

PEDAGOGY OF CHILDHOOD IN THE MODERN CONTEXT: PROBLEMS AND PROSPECTS

FEATURES OF AESTHETIC EDUCATION OF PUPILS OF THE AUXILIARY SCHOOL

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Aesthetic education has a huge impact on how a child grows up, so it is necessary to pay official influence to this particular education. The auxiliary school sets many tasks, but the priority in the auxiliary school is organization of the educational process in such a way that the child with intellectual insufficiency, thanks to the formation of aesthetic education, can find the answer to the main questions in his life as early as possible: what he and the world around him are; what is the meaning of what happens in your life and the life of people around you; what interests him; how our lives work. Classes on the formation of aesthetic education in students with intellectual disability make it possible to solve such an important problem as socio-emotional development.

Aesthetic education refers to a process in which such skills as adequate perception, correct understanding, development of the ability to create and see beautiful, properly evaluate the beautiful in everything you see: in nature, society, music, art, are purposefully and systematically formed.

The purpose of this article is to reveal the peculiarities of the formation of aesthetic education among students of the auxiliary school.

Material and methods. The study was conducted in September – October 2022 on the basis of the SEI "Auxiliary School № 26 of Vitebsk." We involved 20 children with intellectual insufficiency of elementary students in the study. The following methods were used during the study: pedagogical observation, analysis and synthesis.

Findings and their discussion. The methodology of aesthetic education is based on the scientific provision that aesthetic education is inextricably linked with ethical one. Thus, the connection of beauty and morality favorably affects the intellectual, strong-willed and emotional activities of the student with intellectual insufficiency; the relationship between aesthetics and ethics has a significant impact on the development of a child's personal qualities.

Aesthetic education in an auxiliary school is systemic; this suggests that new knowledge and concepts of beauty are constantly consolidated by practical knowledge. Aesthetic education permeates all the disciplines taught in the auxiliary school. Due to weak opportunities in relation to creativity, as well as due to general intellectual underdevelopment, aesthetic education, of course, is difficult.

Aesthetic education is included in the sphere of pedagogical impact. All students of the auxiliary school have violations of the normal development of mental processes and personality qualities. Students with intellectual disability need not only the correction of intellectual development, but also of the emotional sphere. Defectology

teachers try to take into account the psychophysical characteristics of students with intellectual disability, strive to smooth them out in the process of correctional and pedagogical development.

Pupils with intellectual disability perceive various works of fine art in a peculiar way: they poorly differentiate colors and shades, make mistakes when recognizing objects similar in style [1].

Aesthetic education allows you to bring joy, new emotions and sensations to the life of students of the auxiliary school.

The disadvantages of the cognitive, speech, emotional-volitional and motor spheres of mentally retarded children greatly complicate the solution of the above problems. Therefore, a special organization of work is needed, which provides, firstly, a more elementary level of aesthetic education than in a mass school, secondly, the rational use of a variety of forms, methods and means of education and training that meet the capabilities of students, and thirdly, the corrective nature of all educational measures. Therefore, aesthetic education in an auxiliary school has certain specificity, which is due to peculiarities of the psychophysical development of its pupils.

Pupils of the auxiliary school have a peculiarity in perception, the pace of perception is slowed down, and they may not recognize well-known paintings and subjects immediately. Retardation in psychophysical development, slowness or impulsivity of movements, decreased muscle tone, impaired visual-motor coordination – all this negatively affects the aesthetic education of students with intellectual impairment.

Aesthetic education is carried out in the course of training in lessons, as well as in extracurricular time. Most of the subjects that are studied at school have great opportunities for aesthetic education; such subjects include the visual arts, labor training, music, physical culture. For aesthetic education to be effective, it is necessary to use didactic material, which organically includes aesthetic ones with the properties that are inherent in them: colorfulness, imagery, expressiveness.

Fine art lessons, as mentioned above, have a special role in the aesthetic impact on students with intellectual disabilities. You can draw from nature, engage in thematic drawing, you also need to talk about art. During such classes, students of the auxiliary school are corrected for the shortcomings of psychophysical development, children learn elementary drawing, in addition to all this, students develop an emotional and aesthetic perception. In fine art lessons, students with intellectual disability are enriched with visual images, these images educate them in artistic taste, feelings, as well as the desire to engage in visual activities. All this is achieved using a variety of exercises that are aimed at developing perception, analytical and synthetic activity, reproducing the shape, flowers, size, structure of objects and their position in space.

Labor education lessons are also an important means of aesthetic education for students with intellectual disabilities. These lessons use a variety of colored materials: paper, plasticine, fabric – all these materials attract children both during and after work.

Labor lessons influence almost all senses. Thanks to this, excellent conditions for the development of aesthetic perception and elements of artistic creativity in children are created.

Reading lessons are important in the formation of aesthetic education. Children's literature and oral folk art allow the students with intellectual insufficiency to develop. Artistic words help to imbue with the wealth of the native language, they allow you to

see the student all the beauty of the language. A well-chosen story allows you to touch the sensitive sphere of schoolchildren. Such a story can evoke various emotions in students with intellectual impairment. Expressive reading can arouse students' interest in books, it encourages them to read on their own.

Conclusion. Aesthetic education essentially begins with an external environment, with the aesthetics of life. The effectiveness of aesthetic education of students with intellectual disability is improved if this work is organized in the system, has clear planning and provides the correlation of activities held during extracurricular times with the program content of lessons such as fine art, labor training, literature, music, physical education, etc.

Thus, it can be concluded that aesthetic education has a huge impact on how a child grows up. Aesthetic education allows you to bring joy, new emotions and sensations to the life of students of the auxiliary school. An integrated approach must be taken to form an aesthetic need for beauty in a child. It is the complex approach that makes it possible to effectively influence the development of the emotional-volitional sphere of the student, cognitive activity, the formation of such positive qualities as kindness, responsiveness, attentiveness.

1. Khomich, A.S. Formation of functional literacy of high school students with intellectual disability / A.S. Khomich, T.S. Kukhareno//Social-psychological problems of modern society and man: solutions: sat. scientific. Art. based on materials from international scientific-practice. conf. in memory of Professor A.P. Orlova. – Vitebsk: VSU named after P.M. Masherov, 2020. – P. 181–184. – URL: <https://rep.vsu.by/handle/123456789/25362> (date of access 04.11.2022).

NON-TRADITIONAL DRAWING TECHNIQUES AS A MEANS OF DEVELOPING THE CREATIVE IMAGINATION OF PRESCHOOL CHILDREN WITH SPECIAL PSYCHOPHYSICAL DEVELOPMENT

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The educational paradigm is focused on the development and realization of children's creative potential as well as the formation of a creatively active personality. The basis of creativity, the motive force of any creative process refers to imagination, which largely determines the development of personality as a whole (L.S. Vygotsky, G.D. Kirillova, V.M. Kozubovsky, Ya.L. Kolominsky, Yu.A. Poluyanov, etc.) [1].

The creation of an optimal correctional and developmental environment for mental cognitive processes development is one of the conditions for the educational inclusion of children with special educational needs [2]. The limited communication with adults and peers deprives children with special features of psychophysical development of the necessary amount of information and knowledge of techniques for reconstructing existing ideas. Therefore, the process of imagination in this case performs a compensatory function in addition to reflective one. That's why the problem of studying