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### **FORMATION OF SENSORY CULTURE IN PRESCHOOLERS WITH INTELLECTUAL DISABILITY: MODERN APPROACHES**

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The problem of sensory development disorders is very relevant in modern conditions. The presence of children with intellectual disabilities in preschool institutions further exacerbates this problem. Since childhood, the child is surrounded by a large number of interesting objects: toys, art objects, nature, he gets acquainted with them and studies them in the process of growing up. Sensory development promotes the effective formation and development of perception of the child starting from preschool age.

Many modern physiologists and psychologists, such as L.A. Wenger, R.A. Granit, A.V. Zaporozhets, V.P. Zinchenko, T.S. Komarova, E.E. Kravtsova, T.V. Lavrentieva, E.N. Sokolov, K.V. Tarasova, V.V. Yurtaykin, etc., have been studying sensory processes.

Sensory education is understood as a fundamental aspect in the development of all mental processes in a child: thinking, attention, memory, imagination, reality, and also it is the condition for the formation of the main type of activity of preschoolers known as a game. "The work of all sense organs develops and improves by involving a preschool-age child in activities, and also the ideas about the surrounding world are enriched" [1].

The purpose of this research was to study the conditions of sensory development of preschool children with intellectual disability.

**Material and methods.** We used the following methods: the study of psychological and pedagogical literature, experiment and observation, as well as methods of quantitative and qualitative data processing. When conducting the study, 5 techniques were selected and used: "Grouping of objects", "Find a pair of socks", "Disassemble and fold a matryoshka doll", "Collect a flower", "Phonematic component of auditory perception". The study was conducted on the basis of the SEI "Special kindergarten No1 Vitebsk", SEI "Children's home of Vitebsk". It was attended by 18 preschoolers with intellectual disability aged 5 to 8 years, of which 7 preschoolers have a mild degree of intellectual disability, 8 - moderate, 3 – severe.

**Findings and their discussion.** When performing all the methods, the student's activity was evaluated with the use of a four-point scale, where 1 point corresponds to a low level (in which a child does not accept and does not understand the tasks), and 4 points are given if the task is completed independently. The study took into account the age and individual characteristics of preschoolers. If the children had difficulties when performing tasks, they were assisted. Before the start of the study, a friendly environment was created, which contributed to the establishment of positive emotional contact between children and the teacher.

According to the results of the study, it was revealed that among 18 pre-school students with intellectual disability 3 children have a high level, 6 – average, 7 – satisfactory, 2 – low level. The results of the study can be presented in percentage terms: high level – 16.70%, average – 33.30%, satisfactory – 38.90%, low – 11.10%

In the course of the study, we've revealed that the majority of preschoolers with intellectual disabilities have an insufficient level of sentimental development. Most of the preschoolers accepted the help of a teacher, but made mistakes when completing the task. Therefore, we have compiled methodological recommendations for improving the level of sensory development of preschool children with intellectual disability. At the initial stage, an adult act as an organizer. Then all actions are performed together. The adult explains his actions, thereby involving the child in the activity. In addition, the adult controls the child's actions and reminds him of the purpose of the task and the way it is performed [2].

At the preparatory and initial stages of education, the child's natural ability to imitate should be used. Initially, all actions are performed together, then the children are shown the correct execution of actions, after which they proceed to the stage of joint execution. When forming ideas about geometric shapes, bodies and the shape of objects, all actions are performed together, then by imitation and pattern. It is necessary to use the display of geometric bodies, its naming by the teacher, the choice of "the same" by imitation and model. Then it is necessary to organize the child's actions with objects that are conditioned by his form. Next, exercises for recognizing, naming and differentiating forms are used; then go exercises for choosing according to a sample; exercises for choosing according to the verbal designation of the teacher; exercises in the form of didactic and outdoor games [3].

The leading activity of preschoolers is the game. In the process of play activity, the child acquires practical knowledge, skills and develops spatial representations. For classes with preschool children with intellectual disabilities, it is necessary to use such didactic toys as:

- toys for stringing (rings, balls, cubes that have holes for stringing);
- geometric bodies (balls, cubes, parallelepipeds, etc., which use sorting of game objects to perform actions for differentiation by color, shape and size);
- toys consisting of geometric shapes-inserts (cubes, cones, cylinders, designed for embedding and superimposing in color and shape);
- folk collapsible didactic toys (nesting dolls, eggs, which are used for embedding, familiarizing children with the size of objects; when they are selected by color and size to consolidate the grouping skill);
- plot toys are small in size (cars, mushrooms, animal figures) and objects selected according to certain characteristics (boxes, cups) [4].

Modifications of Seguin and Montessori boards can be used as material for training exercises. Due to very rapid fatigue, low concentration of attention for preschoolers with intellectual disabilities, it is necessary to organize the workplace in a special way. Toys and teaching aids for conducting classes, if possible, should be placed in various parts of the room (group, office; on the table, on the carpet, in the closet). With such an organization of space, the child and the teacher gradually and evenly move from one exercise to another. In this case, there is a change in the types of activities of the preschooler, the child retains interest in performing exercises, as well as increases the duration of active work and the prevention of overwork [5].

**Conclusion.** Thus, the study made it possible to identify the level of sensory development in preschoolers with intellectual disability, as well as to determine the course of further plans for the development of the sensory sphere in children. The organization of sensory education of preschoolers with intellectual insufficiency should be purposeful and come from the teacher. It is necessary to conduct a number of complex game classes. Properly selected methods and methods of teaching contribute to the development of preschool children with intellectual insufficiency not only sensory experience, but also enrich practical knowledge and experience, correct its cognitive processes.

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