

3. Trusova, E.Yu., Kukharenko, T.S. The influence of the communicative skills of children with intellectual disability on their socialization / E.Yu. Trusova, T.S. Kukharenko // Psychological Vademecum. Socialization of the individual in conditions of uncertainty: regional aspect: a collection of scientific articles. – Vitebsk: VSU named after P.M. Masherov, 2021. – P. 255–258. – URL: <https://rep.vsu.by/handle/123456789/30422> (date of access: 10.10.2022).

**THE SPECIFICS OF THE COMPILATION OF DESCRIPTIVE  
AND NARRATIVE STORIES BY CHILDREN  
WITH INTELLECTUAL DISABILITIES**

**Tatyana Voronets**

VSU named after P.M. Masherov, Vitebsk, Belarus

**Keywords:** primary school children with intellectual disability, speech development, descriptive story, narrative story, retelling.

Speech plays a leading role in the mental development, formation of thinking and cognitive activity of the child. Since speech development of children with mental disorders differs significantly from this process in their normotypic peers, by school age, when speech should have already become a means of communication and a tool of verbal and logical thinking, it turns out to be in a significantly undeveloped state in children of the analyzed category.

One of the priority tasks of modern special and inclusive education is to increase the effectiveness of teaching and educating students with special psychophysical development of the quality of their preparation for independent life. Students with intellectual disabilities experience objective difficulties in communication, which complicates the process of their social inclusion [1]. The development of coherent speech of children of this category is a condition for overcoming these difficulties. Thus, L.S. Vygotsky, S.D. Z Abramnaya, A.R. Mahler, L.M. Shipitsina, T.A. Vlasova, L.V. Zankov, T.M. Dulnev, M.S. Pevsner, etc. indicated low speech capabilities as the psychological and pedagogical characteristics of children of the category under consideration. Coherent speech is the most difficult for children with intellectual disability, as it is a detailed, complete, compositionally and grammatically formed semantic and emotional, logically connected utterance [2].

Descriptive and plot stories are characterized by a certain sequence in the description of the features of the object and the obligatory observance of semantic and syntactic connections between fragments. A child must demonstrate a certain level of grammatical and semantic implementation when composing a story of these types, so it is necessary to implement the paradigmatic and syntagmatic principles of speech organization [3]. Actually, based on these variants of connections between words, the child realizes and proceeds to use the primary predicative pairs of words as components of the idea of the future story. One of the conditions for the qualitative development of coherent speech is the emergence of associative syntagmatic connections and readiness to compose stories of various types [4].

The purpose of the work is an experimental study of the features and mechanisms of composing descriptive and plot-type stories by children of primary school age with intellectual disability.

**Material and methods.** An empirical study of the specifics of writing short stories for younger schoolchildren with intellectual disabilities was conducted in February – March 2022 on the basis of the SEI "Auxiliary School № 26 in Vitebsk". The experimental group consisted of 20 junior schoolchildren (the first department of the auxiliary school). To study the level of formation and features of coherent speech of the subjects, we used a series of diagnostic tasks by Glukhov V. P.: a technique for identifying the ability to establish lexical and semantic relations between objects and transfer them in the form of a complete phrase / utterance; – a technique for composing a coherent plot story based on the supervisory content of consecutive fragments – episodes.

**Findings and their discussion.** An analysis of the results of compiling a descriptive story by younger schoolchildren with intellectual disabilities showed that 100% of children experienced significant difficulties in compiling it. So, the identified typical difficulties include:

- violation of the sequence and clarity of presentation;
- difficulties in colors naming;
- replacing the names of parts of the animal's body with analogues (for example, paws – arms, legs);
- difficulties in the correct naming of items of clothing (for example, "overalls" were substituted by "Such pants", "Such clothes");
- the absence of a related description, the presence of large pauses between statements, the need for leading questions and creating a game situation during the survey.

These difficulties demonstrate not only the underdevelopment of coherent speech in younger schoolchildren with intellectual disabilities, but also the presence of their originality in the development of sensory processes, verbal and logical thinking, recreative and creative imagination.

80% of children were able to name the bear ("Maxim", "Misha", "Vanya", "Fedya"), it should be noted that there were no cases of a creative name for the character, all the proposed names are common. 20% of younger schoolchildren with intellectual disabilities found it difficult to choose a name for the hero of the story, used synonyms or diminutive words from the main form of the word (for example, "bear", "mishutka"). All children (100%) were able to indicate that the bear lives in a den.

The identification of the possibility of children with intellectual disabilities to use the proposed text and visual material when composing a story showed that 85% of children could not independently come up with a continuation of the fairy tale, but retold the ending again (for example, the completion of the story by Artem L.: "The hare wants ... wants, the hedgehog ... to eat...because the apple is... delicious"). Three subjects were familiar with the fairy tale (15%) and told its ending, actively focusing on the drawing. Only one junior student with intellectual disability (5%) gave a definition of the moral relations of the main characters ("Greed"). 95% of elementary school students named the main characters of the fairy tale (hare, hedgehog, crow), and only one student (5%) failed to cope with this part of the task.

In the process of reading the fairy tale, peculiarities of regulating the behavior of students were observed: only 5% of the children listened to the fairy tale attentively, did not interrupt, even asked clarifying questions, 15% of younger schoolchildren with intellectual disabilities listened to the fairy tale, demonstrating impatience and even

irritation from the process (for example, they pulled their legs, fell apart on a chair, bit their nails, shook their heads, showed heroes while reading).

According to the results of all tasks, it should be noted that 70% of students with intellectual disabilities have a violation of sound pronunciation (slurred / blurred speech, the pronunciation of hissing and whistling). The meaning of the words used by students is inaccurate, indistinctly separated from each other, vague. As a result, children transfer the name of one object to others arbitrarily. There was a tendency to use words that do not combine with the lexical meaning of words. These features also have impact on the quality of children's coherent speech.

**Conclusion.** Thus, children of primary school age with intellectual disability have the following characteristic features of the compilation of descriptive and narrative stories: lack of clarity and consistency of presentation; difficulties in describing the essential features of objects / characters and explaining cause-and-effect relationships between events and relationships; low level of ability to construct a coherent statement independently, high need for adult help; insufficient quality of grammatical design of sentences and not using figurative means in them.

1. Bumajenko, N.I. Organization of an adaptive educational environment for children with intellectual disabilities in inclusive education: monograph / N.I. Bumajenko, M.V. Shved. – Vitebsk: VSU named after P.M. Masherov, 2019. – P. 78. – URL: <https://rep.vsu.by/bitstream/123456789/19370.pdf> (date of access: 19.10.2022).

2. Zikeev, A.G. Speech development of students of special correctional educational institutions: studies. manual for students. higher. studies. institutions / A.G. Zikeev. – 3rd ed., ispr. – M.: Publishing center "Academy", 2007. – p. 200.

3. Arkhipova, E.V. Fundamentals of the methodology of speech development of students: Textbook for students of pedagogical universities / E.V. Arkhipova. – M.: Verbum, 2004. – p. 192.

4. Bumajenko, N.I. The specifics of preparing younger schoolchildren with intellectual disabilities to master written speech / N.I. Bumajenko, M.V. Shved, E.P. Ladik // Bulletin of the Vitebsk State University. – 2018. – № 3. – P. 62–66. – URL: <https://rep.vsu.by/handle/123456789/16848> (date of access: 23.10.2022).

## FEATURES OF THE FORMATION OF SOCIAL COMPETENCE OF PRESCHOOL CHILDREN WITH PECULIARITIES OF PSYCHOPHYSICAL DEVELOPMENT

**Valentina Zhernosek**

VSU named after P.M. Masherov, Vitebsk, Belarus

**Keywords:** competence, self-service skills, children with developmental disabilities, diagnostic basis.

The relevance of social adaptation and overcoming social exclusion is caused by the need to adapt children with special educational needs to dynamically changing socio-economic conditions of life and increased requirements for personal qualities. Integration of children with special psychophysical development into society cannot occur in a special way. The existing peculiarity leads to a violation of ties with society and culture understood as a source of development. Therefore, a child of the category under consideration is not always able to perceive social norms and requirements