

As an example of professional gestures used to indicate temporal categories, consider non-verbal cues in basketball. Thus, stopping the playing time (together with the whistle) is indicated by an open palm; stopping the clock in the presence of a foul – the referee's palm is directed at the offender; the inclusion of playing time is demonstrated by a wave of the hand; new countdown of twenty-four seconds per attack – finger rotation. In this case, the gestures are artificially created, they have no connection with the ethnos, therefore they are not based on the image of a clock, and their main criterion is agreement, the visibility of the gesture and its unambiguity. Thus, professional gestures function as terms.

Conclusion. An analysis of the designation features of the concept of "time" in various sign languages, ethnic groups and professional activities made it possible to conclude that each ethnic group, including the corresponding sign language, has its own image of time, since the sign language reflects the mentality of the people.

In the pedagogical process, it is much more effective to teach sign language, focusing on already existing images of concepts, and in the linguistic process, the creation of a new gesture should be not so much symbolic as figurative, for a stable entry into the linguistic system and rapid spread in it.

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COMMUNICATIVE APPROACH TO WORK ON SPEECH DEVELOPMENT OF PRIMARY STUDENTS OF THE SPECIAL SCHOOL

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Keywords: communicative approach, communicative activity, speech, communication, social development.

Every year, life puts increasing demands not only on adults, but also on children: the amount of knowledge that needs to be transferred to them is steadily growing. In order to help children cope with the difficult tasks that await

them, you need to take care of the timely and full formation of their speech. This is the main condition for successful training. After all, thanks to speech, the development of distracted thinking is made, with the help of the word we express our thoughts. The problem of speech development in children with intellectual insufficiency is urgent, since developed oral speech in children with special features of psychophysical development is one of the conditions for the effectiveness of their education and the key to their further socialization in society. Such researchers as M.E. Khvattsev, R.E. Levina, G.A. Kashe, R. And Lalaeva, A. Binet, T. Simon and others made a great contribution to the analysis and study of speech of children with intellectual insufficiency [1].

The purpose of the study is to determine the features of a communicative approach in the development of speech of students in the elementary classes of an auxiliary school.

Material and methods. The study was conducted in October–December 2020 on the basis of "Special School № 26 of Vitebsk." The total number of children involved in the study was 32 children with intellectual insufficiency of elementary students in auxiliary school.

Findings and their discussion. The relevance of the problem today is due to the lack of a unified concept regarding the mechanisms that underpinned the mastery of speech by the child, and a generally recognized approach to the study of speech formation as the highest mental function of a person. Identifying the patterns of the child's mastery of the language system, starting from the early period of ontogenesis, is of important theoretical importance, since this knowledge allows us to understand the general principles of human cognitive development. With an exhaustive study of the grammatical, lexical, acoustic aspects of child speech, the question of the role of an adult in the formation of a speech function, in the early speech development of a child, is less studied.

The experimental study was carried out with each child individually. The survey took place when creating three situations for students in the elementary classes of a special school, each of which was optimal for identifying one of the three forms of communication (situational–business, unitative–cognitive and unitative–personal) characteristic of preschoolers. Each situation made it possible to establish whether the child had a certain form of communication and how much he owned it. Thus, for each child, three results were recorded, respectively, for each form of communication. The dominant form of communication of the child was the one that was estimated by the largest sum of points. No assistance was provided to the child during the examination.

During the experimental study, the subjects do not keep the tasks in memory, did not fully complete the work begun, and secondary deviations, such as violations of perception, attention, memory, the emotional–will sphere, prevented them from distinguishing the characteristic features of objects and phenomena, children could not group objects, logical and temporal connections between objects and phenomena were not always available to them. Children for-

got complex instructions, the sequence of actions. All this leads to the fact that children with intellectual insufficiency lag behind in the development of verbal–logical thinking, with difficulty mastering analysis and synthesis, comparison, generalization. All these difficulties are determined by the underdevelopment of the cognitive function of speech and are compensated as the speech insufficiency is corrected.

To study the level of coherent speech, the "retelling of text" technique was used. Children were asked to listen to a small unfamiliar story or fairy tale. Retelling of children was recorded and analyzed by indicators. Each indicator is evaluated separately. The highest score for text reproduction is 10 points. 2 points – correct reproduction; 1 point – minor deviations from the text, absence of grammatical errors, long pauses, a small number of prompts; 0 points – incorrect reproduction, violation of the structure of the text, poverty of vocabulary, numerous pauses, the need for hints. Thus, a score of 10 points corresponds to a high level of text reproduction, over 5 points – to an average level, less than 5 points – to a low level.

The results of the experimental study showed that the imperfection of communicative skills and skills of children with intellectual insufficiency complicates the process of free communication, complicates the development of cognitive activity of children, prevents the creation of conditions for their successful social adaptation. Among the children there were those who did not understand the speech at all, and those who did not understand the speech at all. Most children understand speech only in everyday life.

The quantitative and qualitative analysis of the results made it possible to draw the following conclusions that primary school students with intellectual insufficiency underdevelopment of all aspects of speech: semantic, grammatical, sound, as well as poverty of the dictionary. Thus, speech impairment in children with intellectual insufficiency is systemic, that is, all components of speech, such as phonematic hearing, sound wear, lexico–grammatical system and coherent speech, turn out to be disturbed.

The development of coherent speech in this category of children, as well as the development of other components of speech, is carried out at a slow pace and is distinguished by characteristic qualitative features. The shortcomings and insufficient level of the formation of oral speech in children with intellectual disability lead to difficulties in mastering the entire school curriculum, complicates the communication of children and negatively affects personal qualities, so it is necessary to carry out corrective work on the formation of coherent speech.

Conclusion. Based on the data we obtained during the experiment, we made a number of conclusions about the development of communicative activities in primary school students with problems in intellectual development.

According to the results of the experiment, it was determined that for most children with intellectual disabilities at the age of 7–9 years, the most characteristic is the situational–business form of communication, that is, communication

with an adult is easier and more natural for them against the background of business contacts. Their non-iterative forms of communication are extremely poorly developed.

The research analysis made it possible to develop methodological recommendations for the development of speech in children with intellectual insufficiency, a retelling was chosen as the technique for the development of coherent speech. Selected tasks allow you to form and improve the oral speech of children with intellectual disabilities. Two types of classes were prepared:

Classes of the first type included reading and discussing books of a cognitive nature (about animals, fish, birds, machines, etc.). A special needs teacher reads the book, seeking children to understand its content, explaining what is drawn in the pictures, answered questions in detail. Children were then given the opportunity to report on their knowledge in the relevant field, and the educator encouraged any such attempt by the child. To the extent possible, the adult tried to involve all the children participating in the experiment in this conversation.

The *second type of classes* was based on the didactic game "Evaluate the Act." Children together with adults need to consider a picture with a problematic situation, the teacher tells the children the beginning of this story. Then, together with the children, the adult sequentially considers pictures depicting a possible sentence of history (only 4 options), and invites the children, looking at the picture, to tell how this situation ended.

Selected tasks allow you to form and improve the oral speech of children with intellectual disabilities.

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FEATURES OF FORMATION OF COMMUNICATIVE ACTIONS IN STUDENTS WITH INTELLECTUAL INSUFFICIENCY

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The formation of communicative actions as a component of speech competence is one of the most relevant in modern general and special pedagogy and psychology. The need for communication arises at the earliest stages of ontogenesis and stimulates the mental development of the child, promotes the activation of speech and thought processes, and forms the personality as a whole. Speech is an important component of any form of human activity and behavior