

## STUDY OF THE CHARACTERISTICS OF THE LIFE COMPETENCIES COMPONENT IN PUPILS OF PRIMARY SCHOOL AGE WITH INTELLECTUAL INCAPACITY, TEACHED IN DIFFERENT CONDITIONS OF OBTAINING EDUCATION\*

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### Abstract

The article considers the problem of the life competencies formation in students with intellectual incapacity who study in various educational settings: in special schools and comprehensive schools in conditions of inclusive forms of education. Formation of the life competencies component is one of the essential components in the present situation of teaching children with disabilities. The study showed that children of inclusive forms of education had a more advanced level of the state of one of the life competencies components. In general, life competencies are poorly formed and they require the development of a programme for their purposeful formation.

**Keywords:** pupils with intellectual incapacity, life competencies, life competence, inclusive education

### 1. INTRODUCTION

The increase in the number of children with developmental problems in the last few decades leads to the need to rethink the education content and upbringing of such children in the conditions of educational organizations of various fields. Such organizations are as follows: pre-school educational organizations, special schools, special classes in comprehensive schools, education of a child in a regular class using an adapted educational programme (inclusive education) (Borisova, Kozina, 2018).

The transition to inclusive education has led to rethinking of the content's goals of education of children with intellectual incapacity. In the early 2000s, the staff of the Institute of Correctional Pedagogy of the Russian Academy of Education introduced the component "life competence" (Malofeev, Kukushkina, Nikol'skaya, Goncharova, 2013). According to scientists, the life competence component is currently considered in the structure of education of children with disabilities as the basis for developing relations with the environment.

Within the framework of the development of the special educational standard Concept for children with disabilities, the Institute of Correctional Pedagogy of the Russian Academy of Education identified the necessary areas of correctional assistance in the sphere of life competence that are common to all children with developmental disabilities (Malofeev, Kukushkina, Nikol'skaya, Goncharova, 2013):

- development in a child of adequate representation about own capabilities and limitations;
- mastering social and domestic skills used in everyday life;
- mastering communication skills;
- differentiation and understanding of the world view and its time-space organization;
- understanding of own social environment and mastering age-appropriate value systems and social roles.

## **2. OPINION AND DISCUSSION**

The foreign version of the concept "life competence" includes the ability to think, study, search, cooperate, set to work, and adapt (Vishnevskaya, 1989).

The major problem of children with intellectual disabilities comes down to the loss of their connection with the social society, limited mobility, lack of contacts with peers and adults and limited contact with nature. Algorithm of socialization of pupils with mental retardation is difficult, because learners have a reduced ability to generalize and assign public experience. Practical preparing of children for independent living should become an important work area with these children. Therefore, the content of education is built taking into account the following principles: vital importance; practical necessity (Bulanova, 2017).

The research of the socialization of younger schoolchildren with intellectual disabilities who study in various educational institutions was conducted in the framework of the RFBR project №18-013-00861. Among the institutions we selected the following: special schools for pupils with mental retardation, special classes in the comprehensive school, and individual students in the inclusive education system. The methods aimed at studying various aspects of the child's socialization process, in particular, the Social Competence Scale (A.M. Prikhozhan), study of social networks, comprehension (WISK), Stott's observation map and others were used in the framework of diagnostics.

As a rule, these methods are aimed at identifying other components of the process of children's socialization, but some of the parameters of these methods indicate the level of life competencies formation.

Considering the conditions of learning, it was assumed that the most adequate level of life competencies should be expected in children who are in the inclusive education conditions (the child studies in the group of normatively developing peers). One would think that one of the major conditions necessary for the formation of life competencies in children in such conditions is fulfilled - immersion in a more complex social environment. In fact, the majority of children with intellectual disabilities from an inclusive environment are home schooled, and being in a peer environment with normal intelligence is formal. In fact, the child is in even more isolated conditions from society, even in comparison with children studying in a special boarding school.

Teaching in a special school for children with intellectual disabilities would seem to limit the social contacts of a child. Most of these schools, especially those located in rural areas, function as residential institutions. Children live in a boarding school in fairly isolated conditions most of the school year. On the other hand, training is carried out by a pedagogical team of specialists with a higher defectologic education, children study according to the programmes developed taking into account their special educational needs. Special courses aimed at the formation of life competencies are highlighted in the training programme. For example, in such a special school that participates in the study like Kosolapovskaya boarding school there is a block in the school project for the discipline "Social and Domestic Orientation", representing a typical two-room apartment equipped with all home gadgets and appliances. Pupils play situations of home life, distributing roles with fixed family responsibilities. Everyone has the opportunity to fulfill the role of almost every family member, to perform everyday functions, including finding ways to solve various conflict situations that may arise in real life.

The next option for teaching children of primary school age is a special class in mainstream school. In our opinion, this is a promising option for teaching such children with developmental problems. On the one hand, children are in an environment created in accordance with their special educational needs. On the other hand, children are integrated into the educational space of a comprehensive school. Children are

participants in various extracurricular activities; they have the opportunity to communicate with their normatively developing peers.

### **3. RESULTS AND DISCUSSION**

The programme of our study included the method “Study of the ability to recognize emotional states” (Fatikhova, 2011). The method is divided into two series and has the goal of studying the ability to perceive and analyze the emotional state of a communication partner based on the observations. Another L. F. Fatikhova's method “Study of the child's ability to determine the emotional states of people in a school situation” is aimed at determining the child's ability to orient in the emotional states of the school situation participants, identifying the ability to understand the contradiction between the participants' emotional states and situations in which they find themselves and interpret these states based on the picture of the situation.

### **4. CONCLUSION**

The results of the study of the life competencies development in children with intellectual disabilities are as follows: children raised in a special school easily recognized such emotions as anger and sadness in some tasks of the “Study of the ability to recognize emotional states” method, in the first series of method. Pupils brought up in terms of inclusion, coped with the identification of emotions of fear and surprise better than their peers. According to generalized data, students with mental retardation of general education schools coped with tasks marginally better. Thus, they showed a slightly better formation of this life competencies component. The second series showed an approximate comparability of the study results of the emotional states recognition by children studying in different education conditions in half of the tasks. In other tasks, students in conditions of inclusive education showed results somewhat higher than those of their peers from special schools. In general, it should be noted that the indicators of the results of younger schoolchildren of all educational institutions have not coped well with the tasks, which indicates the need to expand and clarify the methodological aspect of the life competencies formation. In special education, the previously described work in social and domestic orientation begins in middle school classes. This field of work seems to be not sufficiently aware of its objectives and unclear with its content for teachers of comprehensive schools at this stage of the implementation of inclusive education. All this once again underlines the need to realize the importance of the life competencies formation in children with mental retardation and to clarify the methods for implementing this field of work.

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