

## ART PEDAGOGY IN WORK WITH CHILDREN WITH DISTURBANCES OF THE SUPPORT-MOTOR APPARATUS

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Graphic activity can be viewed as a means of correcting cognitive impairment, as a means of intellectual development, as a method of learning and, finally, as a means of emotional-aesthetic education of children with disorders of the musculoskeletal system. The presence of motor disorders and specific disorders of cognitive activity in children poses a number of pedagogical tasks, the solution of which is necessary when teaching drawing and other types of artistic and creative activity.

The purpose of this work is to analyze the practice of using art pedagogy methods in the classroom for children with disorders of the musculoskeletal system.

**Material and methods.** The study was conducted among children 5-8 years old in the center of intellectual development of the child "Learn-ka" of Minsk. The study involved 14 children. The main research methods: observation, analysis of student work, comparison, synthesis.

**Findings and their discussion.** A child with disorders of the musculoskeletal system, it is very difficult to feel the diversity of the surrounding world. About the healing power of art known since time immemorial. Art heals, changes mood, affects our body. Art has ample opportunities for successful socialization, rehabilitation and adaptation of a child with disorders of the musculoskeletal system in society.

In his works L.S. Vygotsky paid special attention to the need for the participation of children with special educational needs in various types of artistic and creative activities and considered art to be one of the main factors shaping the cultural practices of the child [3].

Art pedagogy is an independent branch of pedagogical science that studies the laws governing the upbringing and development of a person by means of art. Art pedagogy has common goals with pedagogy, helping a child to learn to understand himself and live in harmony with himself, with other people, to know the world around him. Features of art pedagogy in that it operates with the means of art and has a developing and educating potential.

The essence of art pedagogy in its most general form is defined as “a synthesis of two areas of scientific knowledge (art and pedagogy), ensuring the development of the theory and practice of pedagogical correctional-directed process of artistic education of children with developmental deficiencies and the formation of the foundations of artistic culture through art and artistic activity” [2].

According to E. A. Medvedeva, the concept of “Art pedagogy” does not replace the narrower term “artistic education” [2]. The depth and diversity of the pedagogical tasks of the artillery pedagogue, its essential meaning (personal development, sociocultural adaptation, pedagogical assistance, self-expression and

self-understanding) cannot be reduced to drawing skills. Moreover, in art pedagogy, teaching drawing techniques is considered only as a means of achieving pedagogical tasks. For example, in the visual arts, the ability to handle artistic material leads to greater freedom, gives a new impetus to development, stimulates self-generation [2].

A special place in art pedagogy is given to the product of artistic activity. Children's drawing is seen primarily as a projection of the child's personality, as a symbolic expression of his relationship to the world. In this regard, it is very important to distinguish in the children's drawing those features that reflect the level of mental development of the child and the degree to which he masters the drawing technique, on the one hand, and features of the drawing, reflecting personal characteristics, on the other.

The vast majority of children with cerebral palsy (CP) at the age of 4-5 years can not perform even the most primitive drawings. Their graphic activity is in the nature of pre-figurative drafting [1].

Primary schoolchildren, like preschool children with cerebral palsy, have great difficulty in developing graphic skills. It is not uncommon for children of 7–10 years old to be at the level of pre-figurative drafting.

Schoolchildren with cerebral palsy willingly perform plot drawings on a given topic. But if the content of these drawings is usually satisfactory and indicate a sufficient understanding of the topic, then the performance is usually much worse.

Analysis of thematic drawings of children 5-8 years old with cerebral palsy studying in the center of the child's intellectual development "Learn-ka" shows that not only the composition of the picture suffers, its placement on the sheet plane, but also the size of the depicted objects, if there are several, are roughly violated. When coloring use little tint colors. These shortcomings should be overcome in the process of remedial work.

Work with children in the center of intellectual development of the child "Learn-ka" is performed both in a group and individually. The difference between group and individual classes lies in the purpose, procedure, and methods of work. It is important that in the classroom is used not only the usual set of graphic tools and materials: gouache, watercolor, color, simple pencils, pastels, etc., but also, non-traditional materials and methods of their use. In the classroom techniques and techniques are selected on the basis of efficiency and simplicity, depending on the degree of violation of the musculoskeletal system.

5-6 years: performing the exercises "Draw a picture", "Make and finish", "Draw a fairytale hero". When working on these exercises, the following techniques are used: imprint technique (natural forms, etc.), Nabryzg technique, stencils, illustrations of fairy-tale characters, plexiglass with preliminary imposition on the illustration to fairy tales. When working with this age, art materials are used: gouache, watercolor, wax crayons, markers 7-8 years: performing the exercises "Compose your still life", "Finish the landscape", "Favorite animal" "Draw who is more, who is taller". When working on these tasks, graphic techniques, waxography, stencils, stamping, and plexiglas are applied with a preliminary

overlay on the picture. When working with children of this age, art materials are used: gouache, watercolor, chalk pastels, pencils, ink. Art pedagogy sets itself the solution of the following tasks: to develop fine motor skills of the hand and visual-motor coordination to prepare for mastering the letter, to form the correct perception of form, size, color and the ability to transfer them in the image, to form the correct perception of space, to correct visual-spatial perception disorders.

**Conclusion.** Special correctional work by means of graphic activity can play a huge role in the prevention of these children not only violations of school skills, but also in overcoming violations of personal development and the formation of employment opportunities.

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## CLOUD-BASED TECHNOLOGIES AS A RESOURCE OF PROFESSIONAL COMPETENCES IMPROVEMENT

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Every year for introduction in educational process tens of programs are offered, allowing for training on the Internet, but the little elaboration of the methodological foundations of their application in practice, and the narrow focus of these resources leaves a large front of work for each teacher. Cloud computing in modern society is the most perspective direction in development of an education system, the relevance is provided with also broad application in all spheres of activity of the person and corresponds to realization of mobile training which provides compliance of the concept of informatization of an education system of Republic of Belarus until 2020.

The purpose of this article is to reveal the concept of cloud technologies and to bring the advantages of using such a resource as Google Classroom in the educational process, as well as to summarize the practical experience of using cloud technologies in teaching graphic disciplines.

**Material and methods.** Material for this article was educational process of teaching discipline of "Descriptive geometry, engineering and machine graphics" at the Polotsk state university of an internal and correspondence form of education. The model of studying of this discipline based on the Google Class was developed