

## IMPROVING PEDAGOGICAL ASSISTANCE TO FAMILIES RAISING CHILDREN WITH INTELLECTUAL DISABILITIES

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The processes of democratization in the system of special education, its variability and innovative programs have led to the need to find solutions to the problems of closer interaction of educational institutions with families of children with special psychophysical development.

The problems of the family of a child with special needs are touched upon in the works of many authors (T.G. Bogdanova, N.V. Mazurova, V.A. Vishnevsky, T.A. Dobrovolskaya, A.I. Zakharov, I.Y. Levchenko, R.F. Mayramyan et al.). In the scientific literature, the basic principles of the work of teachers-defectologists with the family are laid down, the patterns of behavior of parents in the process of pedagogical counseling are determined (Z.M. Dunaeva, S.D. Zabramnaya, E.A. Strebeleva, M.V. Shved etc.) [1].

These authors note that in connection with the birth of a child with an intellectual disability, parents' view of the world, attitude towards themselves, to their child to not like everyone else, to other people and to life in general changes. Therefore, it is important to study not only children with intellectual disabilities, but also their families in need of comprehensive socio-pedagogical and psychological assistance [2]. Only by solving this problem we can ensure the rehabilitation and integration into society of children with intellectual disabilities. Currently, working with the family is an important direction in the system of medical, social, psychological and pedagogical support for children with special psychophysical development.

The purpose of the study is to identify topical issues of the organization of interaction between educational institutions and families raising children with intellectual disabilities.

**Material and methods.** In order to further determine the organizational and pedagogical conditions for improving pedagogical assistance to the family of a child with intellectual disability in terms of interaction with educational institutions, we conducted an experimental study of the practice of interaction between educational institutions and parents of students with intellectual on the basis of the SEI "Auxiliary School № 26 of Vitebsk", SEI "Specialized Kindergarten № 64 of Vitebsk". The research methods used were the analysis of school documentation and the survey of teachers, parents educating schoolchildren with intellectual disabilities. It was attended by 10 teachers and 20 parents raising a child with intellectual disabilities of preschool and school age.

**Findings and their discussion.** The results of the survey of parents showed that 100% of respondents consider it necessary to cooperate an educational institution and a family. Thus, 76,1% of parents feel the need to participate in events held by an educational institution on the education and training of children with intellectual

disabilities. At the same time, 25% of parents noted the absence of such a need. The most pressing issues of interest to parents have become various aspects of the upbringing and education of children with intellectual disabilities, and the following trend is noted: parents raising children with intellectual disabilities of preschool age are mainly interested in the issues of teaching children, their preparation for school, while parents of schoolchildren with intellectual disabilities are more concerned with the issues of education, features of transition age, social adaptation in adulthood and employment (14,2%). The analysis of school documentation (the annual plan of work with parents, the plan of classroom parent meetings) showed an objective lack of the number of events with parents on these topical issues.

An analysis of parents' responses about their needs to improve the content of parent meetings showed that 42,8% of respondents found it difficult to identify topics and issues relevant to them, which may indicate an insufficient level of understanding of the relationship between the development of a child and the participation of the family and educational institutions in it, and a low level of pedagogical literacy of parents. 4,7% of parents are interested in improving the quality of education; 4,7% would like to know about the ethical attitude towards disabled people and ways of their integration into society, about planned activities (4,7%); tips on preparing for the transition age of a child (4,7%); about raising the right attitude to people with special needs (4,7%). Comparing these data with the content of thematic planning, we can say that these issues are not sufficiently covered and require inclusion in various forms of interaction with parents. The reason for this situation may be an insufficient level of development of dialogical communication in relations with parents, lack of necessary knowledge and skills of organizing joint activities with parents.

An analysis of the documentation of educational institutions showed the presence of a variety of planned activities of a psychologist with parents of children with intellectual disabilities, a schedule of individual consultations. However, 28,5% of parents in the questionnaires indicated that the work of a psychologist was not being carried out, which may indicate their lack of awareness, low activity of psychologists to explain the essence of their activities in educational institutions. At the same time, 28,5% of parents of children with intellectual disabilities attended individual conversations and trainings conducted by a psychologist; 4,7% positively noted the conversations about the emotional development of the child conducted by a psychologist: 9,5% of parents were helped by a psychologist to overcome difficulties in communicating with the child; 4,7% of parents used an individual program of developing outdoor games developed by a psychologist of an educational institution.

The results of the experimental study showed the monotony of individual forms of work with parents. Thus, 47,6% of parents indicated that the most common form of such work is an individual conversation. 19% of parents answered that they do not need individual consultations and conversations. Parents called additional desirable forms of individual work with them in educational institutions: attending open classes at a convenient time (4,7%); individual information on current issues (4,7%); additional family visits at home (4,7%); conducting trainings on the formation of favorable interpersonal relationships in the family (4,7%), increasing the number of individual conversations and consultations (4,7%).

**Conclusion.** Thus, it can be concluded that the possibilities of interaction between educational institutions and the family are not fully used. The reasons limiting the interaction of the teaching staff and the family are the following: a low level of understanding of the relationship between the development of the child and the development of the family; insufficient level of development of dialogical communication in relations with parents; the dominance of verbal forms of teachers' work with parents; insufficient skills of planning joint work with parents and children; insufficient level of pedagogical literacy of parents. It should be noted that parents need to change the content of already traditional forms of work with the family.

The modern approach to a family raising a child with intellectual disability considers it as a rehabilitation structure capable of creating the most favorable conditions for the development and upbringing of a child. At the same time, special attention is paid to the positive influence of relatives on the child, the creation of adequate conditions for his education not only in a special institution, but also at home.

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## **DEVELOPMENT OF THE LIFE SAFETY BASICS OF PUPILS OF THE AUXILIARY SCHOOL**

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Modern socio-economic conditions require improved preparation for independent life of all categories of children, including children with intellectual disability. Much depends on the child's ability to open up towards the world around him. The task of the school is to help the student establish connections with the outside world and deepen them, as well as develop the social skills necessary in various life situations. The teacher's participation is to help the student act independently, as this makes him less helpless, more independent in the surrounding reality. The purpose of teaching students with mild intellectual disability the basics of life safety within a separate educational subject is to summarize disparate information about safety into a system that allows us to form generalized algorithms for actions in typical and unusual life situations that can be dangerous for children.

The purpose of the study is to determine the features of the formation of the basics of life safety in students of the auxiliary school.