

ЧАСТЬ 3
МЕЖДУНАРОДНЫЙ ОПЫТ ПОВЫШЕНИЯ КАЧЕСТВА
ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ
СПЕЦИАЛИСТОВ СОЦИАЛЬНОЙ
И ОБРАЗОВАТЕЛЬНОЙ СФЕР

UDC 355.233.231.1(510)

THE STUDY OF THE PROBLEM OF PATRIOTIC EDUCATION
OF SCHOOLCHILDREN IN CHINA

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Civic education for the younger generation is the key to the future sustainable development of the country. This process is time-consuming, complex in content and rather unbalanced in terms of methodological implementation. The lessons of the aesthetic cycle have always been and still are important in the integral component of the pedagogical process, as the development of civic and patriotic feelings largely depends on the development of the emotional sphere of the students. Civic and patriotic education is one of the most significant problems of pedagogy. Every era, every historical situation is reflected in patriotic education in its own way. Today this feeling of each of us is subjected to serious tests.

The aim of this research – to identify the level of knowledge about national traditions.

Material and methods. To carry out the research characterizing the level of knowledge about the rites and traditions of the Chinese people, pupils of the 3rd grade of the Primary School of the city in the number of 50 people aged 9–10 years were involved.

Findings and their discussion. The sense of homeland begins with the pupil's relationship to his or her family, the closest people – mother, father, grandmother and grandfather. These are the roots linking them to their home and their immediate environment. Motherland is synonymous with the word Motherland, the place where a person was born, as well as the country to which he/she was born and to whose destiny he/she feels a sense of belonging. The feeling of homeland begins with admiration for what the child sees before him, what he marvels at and what resonates in his soul. Many impressions are not yet deeply understood, but when run through a child's perception, they play a huge role in the formation of the personality of a patriotic citizen. According to its psychological characteristics, the period of primary school age is the most favorable for citizenship education, as the pupil responds with trust to the adult,

imitativeness, suggestibility, emotional responsiveness, sincerity of feelings. Knowledge, impressions experienced at this age remain with a person for life.

Criteria and indicators of students' active citizenship development are shown in Table 1.

Table 1 – Criteria and indicators of students' active citizenship development

Criteria	Indicators
1. Motivational	Reflexive: <ul style="list-style-type: none"> – Availability of knowledge, abilities and skills of civic behavior necessary for participation in socially significant activities; – Formation of moral notions and perceptions – Interest in socially important activities.
2. Evaluative(action)	<ul style="list-style-type: none"> – Participation in socially significant activities; – Initiative, independence in the organization and implementation of socially significant activity.
3. Resulting	Availability of socially significant projects.

Indicators of the formation of an active civic position of adolescents:

- The degree of mastering knowledge, skills and skills of civic behavior as necessary components of civic activity;

- Formation of moral concepts and ideas that characterize an individual's understanding of the need to participate in socially active activities;

- the level of motivation related to social activity, which characterizes the orientation of a person's civic activity, which makes it possible to identify the measure of conformity of a person's interests to the interests of society, the collective, another person, and is manifested through an attitude to labor and social work;

- Self-activity, initiative and responsibility;

- Participation in the creation and implementation of social projects.

Thus, the process of civic education in additional education will be effective if:

- the whole potential of the system of additional education in the civic formation of personality is activated;

- the educational potential of additional education is strengthened, namely enriched with a value basis.

The system of methods and forms of formation of citizenship of the personality includes:

- methods of formation of civic consciousness;

- methods of organization of civic activity;

- methods of stimulating civic behavior;

- methods of control, self-control and diagnostics of the formation of civic qualities.

Methods of forming civic consciousness: this group of methods of civic education includes methods of forming civic consciousness and feelings. Everyone knows that as a person grows up and accumulates social (life)

experience, he or she enters into constant contradictions with the achieved level and the need for further cognition of the environment. The already available knowledge cannot be sufficient to analyze and perceive the surrounding system of social phenomena, relations, values. Within the framework of this method, the teacher purposefully organizes the perception of new knowledge, principles, norms of society by the learner. The process is aimed at the formation of generalized knowledge about the surrounding world. And since knowledge exists in the form of words, therefore the methods in this case are mainly verbal (conversations, lectures, debates) or visual (showing and demonstrating experiments, including experiments of social actions, showing illustrations).

The method of organizing civic activities is the second group of pedagogical methods in the issue of civic education of the younger generation. It includes exercises in civic activities, teaching, use of public opinion, pedagogical requirement, creation of educational situations, organization of practical experience of civic behavior, various assignments. So, in this direction our task is to create conditions for constant exercises of students in civic activities.

Encouraging civic behavior that meets the requirements of society, or, censuring teenagers for deviating from existing standards, we adults, form this or that type of behavior, the elements of which are gradually introduced into his consciousness. Therefore, we need to consider another group of methods – the method of stimulating civic behavior.

To stimulate civic behavior means to encourage the teenager to adjust his behavior in accordance with the standards and norms accepted in society. On the one hand, the adolescent should be able to analyze his activity from the point of view of compliance with the requirements. On the other hand, he or she must know the content of these requirements, otherwise analysis is impossible. The third important aspect is that the pedagogue must take into account the individual characteristics of the teenager's personality and rely on them.

The fourth and last group consists of methods of control, self-control and diagnostics of the formation of civic qualities. Control is presented as a method of influence used by society or teachers to regulate the social behavior of an individual. The behavior of a person in situations requiring civic manifestation from him/her can correspond in its content to either encouragement or censure. In such cases, the teacher is required to diversify approaches to the learner, using various forms of sanctions (negative – punishment, positive – encouragement, formal - reliance on public opinion). Informal positive sanctions are approval, praise, recognition and respect.

At the 1st stage of the study of the level of knowledge formation about the rites and traditions of the Chinese people, the following questions were proposed in the form of a questionnaire. The level of patriotic knowledge of pupils – 60% (average indicator) (Figure 1).

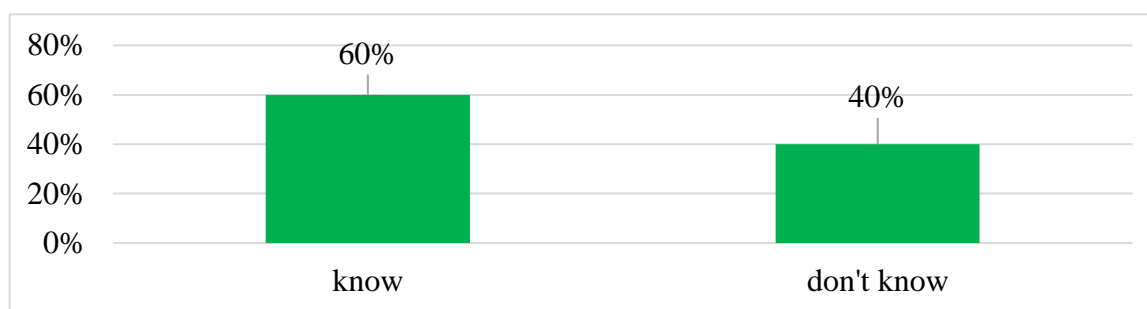


Figure 1 – Results of the study of the level of patriotic knowledge

The results of the study indicate the demand for pedagogical work with this group of students.

At the present stage of society development, the most urgent is the problem of personality formation, formation of citizenship and patriotism. It is necessary to educate patriotism and form national consciousness during the period of personality formation. Reflections on the ideal, which embodies cherished aspirations, character traits, attitude to the Motherland and the world as a whole, influence the preparation of young people for life. Therefore, it is very important to foster a sense of love for the Motherland.

Conclusion. The problem of patriotic education of schoolchildren is constantly in the center of society's attention. Much attention is paid to patriotism education in China. Chinese patriotism, which originates from the ancient history of the state, was passed on from generation to generation, supported by the communal way of life and collective labor, on the one hand, and national-psychological qualities, on the other (strict discipline, high dependence of an individual on the group, special character of sympathy and empathy).

The Chinese Education Law also speaks of patriotism: the state needs a public morality built on love for the motherland, people, labor, science and socialism, and therefore the education of citizens is carried out in the spirit of patriotism, collectivism and internationalism. The patriotic education of Chinese schoolchildren is a systematic and purposeful effort to instill in pupils a high patriotic consciousness, a sense of loyalty to their Fatherland and a readiness to fulfil their civic duty and constitutional obligations to protect the interests of the Motherland.

As early as primary school, children are taught a sense of patriotism and respect for traditions, are familiarized with the basic provisions of the Constitution and the main laws of the State, and learn about Chinese history and culture. The pupil's day begins with raising the national flag and exercising to patriotic music. The government believes that this technique helps to motivate the student for a whole day of intensive learning, helping to create the right atmosphere in the school. Chinese educational institutions often use posters to influence pupils, but compulsory political and ideological education lessons also have a huge impact. For example, in history class, students and teacher dress up in certain costumes and recreate past events to better understand and experience the exploits of their

ancestors. In high school, strict attention is given to political science, in which lessons the teacher explains the need for a ruling party, its main thrusts, what it contributes and why citizens should honor the party.

In addition, to raise the collective spirit for labor, Chinese school uses industrial practice, i.e. students are sent to various workshops, farms where they learn how to plant plants, take care of livestock, etc. China is one of the few countries in the world where primary military training is a compulsory subject of the school program and is introduced from the age of 9. The positive value of such training is in instilling discipline and teamwork. Patriotism is the highest morality of Chinese youth, and the school uses all its pedagogical tools to foster it.

UDC 37.06:314.44(510)

THE PROBLEMS AND STRATEGIES OF SOCIAL EDUCATION SUPPORT FOR DISABLED CHILDREN IN CHINA

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By analyzing existing educational resources, policies and regulations, as well as social attitudes, the paper puts forward a series of targeted recommendations to promote the comprehensive development and social integration of children with disabilities.

In China, the education of children with disabilities has always been a focus of social concern. With the implementation of the Law on the Protection of Persons with Disabilities in China and the Law on the Promotion of Special Education, the right of children with disabilities to education has been safeguarded to a certain extent. However, there are still many problems in practice, such as insufficient attention to the education of disabled children's families, uneven distribution of resources, lack of professional teachers. In addition, the education of children with disabilities is not only the responsibility of the family, but also a topic of common concern for society as a whole. Parents' motivation and persistence in raising children with disabilities show the infinite expectations and deep love of families for their children's future. However, they often feel overwhelmed in their pursuit of educational resources and professional support. This challenge stems mainly from the lack of research in this area in our society and the absence of a strong support framework at the national level. At present, although studies on educational support for families with children with disabilities have been conducted, they are still sporadic and insufficient when compared to the actual needs. The legal safeguard system and administrative facilitation mechanisms also need to be further strengthened in order to provide