

FORMATION OF FUNCTIONAL LITERACY IN STUDENTS OF AUXILIARY SCHOOL

Nina Tkachenko

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

Mastery of competencies is defined as one of the means to achieve the real independence of the child by reducing his dependence on adult assistance. Numerous authors have found that students with intellectual disabilities can master certain competencies with adequate corrective and pedagogical assistance (I.M. Bobla, A.M. Zmushko, T.L. Leshchinskaya, T.A. Protsko, V.A. Shinkarenko and other). By functional literacy of people with intellectual disabilities we understand the system of skills to solve practical problems in the main areas of life, consciously operating with textual, numerical and graphic information. In the structure of education, functional literacy is the basis of the life competence of people with intellectual disabilities.

Structural components (indicators) of functional literacy of persons with mild intellectual disability: information and communication literacy, financial and economic literacy, literacy in solving everyday problems, public and legal literacy. These structural components are determined taking into account the requirements of the educational standard "Special Education", are correlated with the composition and level of study of educational subjects.

The formation of the basics of life safety is an important component of a person's functional literacy. Children with intellectual disabilities acquire experience by entering the social environment and cognition of the objective world, which necessitates the formation of their skills to interact with others and carry out practical activities [1]. This ensures the realization of the potential capabilities of students and allows them to show independence in all spheres of life [2].

The purpose of the study is to study the features of the formation of the basics of life safety in the yard and on the street in older students with intellectual disabilities.

Material and methods. An experimental study was conducted from January 2019 to February 2019 in the State Educational Institution "Auxiliary School № 26 of Vitebsk". The total number of people involved in the study was 20 people with a diagnosis of F70 for ICD-10. The study involved students of three classes of the first department: 6 "A", 7 and 8 classes. The age range of the subjects is from 12 to 15 years, of which 8 are girls and 12 are boys. The diagnostic tasks proposed by the subjects in the section "Environment and Security" included the following topics: - safe behavior in the yard, - places of special danger.

Findings and their discussion. A study of the level of formation of the knowledge of senior pupils of the auxiliary school about safe behavior in the yard showed that most students know the basic rules of this type of activity. So, 100% of the subjects correctly identified a safe place to play ball, but not all

respondents could reasonably explain the reason for their choice. Only 60% of high school students with intellectual disabilities correctly spoke about the possible dangers of choosing the wrong place to play the ball. The remaining 40% of the subjects found it difficult to formulate or gave inaccurate, and even incorrect, answers. For example, test subject Vlad G. simply stated: "You can only play on the playground," Nikita D. suggested the following answer: "You can get into the car window."

When answering the question of whether it is possible to play hide and seek on the street, the following results were obtained. 15% of children said that the safest place to play hide and seek is the house. 45% of students with intellectual disabilities answered - in the courtyard, where there are no cars, 15% of the subjects prefer to play hide and seek in the playground, 25% of the students play outdoors and wherever they want. It was more difficult for high school students to explain possible dangerous situations when playing with a ball in the yard. Since the children have quite well mastered the contrasting options for places of playing with the ball, the assumption that playing with the ball on the court can be dangerous has caused confusion in some cases. So, 45% of students with intellectual disabilities firmly stated that playing the ball cannot be dangerous in the playground. 55% of the subjects said that playing the ball could be dangerous and gave examples. For example, Jura P. explained his answer: "If you do not catch the ball correctly, you can break your arm," Yegor L. described the following situation: "Glass will be broken with a ball that will fall on the child and cripple him." Thus, students are more aware of the danger "from outside" than the danger posed by their actions.

When studying the knowledge of older students with intellectual insufficiency of safe places for games, the following results were obtained: 50% of students believe that basketball and playgrounds are safe places for games; 30% of the subjects considered safe places - a gazebo, a basketball and a playground, which are true answers, but the main argument for the correctness of their answer put forward the opportunity to "sit there"; 5% of respondents believe that you can "hang out" everywhere, and as the right places for the game choose all the proposed options, including a haystack on the field; 5% of respondents considered only a playground as a safe place for games; 10% of students with intellectual disabilities have chosen a gazebo and a playground as a place to play, explaining that there is no place to sit in the drawings, "otherwise the ants bite."

An analysis of the answers received by senior pupils with intellectual disabilities in the section "Places of Special Danger" allowed us to draw the following conclusions. The subjects were named as test subjects as a safe object that can be used for safe lighting of the attic, basement, and garage: - flashlight - 45% of the answers; 25% of the students suggested using a flashlight from the phone, 10% of the subjects chose to take candles, 10% of students with intellectual disabilities called "matches" as a safe lighting option, and 10% of

high school students suggested taking a lamp. As you can see, 20% of high school students do not consider matches and candles as a potentially dangerous subject, which can cause them to violate the basics of life safety.

The subjects had a well-formed knowledge of the rules of conduct in case of emergency in the elevator. So, 50% of the students said they would not panic and press a special button that is in the elevator, they will tell the dispatcher that they are stuck, they will call the house and the entrance. 15% of students with intellectual disabilities said they would press any button in the elevator and wait. 10% of students with intellectual disabilities will hit the door and shout "Fire!", 10% of the subjects suggested that they call their mother and 15% of senior students with intellectual disabilities would call 101 in the Ministry of Emergencies.

An understanding of the potential dangers of places such as the construction site turned out to be formed among high school students with intellectual disabilities as follows. 70% of the subjects will not choose a construction site for communication with friends, because it is dangerous there. So, Danya V. explained his answer as follows: "a brick on a head can fall." However, 20% of the students said that they would have fun with friends at the construction site, where they could climb and jump, which indicates that they have insufficiently formed safety fundamentals, which can lead to potentially dangerous behavior.

Conclusion An experimental study showed the presence of insufficiently accurately formed and differentiated knowledge of the basics of life safety on all the topics studied: safe behavior in the yard and places of special danger. This situation demonstrates the need for additional specially organized pedagogical work on the formation of the basics of life safety in older students with intellectual disabilities, as well as the skills to use the acquired knowledge in reality.

1. Danchenko, S.P. Collection of situational tasks on the course of the basics of life safety / S.P. Danchenko. – SPb.: SPbAPPO, 2006. –184 p.
2. Kislyakova, Yu. N. Formation of social and household competence of elementary schoolchildren with intellectual disability / Yu. N. Kislyakova // Adukatsyya i vykhavanne. – 2008. – №. 6. – P. 61–67.

DEVELOPMENT OF COMMUNICATIVE FUNCTION OF SPEECH IN CHILDREN WITH PECULIARITIES OF PSYCHOPHYSICAL DEVELOPMENT

Isabella Vlasova

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

Speech communication is a type of verbal communication where information is transmitted through words. The system providing speech communication is the human language [1].