

FOR STUDENTS WITH LARGE AND VERY LARGE SPECIAL EDUCATIONAL NEEDS, SAFE BEHAVIORAL COMPETENCES RESEARCH AT HOME, WITH FIRE, BY WATER AND ON THE ROAD

Methodology of investigation

Interview questions, a semi-standardized interview, were prepared for the study. The questions are divided into four blocks of questions according to the topics: Safe behavior of children's competences in the household ;

1. Safe behavior of children with fire competences .
2. Competence of children's safe behavior around water.
3. Competencies of children's safe behavior on the road .

Four parts are distinguished in each block:

A. Knowledge of the child's safe behavior in various areas

in the situation;

B. The child's understanding of what dangers may be lurking in various situations, i.e. will not be safe knowing and understanding the consequences of behavior;

C. The child's understanding of what is right in various situations

D. Values in matters of security. These blocks of questions aim to explore large and very large primary classes knowledge of special educational needs students with mild and moderate disabilities, understanding and values in various dangerous situations.

The first block of questions is intended to reveal the competences possessed by children (for knowledge, understanding and values) in the household. In this block, it was relevant to find out whether the child knows why not to let a stranger into the house, or understands what can happen, why you need to be careful with electrical appliances and sharp objects, what can happen if you do carelessly. The questions of the second block aim to find out the safe behavior of students.

Fire competences: do children know why fire is dangerous, how to handle it carefully, what household appliances can cause it, how to act correctly in the event of a fire. In the questions of the third block, we want to reveal the safe behavior of students' competences in the areas of water and near water. They ask if they like to swim, with whom most of the time goes to the water, has and uses a lifebuoy or a lifejacket, depending on life situations aims to find out how the child perceives the consequences of one or another act practical tasks. The questions of the fourth block are intended to clarify students' knowledge of safe behavior competence on the way. It is explained whether children know where to cross the street, what traffic lights are a signal that allows pedestrians to cross the street, why it is important to wear a reflector, how to behave or other dangerous situation (awareness of consequences) and performing practical tasks it is clarified how basic knowledge is applied in a real situation.

When conducting research in all blocks of questions, all questions, multiple answers and the tasks are read to the student, if necessary, they are made even more specific in their own words, explained the researcher. A response is received and recorded. The student is thanked for the answers. Evaluation is in progress. In order to find out the competences of the students, during the study with each study the participant was spoken to individually. Only one block of questions is discussed with the student per day.

The duration of the student survey is from 15 to 40 minutes. Semi-structured interview questions were also prepared for the teacher survey standardized interview . This study aims to find out how educators evaluate children's interest and ability to learn safe behavior topics, textbook material on issues of safe behavior and how the educational process is organized (what educational methods and forms) for students with high and very high special educational needs mild to moderate intellectual disability, introducing safe behavior competencies in the household, with fire, in and near water, and on the road.

Conclusions

1. It was found that there is no strict definition of safe behavior. Safe behavior competences regulated by the Health Education General Program and the Human Safety General Program as follows educational programs prepared for students as well.
2. Primary school pupils with severe and very severe special educational needs will be safe behavioral competences at home and on the road are more often good or sufficient, competences with fire and water are more often sufficient, sometimes good. Most students understand basic aspects of safe behavior. Most of the students know how to behave at home, with fire by the water and on the road; understands and is able to choose answers from given, some named, what the consequences may be in the given situations. Children's understanding is best revealed during practical tasks. In some cases, the child who answered nothing or less while performing practical tasks, revealed minimal competences that could be used in real life in the situation.
3. Teachers use schools to familiarize children with safe behavior in various situations or another favorable environment for education, and as forms of organization in the education process, they apply: lesson, excursion, practical work and various methods: game, observation, illustration, ICT, etc. Most of the teachers mentioned that they remind children of the rules of safe behavior together with students repeat them on excursions, in various lessons, in school or in the classroom during events and projects. The majority of educators as the main problem they face introducing the students to situations requiring safe behavior, named the parents an incorrect role model or the lack of one that confuses the student or discourages him from improving.
4. Most teachers believe that the textbooks have enough topics on safe behavior and, in my opinion, these topics are children's favorite, children especially like practical tasks. Teachers admits that most of the topics and various projects prepared at the school and in cooperation with police, is dedicated to safe behavior on the street, so children know better about safe behavior on the road nor in the household, with fire or near water.
5. Of all the topics in the textbooks intended for the development of students' safe behavior competencies,

about safe behavior on the road is the most. Their content is the most accessible. Many safe behaviors
the topics are complex, there are not many of them. Exercise books are very useful
tasks are linked to textbook topics.