

тии компетенций, которые являются необходимыми составляющими эффективной организации досуговой деятельности в учреждении дошкольного образования.

Полученные в ходе исследования результаты подтверждают необходимость целенаправленной работы по формированию у педагогов комплекса компетенций (теоретико-гуманистической, операционально-методической и организационно-культурологической) в организации досуговой деятельности, способствующей формированию гуманистических отношений детей старшего дошкольного возраста.

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ТОЛЕРАНТНОЕ ОТНОШЕНИЕ К ЛИЦАМ С ОПФР

Т.П. Радион

Минск, Частное учреждение образования «БИП–Институт правоведения»

Ключевые слова: лица с ОПФР; толерантное отношение; структурные компоненты; студент-юрист.

В статье рассматривается сущность понятия «толерантное отношение к лицам с ОПФР», которое заключается в активной ценностно-нравственной позиции личности и принятии Другого человека с его особенностями как полноправного и равного члена общества. Понятие «толерантное отношение к лицам с ОПФР» является интегративным качеством личности, включающим в себя следующие структурные компоненты: когнитивный, эмоциональный (аффективный) и действенно-практический (поведенческий).

**TOLERANT ATTITUDE TO PERSONS WITH SPECIAL MENTAL
OR PHYSICAL DEVELOPMENT NEEDS**

T. Radion

Minsk, Private Institution of Higher Education "Belorussian Institute of Law"

Key words: persons with special mental or physical development needs; tolerant attitude; structural components; law student.

Summary. The article touches upon the essence of the concept of "tolerant attitude towards persons with special mental or physical development needs", which consists in the active value-moral position of the individual and the acceptance of the Other person with his features as a full and equal member of society. The concept of "tolerant attitude towards persons with SMPD needs" is an integrative quality of the individual, which includes the following structural components: cognitive, emotional (affective) and effective-practical (behavioral).

Belarus signed the Convention on the Rights of Persons with Disabilities on September 28, 2015. By signing the Ratification of the Convention on the Rights of Persons with Disabilities on October 18, 2016, the President of the Republic of Belarus, Alexander Lukashenko, gave the document legal effect and validity. This step indicates the desire of Belarus to implement international standards in the field of the human rights of persons with disabilities in domestic social policies, its further development and improvement.

The Convention aims at the universal full and equal enjoyment of all human rights and freedoms by persons with disabilities. The Convention is guided by fundamental principles, including respect for human dignity, non-discrimination, full and effective involvement and

inclusion into public activities, respect for difference of persons with disabilities and acceptance of persons with disabilities as part of human diversity and humanity, full members of society equality opportunity. As provided for in article 24 of the Convention on the Rights of Persons with disabilities the provision of inclusion in education at all levels throughout life. Belarus has also aimed at ensuring the legislative changes in order to guarantee the inclusive education of children with disabilities in mainstream schools.

At present, these two concepts should not be handled in the same way, as these two notions are not synonymous, thus it's necessary to differentiate them: a person with a disability versus a person with special mental or physical development needs (SMPDN). In accordance with the Code of Education of the Republic of Belarus, a person with an SMPDN is a person who has physical and / or mental disabilities that restrict his or her social activities and prevent him or her from receiving education without creating special conditions for this [1].

Under the Law of the Republic of Belarus on the prevention of disability and rehabilitation of persons with disabilities, a person with a disability is a person with persistent physical, mental, intellectual or sensory impairments that, when interacting with various barriers, hinder such a person full and effective participation in society on an equal basis with other citizens [2].

Thus, the notion of "a person with special mental or physical development needs" does not fully reflect the main characteristics of the social group of people with disabilities, but it brings people with various types and levels of impairment that limit their social activity together (persons with SMPDN may also have medical indications that include them to persons with disabilities).

In our research, we have studied the attitudes of law students towards persons with SMPDN. Lawyers are representatives of the socionic profession, which assumes subject-subject relations in professional activity, that is work with people and providing assistance to them [3, p. 34].

In the modern Belarusian system of higher legal education, the immediate priorities are: strengthening the practice-oriented training of students, the widespread use of ICT in the educational process, raising the index of the level of education, the formation and development of inter-ethnic and socio-cultural tolerance. However, at this stage there are a number of difficulties, for instance, the need to strengthen the teaching staff, inadequate provision of modern technical means of training, curriculum reduction in studying a number of disciplines, shortening of the duration of studies, lack of modern, high-quality and affordable literature, and some others. The main drawback of the textbooks is the linearity of the construction, what is more textbooks aren't aimed at the formation and development of inter-ethnic and socio-cultural tolerance among law students in the course of mastering the proposed educational material.

Due to the fact that the organization of the educational process in higher education establishments, the methods and technologies of teaching, the constant close interaction of students with their teachers and lecturers primarily create the suitable conditions for the development of communicative tolerance, we've also paid some special attention to communicative tolerance in our research. Communicative tolerance is a personal state, which determines a particular type of interaction of the individual with other people and can be characterized by the presence in the person's mind a successful, person-significant sample of tolerant communicative behavior and the dominant orientation of consciousness for its implementation [4].

Analysis of scientific works devoted to the study of the concept of "communicative tolerance" (B.A. Baldanova, V.V. Boyko V.M. Grishuk, E.A. Kalach, L.A. Nikolaeva, O.B. Skryabin, S.N. Tolstikova, L.P. Yatsevich), made it possible to clarify the essence of the concept of communicative tolerance and to characterize it as a sustainable personal quality that defines a special type of interaction between an individual and other people and is characterized by the presence in the person's mind of a positive, successful, emotionally valuable, personally significant model of tolerant communicative behavior and interaction with part-

ners. The content of communicative tolerance is a unity of motivational-value, cognitive and behavioral components.

It should be noted that, along with tolerance, many scientists (Peter P. Nicholson, M. Walzer, and others) explore the notion of a "tolerant attitude," that is based on humanistic principles. Since tolerance as an internal active relationship can be expressed in both compassion and action, the tolerant attitude is thus manifested through an act that can be embodied in a sympathetic action or word. In the studies of S.K. Bondyрева and D.V. Kolesova it is emphasized that a "tolerant attitude" is a special relationship for which the following formula is valid: "relationship \Rightarrow assessment \Rightarrow attitude \Rightarrow behavior (intention)".

Tolerant attitude, according to I.B. Grinshpoon, means along with the existence of a need for interaction with another person the understanding of the Other with an initially positive emotional attitude towards him or her. Tolerance shown in relationships is already an outward manifestation of the attitudes formed in the consciousness of the I-subject to the Other. It is exactly the initial positive attitude to the Other, being the basis of mutual understanding between people, provides "free social coordination" (L.S. Vygotsky).

On the basis of the results of scientific research on the problem of tolerant attitude and our own position, we have clarified the notion of tolerant attitude towards persons with SMPDN. By the notion of tolerant attitude towards persons with special mental or physical development needs we mean an active moral position of the individual, supported by a set of values, beliefs, perspectives related towards persons with special needs, respect towards the individuals with SMPDN and acceptance of their psychophysical characteristics, lifestyle, behavior and other activities in real and virtual interaction, as well as the desire and ability to provide help and assistance to people with SMPDN, if necessary.

Thus, the essence of the concept of "tolerant attitude towards persons with SMPDN" is the active value-moral position of the individual and the acceptance of the Other person with his or her psychophysical characteristics as a full and equal participant in civil society.

The structure of tolerant attitude towards persons with SMPDN is related to its functions and, like any structure of the value relationship, includes three basic components: cognitive, emotional-evaluative (affective) and effective-practical (behavioral) (V.N. Myasishchev; N.I. Nepomnyashchaya, S.L. Rubinstein). The cognitive component acts as a system of social knowledge acquired by the individual; emotional-evaluative (affective) - the personal sense attributed to relationships; practically-effective - a system of modes of conduct and action [5, p. 78].

In the pedagogical context, the problem of value attitude towards individuals with SMPDN needs to be determined through the process of its formation and development. The source of the formation and evolution of the value attitude can be person's own beliefs, philosophies or worldview, personal experience, social environment and living conditions. All these factors help a person recognize, approve or reject certain values. We decided upon the social conditioning of values in the personality system and hence it is concluded that the formation of a value attitude to individuals with SMPDN occurs at all levels of social life, but purposeful development of it is only possible when creating certain pedagogical conditions that are systemic in nature and involve the inclusion of students in a variety of types of activities: educational activity, research work, social-educational work, quasi-professional activity, i.e. business games, quizzes, case studies, etc.

In the process of professional training of law students, the following components of a tolerant attitude should be developed:

cognitive, suggesting openness to the new, flexibility of thinking, adequacy of self-esteem, comprehension by students-lawyers of the value of individuality and uniqueness of any person and his or her place in the system of personal values; scientifically based knowledge of persons with the SMPDN and their rights, truthful information of the main fea-

tures of individuals with the SMPDN; expressed strong cognitive interest in persons with SMPDN;

emotional (affective), suggesting the ability to recognize emotions of a person with SMPDN and being able to respond to them adequately; the ability to empathy, self-control and self-regulation, the personal significance of the relationship of future specialists to persons with SMPDN, based on the moral, ideological values of the individual; awareness of their own feelings and emotions associated with people with SMPDN; the ability to take the valueless acceptance of another person with his or her distinctive characteristics;

effective-practical (behavioral), which assumes a special way of behavior, in which the ability of lawyers-to-be to interact with persons with the SMPDN and their legal representatives is manifested; social activity, skillful possession of strategies for constructive behavioral interaction; building interaction in terms of equality of the subjects of interaction; reflexion of the reasons for person's own behaviour and actions towards the persons with SMPDN.

At the present time, in the studies that addressed the characteristics of tolerant attitude towards people with SMPDN, an important role is assigned to educational institutions and higher educational establishments where children and young people spend most of their time acquiring knowledge and experience of mutual respect and tolerant attitude towards people around them.

Researchers of this phenomenon have noted the low level of tolerant attitude towards individuals with the SMPDN among those students who do not study psychology or pedagogy, but their future professional activities are connected with subject-subject relations due to direct work with people. This state of affairs necessitates the development of a tolerant attitude towards persons with SMPDN among the students of law faculties.

Thus, the peculiarity of individual tolerant attitude towards persons with SMPDN is predetermined and programmed by the traditional attitude towards individuals with SMPDN in human society. A person's awareness of the problems of persons with SMPDN, their special needs, and their rights directly affects person's individual views and beliefs in relation to persons with the SMPDN. Harmony of personal development predetermines the peculiarity of tolerant attitude towards persons with SMPDN in a similar way. Positive experience of interaction with persons with SMPDN is a positive factor for the development of tolerant attitude towards persons with SMPDN. All of the abovementioned features of tolerant attitude towards persons with SMPDN, which result not in common passive tolerance towards them, with their psychophysical characteristics, way of life, behavior and other activities, but in the active conscious acceptance of psychophysical features and the desire for productive interaction.

In view of the above, it may be concluded that the process of developing a tolerant attitude towards individuals with SMPDN is to be understood as a multi-stage and long-term process affecting the sphere of higher education and requiring the development of new basic programs and textbooks for law students. To develop a tolerant attitude towards persons with SMPDN, it is necessary to raise the level of awareness among law students about the legal, social, psychological aspects of disability; the need to include information on the rights, needs and problems of people with disabilities and the SMPDN in the content of higher education. These measures will contribute to the formation of a positive attitude towards individuals with SMPDN and disabilities among law students.

Law students with a developed tolerant attitude towards individuals with SMPDN, with true understanding and a detailed picture of the lives of such people will be able to organize student self-government bodies, associations of volunteers from students to assist persons with SMPDN and disabilities in the process of inclusive training and life activities, provide them with legal assistance and, even make amendments to the legislature of the Republic of Belarus regarding persons with disabilities and the peculiarities of psychophysical development and their interests. At the current stage of humankind's development we consider that

society is responsible for the full development of people with SMPDN and that the position of society towards people with SMPDN is formed in the form of a stable attitude towards them as to people capable of training and development that have the same rights and privileges, as all other members of society.

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**ДИРИЖЕРСКО-ХОРОВАЯ ДЕЯТЕЛЬНОСТЬ УЧИТЕЛЯ МУЗЫКИ
КАК ВИД СОЦИАЛЬНОЙ РАБОТЫ**

Е.Е. Романович

Минск, УО «БГПУ имени Максима Танка»

(e-mail: elena-romanovich@yandex.ru)

Ключевые слова: дирижерско-хоровая деятельность, будущий учитель музыки, социальная работа.

В данной статье рассматривается дирижерско-хоровая деятельность учителя музыки как вид его социальной работы. Данный вид работы учителя музыки способствует решению социально-воспитательных задач посредством хорового пения, в котором проявляются все свойства эстетического взаимодействия учащихся с окружающей действительностью.

THE CHOIR CONDUCTOR'S ACTIVITY OF THE MUSIC TEACHER AS A KIND OF SOCIAL WORK

E. Romanovich

Belarusian State Pedagogical University

Key words: дирижерско-хоровая подготовка, будущий учитель музыки, социальная работа.

Summary. This article examines the choir conductor's activity of a music teacher as a form of his social work. This kind of work of a music teacher contributes to the solution of social and educational tasks through choral singing, in which all the properties of the aesthetic interaction of students with the surrounding reality are manifested.

В настоящее время одной из важных задач, стоящих перед учителем музыки, является проведение им социальной работы, оказывающей в большой степени эстетическое воздействие на подрастающее поколение. В научной литературе социальная работа рассматривается как профессиональная деятельность, способствующая «общественным изменениям, решению проблем человеческих взаимоотношений; содействует укреплению способностей к функциональному существованию в обществе и освобождению людей в целях повышения их уровня благополучия. Используя теории поведения человека и общественных систем, социальная работа способствует взаимодействию людей с их окружением. Принципы прав человека и социальной справедливости являются фундаментом социальной работы» [8]. Хоровое пение является тем видом деятельности учащихся, в котором проявляются все свойства эстетического взаимодействия человека с окружающей действительностью.