
ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ РЕСУРСЫ ОПТИМИЗАЦИИ ВЗАИМОДЕЙСТВИЯ СУБЪЕКТОВ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ

THE ROLE AND SIGNIFICANCE OF LITERARY GEOGRAPHY IN THE LESSONS OF GEOGRAPHY AND LOCAL STUDIES OF THE LENINGRAD REGION OF THE RUSSIAN FEDERATION

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The history of literary geography goes back to the beginning of the 20th century. Literary geography is the first attempt in Russian literature to find, systematize and geographically interpret the images of space contained in such a rich source of knowledge as Russian fiction. Literary geography is a scientific discipline that develops within the framework of cultural geography. Interest in this science on the part of geographers and representatives of other disciplines should be considered in the context of the process of humanization of science and geography in particular.

The purpose of the study is to consider the role and importance of literary geography in the methodology of teaching geography and local history in the Leningrad region.

Material and methods. The subject of this discipline is the relationship of geographical and literary space, such a relationship forms a literary-geographical space. The main terms of literary geography are connected with its boundary position between literary criticism, cultural and humanitarian geography. Cultural and humanitarian geography adopted such concepts as literary-geographical space and literary-geographical place. In turn, literary criticism «shared» with literary geography such a genre as a literary journey. Huge material for literary and geographical research is contained in local literature, which is often defined as the literature of the native land. These studies are based on the works of such scientists: N.P. Antsiferov, D.N. Zamyatin, V.N. Kalutskov, V.P. Maksakovskiy.

Findings and their discussions. In this case, the study of literature, life and work of literary figures of the native land in local history and geography of the Leningrad region, it is necessary to begin with a historical and geographical analysis of the territory: the formation of the territory and geographical boundaries, the history of origin and ethnic diversity of peoples and ethnic groups, geographical location, geological geographical structure of the territory, etc.

The study of the native land through the prism of literary geography is a process of humanization of geography. The integration of various scientific directions and sciences tends to be relevant areas of research, since it is precisely because of the integration of many scientific disciplines that completely new scientific directions appear, such is literary geography [1; 4].

This type of integration is the integration of geography and literature, the emergence of new terms that connect both the areas of geographical sciences and different areas of literary criticism, which are isolated by geographical space, historical chronology, literary places, life and work of literary figures. Elements of literary geography in the lessons of local history and geography of the Leningrad region can be personalized and have historical aspects of the life and work of literary figures of the Leningrad region.

In the methodology of teaching local history with elements of literary geography for each district of the Leningrad region, it is necessary to be based on significant places in the life of great writers and poets. The material for teaching any region will be different, since literary figures did not live or write their great works in every region, but writers could mention some places in their works without even visiting there personally [5].

For certain areas of the Leningrad region, elements of literary geography will refer to certain places of creativity and life. Such a place could be the village of Izvara in the Volosovsky district, where the great writer, artist, humanist philosopher Nikolai Konstantinovich Roerich lived. In 1984, the Roerich Estate Museum was opened here. In the methodology of teaching local history of the Volosovsky district, one can reflect the life and work of N.K. Roerich, to acquaint students of local schools with the life of this great man by visiting the Roerich Estate Museum in Izvara.

Boris Vladimirovich Vilde, a literary figure and member of the Resistance Movement in France, was born and raised in the Volosovsky District, posthumously awarded the Medal of Resistance by General Charles de Gaulle. Schoolchildren can be introduced to the writer's work on an excursion to the museum of Boris Vladimirovich Vilde, located in the village of Yastribino, Volosovsky district. The names of great poets and writers, such as: Vsevolod Aleksandrovich Rozhdestvensky, Nadezhda Aleksandrovna Lokhvitskaya (Teffi), are associated with the Tikhvin district of the Leningrad region.

The post station in the Gatchina region in the village of Vyra was one of the few stops of Alexander Sergeevich Pushkin, where he heard the story of a little official and his daughter, this story formed the basis of the story «The Stationmaster», and Alexander Sergeevich immortalized the name of the village in the name of the hero of the story Samson Vyrin. Not far from «Gatchina» there is an old family nest of the Pushkins in the village of Suyda, where the mother of the great poet Nadezhda Osipovna Gannibal was born and raised. In 1796 she married Sergei Lvovich Pushkin. Before leaving for Moscow in 1798, they lived in Suida, if not for their departure, Alexander Sergeevich would have been born in Leningrad. It has been established that Alexander Sergeevich Pushkin came to Suida already at a young age. An old legend claims that the famous «Lukomorye» is located in the Suydin estate. The name of Pushkin's nanny, Arina Rodionovna, is also associated with the Gatchina land.

Elements of the life of writers and memorable places for Russian classical literature are an important aspect in the study of local history in any region of the Leningrad region. It is important to study these places both from the point of view of history, in order to know the history of the native land, and from the point of view of geography, in order to know geographically where the literary and geographical places of the Leningrad Region and the places of creativity and life of writers of the native land are located [5].

Currently, literary geography is emerging from the academic walls and resonates with both the adult and the young population. Fiction is a creative reflection of human life, including many geographic places that exist in reality. Sometimes these places are clearly guessed, and sometimes their history requires a thorough geographical investigation.

Such geographical investigations are the motivation and become the starting point of the literary-geographical journey. Everyone can ask themselves such a question, but did the writer personally visit there or, perhaps, he only read, heard or dreamed about it at night, after which great literary works were born. All these literary places are described in a work, a poem, an ode, a poem, which means that they should be studied precisely from the geographical side. Literary geographers try to model and present a historical and geographical picture, they also try to determine the fact of a personal visit to the literary place described by the writer himself, to find out how strongly the writer is connected with this place.

The literary journey has a clear spatio-temporal structure and consists of two spaces - the space of the traveler's movement and the «stationary space». It is through the ratio of these

spaces that the special flavor of the journey is formed. Let us note the extreme cases of travel perception among travelers: one extreme is a fixation of only road difficulties, the other is a description of new countries and cities without a road component [2; 3].

Conclusion. At present, literary geography occupies an important place in the structure of geographical sciences, all research in this area is creativity, both in geography and local history, and in literary studies of the native land.

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THE IMPORTANCE OF SELF-EDUCATION FOR THE VOCAL TEACHER

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The issue of quality in education also affects the content of music education, which must be monitored by monitoring procedures, and affects the music teaching process, which ensures that students follow an optimum learning path.

Music education requires the re-evaluation of the goals, methods and forms of teaching and education. The urgency of the search for innovative technologies in the field of music education, which would ensure the development of each teacher's personality and the quality of his or her music teaching, is obvious.

Self-education is a purposeful cognitive work on acquisition, deepening and improvement of systematic knowledge in any field.

The innovation process is a complex activity of creation, development, use and dissemination of innovation, consists in the formation and development of the content and organization of the new.

Pop singing has a special place in modern music, this kind of art arouses great interest among primary-school children and teenagers. One of the most important tasks of this discipline is not only to teach the students pro-professional creative skills, but also to develop their creative abilities and abilities to perceive music in all its variety of forms and genres.

Improving the quality of teaching and education depends directly on the level of training of teachers. This level should be constantly improved, and the teacher's self-education plays an important role. Obviously, it is impossible to solve the problem of developing a creative personality using traditional teaching methods. The solution to this problem depends not only on the content of education, but also on the teaching and learning technologies used.

Therefore, nowadays, there is a need for self-education and self-development for the teacher-vocalist in order to maintain the level of professionalism.

The aim of the study is to identify the importance of self-education for the pedagogue-vocalist, on the example of existing innovative technologies.

Material and methods. The article is based on scientific literary sources. The following research methods were used: analysis, synthesis and systematization.