

Beauty is very important for 15%, quite important for 30%, a little important for 30%, almost not important for 12 and not at all important for 12%.

Education is very much appreciated in our country, therefore cognition is both a value and a meaning of our existence. For our respondents, knowledge is very important for 30%, quite important for 24%, slightly important for 24%, almost unimportant 15% and for 6% not at all important.

The family is the most important pillar of every person. Happy family is very important for 39%, for 24% it is quite important, for 12% it is a little important, for 15% it is almost unimportant and for 9% it does not matter at all.

Creativity as the meaning and value of life is very important for 18%, quite important for 33%, slightly important for 18%, almost not important for 12%, absolutely unimportant for 18%.

Public recognition is very important for 18%, quite important for 30%, slightly important 27%, almost 12% and 12% are completely unimportant. An active life is very important for 18%, quite important for 30%, a little important for 24%, almost unimportant for 15% and completely unimportant for 12%.

Equality as the meaning and value of life is very important for 27%, satisfied is important for 21%, slightly important for 18%, almost not important for 21% and not at all important to 12% of respondents.

Self-confidence is very important for 39%, quite important for 33%, a little important for 12%, almost unimportant for 6% and not at all important for 9%.

**Conclusion.** For most modern teenagers, according to our research, very important meaning and values in life is: independence in judgment; health; a life full of pleasure; interesting future work; good and faithful friends; cognition; happy family life; equality; self-confidence. The highest value belongs to the criterion of health (physical and mental). Thus, we can conclude that the most important meaning and value of life of modern teenagers is to be healthy.

1. Frankl, V. Man's search for meaning; an introduction to logotherapy / V. Frankl. – Boston: Beacon Press, 1962. – 160 p.
2. Nozick, R. Researched Life: Philosophical Reflections / R. Nozick. – 2nd ed. – New York: Pocket Books, 1989. – 320 p.

## **FEATURES OF FORMATION OF KNOWLEDGE ABOUT FIRE SAFETY AT PUPILS WITH INTELLECTUAL INSUFFICIENCY**

**Christina Dylebova**

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

The culture of life safety is the development of a person and society, which is determined by the tasks of ensuring life safety in a complex system of personal and social values, as well as the level of safe behavior in everyday life and in cases of dangerous and emergency situations [1].

The problem of forming a culture of life safety in special pedagogy is considered multi-vector. The scientific literature investigates the formation of children with intellectual disability of social orientation, cultural and hygienic, social and communicative skills and behavioral skills in everyday life, in the process of socialization and social adaptation in the world (L.I. Aksenova, I.M. Bgazhnokova, V.V. Voronkova, O.P. Gavrilushkina, E.A. Ekzhanova, Yu.N. Kislyakova, O.I. Kukushkina, E.T. Loginova, E.V. Lokteva, N.D. Sokolova, E.A. Strebeleva, A.M. Shcherbakova et al.).

One of the aspects of the work on the formation of social representations among schoolchildren, including those with peculiarities of psychophysical development, is the training of their safe life: ways and means of preserving health, knowledge of traffic rules and the desire to fulfill them, fire, environmental, legal, spiritual and moral safety, skills of behavior and response in potentially dangerous, extreme situations, in the process of various kinds of communication and interaction in society (L. B. Baryaeva, N. Yu. Gomzyakova, N. V. Moskalenko, Yu. V. Chirkina, L. M. shipitsyna, N. N. Yakovleva, etc.).

Many authors suggest to apply various methods of formation of bases of safety of activity which include:

- game trainings in which life situations are played out;
- teaching children methods of protective behavior (cry, call for help);
- application of fiction that illustrates and tells about the most serious situations;
- application and video materials;
- various excursions, conversations, games on the layout, game situations-puzzles [2].

The aim is to determine the level of knowledge of students with intellectual disabilities about the rules of fire safety.

**Material and methods.** The experimental study was conducted from April 2019 to may 2019 in SEI "Auxiliary school № 26 of Vitebsk". The total number of persons involved in the study was 20 people diagnosed with F70 according to ICD -10. The study involved students of the lower grades of the first Department of the auxiliary school. The age range of the subjects-from 9 to 12 years, of which 7 girls and 13 boys. As methods of diagnostics the questionnaire developed by was used. E. V. Nenakhovoy, including 10 questions in accordance with the program content of the subject "Fundamentals of life safety".

**Findings and their discussion.** In the process of conducting the study, some students found it difficult to determine the answers, which took them time. The analysis of the responses of the subjects showed a predominance of average (55%) and low (35%) development of cognitive interest in the discipline "Fundamentals of life safety", a high level, unfortunately, is represented by a low percentage (10%).

To the question : " what rules do you need to follow to avoid a fire?" 15% of primary school students with intellectual disability believe that you can not

play matches, you can not burn fires in the woods, you can not play with fire. 20% of children answered that it is impossible to turn the stove without an adult, you can't light candles in the woods, "you can't leave it on the wire", 50% of students believe that it is impossible to play with fire, you need to behave carefully with matches, lighters, children are not to take, 10% of participants formulated answers of a General nature (for example, Nikita S.: "there is safety of life on the road, at home, in the woods, so you need to listen to your mother"), 5% of respondents said that the need to open the door and escape.

To the question: "What phone number is the fire service called?" only 50% of children with intellectual disability called the correct number.

To the question: "What do you have to say on the phone when you call 101 or 112?" 10% of the subjects answered that it is necessary to name a street, an apartment, a house, 10% - what you need to name the address, 25% of children said that I must say that caught fire, 30 % of surveyed said that urgently need fire, "my house fire", 25% of younger school students with intellectual disabilities consider what to say, where the lights and call your phone number.

When answering the question : " what is dangerous fire and smoke in a fire?" 55% of the subjects gave General answers, without revealing the meaning of the danger: the house may catch fire, people may die. 15% of primary school students with intellectual disability believe that you can burn yourself, burn your hands. 15% of children assumed that the Christmas tree, toys, apartment, neighbors could catch fire. Only 10% of the surveyed were able to say that because of the smoke you can not see anything and you can suffocate, do not have time to go out. Only 5% of students told what to do in case of fire: take a wet handkerchief, close their mouth and do not hide, and crawl to the exit.

The question, "how to extinguish a small fire?" caused the least difficulties for the participants of the experimental study. 40% of children answered that it is possible to extinguish a fire with water, 30% of subjects also called the earth, sand in a bucket, 20% of pupils with intellectual insufficiency said that it is possible to extinguish a fire extinguisher, 5% of respondents could give more detailed answers (for example, to extinguish with water, but only not electric appliances, they cannot be, and that will shock),

According to the results of the survey we identified three levels of knowledge of fire safety rules in younger students with intellectual disabilities:

- Low level: scattered knowledge about fire safety, knowledge on safe behavior in case of fires is not formed – 60% of the surveyed.
- Average level: knowledge about the main factors of fire safety and ways to overcome them are in the stage of formation – 35% of students.
- Sufficient (high) level: knowledge and skills of safe behavior in unusual, dangerous, extreme situations, formed skills of safe behavior with fire, are able to adequately behave in fire situations at home, at school, in nature, interaction with firefighters, are able to handle electrical appliances, objects of increased fire danger – 5% of subjects.

**Conclusion.** Thus, the knowledge of children with intellectual disability about the rules of fire safety in most cases are undifferentiated, inaccurate, which makes it difficult for them to form appropriate skills. Therefore, there is a need to organize special work on the formation of a culture of life safety (including fire safety) in students of this category.

1. Rusak, O. N. Safety of life: a textbook for students of all specialties of universities / O. N. Rusak, K. R. Malayan, N. G. Zanko. – SPb.: DOE, 2002. – 448 p.
2. Mastryukov, B. S. Safety in emergency situations [Text]: textbook for University students in the specialty "life Safety" / B. S. mastryukov. - 4th ed., erased. - Moscow: Akademiya, 2007. – 336 p.

## **USE OF GROUP FORMS OF WORK UNDER THE TRAINING OF FUTURE PROFESSIONALS TO IMPLEMENT INCLUSIVE EDUCATION**

**Julia Gamzyuk, Anastasya Yaskina**

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

The development of inclusive processes in education and the formation of readiness of all subjects of the educational process for implementation is defined as a prospect for the development of the education system of the Republic of Belarus until 2030.

The development of inclusive education involves: amendments to the normative legal acts, regulating the activities of the education system of the Republic; the work to create an adaptive educational environment in educational institutions; implementation of research activities, pilot projects aimed at the development of inclusive processes in education; conducting active information and educational work on the formation of an inclusive culture, tolerant attitude towards children with special educational needs.

Formation of readiness of future teachers to work in conditions of inclusive education is the key to successful socialization and social development of such category of children. Development of professional readiness should be provided already at the stage of preparation of students and, then, to find further improvement directly in the process of professional activity.

The purpose of our research: to determine the effectiveness of group forms of work in the professional training of students to implement the ideas of inclusive education.

**Material and methods.** The basis of the study was VSU named after P.M. Masherov faculty of social pedagogy and psychology. The sample consisted of 17 students of the specialty 1-03 04-01 «Social pedagogy» 2 courses of full-time education and 6 teachers of the department of social and pedagogical work. Is the total number of respondents 23 peoples. The following methods were used to achieve the purpose of the study: terminological method, study and