

**THE FORMATION OF HISTORICAL KNOWLEDGE
AND UNDERSTANDING IN PUPILS OF THE AUXILIARY SCHOOL THE DIAGNOSTIC BASIS**

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The article analyzes the results of experimental study of the features of the formation of historical knowledge and skills of high school students with intellectual disabilities. The author considers the possibility of formation of historical knowledge and ideas in students in this category on a diagnostic basis.

Introduction. For pupils of the auxiliary school socialization is often an issue, the resolution of which may contribute to the study of the history of Belarus. The study of the history of Belarus in the secondary school provides great opportunities for the necessary training of children with intellectual disabilities for conscious participation in public life. The study of the history of Belarus is a good mean of correction and social adaptation of students. The auxiliary school for children with intellectual disabilities studies the initial course of history of Belarus, which introduces students to the important events of the country's history, its life at the present stage, provides the growth of national consciousness and spiritual renewal of the nation.

Due to this subject, students with intellectual disabilities learn to navigate much better in the world around them, they have a sense of themselves, their country, a kind of relationship of times and generations. In addition, the history lessons of Belarus are aimed at the formation of personal qualities of each student, preparation of a child with intellectual disability to life, social, labor and legal adaptation of the student in the society [1]. Implementation of these tasks contributes to the individualization of the learning process on a diagnostic basis.

Specificity of formation of historical knowledge and understanding in pupils of a secondary school were engaged in such scientists as N. P. Dolgoborodova, L. V. Petrova, Yu. F. Kuznetsov, I. I. Loginov, N. M. Nosovich, V. P. Puzanov and others. In their works they revealed that the formation of historical concepts are an important link in the correction of mental development of children in this category [2]. For the formation of historical knowledge and ideas in children with intellectual insufficiency of a school – the term education and upbringing is not enough. Such education should take place, should be included into the framework of extracurricular activities.

The process of formation of historical knowledge, ideas and concepts among high school students with intellectual insufficiency is characterized by a number of specific features, which include: a tendency to sensitive interpretation of historical knowledge; the fragmentation and neuroscience of historical knowledge; the blurring of concepts, i.e., an arbitrary transfer of persons, events, phenomena in space and time; the difficulty of comprehension of historical knowledge; a unilateral approach to the assessment of historical events, phenomena, historical figures; generalization of isolated facts (isolated case brought to the level of aggregation); the occurrence of false stereotypes (combine events from different centuries); the personification of the socio-historical events (categorical assessments of historical events); mechanical assimilation of historical knowledge.

Task formulation. A purposeful study of the level of formation and characteristics of historical knowledge and ideas of students with intellectual disabilities was conducted in February – March 2018 in the GUO "Auxiliary school № 26 of Vitebsk". The total number of people included in the study is made up of 14 people with a diagnosis of F 70's ICD -10. The study involved students of three classes: 8 "A", 9 "A" and 10 "A". The age range of the subjects is from 14 to 17 years, including 8 girls and 6 boys. Each of the subjects performed the same set of tasks in similar conditions, namely alone with the researcher, in complete silence, this allowed to ensure the objectivity of the evaluation results.

Methods of research. The study of the level of formation of historical knowledge and ideas of students with intellectual disabilities was carried out in the following areas:

1. Diagnostics of the level of formation of historical knowledge and ideas in accordance with the training program.

2. Diagnosis of the level of formation of knowledge and ideas about the Republic of Belarus, the city of Vitebsk and historical events associated with it.

Results, their discussion and perspectives. When interpreting the data of experimental study of the level of formation of historical ideas and knowledge in high school students with intellectual disabilities, the following results were obtained.

The study of the level of formation of historical knowledge at school 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 necessary to connect the historical names of cities with their modern names, 64% of students with intellectual disabilities coped with this task without errors, 29% of students made minor mistakes, so they coped with the task partially. However, it should be taken into account that in some cases the correct answers were due to the similarity of writing the names of cities and their correct correlation was the principle of guessing. 7% of the subjects did not cope with the task, which was caused not only by the lack of necessary knowledge, but also by difficulties in understanding the essence of the assignment for correlation (for example: Olya T. said: "I do not understand how to do it").

Objective difficulties in high school students with intellectual disabilities were caused by the translation task of the proposed years in the century, which is associated with typical difficulties in understanding the essence of historical time, lack of mathematical literacy of students of this category. Only 1 student out of 14 coped with this task in full, some students did not even try to complete the task (examples of comments: "I do not remember, "I do not know", "We never did this).") Some students associated the proposed year with a historical event and tried to talk about them. For Example, Dima Sh. about 862 said: "was built Polotsk, there lived Prince." Some of the students hesitantly performed the task and waited for approval from the teacher, many asked leading questions: "Perhaps this is so?" or "you need three?" that demonstrates the attempts to guess the correct answer. Yegor K. correctly identified: "1 century is 100 years", but translated years in the century following "862-22 century, 1128-28 century, 1842-18 century, 1967-19 century, 2011-22 century". The results of this task showed significant difficulties in operating by students the concepts of historical time, unformed mathematical time.

Significant difficulties were caused by the task of formulating definitions of historical concepts (without answers). Despite the fact that the proposed historical concepts were considered at the lessons of the history of Belarus as program material, their definition by students with intellectual insufficiency demonstrated the absence of even elementary historical ideas on the relevant topics. A number of concepts were analyzed and explained by the subjects based on the similarity of sound with familiar words. Some historical concepts were analyzed by students with intellectual disabilities due to the presence of a similar word in the modern world, but with a different meaning. For example, Dima S. to the question "What is the site of the old people?" he said: "where are the machine" Andrei V. on the same issue replied that "the Church". To the question "what is "shlyakhta"?" Dima S. and Mike O. said: "mine kind". The need for a definition of "Batleika" Nastya Sh reacted emotionally (laughter) and the answer was: "It's a tool" (with its associated with the word "balalaika").

The pupils of the auxiliary school demonstrated an extremely low level of historical representations when performing the task of recognition of famous historical objects / historical figures when providing them with relevant photos. Noone coped with the tests fully. 57% of pupils partially coped with intellectual disability, 43% of high school students failed with intellectual disability. For Example, Veronica. about the cross of Euphrosyne of Polotsk was able to tell the following: "the Cross belongs to some girl", Nastya sh.: "the Cross belonged to a woman", Andrew V. said that "...this cross, it is baptized, belongs to Jesus Christ", Christina K.: "We were told about it in history. Healed people, during the war was stolen, now made a fake", Yegor K.: "Made of pure gold, 2 times stolen, belonged to the priest." About Francysk Skaryna Natasha G. said: "Prince of Polotsk, published the Bible", Dima sh.: "Read, write taught", Eugene M. said: "I have no Idea." As can be seen, historical knowledge and perceptions are fragmented, undifferentiated and inaccurate.

According to the results of diagnostics of the level of formation of knowledge about the Republic of Belarus, the city of Vitebsk and historical events associated with it, the following conclusions were made.

The task to determine the historical objects of Vitebsk from photographs caused the greatest positive emotional response among students with intellectual disabilities. All students are actively involved in the work with the proposed images. They did not have any difficulties in determining the image of the Memorial complex "Three bayonets", Summer amphitheater, drama theater named after Yakub Kolas. The greatest difficulties were caused by the images of the sculpture "Meeting" and the house-Museum of Marc Chagall (2 subjects), the monument to Alexander Nevsky (5 students), the monument to Prince Olgerd (3 high school students). Some images were named based on their purpose, but students with intellectual disabilities could not give them a

Education, Social Studies, Law

specific name. So, many of the subjects, considering the image of the Holy assumption Cathedral, replied: "a certain Church". Some high school students with intellectual disabilities have certain ideas about the specific attractions of the city, but they do not know the exact name (for example: Eugene M. about the sculpture "Greeters" said: "it's near the station"). 86 % of the subjects partially or with the help of an experimenter completed this task, 14 % of students with intellectual disabilities did not cope with this task.

The job, according to the definition of knowledge by children with intellectual disabilities information about the sculpture "the Confluence of three rivers," is not projected caused significant difficulties in with the task, failed one. 29% of students partially coped, 71 % of the students failed. The majority of respondents answered "didn't see", "I don't know how it is called", Egor K. said that "...it is on the town Hall, but I don't know what it is", Andrey V. said "...it is a fountain, saw when we went to the Museum of Shmyrev".

At the level of recognition, the high school students with intellectual disabilities were able to show the coat of arms of the city of Vitebsk among all proposed (12 of 14 students coped with this task), only two subjects caused difficulties and they pointed to the coat of arms of the city of Polotsk.

The study of the level of representations of high school students with intellectual disabilities of the plants and factories of the city of Vitebsk showed that 57% of the students coped with that task without errors, 21.5% of students with intellectual disabilities completed the task partly, 21.5% of high school students of the auxiliary school could not complete that task, incorrectly correlated the names of enterprises with the appropriate products. For example, p. grazhina said that "...Vitba produces dairy products," Natasha G. suggested that the factory "Spartak" produces products in the city of Vitebsk.

The assignment to determine the areas bordering Vitebsk region, demonstrated students 'misunderstanding of the intellectual insufficiency of the concept of "region" in this aspect, as well as the lack of formation of the relevant cartographic representations. No one completed the task fully, partially coped-57 % of high school students with intellectual disability, failed 43 %. Basically, the greatest problems arose when they were shown areas that border Vitebsk region. For example, Yevgeny M named as the neighboring regions: "Town, Polotsk, Novopolotsk, Liozno", Dima sh. - "Minsk, Gomel, Brest, Vitebsk", some students had difficulties with showing even Vitebsk region, many students pointed at the Minsk region.

Statistical processing of the obtained data was carried out, using the g sign criterion. Since the critical value $G=4$ (at $p=0.01$), and the empirical value $G=3.5$, then, according to the formula $GEMP \leq Gkr$, the data obtained can be considered statistically reliable.

Conclusion. Thus, the results of the responses of high school students of secondary school showed that students have significant difficulties in self-reproduction of previously studied historical knowledge, so they need massive help. The reason for these revealed features is both the low level of development of cognitive activity of schoolchildren with intellectual insufficiency, and the peculiarities of behavior, and the lack of emotional and volitional tension, which are required to find adequate ways of solving intellectual tasks. Aborted motivational sphere, lack of mental operations, objective features of memory may hamper the uptake of historical and folklore material.

Therefore, there is a need for specially organized educational activities on the formation of historical knowledge and ideas on the local material, included in the framework of extracurricular activities. As an optimal form of organization of this activity one can use excursions, visualizing historical knowledge, ideas and motivation to study the motherland, taking into account the identified individual characteristics of each student.

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