

## FORMATION OF CULTURE ELEMENTS OF FIRE-SAFE BEHAVIOR IN PERSONS WITH INTELLECTUAL DISABILITIES

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The culture of fire safety behavior is considered as a system of human actions based on the implementation of fire safety standards and rules, which reduces the likelihood of fire and threats to life, health and property in the conditions of fire-damaging factors [1]. Fatihova L. identified the following tasks of correctional and developmental work in the field of life safety: to expand knowledge about life-threatening situations; to develop the ability to predict and avoid life-threatening situations; form a cautious attitude to objects and phenomena that can cause harm to life and health; teach actions related to behavior in extreme situations; teach censure of behavior and actions that can lead to negative consequences; introduce the rules of behavior that protect from dangerous situations [2].

The purpose of the study is to analyze the formation features of a fire – safe behavior culture of people with intellectual disabilities of various age groups.

**Material and methods.** The experimental study was conducted from December 2019 to January 2020 in the State Educational Institution "Vitebsk Auxiliary school № 26" and the club for people with disabilities charitable society "Caritas". The total number of people involved in the study was 40 people with a diagnosis of F70 according to ICD-10. We used diagnostic tasks for the section "Fire safety" (test questions, diagnostic practical tasks).

**Findings and their discussion.** The participants were divided into two experimental groups: EG1 included 20 students in four grades of the first Department: 6 "A", 7 "A", 9 "A" and 10»A" classes, the age range of subjects - from 12 to 17 years, of which 6 girls and 14 boys; EG2 were adults with intellectual disabilities, the age range of subjects from 27 to 50 years, of which 11 women and 9 men.

Let's look at some positions of diagnostic tasks offered to the subjects. When choosing flammable liquids, only 15% of the EG1 subjects answered correctly, choosing "gasoline", "rubber glue" and "nail Polish". 80 % of students with intellectual disabilities gave partially correct answers (from 1 to 2 correct options out of 3). For example, Vlada P. chose only the option "gasoline", and explained "the varnish will not light up, it's the same varnish, it paints the nails." 5 % of EG1 respondents answered incorrectly and were unable to select flammable liquids even after the experimenter helped them.

EG2 participants, when choosing flammable liquids, showed the following results: 25% of the subjects answered correctly, choosing the options "gasoline", "rubber glue" and "nail Polish". 65 % of people with intellectual disabilities answered partially correctly (from 1 to 2 correct options out of 3). 10 % of the

subjects in this experimental group did not give the correct answer to the question. These results demonstrate that the majority of subjects in both experimental groups are not aware of the potential fire hazard of liquids common in everyday life. It should be borne in mind that if these individuals have enough organic access to gasoline, they regularly use rubber glue and nail Polish, including on their own.

Answering the question "phone Number to call if a fire started?" 30 % of the EG1 subjects gave the correct answer by choosing the option " 101 " and "112", 50% of secondary school students gave a partially correct answer by choosing the option "101". The remaining 15 % of EG1 respondents gave an incorrect answer.

EG2 subjects answered this question correctly 50 % of the time. 25 % of the participants in this experimental group answered partially correctly, choosing the option "101". 25% of people with intellectual disabilities answered incorrectly, choosing the option " 104", and the subjects Svetlana A. and Sergey N. answered that they would call their mother.

Choosing a place where it is safe to dry clothes, 70% of EG1 subjects chose the correct option- "on the balcony", 30 % of respondents preferred the wrong option - "next to the gas stove", neglecting safety in order to speed up the drying process. For example, a student of the 6th grade of the auxiliary school Ira B. explained that " next to the gas stove, you can dry your clothes, it will dry faster." Similar responses demonstrate not only that students with intellectual disabilities are not aware of the rules for safe drying of Laundry, but also that there are cases of such unsafe drying in their life experience.

The EG2 subjects answered correctly in 90 % of cases. Eugene B. explained his correct answer with an example from personal life experience: "when my grandmother was drying over the gas, sometimes the jacket caught fire." Alexey P. gave the following explanation: "when dry and if gas, it will light up and start a fire." However, 10 % of the respondents in this experimental group could not correctly answer the question and give explanations even after the experimenter helped them.

When choosing the formulated fire safety rules from the proposed ones, the EG1 subjects made the right choice in 50 % of cases, choosing the options: "you can not leave electrical appliances unattended", "you can not light a fire using kerosene". 50 % of students with intellectual disabilities answered incorrectly, choosing the correct option in their opinion: "if your shoes are wet, dry them at the stove." So, Kirill L., a student of the 6th grade, explained his answer: "at home, they always dry their sandals at the stove."

Answering this test question, EG2 participants answered correctly in 55 % of cases. 10 % of people with intellectual disabilities chose only one correct answer: "you can't leave electrical appliances running unattended." A large number of subjects (35% of cases) gave the wrong answer, choosing the same answer as the respondents in EG1: "if your shoes are wet, dry them at the stove."

For example, Sergey N. explained that "in winter, you can dry your summer shoes." As you can see, in the life experience of people with intellectual disabilities, there are negative cases of violations of fire safety rules, and the lack of quality knowledge in this area leads to the perception of such situations as acceptable and safe.

When choosing items that can be filled with water in case of fire, only 20% of EG1 subjects gave the correct answer - "chair", 80% of students with intellectual disabilities answered incorrectly, and most of them chose the option - "oil in a frying pan". For example, class 6 student Vlada P. explained her answer: "the chair will light up even more, and there are all sorts of wires in the iron and TV."

EG2 respondents, choosing items that can be filled with water in case of fire, answered correctly only in 15 % of cases. 85 % of people with intellectual disabilities gave incorrect answers, more often choosing, like the EG1 respondents, the option - "butter in a frying pan".

**Conclusion.** In the course of the study, the following formation features of a fire-safe behavior culture in persons with intellectual disabilities were identified: ignorance of the potential fire hazard of household liquids; the presence in life experience of fire-dangerous behavior perceived as the norm; ignorance of the rules for extinguishing domestic fires. It should be noted that after completing training in an auxiliary school after several years, the level of functional literacy in the field of fire safety decreases due to the termination of the regular educational process.

1. Bazaron, A.D. Formation of a culture of fire-safe behavior of schoolchildren / A.D. Bazaron // Bulletin of BSU. - 2017. - Issue 1. - P. 59-66.

2. Fatihova, L. F. Dangerous situations: emotional attitude and ways to respond to children with preserved and impaired intelligence / L. F. Fatihova // Special education. 2019. - № 4. - P. 71-86.

### **BELARUSIAN FOLKLORE AS A COMPONENT OF JUNIOR SCHOOLCHILDREN'S MUSICAL CULTURE FORMATION**

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Belarusian folk art is an invaluable national treasure. Songs, dances, epics, fairy tales, legends, traditions, ceremonies constitute a huge layer of the spiritual culture of Belarusians, which has been formed by the collective efforts of many generations over many centuries [1, p.12].

Children's musical song folklore is a special area of folk art. The main type of musical activity of junior schoolchildren is singing. Respectively, the study and performance of Belarusian folk songs is relevant for the formation of schoolchildren's musical culture. The works of M.B. Gorbunova,