

**PEDAGOGICAL APPROACHES TO FORMATION OF LIFE SAFETY
COMPETENCE OF STUDENTS WITH DISABILITIES IN PRACTICAL
ACTIVITI**

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ABSTRACT

This article highlights the pedagogical factors for ensuring the life safety of students with disabilities, mastering the science of "Life Safety" in the educational process, the ability to apply existing competencies in personal and practical activities, an emergency situation of a person of nature, as well as an adequate approach to natural phenomena, issues of individual, state and public life protecting students from the negative consequences of emergencies are analyzed in the context of combating informational ideas and propaganda, which are seen as a serious threat to their security.

KEYWORDS: *Student With Disabilities, Life Safety, Educational Process, Motivational Factors, Educational Process, Technogenic, Emergency Situations, Pedagogical And Psychological Mechanism, Inclusive Education, Integration, Safe Behavior, Educational And Material Base.*

INTRODUCTION

In every society where the human factor is glorified, the mechanism of social protection rises to the level of state policy and all factors of its implementation are aligned with the principles of humanism. Organization of the practical activities of children (students) with mental and physical disabilities is one of the important issues, and creating an effective educational environment in the process of professional training and personal development (taking into account age, gender and individual characteristics) to form their readiness for a safe life is one of the demands of the time remains.

From this point of view, it is necessary to scientifically research the factors and sources of the formation of individual typological characteristics to increase the motivation of disabled children (students) for practical activities, to encourage them, to develop their skills and qualifications, to alleviate the deficiencies of cognitive activity.

Creating a healthy educational environment for children (students) with disabilities, developing relevant knowledge, skills and competencies for training in certain fields and professions is an important social necessity in forming their readiness for a safe life.

In our society, the educational-rehabilitation environment of inclusive education is organizationally, methodologically and technologically adapted to the special needs of students with disabilities, and creates conditions for the development of professional education programs, health protection, and independent activities. The goal of this program is to further strengthen the information and socio-cultural space of the inclusive educational institution.

This environment is the basis for full or partial compensation (compensation) of the limited life activities of students with disabilities, allowing them to act as competitive professionals in the labor market.

It is advisable to implement the educational process in the vocational training of students with disabilities based on the following:

- Creation of conditions for the development of the potential abilities of the individual (taking into account the general laws and specific characteristics of the development of the personality of students with disabilities with physical and mental disabilities);
- Creation of a barrier-free learning environment (differentiated and individually oriented approaches to students with disabilities);
- Ensuring health protection of students with disabilities;
- Creating conditions for theoretical and practical training of future specialists in the field of therapeutic physical education in combination with therapeutic-entertainment training and therapeutic exercise complex (medical, physical and psychological training);
- Development of optimal methods of supporting the development of vocational rehabilitation of students with disabilities;
- Ensuring self-employment of students with disabilities in a socialized environment (in classrooms, limiting isolated employment);
- Special design of classrooms for students with disabilities, creation of sanitary and hygienic conditions, organization of treatment and rehabilitation;
- Psychological support for students with disabilities, socio-legal advice, practical help in finding a job, solving social, household and socio-cultural issues related to the educational process;
- Adaptation of students with disabilities to social life and work activities, as well as strengthening pedagogical and psychological work on self-awareness.

Directing students with disabilities to practical activities requires the creation of a specialized material and technical base, including vocational training for visually impaired students, and should be held in well-equipped classrooms with visual aids (models, embossed tablets and tables), stands, technical equipment . Devices connected to the social network are also required to be compatible with their disease characteristics (personal computers, sound recording devices, CD players).

Also, every student with disabilities should be provided with specially individualized electronic publications of all resources of professional and interdisciplinary cycles. It is very important that the library fund of the educational institution is provided with basic and additional educational literature at all levels, as well as official, reference-bibliographic and periodical publications.

This will create an opportunity for students with disabilities to quickly exchange information with local, regional and regional educational institutions

The educational process aimed at solving the problems of inclusive education is distinguished by the degree of determination of the goal of implementation of important issues related to the age characteristics of students with disabilities, their level of preparation and professional development skills.

It should be emphasized that today in our society, it is appropriate to train the main and special parts of the educational cycles in order to effectively implement the inclusive education system and to form the professional skills of students with disabilities based on the needs of the modern state and society, as well as the requirements of the market economy.

We think that it is necessary to pay attention to the following:

- History (must be filled with the lives and works of historical figures that provide internal motivation and educate human will);
- The foundations of spirituality (understanding human value as the highest value and aligning it with the factors directed to the conscious activity of forming oneself as a person);
- Psychology (enriched with human will, its inherent qualities, foundations of conscious activity, motivational training and practical training);
- Physical culture (filled with sources of conscious training and stimulation of the human body).
- Life safety (filled with socio-pedagogical and psychological factors of human self-preservation);
- Information security (aimed at blocking negative sources due to the psychological impact of information attacks and threats, as well as the negative impact on consciousness and activity).

Also, the following issues are prioritized in the organization of practice processes for students with disabilities:

- First of all, training and production practice should be conducted in school laboratories and production organizations, which are directed to the full formation of professional skills and qualifications of students with disabilities, and are provided with modern, innovative technological equipment specially individualized for mastering practical competencies;
- Secondly, it is compared to the training of students with disabilities based on the coordinated program developed with the educational institution and the partner organization within the PTIK framework;
- Thirdly, implementation of the concept of unobstructed movement in terms of "convenient time" and "convenient space" without affecting the practice process, health and mental state of students with disabilities, taking into account aspects of physical fatigue;
- Fourthly, students with disabilities should be directed to activities that strengthen their health and provide professional motivation based on their wishes and desires, as well as their interests and abilities;
- Fifth, the organization of internship for students with disabilities, providing them with a program and conditions that allow to evaluate their skills, knowledge, practical experience and acquired professional competences;

-Sixthly, as a necessary component of the practical process of students with disabilities, the formation of the competence of endurance, critical self-evaluation and self-control, as well as the correct evaluation of successes and failures in the activity;

-Seventh, the full implementation of programs aimed at ensuring the process of socialization of students with disabilities with others during practice, and the formation of a healthy social and psychological environment for the formation of adequate behavior in the team.

It is necessary to include the "Life Safety" course as a special subject in the educational process in order to form the methodology of formation of life activity safety competence of students with disabilities in practice-oriented activities.

The integration and introduction of the pedagogical and psychological potential of general professional subjects, which allows updating and enriching the knowledge and skills of students with disabilities, their individual opportunities in the field of life safety, in the "Life Safety" course helps to have a holistic perception of life activities. Also, looking at self-preservation and the environment as a conscious type of activity, integration with society is formed, and the process of social adaptation moves to a conscious type of activity.

From this point of view, it is necessary to develop the safety features of the aspects of professional and social adaptation, coordinating the knowledge, skills and qualifications of the "Life safety" subject in terms of the life course and type of activity of students with disabilities.

It is necessary to pay attention to the following:

- Integrating the "Life Safety" course for students with disabilities into the content of the educational system based on the characteristics of disabilities, which enables them to achieve modern educational goals;

- Introduction of special educational-methodological complexes based on the characteristics of disabilities in the process of vocational training of students with disabilities;

- Aligning the quality of professional training with the needs of the times within the framework of the measures implemented to protect the health of students with disabilities in all educational institutions;

- To determine the psychological factors of the mechanism of self-blocking in their behavior as an effective basis for the formation of the readiness of students with disabilities for a safe life;

- Development of self-motivation and motivation skills to independently increase the level of preparation for a safe life of students with disabilities.

Pedagogically implemented activities in the formation of the readiness of students with disabilities for a safe life:

- Firstly, to identify previously existing (basic) knowledge in the field of life safety;

- Secondly, to identify the structural and functional systems of perception of the environment in students with disabilities, and to analyze their changes;

- Thirdly, determining the role of the field of professional knowledge in managing and organizing the life safety of students with disabilities;

- Fourthly, to develop certain methods of protecting students with disabilities from negative factors in the course of life, as well as to support their social adaptation in society;

- Fifthly, to develop the concept of safe behavior in students with disabilities;
- Sixth, formation of disabled students' readiness for a safe life based on pedagogical and psychological factors;
- Seventh, to provide students with disabilities with a source of knowledge that prioritizes issues of personal safety and health.

As a result of mastering the subject "Life safety", students with disabilities should master the following competencies and be able to apply them in their personal and practical activities:

- Ensuring the stability of economic objects and appropriate approach to man-made emergency situations and natural phenomena;
- In the context of the fight against informational ideas and propaganda, which are considered as a serious threat to the security of the state and society, to develop the skills of forecasting the development of events and assessing their consequences;
- To understand the main types and consequences of risks that may occur in personal and professional activities or in everyday life, and to reduce their possible impact;
- To follow and promote the rules of life safety in work activities;
- Organization and implementation of measures to protect students with disabilities from the negative effects of emergency situations;
- To take preventive measures (on the basis of promotion and propaganda) in order to reduce the level and consequences of risks that students with disabilities may encounter in professional activities and in everyday life.

According to V.P. Ermakov, compensation processes in a person have gradual stages of development and are characterized by the uniqueness of the systematic structure of their functions[1].

From this point of view, a person goes through formation processes at different stages of ontogenesis. Applying a differentiated approach in the educational process, taking into account the age and individual characteristics of students with disabilities, makes it possible to cover or correct identified deficiencies in personality development.

We think it is appropriate to base this scientific hypothesis with the opinion of B.K. Tuponogov. According to his point of view, due to differentiated classes, perception, thinking, memory, speech activation, completeness of reproductive activity, adequacy of concepts, processes of knowledge of the surrounding world are improved in students with disabilities [6].

In conclusion, based on the above considerations, we put forward the scientific hypothesis that the integration of students with disabilities in the "Life Safety" course with professional subjects is a necessary condition for their social adjustment, and we propose the mechanism shown in the following picture:

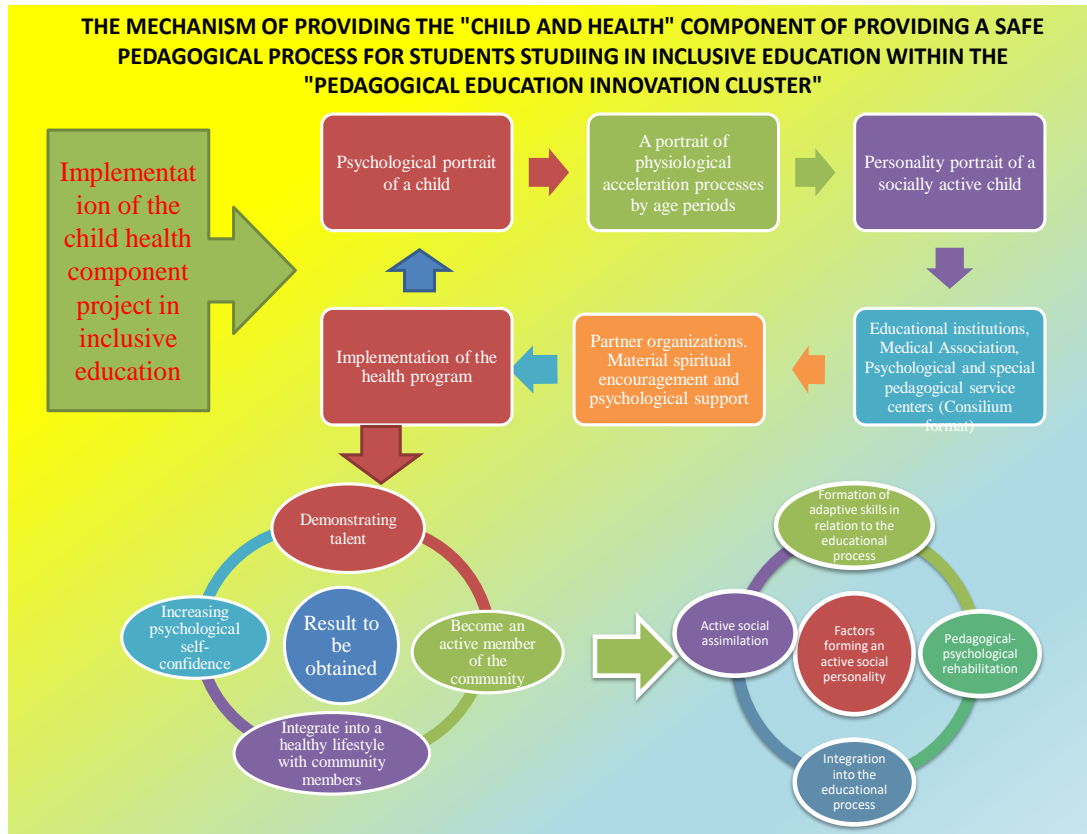


Figure 1: A component mechanism of ensuring a safe pedagogical process for students studying in inclusive education

To develop the motivation to encourage students to lead a safe life in the environment of inclusive education, to create a healthy lifestyle for students with disabilities, and to encourage them to become the most active members of society, to ensure the safety of their personal life, to use pedagogical and psychological methods, to form personal and practical-professional competence, and organization of life safety based on the goals and tasks of inclusive education, determines the result of practical activities.

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