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

children with mild to moderate intellectual disability was selected to organize the study.

The following psychodiagnostic methods were used as research methods: " Show called objects";" Point to called objects";" Presentation of pictures with objects"; "Understanding actions;" Understanding actions in the picture"; "Presentation of" conflict" pictures";" Understanding words indicating signs";" multi-Colored cubes";" Color cards";"Observation of children's speech".

**Findings and their discussion.** The results of the survey showed that only 4 children completed the task of displaying the presented images completely, 2 children completed the task partially and have a sufficient level, 6 children have an average level of task completion, 2 people showed a low result and 7 children completely failed the task. Consequently, almost half of the subjects in the experimental group have a low level of task completion; most of the children did not respond to the instructions and were not involved in the task completion process. The average level is given to children who were assisted in completing the task. Sufficient level of task performance was shown by children who had the easiest diagnosis options in their anamnesis.

6 subjects were able to fully indicate the named items, and two children also had a sufficient level of task completion. The average level of performance of this task was 6 subjects. However, 5 preschool children with intellectual disabilities did not complete the task completely. 2 children pointed correctly at 1-2 subjects, thus also demonstrating a low level of task completion. Thus, 33% of the subjects have a low level of completion of this task, 29 % have an average level, and 38% have a sufficient level. The data obtained suggest that children with intellectual disabilities understand the names of toys much better than the surrounding objects in the picture.

Analysis of the data obtained using the task "Presentation of images with objects" showed that almost 60 % of the range of values is reduced to a low level of task completion. This means that children of preschool age with intellectual disabilities have a much harder time recognizing objects depicted in pictures compared to natural objects. Despite the fact that some children are absolutely not attracted to activities with pictures – do not concentrate on them, do not notice.

Most of the children in the test group (67 %) did not understand the verbal constructions associated with performing certain actions. For 76 % of the surveyed children, the process of correlation of the named actions with plot images is not yet available, because the process of understanding speech suffers.

When performing the "multi-Colored cubes" diagnostic technique, 52 % of the subjects failed to complete the task because they could not be involved in the task or did not understand the instructions. The remaining 48 % of preschoolers are guided by the color of objects and correctly differentiate them by color.

When determining the specified color on the cards, 71 % of the participants in the experimental group could not complete the task even with the massive

help of the experimenter. Preschool children with intellectual disabilities experienced significant difficulties when working with non-natural objects. it was extremely difficult for them to determine the color on the cards (they did not notice the cards, guessed the color).

Based on the results of all tasks, the level of speech comprehension of preschool children with intellectual disabilities was determined. Only 23 % of the group surveyed have a sufficient level of speech comprehension tasks, 17 % were children with an average level and 60 % are preschool children with intellectual disabilities who have a low level of speech comprehension. The most significant difficulties were caused by tasks to understand the plot images and words that denote the features of the subject. This high percentage of low speech comprehension was also associated with the fact that almost half of the children do not make contact and refuse to complete the tasks presented.

Statistical processing of the obtained data was performed using the g-sign criterion. Since the critical value G=4 (for p=0.01), and the value of the empirical value G=3.5, according to the formula GEMP ≤ GCR, the data obtained can be considered statistically reliable.

**Conclusion.** Thus, the results of the experimental study allowed us to determine the following features of impressive speech in preschool children with intellectual disabilities: - they have difficulties in showing natural objects when naming them, they react poorly to verbal instructions, but the reaction to the need to show familiar toys is more developed than with similar needs with household items, furniture, etc.; preschool children with intellectual disabilities demonstrate an insufficient level of recognition of familiar objects, the illustrations on verbal instructions in comparison with the recognition of the same objects in the physical view; the quality of understanding addressed significantly impacts the typical features of voluntary attention in preschool children with intellectual insufficiency; greatly impaired understanding of complex verbal instructions (actions); in most cases, preschool children with intellectual disabilities do not have access to the process of correlating these actions with the corresponding plot images; the understanding of the features of objects is significantly impaired, with the exception of the features – the main colors of natural objects.

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