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.

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

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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

generalization of psychological and pedagogical experience, questionnaire survey, methods of mathematical statistics.

Findings and their discussion. The work of teachers in inclusive education requires the formation of inclusive readiness, professional and social and personal competences. It is possible to increase the level of professional competence of future social teachers in the field of inclusion through the use of various forms of education in the educational process [2, c.191]. Group form of educational activity is the most effective form of educational cooperation, which promotes productive interaction of students, development of their abilities to analyze and evaluate the position of other participants in the educational process, the formation of their own point of view and the ability to defend it. Group activities contribute to the development of skills and interpersonal interaction, creativity, aims to achieve a common goal [1].

We decided to test the potential of group work in the preparation of students of the 2nd courses of full–time education in the specialty 1-03 04-01 «Social pedagogy».

In the course of preliminary preparation for the group form of organization of the educational process of the «Round table discussion» on the theme: «Ensuring social conditions for the protection of the life and development of different categories of children» the students studied the terminology on this issue, the regulatory framework is analyzed, functions of the Ministry of labour and social protection, centers of correctional and developmental training and rehabilitation, district departments of education, specialized secondary boarding schools for children with features of psychophysical development, socio-pedagogical and psychological services of secondary schools, institutions of vocational education.

In the process of this form it was proposed to study and analyze the activities of various departments and subjects of educational relations for the development of inclusive education; to express their attitude to the social significance of inclusive education; to assess the role of teachers in ensuring the social development of children with disabilities; to make judgments about the prospects for the development of inclusive education. Solved pedagogical problem, discussed options for the organization of social and pedagogical work with this category and discussed questions the issues of forming a positive image of and tolerance towards children with special needs and their parent family in the training of future specialist in the social sphere.

As measurements of the questionnaire were developed criteria for assessing the effectiveness, which are correlated with percentages and rank indicators from 1 to 5 points. The survey conducted at the end of the event showed the following results. Criterion «Compliance of the lesson content with expectations» 64% rated 5 points, 29% – 4 points and 7% 3 points. Criterion « Novelty of the received information» 29,4% – 5 points; 70,6% in 4 points. By the criterion «Relevance of the acquired knowledge» were obtained the following indicators: 88,2% – rated on a 5 point scale; and 11,8% for 4 points. Criterions «The importance of the topics discussed in the lesson for future

professional activities» and «The accessible presentation of material» the highest number of points from respondents received: 94,1 on a 5– point scale and 5,9% on a 4 – point scale. Criterion «The practical value of the material applicability in the future professional activity» – 83,5% on a 5– point scale и 16,5% on a 4– point scale.

However, the results of the evaluation of the event by teachers and students turned out to be polar. By the criterion «Effectiveness of implementation of the event form» students 88.2%, teachers 50% – 5 points; students 5.9%, teachers 50% – 4 points. Criterion «Rating of the event as a whole»: students 76% and teachers 49% – on 5 points; students 24%, teachers 33% – on 4 points; and 18% teachers on 3 points.

Conclusion. Thus, we found that the most of student respondents highly appreciated the effectiveness of the group form of work, the practical orientation of the event and the value for future professional activity. However, the teachers noted that the effectiveness of this form is highest with more thorough additional training, study of the material and development of the concept of the proposed event in the preparation of future specialists.

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FILLING THE INFORMATION AND COMMUNICATION SUBJECT ENVIRONMENT OF THE DISCIPLINE "HISTORY OF MUSIC EDUCATION"

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Modern education is impossible to imagine without the use of information and communication technologies-based e-textbooks, learning systems, control systems knowledge, e-books and reference books, educational computer programs, electronic and information resources with audio and video, etc. All aforesaid will be able to integrate into the concept of "information and communication environment". According to the opinion of I. V. Robert, this concept is significantly expanded by the concretization of the position "environment" – "subject environment". The priority area defines the set of conditions which contribute to the occurrence and development processes of educational information interaction between the learner(s), teacher and information and communication technologies, as well as formation of cognitive