

Approbation of these tasks allowed us to include in the experiment tasks approaching this type of complex work, such as taking notes, with the elements of which pupils will have met already in the 5th grade. On the topic “Spelling of III person pronouns” students were asked to independently create a reference table based on the rules which were read in the textbook and propaedeutic exercises. The analysis showed that this type of work was carried out at a *high level* in the experimental class by 7 people (28%), at an *average level* by 11 people (44%), at a *low level* by 8 people (32%). We consider these indicators testify that students’ skills have increased. Schoolchildren now have the opportunity to read the source material several times, think about its presentation in writing, make changes, reductions and additions. Therefore, already on the I step students acquire the ability to understand both the structure of the text and its topic, edit the created texts, formalize their thoughts lexically and stylistically correctly.

At the third stage of our research we evaluated the effectiveness of the proposed method of developing coherent speech based on the results of diagnostics, on studying the opinions of school teachers. If at the initial stage the indicators were lower by 5,0% in the experimental class, by the end of the work they had significantly increased. As a criteria we again used essay writing: we observed an increase in the control class: only 25% of pupils (6 people) required individual help in the control group; in the experimental group – 20% (5 people). The difficulty reduction indicator was more than 50%, which confirms the effectiveness of including this technique in the practice of the educational process.

Conclusion. The inclusion of taking notes from a list in the system of traditional approaches contributes to the creation of a favorable educational space. It acts as a trainer that develops consistently, stepwise practical written speech skills of schoolchildren.

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PECULIARITIES OF FIRE SAFETY RULES EDUCATION OF PEOPLE WITH MENTAL DISABILITIES

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The culture of life safety is a state of the social organization of a person that ensures a certain level of his safety in the process of life [1]. Human security in the 21st century cannot be ensured only by means of protection and response in already existing dangerous or emergency situations. A holistic ap-

proach to ensuring human safety involves considering safety as a state of dynamic balance of a person with the environment and himself, which is the result of not only protecting and responding to risks, threats and hazards, but also the ability to prevent and prevent them in the process of life.

The problem of the formation of the basics of fire safety in persons with intellectual disabilities is of global importance, since human life in modern society is unthinkable without a cultural solution to this problem. The culture of leading a safe lifestyle determines its quality and results, is a necessary condition for the organization of productive creative work and self-improvement of a person [2], [3].

The aim of the study is to determine the features of the formation of the foundations of the culture of fire safety behavior in persons with intellectual disabilities of various age groups.

Material and methods. In order to study the peculiarities of the formation of ideas about the rules of fire safety behavior in persons with mental disabilities, we conducted a study on the basis of the “Auxiliary School № 26 of Vitebsk” and in the club for people with disabilities “Caritas”. The research participants were divided into groups: EG1 consisted of 20 students with intellectual disabilities (F70); EG2 – adults (from 27 to 50 years old) with intellectual disabilities (F70). The subjects were offered practical diagnostic tasks on the topic "Fire safety".

Findings and their discussion. When analyzing the diagnostic situation in which the girl hid from the fire in the closet, the subjects of EG1 interpreted the character's actions as incorrect in 85% of cases, which is the correct answer, and correctly explained the actions. For example, Vlada P. gave the following comment: “no, you can suffocate”; Arseny I.: "no, the cabinet may burn out." However, 15% of the subjects gave incorrect answers and tried to argue for them. For example, Maxim B. judged that the girl's behavior in this extreme situation was correct: “yes, everything is correct, she is waiting for help,” Denis S. also confirmed the possibility of such behavior in the event of a fire: “yes, she hid so as not to burn out”. Participants from EG2, analyzing this diagnostic situation, answered correctly in 75% of cases, giving adequate explanations of the character's actions. For example, Alexey P. argued that the girl's actions were wrong: “she hid because she's afraid, but the closet might catch on fire, behaves in a dangerous way, it's impossible”, Olga V. – “no, just, well, the firefighters will have time or not to put out the fire, and suddenly will have time and it will burn. ” However, 25% of the respondents in this experimental group answered incorrectly and gave the same explanations. For example, Svetlana K. judged why, in her opinion, the girl was doing the right thing: “everything is correct, she hid because she was afraid”. Nikolai S. explained the "correctness" of the actions of the character in the picture: "she is at home with a toy, she got scared and hid in a closet, she will sit and wait for the firemen to save her." Evgeny B. suggested that the girl was doing the wrong thing by hiding in the closet during the fire,

but his explanation showed that this answer should be considered as incorrect: “it’s not right, you need to open the window so that the smoke comes out”.

When analyzing the diagnostic situation, where children independently, without adults, launch fireworks, students of the senior grades of the auxiliary school (EG1) in 75% correctly identified the incorrectness of the characters' actions, while adequately explaining their answer. For example, Dmitry Sh. Said: “No, I have to go with my parents”, Sasha E. – “No, children can't fireworks”. 25% of the subjects of this experimental group answered incorrectly, reasoning about the possibility of using pyrotechnics by children for good purposes. For example, Karina K. justified the actions of the characters: “yes, that's right, fireworks are needed for the new year”. When considering the corresponding situation, the participants from EG2 answered correctly in 45% of cases, formulating the correct argumentation. For example, Aleksey P. explained his answer in the following way: “no, you can't live without your parents, it's dangerous to fireworks alone, you can get burns,” Lyudmila A. gave the following explanation: “no, with the participation of only adults”. The remaining 55% of persons with intellectual disabilities were unable to qualitatively analyze the diagnostic situation and give correct explanations. For example, Mikhail G. suggested that the characters simply "move away, and not ignite near them." Nikolai S. commented on his answer as follows: "It is forbidden to blow up the next five meters near the house". When the subjects analyzed the situation where a boy on a smoky staircase was about to enter the elevator, EG1 respondents answered correctly in 85% of cases and were able to explain their answer. For example, Arseniy I. explained that using an elevator in such a situation: “no, if the smoke is dangerous to go”, Kirill L. said: “no, it is dangerous in the elevator”. In 15% of cases, students with intellectual disabilities were unable to analyze the situation and gave incorrect explanations. For example, Maxim B. confirmed the “fidelity” of the character's actions: “you can take the elevator, it will burn up on the stairs”.

When analyzing this diagnostic situation, the participants in the ascertaining experiment (EG2) answered correctly in 80% of cases and were able to explain their answer. So, Alexey P. commented on the diagnostic situation: "the elevator is dangerous, you can't do without calling the firemen, it's better to go up the stairs," Yulia V. explained that "you need to take the stairs and call the firemen, it seems like that", Andrey M. said that "You have to go up the stairs, if you go by elevator you can sniff a fire with this smoke." However, 20% of people with intellectual disabilities were unable to qualitatively analyze the extreme situation and answered incorrectly.

When analyzing an extreme situation in which a boy, covering his airways with a damp cloth, crawls to the exit in a smoky room, senior pupils of a special school (EG1) explained his actions correctly in 55% of cases. For example, Ilya K. judged that the boy was doing everything right: “he closed his mouth so that the smoke would not go out”. But 45% of the subjects of this experimental group understood and explained the diagnostic situation incorrectly.

Among the respondents from EG2 55% analyzed and explained the corresponding diagnostic situation correctly. For example, Svetlana A. said that such actions in a smoke-filled situation are correct: "it's right to go out and call for help." Tatiana A. correctly assumed that "you can do this so as not to breathe in this smoke." Nikolai S. explained his answer in this way: "yes, he goes to the exit, sliding on the floor so as not to breathe in smoke".

Conclusion. Thus, according to the results of the study of the characteristics of the culture of fire-safe behavior in persons with intellectual disabilities, it can be concluded that all its components are insufficiently formed. The characteristic features of knowledge of fire safety rules and the formation of decision-making skills in everyday extreme situations of persons of this category include: – lack of formation of skills to carry out fire-safe actions when operating electrical appliances; – guidance in household fire hazard situations with stereotypical incorrect rules; – difficulties in choosing the optimal course of action in various fire hazardous extreme situations.

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SPECIFIC FORMATION OF INFORMATION AND LEGAL LITERACY IN PERSONS WITH MENTAL DISORDERS

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Information and legal literacy is a complex of phenomena of social life, including legal norms, principles, legal awareness, legal relations, legal behavior in the process of realizing life attitudes. Students with intellectual disabilities after graduation from special school are full members of society who must obey the laws. To do this, it is necessary to have a certain conceptual reserve, the basics of information and legal literacy, which are at an insufficient level among the senior pupils of the special school, therefore, it is required to form legal knowledge and legal culture in these persons.

In the research of S.N. Falko it was shown that students of a special (correctional) school have insufficient legal awareness and awareness of legal issues and do not meet their requirements [1]. O.A. Kavinskaya determined that the