

the greatest influence. In addition, professional music education began to take off in China. Peking University music Institute and China's first Western orchestra were established.

Conclusion. Chinese music education has gone through a long process, its structure and the development of thought have experienced a lot of twists and turns, we should learn from the achievements, avoid mistakes, in order to inspire and contribute to the cause of contemporary music education.

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FEATURES OF THE FORMATION OF THE I-CONCEPT IN CHILDREN WITH MENTAL DISORDERS

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At the present stage of development of correctional pedagogy, a special place is occupied by personal, emotional development, self–awareness and self–knowledge, the conscious regulation of the child's behavior in society and his socialization in real life. The question of the need to revise the ratio of the educational results of children with special educational needs and their achievements within the framework of life competence becomes logical. In his activity, a person, to one a certain degree, is guided by self–perception, the subject of which can be his body, abilities, social relations and many other manifestations. Based on personal ideas about himself, the child not only regulates his behavior, but also interprets individual experience. The result of the process of self–perception is the self–concept, which is a relatively stable multi–level formation, including the individual's ideas about himself, coupled with their assessment (W. James, D.N. Demidov, S.T. Dzhaneryan, I.S. Kon, S.M. Petrova, V.V. Stolin, E.A. Sorokoumova and others) [1; 2].

The problem of the functioning of the self–concept of children with mental developmental disorders is more relevant than with normotypical development, since the predicted result of correctional and developmental work with children of this category is their integration into society. M.G. Arkhipova emphasizes that such social inclusion implies a sufficient formation of personal structures,

including the self–concept [3]. With intellectual disabilities, the process of the natural formation of the self–concept is hampered, which affects the possibilities of communication with people, the adequacy of self–esteem.

The purpose of the study is to analyze the specifics of the development and formation of the components of the self–concept with intellectual disability and mental retardation.

Material and methods. The material of this study was a set of concepts, data of theoretical conclusions obtained in the course of studying the characteristics of the dynamics of the development of the self–concept of normotypical children and children with mental disorders of various nosological groups (G.M. Arkhipova, N.V. Karpushkina, D.N. Zyкова, K.E. Maslenkova, E.V. Gorbunova, K.N. Fateeva, E.A. Rogozhina and others).

Theoretical research methods were used in the work: a comparative scientific analysis of publications on the problem under consideration, which made it possible to formulate the initial positions of the research and determine the features of the dynamics of the self–concept development in children with mental retardation and intellectual disability.

Findings and their discussion. The dynamics of the formation of the self–concept of children with intellectual disabilities has certain features. The source of the emerging difficulties is the specificity of the personality diffusion of children of this category already in infancy and early age, when the foundations of self–knowledge are laid [5]. One of the necessary prerequisites for the development of a positive "self–image" is the child's feeling of his initial security and trust, these feelings appear already in infancy, thanks to close contact with loving parents. However, many children with intellectual disabilities do not experience such initial safety.

One of the conditions for the formation of the future sense of one's own individuality is the child's use of pronouns. Children with intellectual disabilities are characterized by much later acquaintance with their own than normally developing children, and the transition from a personal name to the pronoun "I" is carried out much later than two and a half years.

In preschool childhood, the central place in the image of the child's "I" is his competence in the implementation of certain types of activities. At this stage of personality formation, children with intellectual disabilities also experience significant difficulties, since the development of these skills and abilities significantly lags behind the age norm [3].

The next shock in the formation of self–perception is the perception of the image of one's own body, the parameters of which are the subject of one's own assessments and those around. The idea of your physical image is one of the main components of the self–concept. The process of forming this image includes two aspects: the person's idea of the ideal, desired image and the idea of how his own body is really seen. For children with mental disabilities, the imag-

es of their own body (both mentally and physically) are often incomparable, which makes it difficult to form a bodily image of "I".

At the next stage of ontogenesis, the normotypical child gets acquainted with the character traits, analyzing them in others, and then transfers these characteristics to himself. However, by this age period, a child with intellectual disability is already significantly lagging behind in his mental development. In the absence of psychological and pedagogical work on the formation of self-perception, the sensitive period of the development of self-knowledge can be missed, and it will be very difficult to change the defectively formed self-concept.

The authors emphasize that the result of properly organized correctional and pedagogical work with children with mental disabilities is, as a rule, a fundamental change in the attitude of the child of the category under consideration to others, to the world, to himself. This makes it possible to form the basis of the personality as an individual form of existence and development of social ties and relations.

Conclusion. Thus, there is a qualitative uniqueness of the social and emotional development of children with mental disorders already in infancy. The development of personality self-awareness, both in the norm and in children with intellectual disabilities, depends on both intellectual capabilities and the influence of the social environment. The presence of mental development disorders due to the organic nature of the lesion complicates the development of self-awareness, self-perception, and, as a consequence, the self-concept in children of this category. Difficulties in the formation of self-concept arise in children with mental disorders in early childhood, when the foundations of self-knowledge are just beginning to be laid. The formation of the bodily "image of the I" is lagging behind in relation to age standards. Children with intellectual disabilities and mental retardation show difficulties in understanding and comprehending the events of their own lives and the lives of those around them.

Such difficulties in the natural formation of the self-concept at all stages of its development are reflected in the possibilities of communication of children with mental disorders with other people, on the adequacy of self-esteem and behavior, which determine the possibilities of their adaptation and social inclusion.

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