

**Conclusion.** Thus, theatrical activity combines play, education and training. It allows to build interaction and communication of participants in the correctional process, taking into account their capabilities and individual characteristics.

One of the effective ways of moral education of children with intellectual disabilities is the method of doll therapy, which is an effective tool for correcting aggressive behavior in children of this category. It allows to influence the development of their self-regulation and the formation of moral guidelines positively. By dramatizing various fairy-tale plots, stories and situations, pupils with intellectual disabilities learn to regulate their actions independently, assess the existing problematic circumstances adequately, establish cause-and-effect relationships and find a way out of a conflict situation, make a moral choice.

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## **SENSORY INTEGRATION AS A METHOD OF REHABILITATION OF CHILDREN WITH SPECIAL FEATURES OF PSYCHOPHYSICAL DEVELOPMENT**

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**Keywords:** sensory integration, dysfunction, children with special psychophysical development, sensory room, fairy tale therapy.

Sensory integration is traditionally considered as an opportunity for a person to systematize the sensations experienced by the body for the implementation of movements, learning and behavior adequate to the situation. Yu.E. Sadovskaya, A.Yu. Chistobaeva, B.M. Blokhin, N.B. Troitskaya, Yu.B. Pronicheva emphasize the unconsciousness of this process occurring in the brain. It is sensory integration that provides analysis and synthesis of the initial data obtained with the help of the senses, determines the meaning of the sensations experienced, filtering information and choosing what to focus on. It also allows the individual to respond meaningfully to the situation, which in turn forms the basis for theoretical learning and social behavior [1].

The main purpose of sensory integration is to create conditions for the normal functioning of the central nervous system by providing the necessary amount of appropriate sensory stimuli. In some cases, children with special psychophysical development may have a violation of sensory processing of information. This leads to the emergence of a complex cerebral disorder in which the interpretation of even the

simplest sensory information is incorrect or distorted, resulting in problems with coordination of movements, speech, behavior and learning.

The purpose of the study is to analyze the possibilities of using the sensory integration technique in the comprehensive rehabilitation of children with special features of psychophysical development.

**Material and methods.** The material of this study was a set of approaches to the comprehensive medical and pedagogical rehabilitation of children with disabilities, including using the sensory integration technique (J. Ayres, U. Kisling, T.V. Varenova, T.V. Kondratieva, Y.E. Sadovskaya, A.Y. Chistobaeva, E.V. Zolotkova, A.A. Andreeva, T.A. Zhmurova, V.S. Rusanova, etc.). To formulate the initial positions of the study and methodological recommendations for conducting exercises of various orientation with children with special features of psychophysical development in a sensory room we used a comparative scientific analysis of publications on the problem.

**Findings and their discussion.** By the beginning of school, the child should normally have formed all levels of sensory integration. In the opposite case, we can talk about the occurrence of sensory integration dysfunction, the main signs of which are: – hypersensitivity or hyposensitivity to various sensory stimuli; – social and/or emotional difficulties; – extremely high or low level of activity; – avoidance of visual contact; – awkwardness of poses, gait; – impulsiveness of behavior, decreased self-regulation; – difficulty switching from one type of activity to another; – stereotypical, ritualistic behavior; – qualitative originality of gaming activity; – sleep disorders, etc. [2].

The main idea of pedagogical technologies based on sensory integration is to ensure the emergence of sensory impulses and their control, in particular impulses from the vestibular system, muscles, joints and skin in such a way that the child independently and naturally forms reactions as a response to sensory stimuli.

When using sensory integration as part of the rehabilitation of children with disabilities, it is the stimulation of sensory systems and control over the corresponding sensory channels [3].

E.V. Zolotkova, S.E. Inevatkina, based on the works of J. Ayres and W. Kisling, identify the following basic principles and requirements for correctional work on sensory integration of children with special psychophysical development:

- ensuring an individual approach to each child, taking into account the degree of severity of sensory deficit; careful selection of the form, content of classes and the strength of the impact on the sensory system of the child is required, his reaction to sensory impulses is the main criterion for the quality of work on sensory integration;
- sensory aspects of activity should be the basis for learning and development;
- high-quality perception and synthesis of sensations are the basis for proper work on difficulties and mastering the skills necessary for a particular child;
- effective response to difficulties arising in the course of work and the development of new skills make a significant contribution to the development of sensory integration of the nervous system;
- in the process of rehabilitation using the sensory integration method, first of all, it is necessary to follow the child in his development: you can't force the child to unfamiliar actions for him, this can provoke negativism, protest behavior and aggression;

– the choice of correctional tasks assigned to the child depends on the availability of a specific basic level of knowledge and skills of the child, and also takes into account his preferences;

– the basis of sensory integration therapy is play activity, and the choice of types of play activity should be determined by the interests and preferences of a child with special psychophysical development [4].

To carry out correctional work based on sensory integration, specialists traditionally use a sensory room with appropriate professional equipment, which is designed for emotional relief and development of the sensory sphere of the child.

One of the psychotherapeutic directions used in the sensory room is fairy tale therapy, which allows you to help solve a specific psychological problem in a child, such as hyperactivity, aggression, anxiety, disobedience, shyness, lies, night terrors, etc. A well-chosen psychocorrective fairy tale gently affects the child's personality and helps to replace an ineffective style of behavior with a more productive one. While listening to such a fairy tale, the child is in a sensory room, the light and sound effects of which help to feel the atmosphere of fantasy and imaginary reality as much as possible. Conducting such classes in the sensory room allows you to create conditions for the emergence of positive emotions in the process of correctional work.

**Conclusion.** Thus, the expansion of the range of use of modern sensory integration techniques makes it possible to increase the effectiveness of medical and pedagogical rehabilitation of children with disabilities. Conducting classes on sensory integration in complex correctional work with children of the category under consideration demonstrates positive dynamics in the development of cognitive, psycho-emotional and behavioral spheres of personality.

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## **STRUCTURAL COMPONENTS OF METHODOLOGICAL RECOMMENDATIONS “THE GREAT MASLENITSA FESTIVAL”**

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Keywords: civil and patriotic education, folk traditions, Maslenitsa (Pancake week), song and dancing repertoire of Vitebsk region, paintings of its artists.

The key to the stable development of our country is Civil and Patriotic education for rising generation. This process represents the most important direction of modern education (from preschool to higher education), is quite long in time and complex