

Statistical processing of the obtained data was performed using the Wilcoxon T-test. The formulated statistical hypothesis was confirmed: the intensity of shifts in the direction of increasing indicators of the level of development of emotional intelligence of EG students exceeds the intensity of shifts in the direction of their decrease, since $temp \leq TCR$ ($temp=4$, $TCR=5$, with $p \leq 0.01$)

Conclusion. Thus, the pilot study showed that students in KG had no significant changes in the definition of emotional states as external manifestations of the expressions of the character, and within the emotionally charged diagnostic of the situation, unlike the subjects of the EG. The data show that using various techniques and means of social and cultural activities during literary reading lessons contributes to developing emotional intelligence and enrichment of emotional experience in pupils of auxiliary schools. The reading lessons included theatrical games, exercises, etudes and other methods of socio-cultural activities aimed at developing the ability to connect emotions with a specific situation, forming an emotional attitude to reality, to people, developing the ability to distinguish emotions from illustrations, and developing the ability to determine the causes of emotional states. The process of reading itself also contributed to the emotional development and enrichment of the emotional experience of younger schoolchildren with intellectual disabilities, through the development of an emotional and personal attitude to the works described by the characters and their actions.

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FORMATION OF THE MOTIVATIONAL AND VALUE COMPONENT OF STUDENTS' READINESS TO VOLUNTEER ACTIVITIES

Anastasiya Kovalenko

VSU named after P.M. Masherov, Vitebsk, Belarus

The orientation of the modern educational paradigm to the competence approach actualizes the search for reserves of the educational process in the system of higher professional education due to the heterogeneous characteristics of students in terms of professional self-determination, personal readiness and motivation for learning.

Currently, the most relevant research is the integration of educational, professional and extracurricular activities of students that contribute to the development of professional competence as a system of scientific and theoretical knowledge, operational and technological skills, and motivational and value characteristics of a specialist necessary for the organization of the upcoming professional activity [1]. In pedagogy and psychology, in the domestic and world practice of pedagogical and social education, the advantages of activity-based and contextual approaches are revealed by the potential of students' volunteer activities [2].

The purpose of the work is to study the formation features of the motivational and value component of readiness for volunteer activity in future teachers.

Material and methods. A targeted study was conducted from April to June 2020 on the basis of the educational institution "VSU named after P. M. Masherov", the institute for advanced training and retraining personnel of VSU. The total number of people involved in the study was 90 2nd – 4th year students and 40 course participants of IAT and RP. 35 students of the "Oligophrenopedagogics" specialization and 30 students of the "Speech Therapy" specialization made up the first experimental group (EG1), the remaining students of teaching specializations made up the second experimental group (EG2). The following methods of experimental study were used: the questionnaire "Motives for providing voluntary assistance", the questionnaire "Motivation for participation in voluntary activities».

Findings and their discussion. After analyzing the results of the survey, we found that 55, 4% of EG1 respondents and 48% of future EG2 teachers always have a desire to help others as a motive for volunteering, 43.1% of EG1 respondents and 49% of EG2 respondents - sometimes, and only 1.5% of EG1 students and 3% of EG2 respondents - never. 67.6% of EG1 respondents and 77.8% of EG2 respondents believe that volunteering helps in career development. Indeed, volunteering is not only about helping others, but also about gaining invaluable experience in interacting with various social groups. 95.4% of EG1 respondents and 89.2% of EG2 respondents receive satisfaction from volunteer activities, while 4.6% of EG1 students and 10.8% of future EG2 teachers do not experience it.

We found that religious motivations are very rare: for 9.2% (EG1) and 15.4% (EG2), this is always significant, for 26.2% (EG1) and 33.8% (EG2) - sometimes, and for 64.6% (EG1) and 50.8% (EG2) - never.

32.3% of EG1 respondents and 29.2% of EG2 respondents are engaged or want to engage in volunteer activities in order to meet other people (communication motive), 53.8% of future EG1 defectologists and 50.8% of EG2 students - sometimes they would do so, and 13.8% of EG1 participants and 20% of EG2 subjects do not consider this motive to be the main one and are not guided by it. The choice of this motive by the majority of respondents indicates

that it is important for the subjects to satisfy their need to communicate with other people. 60% of EG1 respondents and 61.5% of EG2 respondents believe that volunteering is always an opportunity to learn something new (practice-oriented activities), 35.4% of EG1 participants and 26.2% of EG2 students partially agree with them, but 4.6% of EG1 respondents and 12.3% of future EG2 teachers do not indicate the acquisition of new skills as a motive for participating in volunteer activities.

For 15.6% (EG1) and 17.5% (EG2) of respondents, "volunteering" is a desire to show care to those who need it, as well as to acquire new knowledge and experience, for 12% (EG1) and 13.3% (EG2) it is an opportunity to show active mercy and compassion towards people in need of gratuitous assistance, for 10.7% (EG1) and 3.2% (EG2) it is an understanding of involvement in a significant cause of the profession of a teacher – defectologist, 10.1% (EG1) and 11.4% (EG2) consider volunteering as an opportunity to find like-minded people, friends who have common interests. For other students (8.3% - EG1 and 7.9% - EG2) – this is a good opportunity to implement their own ideas, 7.4% (EG1) and 4.1% (EG2) voted that volunteering is an opportunity for professional development and professional self-realization through the implementation of life and professional experience. 7.1% (EG1) and 7.6% (EG2) feel the need to participate in volunteer activities as a sense of duty, for 6.4% (EG1) and 8.9% (EG2) - this is an opportunity to display a personal position through participation in volunteer activities, another 4% (EG1) and 4.1% (EG2) of respondents consider volunteering as an opportunity to gain respect and recognition, and 2.8% (EG1) and 6.3% (EG2) of respondents feel the need, thus, for self-expression.

Conclusion. Thus, the motives for students' participation in volunteer activities can be very diverse, and their presence indicates a desire to participate in volunteer activities. The data obtained in the course of the study indicate the possibility of organizing volunteer activities and preparing students of teaching specializations for it in order to increase their professional competence.

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