the size is 15 points, the text about the danger of transferring bank card data to unauthorized persons, as well as the text about calling the fire service when a fire is detected was printed in capital letters); – avoiding highlighting individual words and sentences in color.

Conclusion. The formation of the foundations of life safety can be considered one of the factors contributing to the acceleration and improvement of social adaptation and integration of persons with intellectual disabilities into society. Functional literacy among students with intellectual disabilities is formed in the process of purposeful systematic correctional and developmental work based on the implementation of personality-oriented, activity-oriented, socio-cultural, competence-based and functional approaches to the construction of the learning process. The use of "clear language" allows people with intellectual disabilities to assimilate information better due to the simplified structure of statements, the use of sentences without special vocabulary, foreign borrowings and words in a figurative sense, the illustration of the material with iconic images, the use of fonts with simple lettering, etc. Therefore, "clear language" is a way to create and / or adapt the text, preserving its basic meaning, making it accessible to any reader.

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FEATURES OF THE DEVELOPMENT OF DIALOGIC SPEECH OF SHOOL CHILDREN OF THE AUXILIARY SHOOL

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One of the most pressing problems of special education in the Republic of Belarus is the problem of the development of dialogue speech among students with intellectual disability. The analysis of special literature showed that dialogue for a child is "the first school of mastering speech, the school of communication," he accompanies and permeates all his life, all relationships, he is, in fact, the basis of socialization and personal development. It is thanks to the dialogue that children with intellectual insufficiency master their native language, enrich their vocabulary; get the information you need.

The purpose of this article is to reveal the peculiarities of the development of dialogue speech among elementary school students.

Material and methods. To realize the purpose of the study, the work used a systematic analysis of the philosophical, pedagogical and psychological literature, methods of systematization, generalization and interpretation of the study results. The

study was conducted in September-October 2022 on the basis of the SEI "Auxiliary School № 26 of Vitebsk." The total number of children involved in the study was 20 children with intellectual insufficiency of elementary students in auxiliary school.

Findings and their discussion. As the analysis of scientific and methodological literature shows, dialogue always stands in the center of scientific attention. The theoretical basis is compiled by the works of such scientists as L.S. Vygotsky, P.Ya. Halperin, A.N. Gvozdeva, I.N. Gorelov, B.M. Grinshpun, N.I. Zhinkin, A.V. Zaporozhets, I.A. Zimnyaya, R.E. Levina, A.N. Leontyev, A.A. Leontyev, A.R. Luria, V.K. Orfinskaya, E.N. Tikheeva, R.M. Frumkina, M.E. Khvattsev, N.Kh. Shvachkina, D.B. Elkonina and others.

The literature notes that it is much easier to build a monologous statement than to participate in dialogue. The conditions of the dialogue are such that the reflection of comments and questions occurs simultaneously with the perception of someone else's speech. The participation of children with special needs in dialogue requires complex skills: to listen and understand the thought correctly, to monitor the correctness of the language form expressed by the interlocutor; to formulate your own opinion in response, express it using language correctly and easily; maintain a certain emotional tone. Such a factor is also very important, it will be very difficult to build a dialogue without it, for this is mutual understanding. Mutual understanding in the process of communication refers to the unity of the designation of objects and phenomena that perceive and speak [1].

When teaching children in an auxiliary school, it is necessary to form the ability to ask questions and answer them "fully," and substantiate their point of view consistently. It is also necessary to pay attention to the verbal and non-verbal means of building dialogue, the education of speech etiquette as a significant part of the culture of dialogue. Based on the experience of researchers in this field, it can be concluded that the answer to statements is easier for students of the auxiliary school, both in content and in lexical and grammatical design. At the initial stage of the educational dialogue, children with intellectual disability first master the prepared dialogue speech, which is characterized by support for memory and various associations, on numerous formal (mainly verbal) supports. This type of speech is less creative, since for the most part it is associated not only with the specified language material, but also with the specified content. The use of situational communication games and exercises includes three groups: model exercises, constructive and creative contribute to the effectiveness of dialogue training [1].

Performing tasks according to the model (model exercises) involves making replicas similar in structure to the specified dialog unity (speech models), but with the replacement of some words or collocations. The main training methods are repetition and imitation. This type of work is widely used in various didactic games, when students have to take turns to answer the same question. Here are another examples of the tasks: compiling coherent dialogues from replicas indicated in the mess; populate dialog box diagrams; edit replicas that contain speech and sense errors. Creative exercises include compiling dialogues on supporting words, on the plot picture, building dialogues in pairs of students according to a given situation. These exercises serve to freely use speech skills in situations close to the natural conditions of communication. Exercises consist of two parts. The first part describes the motives, circumstances that force the speaker to conduct dialogue. In the second part, students make up a dialogue based on the conditions of the speech situation in which they find themselves.

In scientific and methodological literature, the most popular tasks related to the need for corrections and editing. These include recovering a question from a known answer; editing replicas according to a given educational and speech situation compile connected dialog schemas from individual replicas, populate dialog schemas. All tasks provide reliance on problem situations, which increase the search activity of students, increasing its motivational aspect and focus.

For students of auxiliary schools, mastering dialogue speech is of paramount importance. It is a necessary condition for the full social development of the child. Developed dialogue allows the child to come into contact with both adults and peers easily. In the development of dialogue speech, children with special needs achieve great success in social well-being, which implies that their surrounding peers and adults (first of all, the family) treat them with a sense of love and respect, as well as when the others consider the characteristics of psychophysical development with the child, carefully listening to his opinion, interests, needs, and so on, when they not only speak themselves, but also know how to listen to this child, taking the position of a tactful interlocutor.

Conclusion. Dialogue speech in children with intellectual disability has a number of features. Often, students have difficulty in choosing words to express their thoughts. They use situational speech, understandable only to those who know the circumstances that they are trying to report very often. Most often, they impoverish speech and make it incomprehensible to replace with pronouns of the face and place of events, as well as students with intellectual disability, starting to speak, do not have time to come up with the end of the phrase and end with words that are not consistent with the beginning. In addition, difficulties arise in entering the dialogue due to the fact that a child with intellectual disability cannot move from one type of activity to another: from "speaking" to "listening," and vice versa. Such transitions are complicated by the inertia of nervous processes and delayed reactions to effects characteristic of children with intellectual insufficiency. Finally, the dialogue requires each of the participants to adapt the content of their statements to the statements of the interlocutor. A child with intellectual disability needs constantly to monitor the construction of the interlocutor's thought and tie his speech to his questions or remarks. This task is very difficult for children with intellectual disability.

Thus, speech activity in general and its dialogue forms in particular are a very complex process, namely, complex in its versatility and long phased methods of formation. This process goes through the stage of forming an action plan, in the future, control and correction mechanisms are used to compare the result with the created plan and make a correction to achieve the planned result. Despite the complexity of this process, its basic skills should be consciously introduced into educational practice at the earliest stages of working with younger students and be methodically improved at each stage of school education.

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