. Volkova, S. Yu. ilina, B. S. Nazhmitdinov, V. I. Nodelman, O. V. Postnikova and others are devoted to the problem of speech development in children with intellectual disability.

Thus, I. M. Bgazhnokova and A. A. Kataeva point out that preschool children with intellectual disability do not have the prerequisites for speech development in a timely manner. As a result, in this category of preschool children, speech development at all stages is accompanied by significant distortions and violations [1]. Postnikova noted that preschool children with intellectual disabilities have limited ideas about the world around them, weak speech contacts, immaturity of interests, and reduced need for speech communication – all these factors are significant factors that cause slow and abnormal speech development in children with intellectual disabilities [2].

The aim of the study is to determine the specifics of understanding of speech in preschool children with mild to moderate intellectual disability.

Material and methods. A targeted study of the development features of impressive speech of preschool children with intellectual disabilities was conducted from September 2019 to March 2020 on the basis of the state Educational Institution " Vitebsk Special Kindergarten № 1". A group of 21