

The famous teacher A. S. Makarenko, who warned parents against rash actions, believed that "no recipes will help if there are shortcomings in the very personality of the educator" [3]. Children are very observant and sensitive to the slightest changes in the mood and behavior of adults, all the turns of whose thoughts reach them in invisible ways, although adults themselves usually do not notice them. "Your own behavior," noted the famous teacher, "is the most decisive thing. Do not think that you are raising a child only when you talk to him or teach him, or order him. You bring him up at every moment of your life, even when you are not at home. How you are dressed up, how you talk to other people and about other people, how you are happy or sad, how you treat friends and enemies, how you laugh, read the newspaper - all this is of great importance for the child" [4].

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PROSOCIAL TENDENCIES OF INFANTS AND YOUNG CHILDREN

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Helping behavior has been studied for decades by foreign psychologists (Fehr, Rockenbach 2004; Stevens, Hauser 2004; Tomasello 2006, 2007; Piliavin, Charng 1990; Fehr, Rockenbach 2004; Warneken,), aspects such as caring for one's neighbor, help and mutual support, altruism [3]. The problem of prosociality is also studied by modern domestic scientists (S.A. Kirilova, E.A. Kleimenova, V.E. Kupchenko, N.V. Kuhtova, N.V. Molchanova, E.F. Nester, A.E. Osinsky, E.A. Sotnikova, N.S. Thorik, N.I. Tsirkunova, S.A. Chernyaeva, T.E. Yatsenko and others) [2]. Diagnostic tools are also available, but not all ages are covered by the study using standardized techniques. For young children, observation, experiment, as well as projective methods are used. So, there is no questionnaire for analyzing the prosocial behavior of infants and young children. To this end, we have attempted to develop and test the methodology "Diagnostics of prosocial tendencies of infants and young children".

Material and methods. The methods used are analysis and synthesis of psychological literature on infants and young children, its prosocial aspect, ques-

tionnaire survey of mothers raising children under the age of three, analytical analysis of the results of the data obtained.

Findings and their discussion. To begin with, it is advisable to highlight the theoretical justification of the study. The need for communication of infants is a factor that stimulates the improvement of relationships and behavior. Actually, prosocial behavior manifests itself by the second year of life, acquiring features of autonomy. Regardless of the conditions in which the child is brought up, he needs social contact and emotional communication. Research by H.L. Rheingold (1982) showed that if children 18-30 months old are involved in household chores, they show prosociality in 60% of cases. Teenagers tend to help on the garden plot, in caring for pets, feeding them. Studies by M. Svetlova (2010) of prosocial tendencies of 1-2-year-old children reveal empathy, which is based on emotions. If such behavior is positively supported by parents, then it finds its manifestation in the future life. Thus, the probability of the development of prosocial behavior of 18-month-old children increases by 2 times due to the manifestation of parents' attentive attitude to it. And starting from 24 months, social approval for making a choice in favor of helping behavior is more effective in this case [1].

A pilot study was conducted on the basis of the Vitebsk Regional Children's Clinical Center Healthcare Institution, in which 84 mothers raising children under the age of three participated.

Based on foreign and domestic sources, 3 scales were identified:

- empathy and sensitivity of the emotional state;
- empathy;
- prosocial reactions and basic trust in the world.

In addition, a scale of lies is provided, where with three positive answers, the interpretation of the data does not make sense, due to the insincerity of the respondent and the idealization of his child's behavior.

Both small and large families took part in the study, the share of the latter was 8.4 %. It turned out to be interesting that mothers with many children only failed to pass the lie scale in 10% of cases, while mothers with few children - in 17% of cases.

There is a decrease in the level of prosociality among large families by all indicators in comparison with families raising 1-2 children. So, children from a large family have a low level of empathy with a tendency to increase, and those with few children have a fairly high level. The empathy of children from a small family does not reach the average, and in large families it takes a rather low value at all. Prosocial reactions of small children are quite high, which cannot be said about children from large families who occupy an average position on this indicator. From our point of view, these results can be explained by the fact that children from small families take an example from parents of the same sex, while in large families – from an older brother or sister, respectively, whose

emotional intelligence is less formed than that of parents. In addition, jealousy within sibling relationships cannot be ruled out.

Conclusion. Thus, the following conclusions can be drawn:

- sensitivity of the emotional state and empathy in large families are traced at an average level, in small families – at a high level;
- empathy is a traits that is not peculiar to children from large families, and families with 1–2 children occupy an average position;
- the basic trust in the world and the prosocial reactions of children from a large family based on it are at an average level, while those with few children tend to increase this position.

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THE ROLE OF MNEMONICS IN THE FORMATION OF VOCABULARY SKILLS

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Teaching English at school has its own challenges, one of which is the difficulty in memorizing foreign vocabulary. As a result of poor vocabulary, there are problems with speaking, listening, writing and even with grammar acquisition. To solve these problems, teachers use a variety of methods and technologies, one of which is mnemonics. This technique is based on visual-figurative memory, thanks to which words are memorized easily and for a long time.

The aim of our research is to find out how mnemonics helps students memorize foreign vocabulary.

Material and methods. While working on the research following materials were analyzed: V.A. Kozarenko “Mnemonic textbook. Memorization system “Giordano” [1], I.Ju. Mitiugin “How to develop a good memory” [2]. Such