

(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](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

**Maria Mikhailouskaya**

VSU named P.M. Masherov, Vitebsk, Belarus

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.

The Education Code of the Republic of Belarus outlines the importance and importance of additional education for children and youth as a system conducive to the development of inclinations, interests, social and professional self-determination of children and young people. In this regard, extracurricular activity represents a wide space for the formation of cognitive interest. The most effective form of extracurricular work for the development of cognitive interests is the circle classes that promote the implementation of multilateral students' interests. Schoolchildren learn to be independent in work, acquire useful practical skills.

The relevance of the study lies in the effectiveness of classes in decorative and applied art as an opportunity for the development of a creative personality.

The purpose of this work is to analyze the methodical recommendations of manual molding training sessions, taking into account age-related features and the content of the assignments.

**Material and methods.** The study material was the work of pupils of the 3th-4th classes of schools and grammar schools in Vitebsk, who attend a ceramics circle organized at the PSU on the basis of P.M. Masherov's ART-Academy Square. Methods used: research, descriptive and generalizing method.

**Findings and their discussion.** Visiting a circle of ceramics, children work with natural material - clay, which changes its physical properties at different stages of work. In the process of interaction with clay there is the development of fine motor skills, which is extremely important for children of primary school age. It is closely related to the development of speech. In the human brain, the centers responsible for speech and finger movements are very close. At the fingertips are receptors associated with the brain. While working with clay, the relevant parts of the brain are activated, stimulating the adjacent areas responsible for speech. By smearing clay, the child uses the pads of his fingers and thus feeds the pulses to the brain.

Clay is ideal for conveying a person's emotional state, as the process of processing it delivers a lot of positive emotions. At the end of the day, the ceramic product is an undeniable confirmation that a child can do a beautiful and useful thing with his own hands, and it's a contribution to improving self-esteem [1].

In the run-up to Mother's Day, students were asked to perform a decorative heart-shaped mural. Taking into account the different age group, the younger was asked to perform panels with a minimum amount of decor (Figure 1), and older children with the reworking of stamps (Figure 2). It took two classes to complete the product, each lasting 1.5 hours. The work was divided into four stages.

The first phase included making cardboard patterns in the shape of a heart, preparing tools, and mass to work, and stamps. Also the information part, namely the history of the holiday and analyzed the works of different masters, making decorative panels [2]. Presentations containing instructional maps,

required technological information, and panel samples were used in the presentation of the material.

Stage two. After reviewing the sequence of work on the scheme, the students began to do practical work. A layer 3-4 mm thick was rolled out, a pattern was applied and a heart was cut out with the help of drips along the contour. Remnants of clay crumpled, rolled the bundles, which laid out on the contour of the heart and tapped a wooden spatula for fixation. After laying out the word "mother" was also tapped with a spatula. Then the students proceeded to decorate the product.

Stage three. The dried products were fired in a muffle furnace. Fourth stage. Fired products were painted with acrylic, as this coating is safer than glaze.

The last stage in the work was to see the results. The children, evaluating their work and the work of other students, emphasized the most important points for themselves that they will apply in the future.



Figure 1. Works of the III class.

Figure 2 Works of IV class.

It was revealed that in the uneven-age group, younger children develop faster, focusing on the success of the older participants. Older children in such a group learn responsibility by helping younger ones.

**Conclusion.** The study showed that the study of methods of working with clay and the manufacture of products from it fascinates children, develops their imagination and desire to learn about folk arts. Working in this direction, students can appreciate the important role and importance of the artist in the world around them. The students presented the finished panels-hearts to their mothers, thereby congratulating them on the holiday.

1. Beetle, V.I. Decorative and applied art of Belarus of the XVIII - XX centuries. / IN AND. Zhuk - Minsk "Belarusian Science", 2006. p. - 320.

2. Methodological features [Electronic resource]. - Access mode: <http://www.dslib.net/teoria-vospitania/metodicheskie-osnovy-prepodavaniya-keramiki-v-detskih-hudozhestvennyh-shkolah.html> Accessed 20.10.20