

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

state of legal awareness and legal culture among students with intellectual disabilities is at a low level, and the awareness of legal phenomena is superficial, which is manifested in legal illiteracy. In general, the students of the auxiliary school have only a few ideas and knowledge about rights, law and morality, which is not enough [2].

B.P. Puzanov pointed out that many high school students with intellectual disabilities who were brought to trial were not aware that the offenses they committed could be punishable by law, were sure that lack of information in knowledge of the law does not exempt from responsibility, they believed that this responsibility was borne by the parents and school teachers. Such students learn about rights too late, when it is necessary to be held accountable for the offense [3].

The purpose of the study is to identify the peculiarities of the formation of knowledge and ideas about administrative law among students of senior grades of an auxiliary school.

Material and methods. An experimental study of the features of the formation of the foundations of information and legal culture among students with intellectual disabilities was carried out in October – December 2020 at the State Educational Institution “Special School № 26 of Vitebsk”. The total number of persons involved in the study was 20 people with a diagnosis of F70 according to ICD–10. The study involved high school students of the first branch of a special school. The age range of the surveyed is from 14 to 17 years old. The diagnostic material offered to the subjects included theoretical and practical blocks under the section "Administrative violations".

Findings and their discussion. When answering the question: "Is smoking in public places punishable?" 50% of the respondents found it difficult to answer, 35% of the participants in the experimental study answered negatively, only 15% of the senior students of the auxiliary school answered positively. Verbal explanations of their answer were often situational in nature. So, Alexey Y. clarified that smoking is harmful and he himself does not smoke and does not advise anyone. Alexey Kh. Clarified that everyone smokes in public places, so it can be done. It should be noted that students with intellectual disabilities, when answering this question, relied on the facts they observed from the public life of people, without analyzing their legal legitimacy.

Determining the age at which administrative responsibility begins, 50% of the respondents found it difficult to choose the correct answer from the proposed options, 35% of students with intellectual disabilities identified this age as 16 years old, 5% of respondents answered that from 18 years old, and only 10% the participants in the experimental study correctly answered that from the age of 16, and in some cases – from the age of 14. As you can see, the majority of students with intellectual disabilities have no idea that administrative responsibility for a number of acts begins at the age of 14. It should be noted that the respondents did not understand the meaning of the concept of "administrative responsibility", they needed additional explanation.

Great difficulties for students with intellectual disabilities were caused by the question of the types of punishment for an administrative offense. Almost all subjects needed a detailed explanation of what an administrative offense is, as well as giving specific examples. After the preparatory work carried out by the experimenter, 70% of the subjects were able to correctly answer this question – a penalty, 30% of senior school students with intellectual disabilities still found it difficult to answer. Consequently, students with intellectual disabilities do not have a clear idea of administrative offenses, in most cases these ideas are blurred, not differentiated (some kind of violation that can be punished by law). For example, Alexey Y. answers that this is a violation, which means that there may be a punishment for it (for example, they may be registered). However, the subject could not explain what kind of deed they can do this.

The answer to the question: "What kind of offense is a person committing if he crosses the road at a red traffic light?" An explanation was required again, after which 85% of students with intellectual disabilities answered correctly (administrative), and 15% of the participants in the ascertaining experiment found it difficult to answer.

Conclusion. Thus, the experimental study showed the presence of a qualitative originality in the formation of the foundations of information and legal literacy among students with intellectual disabilities.

The features of the formation of the foundations of information and legal literacy of senior school children with intellectual disabilities include: – the absence or low level of formation of legal knowledge in various areas of law, their fragmentation: ignorance of the age of onset of administrative responsibility for acts, etc.; – insufficient awareness of the formed legal knowledge, difficulties in differentiating concepts, mixing legal concepts, in some cases – their superficial nature; – low level of formation of skills to apply the acquired knowledge in the field of administrative law in practical situations; – insufficient motivation to obtain legal knowledge; – orientation in solving practical problems in the field of law not on legal norms, but on everyday ideas and everyday situations.

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