

techniques of smearing and pressing. In these classes, children with special psychophysical development learn to create plasticine paintings using techniques of pressing and smearing. The proposed method of working with plasticine allows you to quickly create bright plasticine pictures, which contributes to the formation of a motivational component of this activity. At the second stage, work is being carried out on the formation of an indentation technique in pupils. To create plasticine images using the indentation technique, a base is used on which a uniform layer of plasticine is applied. At the next stage, there is a training in modeling three-dimensional figures of plasticine, including using the cutting technique.

**Conclusion.** Plasticinography, being a creative activity, allows to express emotions, including getting rid of negative ones, which leads to pacification and calming. Teaching the technique of plasticineography forms perseverance, discipline, independence in children. Thus, plasticinography can be considered as one of the means of optimizing correctional work with children with special features of psychophysical development of various nosological groups.

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### **FEATURES OF THE FORMATION OF THE SELF-IMAGE IN CHILDREN WITH INTELLECTUAL DISABILITY**

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**Keywords:** self-image, children with intellectual disability, self-awareness, self-esteem.

One of the most important stages in the development of a personality is the process of becoming an image of the Self, which includes the transition from an unconscious sensory-emotional attitude to oneself to a cognitive one. The image of the Self included in the Self-concept further determines the content of the individual world of the personality and ensures self-realization and internal consistency. It should be noted that the Self-concept has a significant impact on the development of a person's vitality, the ability to cope with stress, on the success of activities, including educational ones, which allows her to be considered as an important individual resource [1].

The concept of the Self-image is analyzed in the studies of B.F. Lomov, A.V. Petrovsky, V.V. Stolin, J. Bruner, L. Postman, etc. Most authors include the following components into the structure of self-consciousness; – cognitive; – affective; – behavioral (conative) [2]. The problem of the self-image is also investigated in oligophrenopsychology (S.Ya. Rubinstein, O.K. Agavelyan, A.I. Gaurilus, Zh.I. Namazbaeva, Ch.B. Kozhalieva, etc.).

The purpose of the study is to analyze the features of the formation of the self-image in the structure of the Self-concept in intellectual insufficiency.

**Material and methods.** The material of this study was a set of concepts and approaches to determining the image of the Self and the features of the formation of the Self-concept in children with intellectual disabilities (S.Ya. Rubinstein, V.G. Petrova, I.A. Korobeynikov, I.M. Bgazhnokova, I.V. Belyakova, O.E. Shapovalova, Yu.I. Matasov, I.A. Plokhova, I.V. Tikhonova, T.I. Kuzmina, M.G. Arkhipova, K.E. Maslenkova, etc.). Theoretical research methods used in the work is a comparative scientific analysis of publications on the problem of the formation of the self-image in children with intellectual disabilities.

**Findings and their discussion.** The characteristic features of the Self-concept in various variants of dysontogenesis include instability, less positivity, as well as its significant dependence on external both positive and negative influences. Most authors declare the specifics of the Self-concept, personal characteristics and self-attitudes of persons with impaired development: the rate of development, the level of formation of components and the Self-concept as a whole, as well as the degree of its adequacy and interconnectedness of components, are reduced. Thus, S.Ya. Rubinstein points out that the most common features of children with intellectual disabilities are significantly overestimated self-esteem, lack of gravitation to the average self-assessment indicators. I.A. Koneva emphasizes that students of auxiliary schools do not show the proper degree of subjective activity of self-knowledge, there is an underdevelopment of reflection, and besides, introspection and self-esteem are mediated by specific life situations.

Violations and peculiarities of the formation of various types of identification are observed (nominal, age, sexual and bodily) with intellectual insufficiency of various nosological groups. Thus, C.B. Kozhalieva points out that the formation of the Self-concept of adolescents with intellectual disability goes through the same stages as in normotypic children of this age, but there are qualitative differences. For example, adolescents with intellectual disabilities are guided in most cases by the opinion of significant adults when assessing their physical and personal qualities. Only some younger adolescents in this category demonstrate the ability to reflexive introspection, which increases with age.

The process of forming the Self-concept of children with intellectual disabilities has its own characteristics due to objective internal and external factors. The initial difficulties in developing the Self-image manifest themselves in early childhood, when the foundations of self-knowledge are laid. During the first months of life, in the process of movement, observation of parts of one's own body, the child begins to form the differentiation of "own Self" from "not me". It is much more difficult for children with intellectual disabilities to acquire this experience. Also, unlike normally developing children, they lack the desire to explore the world around them, the range of reactions to external stimuli is reduced, indifference and general pathological inertia are noted. It

should be stated that children in this category are not formed by direct emotional-positive communication as a leading type of activity, this fact complicates significantly the process of self-cognition of the child. As a consequence, close adults do not act as a kind of reflection for a child with intellectual insufficiency, contributing to the elementary isolation of himself from the environment, the formation of an initial idea of himself as a separate person.

In the period of early preschool childhood, the main place in the image of the Self is occupied by competence in performing a variety of actions. Children with intellectual disabilities experience significant difficulties in perceiving themselves as a subject of activity, since the development of subject-practical skills and abilities significantly lags behind the age norm [3].

It should be noted that by the beginning of preschool age, when self-consciousness begins to form in normally developing children within the framework of the crisis of three years, such personal neoplasms have not yet appeared in children with intellectual insufficiency. Most often, only after four years, when they begin to show more active interest in the world around them, objective actions are formed, one can observe the formation of elements of self-consciousness, the isolation of one's Self.

The development of perception of the image of one's own body is the next stage in the formation of self-perception as a component of the image of I. Physical parameters, such as the size and shape of the body, become the subject of both personal assessments and evaluation by others. The constituent components of the representations of the body are: – a personal idea of the ideal physical image; – an idea of how one's own body is really seen. These images often turn out to be incomparable for children with intellectual disabilities for a number of reasons, which makes it difficult to form a bodily image of the Self.

**Conclusion.** Thus, the presence of intellectual insufficiency determines the uniqueness of the processes of identification, self-actualization and socio-psychological adaptation. The development of self-consciousness as a component of the Self-image depends on the intellectual capabilities of the individual and the influence of the social environment on him. Difficulties in the formation of the Self-concept in children with intellectual disabilities are observed already in early childhood, at the stage of formation of the elementary foundations of self-knowledge. The separation of a proper name and the transition from it to a personal pronoun occurs much later than normal. The formation of the bodily image of the Self is significantly delayed relative to the norm, which is due to the lack of experience of movements and actions with objects, with the lack of formation of ideas about one's own body. The development of the Self-concept of children with intellectual disabilities is influenced by difficulties in understanding and comprehending events, both their own lives and the lives of others.

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