

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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**Keywords:** speech competence, communication, intellectual disability, communication skills.

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

in general. The interest in studying the problem of communication in special psychology is associated with the fact that, in the context of the specific development of a child with special educational needs, communication acquires a qualitative originality depending on the type of impairment [1].

Currently, most of the research on this issue is devoted to the issues of the logical–content side of the oral and written speech of students with intellectual disabilities (V.Ya. Vasilevskaya, M.F. Gnezdilov, E.A. Gordienko, R.I. Lalaeva, V.G. Petrov and others). Methods for improving the skills of coherent oral and written speech of children of this category are described by A.K. Aksenova, V.V. Voronkova, S.Yu. Ilyina, I.Yu. Sviridovich et al. Research in the field of the formation of communicative skills as components of speech competence in schoolchildren with intellectual disabilities are relatively few (O.K. Agavelyan, D.I. Vyaryanen, E.I. Razuvan, etc.) [2].

The aim of the research is to analyze the features of the formation of speech competence of students with intellectual disabilities.

**Material and methods.** A purposeful study of the peculiarities of the formation of communication skills in children of primary school age with intellectual disabilities was carried out from October 2020 to January 2021 on the basis of the State Educational Institution “Special School № 26 of Vitebsk”. To organize the study, a group of 20 children of primary school age with intellectual disabilities was selected. The age range of the surveyed is from 7 to 11 years old. The psychodiagnostic technique "Mitten" (G.A. Tsukerman) [3] was used as a research method.

The evaluation of the research results was carried out according to the following criteria: – the ability of children to negotiate, come to a common decision, the ability to convince, to argue their decision; – mutual control in the course of the activity: – whether the children notice each other's deviations from the original plan, how they react to them; – the productivity of joint activities is assessed by the degree of similarity of the patterns on the mittens; – mutual assistance in the course of drawing; – emotional attitude to joint activities.

**Findings and their discussion.** The results of the study according to the criterion "mutual control" in the " Mitten " method showed that 40% of the pairs of subjects exercised partial or complete mutual control of the activity for the implementation of the initial plan, 60% of the couples lacked mutual control in any of its manifestations. Only 10% of pairs of students with intellectual disabilities who exercised mutual control demonstrated its sufficient / intermediate level: students followed the coloring process, noted deviations and adjusted to each other. Observation and additional questions showed that in these pairs students who were in stable friendships worked, they liked the work together, they expressed a desire to continue the joint work even after its completion. 20% of the pairs of participants in the experimental study exercised mutual control at a low level: deviations from each other's initial intentions were noted in the process of

work, but these subjects did not react to them and did not try to correct their mistakes.

The results of the analysis of the data on the implementation of the "Mitten" method according to the diagnostic criterion "productivity" made it possible to draw the following conclusions. 40% of pairs of subjects demonstrated productivity at different levels of its manifestation. So, 20% of pairs of students with intellectual disabilities can be attributed to a sufficient level of productivity of the task – as a result of joint activities, the resulting mittens of the subjects were practically similar in pattern and color. According to the criterion "productivity", 10% of pairs of participants in the experimental study were classified as an average level: the similarity of mittens as a result of joint activities was partial, the pupils' mittens differ in some details (for example, the details of the pattern were the same in shape, but different in color; differed in details; patterns of mittens were not symmetrical).

10% of pairs of children of primary school age with intellectual disabilities demonstrated a low level of productivity of joint activities. Their mittens distantly made a pair: there was a similarity in the choice of some colors and the methods of their application, the patterns did not completely coincide.

In the remaining 60% of pairs of subjects, the productivity of joint communicative activity was absent: the similarities of the patterns on the mittens were not traced, the colors did not match. It can be noted that there was an individual product of his own activity – each made his own mitten, but there was no communicative activity to create a pair of mittens.

The majority of junior schoolchildren with intellectual disabilities experienced significant difficulties in realizing the need to agree in joint communication activities. These identified difficulties include: – the absence or difficulty of showing initiative in joint communication activities – initiative cooperation (some subjects did not begin to agree on a general option for creating a pair of mittens, even after the experimenter's organizational help); – the absence or insufficient level of formation of current control over joint activities (for example, children began to design gloves, having previously agreed on the shape, color and arrangement of patterns with the help of the experimenter, but immediately began individual work, without taking into account the previous agreement); – insufficient completeness and accuracy of expressing one's thoughts in accordance with the tasks and conditions of communication due to the low level of development of dialogical speech, difficulties in formulating precise phrases and understanding the partner's remarks; – absence or low level of feedback implementation in communicative activity; – a certain amount of conflict when making a decision, the absence of a search for alternative options for resolving the conflict that has arisen; – insufficient level of formation of the ability to explain one's choice, answer the question posed, argue one's proposal; – lack of taking into account the position of the partner / interlocutor (for example, the subject Polina A. suggests "Here is a circle"); – poor quality or inadequate use of non–

verbal communication methods. A qualitative assessment of the results of the experimental study according to the criterion of "mutual assistance" showed that not a single couple independently provided assistance to each other, there were no cases when the subjects turned to a partner in joint activities for help, they worked autonomously, not paying attention to intermediate and final the results of each other's activities (90% of cases).

**Conclusion.** The conducted experimental research has shown the presence of originality of speech communication among children of primary school age with intellectual disabilities. The characteristic features of the communicative activity of junior schoolchildren of the auxiliary school include: – insufficient level of mutual control in the implementation of activities based on communication; – lack or difficulty in showing initiative for joint communication activities – initiative cooperation; – absence or insufficient level of formation of current control over joint activities based on communication; – lack of consideration of the position of the interlocutor; – poor quality or inadequate use of non-verbal communication methods.

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## HISTORICAL ASPECTS OF THE FORMATION OF THE SCHOOL OF PLAYING THE PIPA

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Keywords: pipa, national instrument, pipa schools, culture, solo tradition.

The pipa 琵琶 is not just a Chinese traditional musical instrument. This is a peculiar form that combines aesthetic perception and artistic creativity, which is an important part of the modern system of music education and the key to its further development.

The objectives, content and teaching methods have undergone fundamental changes, but the traditional pipa learning has failed to adapt to modern requirements. It is necessary to create a unique method of teaching pipa based on traditional culture and art; change the goals of learning in accordance with the real needs of the development of modern society. The purpose of this article is to analyze the development of the pipa school.

**Material and methods.** The methodological basis of the study is the work of scientists dedicated to the art of pipa (Xi Pinghu School, Xi'an Academy