

dent is automatically logged in through the invitation link that the teacher sends. It is convenient to use Viber or Telegram social networks for these purposes [1].

Of great importance is the continuous methodological preparation of a chemistry teacher for such work [2].

**Conclusion.** The developed structure and content of the resource for the joint work of teachers, students and pupils allows to summarize, classify, and systematize the materials on chemistry created and accumulated in the process of work. The development will contribute to the formation of group work skills (the ability to work in a team).

1. Белохвостов, А.А. Мобильное обучение на основе применения мессенджеров / А.А. Белохвостов, Е.Я. Аршанский // *Химия в школе*. – 2019. – №8. – С. 19-24.
2. Белохвостов, А.А. Профессиональные сообщества в соцсетях как средство повышения компетентности учителя химии / А.А. Белохвостов, Е.Я. Аршанский // *Химия в школе*. – 2016. – № 3. – С. 21-26.
3. Семенкова, Д.И. О разработке структуры облачного ресурса для учителей химии // Д.И. Семенкова // *Молодость. Интеллект. Инициатива : материалы IX Междунар. науч.-практ. конф. студентов и магистрантов, Витебск, 23 апр. 2021 г. / Витеб. гос. ун-т ; редкол.: Е.Я. Аршанский (гл. ред.) [и др.]*. – Витебск : ВГУ имени П.М. Машерова, 2021. – С. 383–384.
4. Семенкова, Д.И. Облачный ресурс по химии на основе сервиса Google Classroom // Д.И. Семенкова // *XV Машеровские чтения / Витеб. гос. ун-т ; редкол.: Е.Я. Аршанский (гл. ред.) [и др.]*. – Витебск : ВГУ имени П.М. Машерова, 2021. – С. 212-214.
5. Фрайссин Ж. Обучение в цифровых сетях: кооперативное обучение, коллаборативное обучение и педагогические инновации / Ж. Фрайссин // *Непрерывное образование: XXI век*. – 2016. – №4(16). – С.2-17.

## **FORMATION OF SOCIAL PERCEPTIONS OF LIFE SAFETY AMONG STUDENTS OF SPECIAL SCHOOL**

**Anna Shishkanova, Tatyana Kukharenko**  
VSU named after P.M. Masherov, Vitebsk, Belarus

**Keywords:** social concepts, social experience, social development, socialization, life safety.

Persons with intellectual disabilities are a special group that requires the creation of special conditions for the formation of social ideas. As shown by a number of Belarusian and foreign researchers in the field of special pedagogy, social ideas of children with intellectual insufficiency are formed in those areas of life that are narrowly aimed at mastering self-service skills, educational and labor activities [1]. This narrow-minded approach impoverishes the possibilities of the social experience of children and adolescents with intellectual disabilities, which requires improving the educational process in special schools.

The formation of social perceptions among students with intellectual insufficiency is now relevant in connection with the recognition of social development as one of the priority areas of comprehensive personality development.

In connection with the above, the goal of the article is to study the scientific and methodological foundations of the formation of social ideas about the safety of life in children with intellectual disabilities.

**Material and methods.** To realize the goal of the study, the work used a systematic analysis of philosophical, pedagogical and psychological literature, methods of systematization, generalization and interpretation of the results of the study.

**Findings and their discussion.** Structural-substantive and corrective-developmental aspects of socialization of children with special features of psychophysical development have been developed since 1997 as part of dissertation studies (Yu.V. Zakharova, I.V. Kovalets, Yu.N. Kislyakova, O.V. Klezovich), scientific projects initiated by the departments of preschool and special education of the Ministry of Education (L.A. Zaitseva, E.M. Kalinina, S.F. Levyash, T.V. Lisovskaya). Currently, there are different approaches to research in the field of social ideas, but each relies on the provisions of the theory of S. Moskovich. V. Wagner was a like-minded S. Moskovich that the subject of social ideas should be significant for a social group.

One of the more popular today is the direction developed by Jean-Claude Abrick, the essence of which is revealed through its structure, namely, the social representation is revealed through the central core (education stable over time, which is determined by the historical, social, as well as ideological context) and perfection (modified and transformed under the influence of individual opinions, life experience of all members of the group). W. Duazou in his research focused on the problem of the relationship between the individual and the collective in the environment [2].

The study was based on an analysis of the scientific and methodological approaches of domestic and foreign researchers on this problem. The most important result of the research carried out in the Republic of Belarus was the development of curricula and teaching aids for the 1st division of the special school.

To study the scientific and methodological foundations of the formation of social ideas about the safety of life in children with intellectual insufficiency, it is necessary to focus on the disclosure of concepts: "social ideas" and "safety of life." The very concept of "social ideas" in different scientific disciplines is interpreted in different ways. Even within the same discipline, there are different theories and approaches to the definition of this concept. "Social ideas" are characterized as a reflection and reconstruction of specific images of objects, events and phenomena of the surrounding natural and social world, directly related to all living environments: with the life and relationships of people in society, with an orientation on social values, norms and rules of society in which the child has to live and realize himself as a person, and of course socially adapting in the modern world.

This concept is most widely and fully disclosed in the concept of social ideas of the French scientist-researcher S. Moskovich [3]. This concept of social representations describes and discloses the mechanism of formation, structure,

functions, components, essential characteristics, as well as the systemic affiliation of social representations regarding the individual picture of the world, inter-group relations as an element of ordinary consciousness, communication, etc.

An analysis of domestic foreign literature showed that data on the features of the formation of social ideas are practically absent. In some studies, there is only a mechanism for the formation of social ideas, carried out through the path from a set of information to a whole design, here you can include an emotional-value component, which manifests itself in the transformation of the received new information to a whole design.

**Conclusion.** The analysis of special scientific and pedagogical literature makes it possible to draw the following conclusions:

Currently, the concept of social ideas has gone beyond the concept of S. Moskovichi alone, which today has acquired the status of the most influential paradigm in western European learning and education. At the moment, within the framework of this approach, there are several trends that differ from each other, but are united by the question of social ideas. These theories still have a single logic of construction, due to the fact that they all proceed from the provisions of the theory of S. Moskovichi, but strive in their own way to clarify and specify it.

The problem of forming social ideas among students with intellectual insufficiency (mostly studying in the curricula of the 1st department of the special school) remains virtually unexplored. Students with intellectual disabilities experience specific difficulties in acquiring social perceptions due to their peculiarities of mental development.

Special training of students with intellectual insufficiency in social ideas as ways of assimilating life safety is an essential condition for ensuring the effectiveness of the educational process.

In conclusion, we draw attention to the fact that we focused on the main tasks facing a defectologist teacher about the safety of life when forming social ideas in children with intellectual insufficiency. Having revealed the importance of the formation of social ideas, we emphasized precisely the general development and corrective tasks that will be solved more fully as a result of the relationship with all program requirements and involvement in other sections. In the correctional developing work the correct application of techniques, a combination of flexible forms, methods, ways and methods of training of children to intellectual insufficiency will be able to promote formation of the identity of each child capable to lead a safe life, first of all own health and safety, and the opportunity most important to independently carry out available social roles.

1. Smooth, V.V. Forms, types and structure of educational classes on social and household orientation in an auxiliary school / V.V. Smooth // Defectology. – 2009. – №5. – P. 48-56.
2. Morozova, I.Ya. Approaches to the study of social ideas: materials of the scientific conference "Dialogue of Civilizations: History, Modernity and Prospects" February 18, 2012. – M, 2012. – 495 p.
3. Moscovici, S. The phenomenon of social representations / S. Moscovici // Farr R. M., Moscovici, S. (eds). Social representations. – Cambridge. Press. 1984. – P. 3-70.