

PEDAGOGY OF CHILDHOOD IN THE MODERN CONTEXT: PROBLEMS AND PROSPECTS

IMPLEMENTATION OF LOCAL HISTORY APPROACH IN THE FORMATION OF HISTORICAL KNOWLEDGE AND REPRESENTATIONS IN HIGH SCHOOL STUDENTS WITH INTELLECTUAL INSUFFICIENCY

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The study of the history of Belarus in the auxiliary school provides great opportunities for the necessary preparation of children with intellectual disabilities to conscious participation in public life. Thanks to this academic subject, students in this category learn to better navigate the world around them, they have a feeling of themselves, their country, a kind of interconnection of times and generations.

Historical knowledge in the learning process performs a number of functions and is aimed at creating ideas about historical reality; scientific picture of the development of human society; an indicative basis for action (an indication of how to proceed in the process of mastering knowledge: to determine a phenomenon, to reveal its essence, to make a comparison); emotional atmosphere, emotional, personal attitude to the cognizable reality, i.e., the personality is educated through history [1], [2].

Solving the tasks of local education in auxiliary school, one should take into account the characteristics of children with intellectual disabilities. On extracurricular activities in local history, correctional and developmental tasks are determined by the peculiarities of the development of mental processes of students with intellectual disabilities; the implementation of these tasks should be mainly aimed at the development of cognitive activity, the emotional-volitional sphere, personal qualities, taking into account both the typical general patterns of development of children with intellectual disabilities and the structure of the defect of each student.

The purpose of the study is to identify the characteristics of the formation of historical knowledge and representations of students in the senior classes of auxiliary schools.

Material and methods. A purposeful study of the level of formation of historical knowledge and perceptions of students with intellectual disabilities was conducted in February - March 2018 in the GUO "Auxiliary School No. 26 of Vitebsk". The total number of persons involved in the study was 14 high school students with intellectual disabilities. For the study, diagnostic tasks were compiled in the following areas: - diagnostics of the level of formation of historical knowledge and ideas in accordance with the curriculum; - diagnostics

of the level of knowledge and ideas about the Republic of Belarus, the city of Vitebsk and historical events related to it.

Findings and their discussion. A study of the level of historical knowledge of senior pupils in auxiliary schools showed that most students know the historical names of cities and can relate them to modern names. Therefore, when performing a task in which it was required to correlate the historical names of cities with their modern names, 64% of students with intellectual inadequacy coped with this task without errors, 29% of students made minor mistakes, therefore they partially coped with the task.

More substantial difficulties in the subjects caused the task of correlating the names of cities with the most likely origin of their names, since this task requires more extensive knowledge of the cities of Belarus. Thus, only 57% of students with intellectual deficiencies coped with this task, 7% of the subjects completed the task partially, 36% of high school students with intellectual insufficiency did not cope with the task, some probable variants of the origin of cities were chosen by students several times (for example: Egor K. chose Gomel city - 3 times, and Dima D. said that some options are not enough).

Objective difficulties for high school students with intellectual deficiency caused a task to translate the proposed years into the centuries, which is associated with typical difficulties in understanding the essence of historical time, insufficient mathematical literacy of students in this category.

The students of the auxiliary school showed an extremely low level of historical ideas in the performance of the task of recognizing famous historical objects / historical personalities while providing them with appropriate photos. In full, no one tested the task. 57% of pupils partially coped with intellectual deficiency, 43% of high school students did not cope with intellectual deficiency. For example, Veronika B. about the cross of Euphrosyne of Polotsk could tell the following: “The cross belongs to some girl”, Nastya Sh. : “The cross belonged to a woman”, Andrei V. said that “... this is a cross, he is baptized,” Christina K. : “We were told about him on stories. He healed people, was stolen during the war, now they have made a fake”, Yegor K. : “Made of pure gold, they stole it twice, it belonged to a priest”.

According to the results of diagnostics of the level of formation of knowledge about the Republic of Belarus, the city of Vitebsk and the historical events related to it, the following conclusions were made. The greatest difficulty was caused by the question “What is the name of the main city, the center of the Vitebsk region?” One of 14 subjects answered it correctly (for example, Dima S. answered this question, “Freedom Square”). As you can see, children do not differentiate between the concepts “center of the region” and “city center” Only 6 high school students with intellectual disabilities answered the question “What are the residents of Vitebsk called?” Correctly, only 2 people correctly answered the question “Which rivers flow into the Western Dvina?”, Calling Vitba and Luchësu, another 5 subjects named one of these rivers.

The task of determining the historical objects of Vitebsk from photographs caused the greatest positive emotional response among students with intellectual disabilities. They had no difficulty in defining the image of the Memorial complex "Three bayonets", the Summer Amphitheater, the Yakub Kolas Drama Theater. The greatest difficulties were caused by the images of the "Meeting" sculpture and at home by the Marc Chagall Museum (2 subjects), a monument to Alexander Nevsky (5 students).

Studying the level of awareness of the names of the streets of the city of Vitebsk and the origin of their names among high school students with intellectual inadequacy showed that no student could cope with this task, even if there were answers. 71% of the subjects coped with the task partially, 29% could not complete this task.

The fulfillment of the task of defining the areas bordering the Vitebsk region demonstrated the lack of understanding of the concept of "area" in this aspect by students with intellectual inadequacy, as well as the lack of shape of the corresponding cartographic representations. In full, none of the subjects coped with this task, 57% of high school students coped with intellectual deficiency, 43% of senior pupils of auxiliary schools failed. Basically, the greatest problems arose at the very display of areas bordering the Vitebsk region. For example, Yevgeny M named as regions - neighbors: "Gorodok, Polotsk, Novopolotsk, Liozno"; some students had difficulties in showing even the Vitebsk region.

Conclusion. Thus, the results of the answers of the pupils of the senior classes of the auxiliary schools showed that their historical and local lore knowledge and ideas are fragmentary, fragile and undifferentiated; schoolchildren have significant difficulties in self-reproducing previously studied historical knowledge, so they need massive help. The reason for these identified features is both the low level of development of cognitive activity of schoolchildren with intellectual deficiency, and behavioral features and the lack of emotional-volitional tension, which are required to find adequate ways to solve intellectual tasks. Unformed motivational sphere, insufficient level of mental operations, objective features of memory can interfere with the qualitative assimilation of historical and local history material. Consequently, there is a need for specially organized pedagogical activity on the formation of historical knowledge and representations on local material, including in the framework of extracurricular activities. As an optimal form of organization of this activity, it is possible to call excursions that visualize historical knowledge, ideas and motivate to study the native land.

Reference list:

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