

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.

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

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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

adequately. Psychological support and pedagogical work, as a rule, at a certain age is the main thing that children with special psychophysical development need. The formation of social competence of such children should begin from preschool age [1].

The purpose of the study is to determine the specifics of the development of self-service skills of preschool children with special features of psychophysical development.

Material and methods. A purposeful study of the features of the formation of social competence in older preschool children with peculiarities of psychophysical development of various nosological groups was conducted on the basis of the State Educational Institution "Center for Correctional and Developmental Education and Rehabilitation of Lepel". To organize the study, a group of 10 pupils with special psychophysical development aged 5–7 years of various nosological groups was selected. Research methods and the observation method (A.N. Armer, G.A. Uruntayeva) were used with a series of developed diagnostic tasks (diagnostic cards) based on the methodology of studying the formation of self-service skills, household and manual labor by V.A. Shinkarenko [2].

Findings and their discussion. The results of the study showed that only 10 to 20% of preschool children with special psychophysical development could use cutlery independently when eating. Thus, according to the results of observation, Timur P. and Eva S. showed the formation of most of the diagnosed skills of using a tablespoon during a meal: children take a spoon well, hold it in their hand. The difficulty was caused only by the qualitative bringing of a spoon with food to the mouth. Some children (Vova V., Dima P.,) still have not formed the correct execution of actions with cutlery: the greatest difficulties are caused by the process of picking up food with a spoon (for example, Dima P. puts very little food into a spoon, it complicates the process of eating: when trying to scoop up more food into a spoon, he spills everything when trying to bring it to his mouth). Similarly, it was difficult for 40% of the subjects to remove food from the spoon with their lips. So, Zhenya Ya. tries to remove food from the spoon with his teeth, which leads to liquid food spilling. Some children try to take the spoon completely into their mouth when removing food from it, which makes it difficult to chew it further. Misha P. does not use his lips to grab food, but turns the spoon inside his mouth to move food into it.

The majority of preschool children with special psychophysical development (from 50% to 70% of the observed children, depending on the skill being diagnosed) do not control their actions when using cutlery for eating, they can use a spoon at different stages of its use with the help of adults to varying degrees (from episodic minor assistance to the level of "hand" assistance in the hand"). It should be noted that almost all the subjects had a certain unevenness in the formation of the skills of using cutlery when eating. For example, Misha P., Andrey K., Arina V. take a spoon well on their own, but due to the peculiarities of the development of general and fine motor skills, they cannot hold it and bring it to their mouth.

From the observations that are carried out in order to identify the ability to drink properly from a cup, the following conclusions were drawn. Few children know how to drink properly from a cup (from 10% to 30%, depending on the skill being diagnosed). From 20% to 50% of participants in the ascertaining experiment perform definite or even all actions with the help of adults. The most difficult task for preschool children with peculiarities of psychophysical development of various nosological groups was to perform a rational tilt of the cup when drinking (50% of cases). Typical difficulties

encountered by the subjects when drinking from a cup include the following: difficulties in taking and holding the cup in their hands; – lack of control over the angle of the cup when drinking; – lack of formation of the ability to draw liquid into the mouth; – disproportionality of movements when pouring liquid into the mouth, which leads to spillage, and in some cases and to pressure, reflex cough; – movement coordination disorders when returning the cup to the table, attempts to put the cup past the table.

From 40% to 50% of preschool children with special psychophysical development cannot fully or partially perform dressing / undressing. The greatest difficulties (in 50% of cases) were caused by the process of buttoning and unbuttoning, since it requires an objectively high level of fine motor skills and coordination in the eye-hand system. It should also be borne in mind that Velcro fasteners are currently used more often in everyday life, which is an objective factor of the insufficient level of formation of the skill of buttoning / unbuttoning.

Only two children in observed group (Timur T., Eva S.) have developed the skill of dressing/undressing at a sufficient level. These children recognize their belongings, can get dressed, difficulties are faced with buttoning the clothes. The most difficult thing for preschool children with peculiarities of psychophysical development of various nosological groups was also the dressing of trousers and sweatshirts (40% of cases).

For all the skills studied, from 35% to 40% of the participants in the ascertaining experiment cannot perform the appropriate actions, all actions must be performed by an adult. There were no significant differences in the level and quality of the actions studied. So, on their own, regularly drinking from a cup (25% of subjects), dressing / undressing (19% of cases), using a tablespoon when eating (18%) can be carried out by approximately the same number of preschool children with special psychophysical development.

Conclusion. The results of the experimental study showed that the social competence of preschool children with special features of psychophysical development is characterized by qualitative originality. Taking into account the identified features in the pedagogical activity of the teacher-defectologist will contribute to improving the quality of the implementation of correctional and developmental tasks of teaching children of this nosological group.

The obtained results of the ascertaining experiment allow us to formulate key guidelines in determining the content of correctional work that ensures the formation of social skills in preschool children with special psychophysical development: – achieving a higher degree of independence in mastering various self-service skills; – organizing practical experience of children in the formation of self-service skills; – using a step-by-step learning system; – inclusion in the correctional process of systematic practice-game exercises and situational-visual exercises; - the use of imitating, didactic and plot-role-playing games for the formation of social competence in the field of self-service.

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