

заць усё, што з ім звязана, выказаць свае пачуцці па дадзенаму слову, магчыма, прыгадаць нейкі ўчынак ці падзею, якая асацыіруецца са слоўнікавым словам. Выказванне вучня займае роўна адну хвіліну, пасля сканчэння якой слова даецца іншаму. Прыём “Хвіліна гаварэння” спрыяе развіццю індывідуальнай свядомасці, мыслення і творчага ўяўлення школьнікаў.

На этапе замацавання слоўнікавых слоў, паверкі дамашняга задання мэтазгодна выкарыстаць гульню “Сапёр”: настаўнік прапануе словы з мастацкага тэксту, які вывучаўся на папярэднім уроку, вучань раскрывае значэнне прыведзеных слоў да першай дапушчанай памылкі, калі яна будзе зроблена (бо “сапёр” памыляецца толькі аднойчы). Перамагае той вучань-“сапёр”, які не дапусціць пры тлумачэнні слоў ніводнай памылкі.

У час даследавання было праведзена анкетаванне вучняў двух другіх і двух трэціх класаў агульнаадукацыйнай школы. Вучні другіх класаў адказвалі на прапанаваныя пытанні 20 снежня 2016 г., вучні трэціх класаў – 7 лютага 2017 г. Настаўнікі даследуемых класаў выкарыстоўваюць актыўныя метады правядзення слоўнікавай работы на ўроках чытання. Вынікі анкетавання прадстаўлены ў табліцы ніжэй:

Клас	Вы цалкам разумеете сэнс таго, што гаворыць настаўніца па-беларуску на ўроку чытання?	Вам лёгка ўступіць у зносіны па-беларуску з вучнямі свайго класа, настаўнікам?	Правільна адказалі на пытанні анкетуючага	Складлі звязнае выказванне з прапанаванымі словамі
2-і (43 чалавекі)	48,8% (21 вучань)	20,9% (9 вучняў)	44,2% (19 вучняў)	27,9% (12 вучняў)
3-і (41 чалавек)	95,1% (39 вучняў)	75,6% (31 вучань)	90,2% (37 вучняў)	97,6% (40 вучняў)

Вынікі праведзенага анкетавання сведчаць пра тое, што сістэмнае выкарыстанне актыўных прыёмаў работы са слоўнікавымі словамі эфектыўна ўплывае на развіццё ў вучняў навыкаў камунікацыі на беларускай мове. Акрамя гэтага, цікавасць вучняў да ўрокаў беларускага літаратурнага чытання ўзрастае, павялічваецца актыўнасць школьнікаў у час заняткаў, удасканальваюцца мысленчыя аперацыі школьнікаў і інш.

Заклучэнне. Такім чынам, аналіз метадычнай літаратуры, перадавога вопыту школы, праведзенае даследаванне дазволіла выпрацаваць пэўную сістэму практыкаванняў, выкарыстанне якіх на ўроках літаратурнага чытання на этапе слоўнікавай работы садзейнічае фарміраванню камунікатыўных навыкаў вучняў на беларускай мове. Дадзеная сістэма грунтуецца на выкарыстанні актыўных праёмаў навучання, што пабуджае школьнікаў да ажыццяўлення камунікацыі і развівае іх актыўны слоўніковы запас.

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THE ROLE OF THE FORM-MASTER IN EDUCATING YOUNGER GENERATION IN THE MODERN SCHOOL

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In the work of almost every teacher has a difficult but very important mission - to be the class teacher. Some teachers believe this work an additional burden to their teaching activities, others call it the most important. No matter how complicated the work of the class teacher, without a doubt, it is necessary to children as the main structural unit is a class in the school. It is here that organized cognitive activity, social relations are formed among students. The class implements the care of social well-being of children, solved the problem of their leisure time, carried out the initial consolidation of teams, formed corresponding to the emotional atmosphere.

The aim of this work is the most profound, detailed and accurate review of the activities the class teacher.

Material and methods. The material studied in this pedagogical research is the process of activities of the class teacher. Method is descriptive.

Results and discussion. The status of the class teacher at the school is the main subject of educational work with parents. It produces the basic strategy and tactics of the interaction of the school and the family in the upbringing of the individual student; being an expert in the field of pedagogy and psychology, it helps parents to resolve the contradictions of family education. The adjustment of the educational social environment influences. These tasks are defined by the status of the class teacher. We must not forget that the family education - it is private, intimate and family. Parents themselves determine the fate of her child. Have a hollow right to their own teaching position, his style and tone of the relationship with the child, his own attitude to pedagogical influences society and school, respectively. Therefore, the class teacher, guided by a sense of pedagogical tact, in the

relationship with parents is acting as an advisor, consultant, professional, direct representative of the educational process carried out by the school. For him, working with parents - one of his concerns - namely, creating an optimal environment for raising students' development. Introduction of parents with content and methodology of the educational process organized by the school, due to the need to develop common requirements. General principles, determining goals and objectives of education, the selection of contents and organizational forms of family upbringing and educational process of the school. So the first parents' meeting the class teacher just got class familiarizes parents with their own life and teaching position with the aim, objectives and program of its future activities, introduces them to the plan of educational work. Together with his parents sought possible ways of implementing this program in family education. All the problems of the class teacher holds in the field of view of parents throughout the school year, adjusting them, summing up, setting new objectives in consultation with parents. The contradictions of this modern school problems come from the fact that the general educational level of the parents has been steadily increasing, and this entails confidence in the infallibility of their teaching positions. Nevertheless, studies of teachers and psychologists are constantly record low level of psycho-pedagogical culture of parents and the growing interest for it in society. The school has accumulated rich and interesting experience teaching compulsory education parents. The task of each school, each classroom teacher to choose the most suitable form of it convenient for the school and interesting for parents. Involving parents in joint activities with the kids - this form is widely practiced in the modern school. Motivated by the objectives of expanding raising extracurricular activities, improving the relationship of teachers, parents and children during this activity. Some forms of cooperation between parents, students and teachers in joint ventures [2, pp. 28 - 35]. Participation in all kinds of extracurricular activities organized by the class teacher - hiking, trips, parties, tournaments, competitions, repair and improvement of the school. Preparation and school camps, long hikes high complexity, trips to the cities of the country. Participation in career-oriented work of the school: a meeting with the students, excursions to companies in order to job-orientation. Keeping electives and clubs according to the profile of their professional activities. Participation in the work of the school board, school and classroom parent committees. Provision of financial assistance in the implementation of a variety of school and classroom Affairs through the establishment of school due to their enterprises, firms. Parental involvement in the preparation of the celebration of the Last Call, "KVN" type events, "What? Where? When? ", "Dad, Mom, and I - a sports family". Adjustment of education to the families of individual students is the first aspect to provide psychological and educational assistance to students (gifted, is inclined to the study of individual subjects, or interest in any form of extracurricular activities). Another area of concern of the class teacher is providing parents psychological and educational assistance in solving difficult problems of family education: permit adolescence contradictions, overcoming the difficulties of education for girls and boys during adolescence, prevention of the formation of bad habits. Help in overcoming the bad influence of asocial and antisocial informal associations of youth crime prevention. Individual work with disadvantaged families of students: immoral and illegal; involving children in drunkenness and criminal activities; families with heightened conflict; families without providing adequate development and education of children - this work is conducted in cooperation with law enforcement authorities: inspections and commissions for juvenile affairs. Department of protection of children's rights and custody departments of education. Interaction with public organizations (parent committees) and school class, the school board, the Women's Council of military organizations, etc. The content of the total activity is determined by the status and position (or charter) of a corresponding social organization. Their expertise may include:

- administrative and law enforcement agencies;
- collective decision of individual questions of school life;
- help the school and classes in conducting educational work with students;
- participation in the work with parents (parents' meetings, conferences, lectures, material assistance and legal impact on the parents' negligent relating to parenting) [1, p. 12].

Conclusion. All of the school's work functions, in particular the class teacher, help to create a normal environment for bringing up the organization of school educational process. Modern class teacher in collaboration with the teacher-psychologist social worker examines the individual characteristics of students, examines class development team, determines the creative, intellectual, educational opportunities for children. Cool heads are now playing a leading role in organizing the cooperation of school and family. It is from their work depends on how families understand the policies of the school in relation to education, training and children are involved in its implementation. This family should be regarded as the main customer and ally in the education of children, and to unite the efforts of parents and teachers will create favorable conditions for the development of the child. At the heart of the interaction of family and classroom teacher must be based on principles of mutual trust and respect, support and assistance, patience and tolerance towards each other. You can draw the following conclusions: the activity of the class teacher fruitful and effective if students are happy to go to the contact, are ready to work together, are receptive material. This suggests that teacher regularly with children educational, developmental, educational and recreational activities, the children have become accustomed to the vigorous activity of the class teacher. The protection function is implemented in the work of students of the class teacher with children from disadvantaged backgrounds and constant control over the social

situation of each student. It should be noted that the theoretical functions, duties and rights of the class teacher does not remain only on the pages of a textbook, and operate in today's schools. Despite the complexity of the work and responsibility, the majority of teachers, it gives a lot of fun and brings a sense of satisfaction.

Literature

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ИССЛЕДОВАНИЕ ИГРОВОЙ ЗАВИСИМОСТИ В ДЕТСКОМ ВОЗРАСТЕ

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Двадцать первый век по праву считается эпохой стремительного развития человечества, информатизации населения и компьютеризации всех сфер жизни. Несомненно, информационные технологии и персональные компьютеры предоставляют нам массу возможностей для развития и самосовершенствования, помогают человеку всегда идти в ногу со временем. Однако мы легкомысленно относимся к таким проблемам, как ухудшение состояния нашего здоровья вследствие чрезмерного использования мобильных телефонов и персонального компьютера, интернет-зависимость и игровая зависимость.

В современных реалиях дети и подростки более всего подвержены мобильной и игровой зависимости. Это негативно сказывается на их здоровье и развитии. Сегодня как никогда актуальна проблема мобильной и игровой зависимости детей.

Игровая зависимость – это форма психологической зависимости, проявляющаяся в навязчивом увлечении компьютерными играми.

Аддиктивное поведение – особый тип форм деструктивного поведения, которые выражаются в стремлении к уходу от реальности посредством специального изменения своего психического состояния [1, с. 27].

Аддикция – сильные ригидные влечения, побуждающие к систематическому осуществлению аддиктивного поведения [1, с.27].

Цель исследования – выявить степень зависимости учащихся от мобильных телефонов и игр на основе их эмоционально-психического состояния.

Материал и методы. Исследование проходило на базе СШ №9 г. Барановичи. Выборку составили 21 ученик 2 класса, (8–9 лет). В исследовании мы использовали несколько методов, основными из которых являются опрос, открытое анкетирование и дальнейший анализ полученной информации.

Исследуемым были предложены следующие вопросы:

С чем у Вас ассоциируется мобильный телефон? Опишите одним словом.

- Для чего вы больше всего используете мобильный телефон?
- Сколько времени в день вы проводите за мобильным телефоном?
- Что вы чувствуете, когда взрослые ограничивают Вас в использовании мобильных телефонов?
- По вашему мнению, мобильный телефон приносит больше вреда или пользы?
- Какое общение вы предпочитаете? Посредством мобильного телефона, компьютера или вживую?
- Как вы думаете, мобильные телефоны сближают или отдаляют людей?

Результаты и их обсуждение. Анкетирование выявило следующие результаты:

Главной целью использования мобильных телефонов у 66% являются игры, 10% затруднились ответить и лишь 24% видят основную цель использования телефона в его прямом назначении – для звонков.

Вопрос о среднем времени использования телефона показал отнюдь не хорошую картину: 44% используют его 1–2 часа в день, 28% используют его более 3 часов, оставшиеся 28% пользуются мобильным телефоном около 30 минут в день.

Вопрос об эмоционально-психическом состоянии детей показал следующее: 75% учащихся чувствуют обиду, грусть и злость при принудительном ограничении в использовании мобильных телефонов; 20% имеют нейтральное отношение и 5% затруднились дать ответ.

39% учеников предпочитают общение в интернете, 23% в основном общаются по телефону; 38% детей предпочитают общение вживую, без каких-либо вспомогательных устройств.

Из всего количества анкетированных 66% уверены, что мобильные телефоны сближают людей; 15% затрудняются ответить; 19% думают, что мобильные телефоны отдаляют людей друг от друга.

Закключение. На основе полученных результатов мы можем сделать обобщающие выводы. Во-первых, дети используют мобильные телефоны преимущественно для игр и развлечений. Это приводит к замещению активного времяпрепровождения на виртуальную реальность, что, в свою очередь, негативно