

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.

Coherent speech is a necessary condition for the development of pupils speech-thinking and cognitive activity and further mastery of literacy. In addition, due to the low level of development of coherent speech in individuals with intellectual disabilities, it is difficult to form high-quality skills of communicative behavior, as a result, there are difficulties in their social inclusion in general [1].

The formation of components of coherent speech of pupils with mild intellectual disability is one of the priority tasks of pedagogical and correctional development work in order to increase the effectiveness of their training, optimize their preparation for life and socialization [2].

The aim of the study is to experimentally study the psychological and pedagogical features of the development of coherent speech components in primary school pupils of the first Department of an auxiliary school.

Material and methods. Empirical research of features of development of coherent speech of younger pupils with mild intellectual disabilities was conducted in January–February 2020. Department of correctional services on the basis of State Educational Institutions "Vitebsk Auxiliary school № 26». The experimental group included 20 pupils in grades 2-4 (diagnosis F70 according to ICD -10). The age of the subjects is from 9 to 12 years. To study the level of formation and features of coherent speech of the subjects, a series of diagnostic tasks was used by V. P. Glukhov: - a method for identifying the ability to establish lexical and semantic relations between objects and transfer them in the form of a complete phrase – utterance; – a method for composing a coherent story based on the visual content of consecutive fragments – episodes.

Findings and their discussion. Identification of children's ability to establish lexical and semantic relations between objects and transfer them in the form of a complete phrase-statement showed that 90% of the subjects coped with the task-they named pictures, made a sentence that included three items (for example. Subject Philip G.: "the girl went to the forest, picked mushrooms, and went home"). However, the quality of phrase construction was low in almost all primary school children with intellectual disabilities. 50% of the subjects did not immediately correctly understand the instructions for the task, just listed the images in turn on the proposed stimulus material, they needed the experimenter to focus on the need to compose one sentence. In 40% of cases, pupils made up one sentence with two words, ignoring the third (for example, the subject Nikita M.: "the girl has a basket", the subject Alina T.: "the girl went to the forest"). 30% of the subjects made up two sentences, one of which did not include the suggested words, but was appropriate in meaning. So, Pavel R. made the following proposals: "The girl took the basket. She will pick berries." In 50% of cases in the speech of the subjects was observed agrammatizma (for example, Pauline V.: "The girls are seen has a basket and she will go into the forest," a phrase Anton E.: "have it, have girls have a basket for the forest") and

words filling pauses (for example, Dennis V.: "Um ... the girl went into the forest ... Umm ...err...basket").

10% of the subjects with the help of an experimenter were able to name the images in the pictures, but even with the help provided, they could not make a sentence. So, the phrase constructed by the subject Kirill K. sounded as follows: "The girl...for...forest..".

Analysis of the results of studying the features of constructing a coherent utterance based on a series of plot images showed that 40% of the subjects coped with the task-they made up stories (for example, the story of the subject Polina V.: "Two cats wanted to attack a bird. Not catch. Fly away. Cats bumped", a story by Philip G.: "The hedgehog found a mushroom, it started raining ... the mushroom grew... picked it up and the hedgehog didn't find it"). However, it should be noted the qualitative originality of such stories.

The characteristic features of the development of verbal and logical thinking of younger schoolchildren with intellectual disabilities did not allow them to analyze all the cause – and-effect relationships between events embedded in the plot, so the content of the stories does not convey the entire semantic load of the proposed plot series. Sentences in the stories composed in the majority simple, traditionally common agrammatism. There were cases of loss of the established semantic connection in the process of continuing the story (example of the story of the subject Pavel R.: a Hedgehog was walking through the forest. It's raining. Hedgehog hid under the sheets. The mushroom grew. And the hedgehog woke up.). 45% of the subjects when composing the story, the proposed plot was supplemented with non-existing details, for example, the subject Alina T. in the story about the hedgehog, stereotypical "apples" appeared: "apples Fell...the hedgehog ... its spines poked...went further...I saw a mushroom..".

In 60% of cases, the subjects could not cope with the task: they did not compose a related story even with the help of leading questions from the experimenter. (for example, the stories of the subject Artem L.: "Woke up on a fishing trip ... bag....got up", " Hedgehog ... picking mushrooms...it's raining..no.").

5% of primary school pupils with intellectual disabilities could not even correctly describe both story lines, for example, the subject Anya S. bushes called "spruce", a black cat-dog.

According to the results of the tasks, it should also be noted that 70% of pupils with intellectual disabilities have sound pronunciation disorders (slurred blurred speech, pronunciation of hissing and whistling, "R" suffers, hoarseness of voice was observed). The meaning of words used by pupils is inaccurate, indistinctly separated from each other, and vague. As a result, children randomly transfer the name of one object to another. There was a tendency to use words in speech that do not match the lexical meaning of words. These features also affect the quality of their coherent speech.

Conclusion. An empirical study has shown that the coherent speech of primary school children with mild intellectual disability is characterized by underdevelopment and qualitative originality. Thus, there is a decrease in the ability of elementary school pupils to establish lexical and semantic connections between objects, and difficulties are observed in transmitting the essence of this type of relationship in the phrased phrase. Similar difficulties are noted when constructing a plot story, even when presenting visual content (logical sequential fragments).

Therefore, purposeful correctional work on the formation of components of coherent speech of younger schoolchildren should be carried out taking into account the identified psychological and pedagogical features.

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