

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.

1. Turkovsky, V.I. Organization of psychological and pedagogical support for pupils' parents in the conditions of inclusive education / V.I. Turkovsky, N.I. Bumajenko, M.V. Shved // Bulletin of Vitebsk State University. – 2019. – № 2. – P. 121–125. – URL: <https://rep.vsu.by/handle/-123456789/18616> (date of access: 25.10.2022).

2. Shved, M.V. Features of the life purposes of parents educating preschoolers with peculiarities of psychophysical development / M.V. Shved // Science – education, production, economy: materials of the XXII (69) Regional scientific and practical conference of teachers, researchers and postgraduates, Vitebsk, February 9-10, 2017: in 2 vols. – Vitebsk: VSU named after P.M. Masherov, 2017. – Vol. 2. – P. 169–171. – URL: <https://rep.vsu.by/bitstream/-123456789/10714/1/169-171.pdf> (date of access: 25.10.2022).

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

Krystyna Shlykava, Tatyana Kukharenska
VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: basics of life safety, world around, social skills, personal security.

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.

Material and methods. To realize the purpose of the study, the work used a systematic analysis of the philosophical, pedagogical and psychological literature, methods of systematization, generalization and interpretation of the study results. The study was conducted in September – October 2022 on the basis of the SEI «Auxiliary School № 26 of Vitebsk».

Findings and their discussion. In special pedagogy, A. Bandura, I.E. Valitova, V.V. Gladkaya, E.M. Kalinina, Yu.N. Kislyakova, Yu.N. Konopleva, A.R. Maler, N.P. Pavlova and others were engaged in the problem of forming the foundations of life safety in persons with intellectual impairment. In the scientific and methodological literature, work with children with mild intellectual impairment to form the foundations of life safety includes a whole range of tasks.

The formation of the competence of personal safety implies the ability and readiness to act in dangerous situations adequately: respond to unusual situations; recognize dangerous situations; to act adequately in hazardous situations; accept help. Ability, as one of the components of competence, is formed on the basis of the methods of action available to the child. Ability in this case acts as a material component of competence. The main goal of forming the ability to act in dangerous situations is to master the child in basic ways of action [1].

In the curriculum "Basics of life safety" for grades III-VI of the first department of the auxiliary school, the following sections are distinguished: personal safety; technogenic safety; safety on the street and in nature; social security.

The main goal of training sessions in the state educational institution "Auxiliary School No. 26 of Vitebsk" is to form students the ability to determine unusual and dangerous situations in the surrounding living space, and to avoid danger. Training methods are situation modeling, simulating games, game exercises. The main method is a simulating game that involves real actions in a situation simulated in a training lesson. It is important to model different situations, depending on the opportunities and needs of the child. Each situation is played out many times with a change in conditions, equipment, actors. The main task of simulating situations is to form the possibility of transferring the action algorithm first in a similar situation, and then in different situations. To do this, it is necessary that the actions that the child mastered in a simulated situation in an educational or extracurricular lesson are fixed by parents in real situations at home and on the street. The formation of social competence is especially important for students in the conditions of an auxiliary school. Therefore, the main method of forming practical skills to maintain one's own safety is the method of modeling life situations. An example is travel in public transport, interaction with other passengers, pedestrians, employees [2].

The need for safety can be expressed more clearly in those children with intellectual disability who study in an inclusive education, since this category of students is supposed to have greater independence initially than those who study in an auxiliary school. Such independence can be expressed not only in the readiness to study in a large class of different children, but also in the choice of routes to come to school, the selection of friends, ways to spend free time, etc. However, it is important to form basic safety competencies in children to prepare for independent life. Personal safety can be seen as the ability and willingness to maintain a safe living space around you and to act adequately in dangerous situations. That is, this competence involves the formation of

skills and methods of action based on knowledge of certain physical laws, the foundations of which are formed among students in other educational subjects: "Man and the World," "Social and Everyday Orientation," "Labor Training," etc. A very important role in the formation of the basics of life safety in students with a mild degree of intellectual impairment is played by the formation of the ability to transfer the formed methods of actions to maintain safety in new situations and the readiness to safely interact with the world. It is also worth noting that the formation of any vital competence of children with intellectual disability is impossible without the participation of the family. The transfer of formed methods of action in specially modeled situations to real life situations in children does not always occur. It is necessary to play a certain action in all possible situations to form generalized methods of action. The formation of a child with intellectual violations of life competencies (including the competence of personal safety) takes place in the interaction of the educational institution and the child's family. The directions in which this interaction is organized are determined by the teacher after analyzing the living conditions of the child, the composition and lifestyle of the family, the needs of parents for certain types of assistance.

Conclusion. Thus, it can be concluded that absolute safety is unattainable even in a highly developed society; therefore, the issue of forming basic safety competencies in students of the first department of the auxiliary school remains relevant. It is important to form basic safety competencies in children not only in order to be able to maintain their own safety for students in an educational institution, but also to prepare for independent life, work, and create their own family. The formation of the competence of personal safety in students with a mild degree of intellectual insufficiency is carried out in stages, from individual operations together with an adult to generalized methods of action. The formation of adequate actions and positive changes in behavior in dangerous situations contribute to the enrichment of children's life experiences associated with actions in real life situations, the formation of everyday, communicative and subject-behavioral ways of actions within the framework of ensuring personal safety. Working together with parents requires individualization, constant control and feedback from the family. Ensuring joint work with parents, it is possible to achieve the result – the safe accompanied independence of the child in the future.

1. Zabelich, D.N. Methodology for teaching the subject "Fundamentals of life safety" in an auxiliary school: educational and methodological manual / D.N. Zabelich. – Minsk: BSPU, 2021. – P. 88.

2. Shishkanova, A.V. Empirical study of social ideas among students of the auxiliary school on life safety / A.V. Shishkanova, T.S. Kukhareno // Psychological Vademecum. Socialization of the individual in conditions of uncertainty: regional aspect: a collection of scientific articles. – Vitebsk: VSU named after P.M. Masherov, 2021. – P. 270–273. – URL: <https://rep.vsu.by/handle/-123456789/30426> (date of access 25.10.2022).