

Conclusion. The use of authentic folklore in the educational process (based on the results of scientific ethnographic examinations and direct contacts with direct carriers of authentic culture) will help students not only improve their musical skills, but also study the history of their region at a high level.

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DEVELOPING COMMUNICATION SKILLS IN CHILDREN WITH INTELLECTUAL DISABILITIES IN PRIMARY SCHOOL

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Among the variety of problems of modern psychology, pedagogy and speech therapy, the problem of communication is one of the most significant and interesting. Communication is one of the main conditions for the child's mental development, the most important factor in the formation of his personality, the leading type of human activity aimed at learning and evaluating oneself through other people. Communication is considered as a process of interaction between the parties involved (subjects of communication), motivated by their needs, obeying a specific goal, having a characteristic method and means of implementation and assuming the achievement of results (A. A. Leontiev, M. I. Lisina, Ya.L. Kolominsky).

V. G. Petrova noted that children with intellectual disabilities do not talk much among themselves. Even when communicating with each other in a game situation, they do not use speech enough, replacing discussions and conversations with the utterance of individual words that serve as an incentive to perform certain actions. In some cases, students are not averse to replacing a verbal response with a nod or other expressive movement. Communication of students with intellectual disabilities with other children and adults is not only limited, but also occurs without proper activity, sluggish. Violation of communication, in turn, aggravates the violation of cognitive activity [1].

An in-depth analysis of the reasons for the low communicative competence of students with intellectual disabilities showed that the most "lagging" in communication are such indicators as attentiveness in communication, understanding of social situations, politeness, conflict in relationships, conversation maintenance, comradeship, and speech content of communications [2].

The purpose of the study is to analyze the specifics of the formation of communication skills of primary school students in auxiliary schools.

Material and methods. The pilot study was conducted in October 2020 on the basis of the State Educational Institution "Vitebsk Auxiliary school No. 26». The total number of people involved in the study was 20 people with a diagnosis Of f-70 according to ICD-10. The study involved elementary school students of the first Department of the auxiliary school. The age range of the subjects is from 7 to 11 years.

During the experimental study, the following methods were used as a basis: "mitten" (G. A. Zuckerman) and "Road to home" (a modified version of the "Architect-Builder" method), and the method of observation was used during the implementation of these methods by students.

Findings and their discussion. When considering the results of the study of the "mitten" method, the following criteria were evaluated: - productivity of joint activities is evaluated by the degree of similarity of patterns on mittens; - the ability of children to negotiate, come to a common decision, the ability to convince, argue, etc.; - mutual control in the course of activity: whether children notice each other's deviations from the original plan, how they react to them; - mutual assistance in the course of drawing; - emotional attitude towards joint activity: positive (work with pleasure and interest), neutral (interact with each other by necessity) or negative (ignore each other, argue, etc.).

The results of the study on the criterion of "mutual control" in "the mitten" methodology (G. A. Zuckerman) showed that 40% of couples of subjects was carried out by partial or complete mutual control of the implementation of the original plan, 60 % of couples absent mutual control in all its manifestations.

Only 10 % of the couples who carried out mutual control showed a sufficient level of control: students followed the coloring process, noted deviations and adjusted to each other. Observation and additional questions showed that students who worked in these pairs were in strong friendships, they liked working together, and they expressed a desire to continue working together even after it was over.

20 % of pairs of students with intellectual disabilities carried out mutual control at the average level: deviations from each other's original plan were noted in the course of work, but these subjects did not respond to them and did not try to correct their mistakes. For example, to the experimenter's question: "are your mittens similar? » - they answered "no", but could not argue their answer.

10 % of pairs of students with intellectual disabilities carried out mutual control at a low level: these participants in the experimental study noted differences in their mittens, but considered their partner to be to blame for this, although they did not initially identify a possible action plan.

60 % of pairs of students with intellectual disabilities did not exercise mutual control in any of the possible forms. The students did not respond to the experimenter's reminder that they should get the same pair of mittens.

When considering the results of the study of the "Road to home" method, the following criteria were evaluated: - the productivity of joint activities is evaluated by the degree of similarity of the drawn paths with samples; - the ability to build statements that are understandable to the partner, taking into account what they know and see, and what they do not; in this case, it is enough to accurately, consistently and fully indicate the road trajectory; -the ability to ask questions in order to get the necessary information from the partner in the activity; - ways of mutual control in the course of the activity and mutual assistance; - emotional attitude to joint activities: positive (work with pleasure and interest), neutral (interact with each other as necessary), negative.

When analyzing the "Road to home" method according to the "mutual control" criterion, it was found that this method was more difficult for students. Without the help of an experimenter, no one could cope with this diagnostic task. 30 % of pairs of subjects performed partial mutual control, 70 % of students with intellectual disabilities did not perform control and could not complete the task. Subjects who carried out partial mutual control asked each other typical, often negatively emotionally colored, questions: "Where are you going?", "are you sure?", "what are you doing?", "can't you do it?".

Conclusion. Thus, the experimental study showed that younger students with intellectual disabilities have specific features of the formation of communication skills. One of their typical manifestations is an insufficient level of verbal mutual control in the process of joint activities. Therefore, there is an objective need for a special organization of correctional and developmental work to develop the communicative activity of students in this category.

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SPECIFICS OF MONOLOGUE SPEECH DEVELOPMENT AT PRIMARY SCHOOL AGE WITH INTELLECTUAL DISABILITY

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Speech plays a leading role in the mental development, formation of thinking and cognitive activity of the child. Since speech development in children with mental disorders differs significantly from this process in their normotypic peers, by school age, when speech should already become a means of communication and a tool for verbal and logical thinking, it appears in children of the analyzed category in a significantly undeveloped state.