

«Куранта». Учебная программа предлагает познакомить школьников с «Менуэтом» Л. Боккерини, «Вальсом» И. Штрауса, «Танцем молодого бегемота» Д. Кабалевского, «Вальсом на балу» С. Баневича, «Полькой» М. Глинки, «Итальянской полькой» С. Рахманинова и другими музыкальными произведениями.

Каждое из указанных музыкальных произведений несёт в себе определенную смысловую нагрузку и знакомит с композиторами разных эпох и стран (Италия, Австрия, Россия). В процессе урока целесообразно определить особенности звучания и характер представленных танцев. Анализируя, как меняется музыка в разные исторические эпохи, мы возвращаемся к «Куранте» и рассматриваем данное произведение, исходя из имеющихся у первоклассников знаний (темп, динамика, тембр, регистр). Особое внимание следует уделить музыкальным инструментам (флейта, клавесин), исполняющим «Куранту» - именно они характерны для эпохи XVII века.

Заключение. Рассматривая белорусские народные песни, белорусскую инструментальную музыку и музыкальные произведения белорусских композиторов разного периода в 1 классе можно подготовить школьников к восприятию темы 4 класса «Музыкальная культура Беларуси» на новом уровне. Представленные в учебной программе музыкальные произведения являются составной частью европейской культуры. Таким образом, музыкальное воспитание школьников способствует не только воспитанию патриотизма, но и поликультурному воспитанию подрастающего поколения.

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FEATURES OF PEDAGOGICAL MAINTENANCE OF THE FAMILIES RAISING CHILDREN WITH INTELLECTUAL INSUFFICIENCY

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Issues of a family of the child with features of development are touched in works of many authors (T.G. Bogdanova, N.V. Mazurova, V.A. Vishnevsky, T.A. Dobrovolskaya, A.I. Zakharov, I.Yu. Levchenko, R.F. Mayramyan, I.I. Mamaychuk, A.I. Raka, M.M. Semago, A.R. Sharipov, V.V. Yurtaykin, etc.).

Now work with a family is an important direction in system of medico-social and psychology and pedagogical escort of children with features of psychophysical development. Mastuykova E. M. notes that understanding of the fact of the birth of the child with intellectual insufficiency at the psychological level is divided into phases: 1) condition of confusion, fear; 2) state of shock is transformed to negativism; 3) a condition of a depression in process of adoption of the diagnosis; 4) mental adaptation on the basis of full adoption of the diagnosis [1].

All families raising children with deviations in development are characterized by the following signs: - parents test a psychological and physical overwork, alarm for prospects of the child; - intra family, including matrimonial, the relations are broken and distorted; - the social status of a family decreases [2].

Research objective – to reveal style of family education within psychological correction of the child parental relations in the families which are bringing up the child with intellectual insufficiency.

Material and methods. For the purpose of further definition organizationally – pedagogical conditions of improvement of the pedagogical help to the child's family with intellectual insufficiency in the conditions of interaction with institutions of education, we conducted pilot study of features of pedagogical maintenance of families of pupils on the basis of Auxiliary School No. 26 of Vitebsk, High school No.11 of Vitebsk. As methods of a research the analysis of school documentation and questioning of teachers, the parents raising children with intellectual insufficiency were used. The research was conducted in September – October, 2017.

Results and their discussion. Results of questioning of parents showed that 100% of respondents consider necessary cooperation of educational institution and a family. Various aspects of education and training of children with intellectual insufficiency became the most topical issues interesting parents, and the following tendency is noted: the parents raising children with intellectual insufficiency of preschool age are interested mainly in questions of training of children, their preparation for school while parents of school students with intellectual insufficiency more are concerned by questions of education, feature of awkward age, social adaptation in adulthood and employments (14,2%). The analysis of school documentation showed objective shortage of number of actions with parents for these topical issues.

The analysis of answers of parents about their needs for improvement of content of PTA meetings showed that 42,8% of respondents are at a loss in definition of subjects and questions, urgent for them, that can testify to the insufficient level of understanding of communication between a child development and participation in is mute families and institutions of education, about the low level of pedagogical literacy of parents. 4,7% of parents the question of improvement of quality of education interests; 4,7% would like to learn about the ethical attitude towards disabled people and ways of their integration into society, about the planned actions (4,7%); councils for preparation for awkward age of the child (4,7%). It should be noted the revealed monotony of individual forms of work with parents. So, 47,6% of parents specified that the most common form of such work is the individual conversation.

Table. Results of a research on a questionnaire "The analysis of family education" (authors - E. G. Eydemiller, V. Yustitskis)

	Authoritative family	Liberal family	Democratic family	The mixed family
Kontrolny group	30%	30%	20%	20%
Experimental group	30%	30%	20%	20%

30% of authoritative families where the favorable, comprehensive education of the child directed to decomposition, destruction of the identity of the child slows down. 30% of liberal families in which parents do not take active part in education of the younger school student. 20% of families where there is a desperateness at education of the child, are only uncertainty in the choice of methods of education, a right way of development. 20% make democratic families in which atmosphere reigns positive for implementation of full education.

It is possible to draw a conclusion that in a percentage ratio the top is taken by authoritative and liberal families, than democratic families. In experimental and control group results appeared almost at one level. The child development, formation of its personal qualities is defined by education level in a family. If it is an authoritative family, then, negative lines of the personality are in most cases put. Most, it is possible to tell also rather liberal family where the authority of parents does not play a role. The most acceptable is considered the family in which parents and children in common mutually cooperation with each other.

Conclusion. Thus, possibilities of interaction of institutions of education and a family are used not fully. The reasons limiting interaction of pedagogical collective and a family is the following: low level of understanding of communication between a child development and development of a family; the insufficient level of development of dialogical communication in the relations with parents; domination of verbal forms of work of teachers with parents; insufficiency of abilities of planning of collaboration with parents and children; insufficiently high level of pedagogical literacy of parents. Results of the stating experiment showed need of improvement of content of pedagogical maintenance of the family which is bringing up the child with intellectual insufficiency.

Literature

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ПРОБЛЕМА ЭКОНОМИЧЕСКОГО ВОСПИТАНИЯ ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА СРЕДСТВАМИ СКАЗОК

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В «Концепции непрерывного воспитания детей и учащейся молодёжи» (2015 г.) среди основных направлений воспитательной работы указано экономическое воспитание. С целью формирования экономической культуры личности для воспитанников учреждений дошкольного образования предусмотрено знакомство с элементами экономической грамоты [1].

Проблему экономического воспитания детей старшего дошкольного возраста исследовали Т.В. Алиева, А.Ф. Аменд, С.В. Белокашина, Л.В. Кнышова, Е.А. Курак, Н.В. Литвина, О.И. Меньшикова, А.А. Саламатов, А.А. Смоленцева, А.Д. Шатова. Ученые сходны во мнении, что экономическое воспитание – часть общей системы воспитания, организованный педагогический процесс, направленный на формирование бережного отношения к миру ценностей. Экономическое воспитание понимается как результат экономического просвещения, способствующего формированию хозяйственного отношения к материальным и духовным ценностям и становлению начал ценностных ориентаций.