

**BARRIER-FREE COMMUNICATION ENVIRONMENT
AS A CONDITION FOR LEARNING THE BASICS OF LIFE SAFETY
OF PERSONS WITH MENTAL DISABILITIES**

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One of the priorities of the development of both special and inclusive education is to increase the functional literacy of children with special psychophysical development, which is one of the most important conditions for their further social adaptation. One of the structural elements in the aggregate system of skills and behavioral rules is the culture of life safety, which includes a wide range of ways to protect a person from various types of threats [1].

In accordance with the National Action Plan for the implementation in the Republic of Belarus of the provisions of the Convention on the Rights of Persons with Disabilities for 2017–2025, in order to increase the availability of educational and other materials for children with special needs of psychophysical development, "clear language" should be used as a form of displaying written and oral information [2, p. 21].

"Clear Language" is a simplified universal sign system that is democratic and correct in relation to people who have difficulties in understanding texts. At the same time, he has all the signs of language as a sign system of communication and communication. Thus, the "clear language" was created and continues to develop in the process of communication. It has not only an oral and written form, but also includes sound and gestural accompaniment.

The purpose of our study was to analyze the possibility of translating methodological materials into a "clear language" on the formation of the foundations of a culture of safe life for people with intellectual disabilities.

Material and methods. The material of this study is a set of theoretical approaches to the adaptation of texts in the "clear language" (V.V. Khitryuk, N.V. Nechaeva, E.N. Soroko, T.V. Grishan, V.I. Kovaleva, etc.) and the results of an experimental study of the peculiarities of the formation of the foundations of life safety (in the field of financial literacy and a culture of fire-safe behavior) of persons with intellectual disabilities. We used the methods of comparative scientific analysis of publications, the method of ascertaining experiment, test diagnostic tasks, methods of mathematical and statistical processing of results.

The experimental study was conducted in the SEI "Auxiliary School № 26 of Vitebsk", the club for people with disabilities and the EI "Ulli State Professional Lyceum named after L.M. Dovator". The total number of persons involved in the study was 60 people with a diagnosis of F70 (children of high school age and adults with intellectual disability). The students were offered test and practical tasks in the sections "Fire safety" and "Financial literacy".

Findings and their discussion. The results of the study showed that people with intellectual disabilities have not formed all the components of the basics of life safety in

the field of fire-safe behavior and financial literacy to some extent. Moreover, it should be noted that after graduation from an auxiliary school (after several years), the level of formation of functional literacy in the field of life safety decreases due to the termination of the regular educational process.

The analysis of the results of the ascertaining experiment made it possible to identify the following characteristic features of knowledge of the basics of life safety by persons with intellectual disabilities in the field of fire safety behavior and financial literacy: – insufficient knowledge of fire safety rules and the need to comply with them; – unformed skills in the operation of electrical appliances and gas equipment; – difficulties in choosing the optimal course of action in various fire-hazardous situations; – insufficient level of knowledge about the number of kopecks in a ruble, practical skills of transferring monetary units when performing household settlement monetary transactions; – difficulties in using a bank card for settlements, insufficient knowledge of the rules for using a bank card, security rules when making monetary payments using a bank card; – a low level of understanding of the need for family budget planning.

As a result of the theoretical analysis of modern psychological and pedagogical research and approaches to the formation of the basics of life safety, as well as the results of the ascertaining experiment, we compiled workbooks "My fire safety" (in two versions), "Me and my finances" and a practical simulator "Money loves to be counted" for students and adults with intellectual disabilities insufficiency.

The workbooks contain exercises and tasks on the formation of basic knowledge and skills on the culture of fire-safe behavior and the basics of financial literacy. These workbooks suggest their use both in specially organized classes on the basics of life safety in educational institutions, departments for the stay of disabled people at charitable societies, and in lessons of social and household orientation, in extracurricular activities, as well as in family education.

In some sections of the workbooks, QR codes developed by us are used. The use of this type of symbolism gives the following advantages: – contains a large amount of information; – simple printing; – an open and widespread standard; – is read by mobile phones, tablets; – is read even partially damaged.

In order to create a barrier-free communication environment and increase the availability of information materials and tasks presented in these manuals, work was carried out to translate them into a "clear language".

During the implementation of this work, the following principles of "clear language" were implemented: – the use of familiar and understandable words; – explanation of complex words; – preference of short sentences; – avoidance of foreign words and technical terms; – absence of abbreviations in written speech; – avoidance of percentages; – the transmission of one thought in one sentence; – the use of images and schematic images that contribute to the understanding of the text; writing difficult-to-read words by syllables. There are separate requirements for the technical design of the text (left alignment, large font, etc.).

It should be noted that during the design of these and subsequent materials in the workbooks, the requirements for the design of the text on the "clear language" are strictly observed: – the use of a font simple in outline, providing for a sufficient distance between the letters in one word; – the font size is at least 14 points (in our workbooks

the size is 15 points, the text about the danger of transferring bank card data to unauthorized persons, as well as the text about calling the fire service when a fire is detected was printed in capital letters); – avoiding highlighting individual words and sentences in color.

Conclusion. The formation of the foundations of life safety can be considered one of the factors contributing to the acceleration and improvement of social adaptation and integration of persons with intellectual disabilities into society. Functional literacy among students with intellectual disabilities is formed in the process of purposeful systematic correctional and developmental work based on the implementation of personality-oriented, activity-oriented, socio-cultural, competence-based and functional approaches to the construction of the learning process. The use of "clear language" allows people with intellectual disabilities to assimilate information better due to the simplified structure of statements, the use of sentences without special vocabulary, foreign borrowings and words in a figurative sense, the illustration of the material with iconic images, the use of fonts with simple lettering, etc. Therefore, "clear language" is a way to create and / or adapt the text, preserving its basic meaning, making it accessible to any reader.

1. Bumajenko, N.I. Organization of adaptive educational environment in inclusive education: monograph / N.I. Bumajenko, M.V. Shved. – Vitebsk: VSU named after P. M. Masherov, 2021. – P. 107. URL: <https://rep.vsu.by/bitstream/123456789/31380.pdf> (date of access: 23.10.2022).

2. National Action Plan for the implementation in the Republic of Belarus of the provisions of the Convention on the Rights of Persons with Disabilities for 2017–2025 [Electronic resource] / Government.by. Mode of Access: <http://www.government.by/upload/docs/file6550643e5a4dcc7d.PDF>. – Date of Access: 22.10.2022.

FEATURES OF THE DEVELOPMENT OF DIALOGIC SPEECH OF SHOOOL CHILDREN OF THE AUXILIARY SHOOOL

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One of the most pressing problems of special education in the Republic of Belarus is the problem of the development of dialogue speech among students with intellectual disability. The analysis of special literature showed that dialogue for a child is "the first school of mastering speech, the school of communication," he accompanies and permeates all his life, all relationships, he is, in fact, the basis of socialization and personal development. It is thanks to the dialogue that children with intellectual insufficiency master their native language, enrich their vocabulary; get the information you need.

The purpose of this article is to reveal the peculiarities of the development of dialogue speech among elementary school students.

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