

aerobic exercise for 12-15 minutes and gymnastic exercises to strengthen muscles in the main part of the workout for 20-25 minutes allow you to bring a share of diversity to fitness classes in the "Aero-mix" and "Fitness-mix" directions.

Such a combination of various fitness directions and types of exercise allows you to develop all physical abilities in a harmonious and balanced way, without concentrating on working on only one physical quality: endurance with the help of long (up to 40-50 minutes) aerobic loads, strength with the help of training with weights, jumping speed or only flexibility due to stretching.

Conclusion. Recommended types of directions for fitness for middle-aged women in the absence of chronic diseases and health problems: basic aerobics, dance aerobics, joint gymnastics, rhythmic gymnastics, pilates, yoga lathes, stretching (stretching). It is possible to engage in step aerobics, jumping (trampoline fitness), athletic gymnastics, functional training with good physical fitness and taking into account the existing features in the state of health. It is not recommended to engage in too active high-intensity types of fitness, such as: strength training, cross-fit, tabata and high-intensity interval training.

We consider "Aero-mix", "Fitness-mix", "Flexible body", "Body-balance", "Body-sculptor" to be the optimal types of fitness training for group physical culture of the recreational direction recommended for middle-aged women, which are held in fitness clubs "VIP-dance", "Golden dragonfly" and "Zebra" in Vitebsk.

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THE USE OF PROBLEMATIC TEACHING IN THE FORMATION OF SOCIAL IDEAS ABOUT LIFE SAFETY

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At the current stage, in order to organize the educational process for people with intellectual disabilities, they are increasingly resorting to creating special conditions in the formation of social ideas. As shown in the field of special pedagogy by a number of foreign and Belarusian researchers, social ideas of children with intellectual disability are formed in those spheres of life that are narrowly focused on the development of self-service skills, educational and labor activities [1]. Consequently, such a narrowly focused approach impoverishes the opportunities of the social experience of children and adolescents with intellectual disabilities, which requires improvement of the educational and educational process in auxiliary schools.

The purpose of this article: to describe the scientific and methodological features of the formation of social ideas about the safety of life in children with intellectual impairment.

Material and methods. To realize the goal of the study, the work used a systematic analysis of philosophical, pedagogical and psychological literature, methods of systematization, generalization and interpretation of the results of the study.

Findings and their discussion. Analysis of special literature showed that the formation of social representations in children with disabilities, including children with intellectual disabilities, considered as a problem of familiarizing preschoolers and younger schoolchildren with the surrounding natural and social world, awareness of yourself in this world, orientation in it, the formation of a culture of a healthy lifestyle, etc., by such researchers as A.N. Kosymova, E.N. Lebedeva, I.M. Novikova, E.N. Petukhova, M.R. Khaidarpashich, L.F. Khairtdinova, L.Yu. Shamko, L.V. Shinkareva and others. Currently, there are different approaches to research in the field of social representations, but each relies on the provisions of the theory of S. Moskvich. V. Wagner was like-minded by S. Moskvich that the subject of social ideas should be significant for a social group.

The study was based on an analysis of scientific and methodological approaches of domestic and foreign researchers on this problem. The most important result of research in this area conducted in the Republic of Belarus was the development of curricula and teaching aids for the 1st branch of the auxiliary school in the subjects "Social and household orientation" and "Subject and practical activity".

To study the scientific and methodological foundations for the formation of social ideas about life safety in children with intellectual disability, it is necessary to focus on the disclosure of the concepts: "social ideas" and "life safety." The very concept of "social representations" in different scientific disciplines is interpreted in different ways. Even within the same discipline, there are different theories and approaches to defining this concept. "Social representations" are characterized as reflecting and recreating specific images of objects, events and phenomena of the surrounding natural and social world, directly related to all life environments: with the life and relationships of people in society, with an orientation to social values, norms and rules of society, in which the child has to live and realize himself as a person, and of course socially adapting in the modern world. This concept is most widely and fully disclosed in the concept of social ideas of the French scientist-researcher S. Moskvich. This concept of social representations describes and discloses the mechanism of education, structure, functions, components, essential characteristics, as well as the systemic belonging of social representations regarding the individual picture of the world, intergroup relations as an element of everyday consciousness, communication, etc [1].

It can be assumed that the elimination of these gaps requires the primary awareness by the defectologist teacher of the characteristics of the levels of formation of social ideas about life safety in children with intellectual disability, indicated below, and further targeted work in the proposed context.

In a perceptual and effective plan: the use of examination actions (consideration, groping, etc.) using specific manipulations; the ability to imitate an adult; the desire to act on a model or verbal instruction, choose on a model; purposefulness of actions in visual correlation; ability to act on the basis of previously identified properties and

features of objects in a new situation; ability to perceive the signal and reproduce actions in accordance with it; adequacy of spatial orientation actions (distance, direction, etc.); application of methods of coordination, substitution, movement, etc [2, 3].

Figuratively: recalling and sensual reflection of the phenomena and events of the surrounding world; distinguishing and comparing the color, shape, magnitude of the subject, sound manifestations; focusing on visual, auditory, motor, tactile, taste images-representations (systems of sensory standards); Attachment of view images to specific conditions schematicity and refinement of one's own experience of cognition.

Symbolically: mental reconstruction of reality if it is impossible to directly perceive it (as described); distinguishing between real volumetric space and its image on a plane (paper, board, etc.) and their correlation; understanding and establishing causal and environmental relationships; the presence of a variety of information about the objects, phenomena and events of the surrounding world, which constitutes a system of guidelines governing behavior; specifics of children's use of a holistic system of representations in the process of solving life situations, playing various social roles; expression and consolidation of ideas in products of various activities: constructive, musical, visual, labor, game, etc.

The data and research results described in the scientific and methodological literature showed that in children with intellectual impairment in the absence of corrective effects, social ideas about life safety in children with intellectual impairment do not form a single structural system. and their scope, content and focus do not determine the availability of stored and reproducible knowledge at the right time and ultimately do not correlate with the level of understanding and solving a life problem, preventing potential danger in some substantive and practical field.

Conclusion. The analysis of special scientific and pedagogical literature allows us to draw the following conclusions: the problem of the formation of social ideas in students with intellectual disability (mostly students in the curricula of the 1st department of the auxiliary school) remains virtually unexplored. Students with intellectual disability experience specific difficulties in mastering social ideas about life safety due to their mental development characteristics. Special training of students with intellectual insufficiency in social ideas as methods of assimilating life safety is an essential condition for ensuring the effectiveness of the educational process. In corrective and developmental work, the correct use of methods, a combination of flexible forms, methods, methods and techniques for teaching children with intellectual disability will be able to contribute to the formation of the personality of each child, capable of leading a safe lifestyle, primarily his own life safety, and most importantly, the opportunity to independently fulfill available social roles.

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