

плодотворное, качественное обучение. Стоит уделить особое внимание демонстрации рисунков, выполненных знаменитыми художниками, которые имеют эффективное воспитательное и образовательное значение. Учащиеся, изучая творческую работу, выполненную рукой педагога или большого мастера, осознают, какой выразительности можно добиться различными художественными материалами, даже обычным карандашом. Такой пример является мотивом, образцом, к которому возникает желание стремиться.

Исследование показало, что оснащение кабинета для занятий изобразительным искусством играет немаловажную роль для формирования внутренней устойчивой мотивации учащихся для посещения занятий на постоянной основе, за счет внешних факторов. В данном кабинете созданы: уголок достижений, с дипломами и фотографиями победителей конкурсов; символическое дерево «Дружбы, тепла и добра», которое имеет особое значение для учащихся; методическая база для учащихся; классная доска (для демонстрации педагогического рисунка и лучших работ учащихся); натюрмортный фонд, укомплектованный в 2023 году; мольберты, согласно возрасту и предпочтениям учащихся; зеленая зона.

В результате продуктивной работы в летний период в объединении по интересам «Мир искусства» осуществлена комплектация 6 групп на бесплатной основе и 1 на платной основе на новый 2023/2024 учебный год. Для дальнейшего развития и укрепления мотивации творческой активности учащихся в сентябре созданы 3 экрана достижений для учащихся:

- число выполненных работ (начатых и завершенных);
- число работ, принятых на конкурсы;
- результативность (количество дипломов и места различных уровней).

Заключение. Подводя итоги нашего исследования, хотим отметить, что мотивация творческой активности учащихся в условиях дополнительного образования – долгий и трудоемкий процесс, требующий от педагога особого мастерства. В ходе работы в данном направлении, необходимо создать ряд условий для создания благоприятной среды, способствующей продуктивному и результативному процессу обучения учащихся.

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HISTORY OF TRAINING PROFESSIONAL PHOTOGRAPHERS IN PEOPLE'S REPUBLIC OF CHINA

Luo Yangbin,

*Postgraduate Student of Mogilev State University named after A. Kuleshov,
Mogilev, Republic of Belarus*

Scientific supervisor – Marinenko Olga, Candidate of Pedagogical Sciences, Associate Professor

Key words. Fine arts, professional photographers, People's Republic of China, photography education, photography degree.

Photography as a form of visual or fine arts originated in the early 19th century. After years of development, photography has nowadays become a booming art that takes leading positions in modern culture. China has had a long history of developing photographic art, which has resulted in the complete system of training professional photographers.

The purpose of this article is to analyze the history of the development of professional photography in China and to determine the ways of its development as a scientific field and art. The scientific novelty of the research is grounded by insufficient development of the stated topic. The relevance of the study increases due to the intensive development of cooperation between the People's Republic of China and the Republic of Belarus, including cooperation in the field of education.

Material and methods. In the course of the research, educational literature and publications revealing the research topic were considered. Methods of systematization, analysis and generalization of data were used.

Results and their discussion. As a country with a large population, China has a unique geographical environment and long cultural heritage, which provides photographers with unlimited creative inspiration. However, before the rise of modern photography, this art did not receive enough attention in China. Photography at that time was viewed mostly as an experiment, few specialists considered it an art. It was until the early 20th centuries, with the gradual rise of Chinese society, that the system for training photographers began to take shape.

At the beginning of the 20th century, China began to introduce photographic equipment and technology. With the advancement of methods and techniques, more and more Chinese people started using photography as a tool to record and convey information. At that time, China's training of professional photographers mainly relied on Western photography educational institutions for training. These schools introduced Western photography theory and practice and combined it with traditional Chinese art.

In the late 20th century, the Chinese government began to attach importance to the development of photography education and established some photography schools. Beijing Film Academy is one of the earliest universities in China to carry out photography education. In February 1986, it jointly established the School of Photography of Beijing Film Academy with the Chinese Photographers Association [1]. During this period, a group of talented photographers emerged, such as the first generation of photography educators represented by the master of photography Wu Yinxian, as well as a large number of old professors such as Zhang Yifu, Wang Weiguo, Ma Songnian, Kong Xiangzhu, and Lu Guoqing. The second generation of photography educators represented by Mr. Wang has established a development platform with a solid foundation and rich teaching experience for the development of higher photography education.

As a master of photography education in China, Wu Yinxian resolutely went to Yan'an, China, at a critical moment for the nation, and served as a photographer and leader of the Eighth Route Army's General Political Film Troupe [2]. He successively shot documentary films such as "Nanniwan" and "The Sentinel", as well as a batch of historical photographic materials. He attaches great importance to combining theory with practice. He has written more than a dozen monographs on photography theory and practice, including "Methods of Expression in Photographic Art", and published a large photo album "Collection of Wu Yinxian's Works". He was invited to hold "Wu Yinxian Photography Exhibition" in the United States, France and other countries. The International Center of Photography in New York, USA awarded him the "Certificate of Merit in Photography", the Cambridge International Biography Center in the UK included his resume and work "The Scream" in "Who's Who in the World". Wu Yinxian gained the titles of "Master of Photography" from the Hong Kong and Macao Photographers Association and the title of "Honorary Professor" the "Golden Candle Award" from the Beijing Film Academy.

After the reform and opening up, China further strengthened its investment in photography education concepts and technologies. A large number of photography training institutions were established one after another and some higher schools launched programs for cultivating professional photographers for China's photography industry. The degrees in photography could be obtained from the following establishments.

1. China Academy of Art was one of the earliest higher institutions in China, grounded in 1928 in Hangzhou. Followed by Beijing Film Academy, it opened majors in the field of photography, providing photography professional courses to cultivate students' photography skills and artistic creation abilities.

2. Central Academy of Fine Arts was established in Beijing in 1950, with majors in pictorial art, sculpture, and photography. The college focuses on photography creation and practical training to cultivate students' comprehensive visual art expression ability.

3. Shanghai Theater Academy focuses on cultivating students' abilities in stage photography and drama photography. The school provides a wealth of theater photography practice opportunities and courses to cultivate students' photography techniques and artistic expression abilities in the field of theater performances.

4. Film and television academies such as Beijing Film Academy, Shanghai Film Academy, and Sichuan Film and Television Academy cultivate students' photography technology and artistic creation abilities in the film and television industry. Students learn the professional knowledge,

photography techniques and art theory of film photography, and practice their professional abilities through the practice of actual shooting projects.

In addition to the above higher institutions, there are also some colleges and private photography schools that provide more practical and career-oriented photography training courses to help students quickly get started their careers. They have not only mastered the techniques of photography, but also further deepened their understanding of the art of photography and were able to create unique work style.

Today, China has become a country with many professional photographers. In various photography competitions and exhibitions, Chinese photography works have won awards and received widespread attention at home and abroad. Chinese photographers have made remarkable achievements in the fields of humanities, scenery, documentary and other fields. Their works do not only display China's history and culture, but also express their own thinking about society and life.

Conclusion. The history of cultivating professional photographers in China has gone through ups and downs and developments, from the initial unfamiliarity with photography to its current maturity and uniqueness. The Chinese government and photography education institutions have made important contributions to cultivating professional photographers who are also constantly learning and making progress, conveying their creations and ideas to the audience through photography.

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ТЕОРЕТИЧЕСКИЕ ПОДХОДЫ К СОДЕРЖАНИЮ ПОНЯТИЙ «ЦЕННОСТЬ», «ЦЕННОСТНАЯ ОРИЕНТАЦИЯ» И ИХ ФОРМИРОВАНИЕ В ПРОЦЕССЕ ЗАНЯТИЙ ДЕКОРАТИВНО-ПРИКЛАДНЫМ ТВОРЧЕСТВОМ

Лобунова К.М.,

аспирант ВГУ имени П.М. Машерова, г. Витебск, Республика Беларусь

Научный руководитель – Федьков Г.С., канд. пед. наук, доцент

Ключевые слова. Ценность, ценностная ориентация, нравственные ценности, развитие ребенка, декоративно-прикладное творчество.

Key words. Value, value orientation, moral values, child development, decorative and applied creativity.

На сегодняшний день остро встает вопрос о пропаганде духовно-нравственных, этнических, моральных ценностей не только среди учащихся, но и населения в целом. Это способствует развитию общей культуры человека и выступает инструментом социального развития общества.

Согласно Кодексу Республики Беларусь об образовании одним из основных направлений государственной политики в сфере образования является обеспечение деятельности учреждений таким образом, чтобы они оказывали влияние на формирование духовно-нравственных ценностей, гражданственности, ответственности и т.д. Это и является основной задачей воспитания в учреждениях образования. Ведь процесс воспитания основывается на общечеловеческих ценностях, культурных и духовных традициях народа и т.д.

Актуальность данного исследования обусловлена тем, что XXI век открывает новые возможности в области образования и ставит, как центральную, проблему становления духовной, нравственной личности. Декоративно-прикладное творчество является неотъемлемой частью всей жизни человека. От качества художественного образования во многом зависит нравственный облик человека. На фоне падения духовности, смене нравственных парадигм в современном обществе перед педагогами стоит важная задача – формирования у учащихся истинных ценностей.