



The job has been done. The group has made a whole marine gallery.



Conclusion. Artistic and aesthetic education includes working with children of preschool age, introduces and develops our creative activities. Using different materials allows to become original creators. All ingenious is simple!

1. Pointillism as a style in painting. [Electronic resource], access Mode: <https://artrecept.com/zhivopis/stili/puantilizm>. Date of access: 01.11.2020

THE USE OF BELARUSIAN MYTHOLOGY IN FINE ARTS LESSONS OF THE ETHNIC EDUCATION OF SCHOOLS

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The spiritual crisis of modern society has not passed by the youth of Belarus either. Spiritual values and ideals alien to the Belarusian people are increasingly penetrating the minds of young generations. It seems that to resist

the expansion of a foreign culture, teachers of art may refer to mythology, ethnic values, and traditions of Belarusians in fine arts lessons.

In the educational space of Belarus, students of art and pedagogical specialties, choose the topics of Belarusian mythology for their theses. Returning to the origins revives ethnic memory, the accumulation of knowledge by students, which is necessary in future pedagogical work aimed at familiarizing students with the spiritual heritage of the folk.

Comprehension of the events taking place in the world community, the study of scientific literature allows us to conclude that the problem of ethnic education of the younger generations of students is one of the most urgent for the academic subject «Fine Arts» and for education in general. The object of our research is the educational process at the Department of Art and Graphics. The subject of the research is the preparation of students for the ethnic education of students on the example of Belarusian mythology.

The objective of the study is to substantiate the role of Belarusian mythology in preparing students of art and pedagogical specialties for the ethnic education of students.

Material and methods. Methods used: descriptive, comparative, analysis method.

Findings and their discussion. The word «mythology» (from the Greek. Mythology, from mythos – «legend» and logos – «word, story, doctrine») was introduced by the Athenian philosopher Plato around 400 BC to distinguish real historical events from fictional stories about gods and heroes [1]. Belarusian mythology is a complex of ancient legends and traditions of Belarusians.

The traditions of the people of Belarus are rich and varied. Weddings, the birth of a child, Christmas, various folk festivals, etc. have always had an ethnic orientation. In the research of scientists, the idea is clearly expressed that ethnic education has always been based on the aesthetic variety of nature, on folklore. It's emotionally coloured images have a powerful educational influence on children [2].

The myths of the ancient Belarusians established a connection between the past, present and future of the people. With their help, one generation passed on to another the accumulated life experience, knowledge, and spiritual values. Our subjective experience, gained in the lessons of the fine arts of the Republic of Belarus, shows that in the lessons of fine arts, mythology helps schoolchildren to get to know more deeply the life of our folk, traditions, customs, culture, our ancestors' way of life. It gives an idea of goodness and evil, selfless love, humility, obedience, justice and wisdom of our distant ancestors. The main characters of these myths were fictional heroes, whose labour and feats were great examples of high spirituality for the younger generations. They reflected self-sacrifice and loyalty of our folk.

The main methods of ethnic education of schoolchildren in pedagogical practice: storytelling (acquaintance with the use of myths); conversation

(discussion with students of the characters of myths, their actions and deeds in difficult life situations); making illustrations on the theme of Belarusian mythology; discussion with students of the content of the drawings.

The ancient Greek thinker Plato spoke about the relevance of mythology in the education of young generations. He emphasized the responsibility of those people who create myths: «... if their work is good, we will allow it, if not, we will reject it. We will persuade educators and mothers to tell children only recognized myths to shape the souls of children rather than their bodies» [3].

Thus, the main idea of ethnic education of students in fine arts lessons is the revival of ethnic memory, devotion to the motherland, to our state, which as L. V. Loiko emphasizes, «consolidates society, serves as the foundation of statehood, is a guarantee of national security» [4].

Unlike today's understanding of myths as fairy tales, the mythology of the ancient Belarusians includes generalized values. These values are a set of ideas that contributes to the unification of people.

Conclusion. Applying mythology at the lessons of fine arts forms typical Belarusian values in modern students. Also mythology helps to understand everyday life, culture and traditions of distant ancestors.

1. SiteKid.ru [Electronic resource]. - Mode of access: https://sitekid.ru/kultura_i_iskusstvo/zhivopis/mifologiya_v_zhivopisi.html. - Date of access : 25.10.2020
2. Fedkov, G. S. Theory and methods of teaching the fine arts: textbook. allowance / G. S. Fedkov. - Minsk: RIVSH, 2015. - 226 p.
3. Ancient Greek philosophy: from Plato to Aristotle: trans. from ancient Greek. / comp. V.V. Shkoda. - Kharkiv: Folio; M.: OOO Firm "AST Publishing House", 1999. - 832 p.
4. Loiko, L. V. On the state ideology and the national idea / L. V. Loiko. - Minsk: Amalfeya, 2004. - 80 p.

GUIDELINES FOR CERAMICS CLASSES FOR PRIMARY SCHOOL CHILDREN

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In today's environment, the problem of personal development is increasingly attracting attention of teachers, effective methods and means of developing training, as well as researchers of psychologists and educators. From the point of view of G.I. Shchukina, the cognitive interest is "the selective orientation of the person, which is addressed to the field of cognition, to its subject side and the very process of mastering knowledge." In the presence of cognitive interests, teaching becomes a close, vital activity, in which the schoolboy himself is interested.