

Artistic Director of the Logline theater group S.N. Orlova preceded the staging of the fairy tale by G.L. Shakulov «How a bee was looking for a linden». This tale was translated into Belarusian and accompanied by Belarusian folk songs of the Gorodok region: the round dance «Kupalinka», recorded in 1997 in the village of Verechye; songs «A na dvore smerkaetsta» and «A spasiba tamu», recorded in 1998 in the village of Vyshadki and Maskalenyaty by T.B. Varfolomeeva [3, p.182-366]. And the deputy director of the State Institution of Culture «Center for Traditional Culture and Folk Art of the Gorodok District» L.P. Rezkina kindly provided the lullaby «Idzi katok u lauku», recorded in 2016 in the village of Verechye.

The exemplary team «Forum» (artistic director A.V. Bezginov) presented the fairy tale. The participants of this performance are students of 5-6 grades of the State Educational Institution «Gorodok Secondary school №1» and «Gorodok Secondary school №2». Pupils of the 2nd grade of the State Educational Institution «Gorodok Secondary school №2» Grigory E. and Valeria I. read the poems «Buckets» and «Kalambur-malinka».

Conclusion. The reflexive-evaluative stage of the social-pedagogical project «Shakulov on the Gorodokshchina» showed that the literary heritage of G.L. Shakulov is of undoubted interest for the younger generation, teachers, leaders of amateur art groups, for the general public. His works teach to love the motherland, honor parents, protect nature, be kind, help the weak, teach the most important science – to distinguish good from evil, which is, of course, a priority for upbringing children on the value ideals of their society, country, state.

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2. Sused-Vilichinskaya, Y.S. Musical and pedagogical design: textbook / Yu.S. Sused-Vilichinskaya. – Vitebsk: Vitebsk State University named after P.M. Mashherova, 2017. – 155 p.

3. Traditional art culture of Belarus. In 6 vol. Vol. 2. Vitebsk Padzvinne / T.B. Varfalameeva, A.M. Boganeva, M.A. Kozenka and other; compiler T.B. Varfalameeva. – Minsk: Bel. science, 2004. – 910 p.

THE INFLUENCE OF CHILDREN'S LITERATURE ON THE DEVELOPMENT OF A CHILD

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Relevance of the article: fairy tales are critical to the development of children's imagination. They demonstrate worldly truths about people and the world around them. Fairy tales acquaint the child with the meaning of existence, show him the possible goals, teach the correct behavior and, moreover, acquaint children with moral norms that are encouraged by society.

The purpose of this article is to analyze the theory of Eric Berne and search for real cases of the influence of fairy tales on children.

Materials and methods. The main method is theoretical analysis of research data. We will rely on materials from Eric Berne's book "People Playing Games" [1], as well as empirical and theoretical research by scientists and my own analysis of the data.

Findings and their discussion. Let us turn to the theory: Eric Berne in his book "People playing games" paid great attention to fairy tales - and above all their influence on the "life scenario" of a person. The American psychiatrist was right that fairy tales are an important element of the script (in our opinion, first of all, they form the "social unconscious", and then personal scripts). He came to the conclusion that the fate of any person is programmed in preschool age. In fact, children begin to discern reality versus fiction by the age of four [2, p.85-86].

We think a good preschool teacher can even foresee what kind of life a child awaits, whether he will be happy or unhappy, whether he will become a winner or a loser, based on already established ideas about life or by asking: what kind of tale the child likes or with what character does he identify himself?

So, the famous psychologist introduced the concept of "script". Berne's script is a subconscious life plan that is formed in early childhood, mainly under the influence of parents. The child will hear a story about someone "like himself" sooner or later. It could be a story told to him by his mother or father, a story told by his grandparents, or a story about a boy or girl heard on the street. Wherever the child hears this story, it will make such a strong impression on him that he will immediately understand and say: "It's me!" The story heard can become a script for the child, which he will try to translate into reality throughout his life.

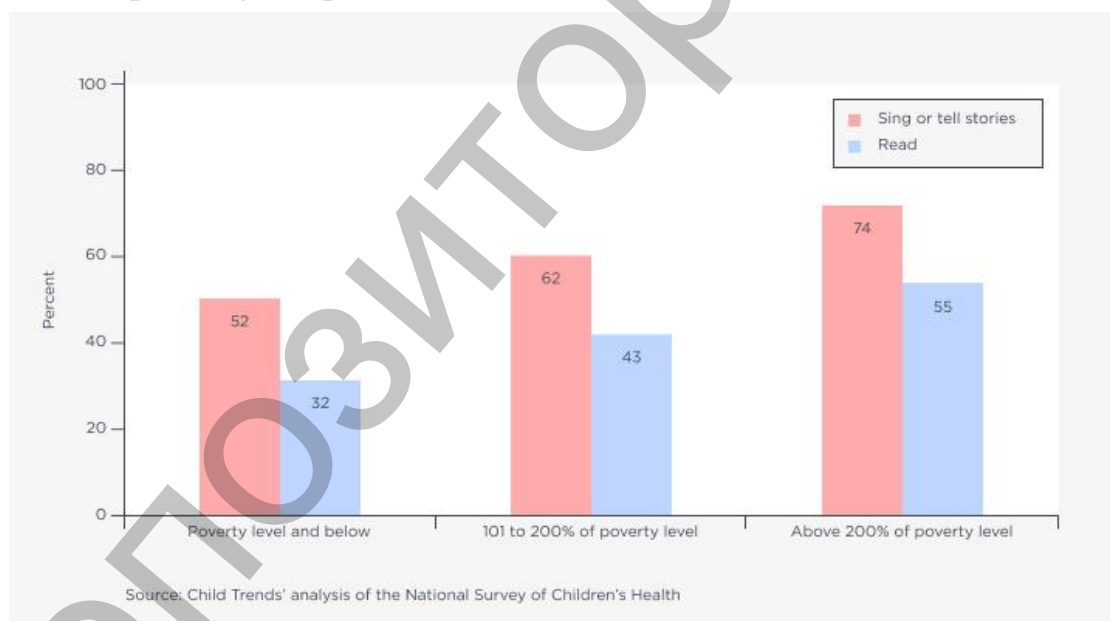
Based on the teachings of a famous psychologist, we can assume that there are several roles in each work: a hero (one to whom one should be equal) and a scoundrel (the opposite definition, but in some cases a child can find an excuse for this character and the wrong example for life). It should be noted that the child independently chooses his position, shaping his future life. If external circumstances help, then a person's life path will correspond to the plot that has developed on this basis.

Let's look at a few real-life examples of affect the thinking of children well-known fairy tales; this will help the study of the University of Hawaii "The Positive Impacts of Fairy Tales for Children" [3].

For example, three-year-old Giacomo, after listening to Little Red Riding Hood, drew a wolf with a wide open mouth. The identification with the bad wolf in the story allows the child to express his aggression towards the situation in which he finds himself. On the contrary, Marco, who is seven years old, reacts differently to the same tale. He draws a wolf the size of an ant, thereby showing his attempt to deny the seriousness of his condition and hoping for recovery (the

study was conducted with children who were in the hospital) [3, p.268]. The children are reading the same story in these examples, but their reactions are completely different. They themselves chose the hero and perception him in this situation.

Let's consider the theory of another author – Bruno Betelheim is an outstanding psychoanalyst, American psychologist and psychiatrist, the author of the book "The Benefits and Significance of a Fairy Tale", in which he summarized his experience of using a fairy tale for psychotherapeutic influence on a child. As Betelheim emphasized, the meaning of a fairy tale can be different for each person, and even for the same person at different moments in his life. There is a continuity in the concepts of Bern and Betelheim, which are based on the ideas of the classical psychoanalysis of Sigmund Freud. So, according to Bruno Betelheim, kids stories play an important role in shaping a personality [4]. They develop imagination, improve the emotional world of young listeners, addressing both their consciousness and the unconscious. In addition the child identifies himself with fairy-tale characters in games, thus solving his psychological problems. Therefore, fairy tales help to establish the psychological and even psychosocial balance of the individual. In our opinion, a fairy tale is a kind of psychotherapy, because every child finds in it his own solution to pressing life problems.



A fairy tale, a story or a song for a kid is a kind of path into this world, with the help of which he develops himself and learns something. The National Survey of Children's Health (NSCH) conducted a survey on the percentage of children aged from birth to two years old to whom parents read, sang or told stories to them every day, ranked by family income in 2011 [5].

Conclusion for the diagram: Over the years, we have known that singing, reading and interacting with our children helps their brains grow and develop. This study tells us even more about how important it is for our kids as they

develop vocabulary and prepare for school. New neural connections are formed every second, which laying the foundation for learning, behavior and health. What happens to the brains of children in the first years of life shapes their future life.

Conclusion: Providing children with access to all kinds of literature is critical to their success. Educators and parents should help children develop love and passion for reading. Reading literature is important not only for developing the cognitive skills to be successful at school or at work, but for other reasons as well. Thus, within the framework of Eric Berne's research, children's literature becomes a scenario of people's lives in the long term, and Bruno Betelheim emphasized that fairy tales are an important element in the formation of the personality of any person.

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4. The Uses of Enchantment [electronic resource] / ed. J. Updike. – The New York Times, 1976. – Mode of access: <https://www.nytimes.com/1976/05/23/archives/the-uses-of-enchantment.html> – Date of access: October 30, 2020.
5. Hillary Clinton's graph of the year [electronic resource] / ed. Wonkborg – The Washington Post, 2014 – Access mode: <https://www.washingtonpost.com/news/wonk/wp/2014/01/01/hillary-clintons-graph-of-the-year> – Access date: October 30, 2020.

DEVELOPMENT OF FINE MOTOR SKILLS IN PRESCHOOL CHILDREN WITH INTELLECTUAL DISABILITIES

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A significant place is given to the problem of the development of the human motor sphere in modern psychological and pedagogical science. Among this, there is a huge layer dedicated to the problem of the state and development of fine motor skills. Fine motor skills - the development of small muscles of the fingers, the ability to perform fine coordinated manipulations with them, movements of small amplitude (A.L. Sirotiyuk) [3].

Indeed, the importance of fine motor skills in human development is great. Well-developed fine motor skills of the hands not only allows us to perform daily vital manipulations and actions, but also affects the functioning of such higher mental functions as thinking, attention, visual-motor and spatial perception, imagination, visual and motor memory, speech. Research by Professor M. M. Koltsova showed that the speech activity of children partially develops under the influence of impulses coming from the fingers. "There is