

exacerbating auditory attention, captivating children (for example, children compare works of the same genre; or with the same name or one mood); a method for modeling elements of a musical language, which allows to show and make a child of primary school age feel in an accessible and visible form for him features of expressive means and their relationships. Rhythmic and pitch relationships, dynamics, pace, shape, texture can be modeled in various ways. Game techniques and entertaining situations are also used.

Finally, the effective block of the model includes generalized criteria for determining the formation of the basis of aesthetic taste in primary school children and involves the use of a set of diagnostic techniques that make it possible to assess the effectiveness of the pedagogical process of forming the basis of aesthetic taste based on stating the degree of its formation in children.

This model of the formation of the foundations of aesthetic taste in primary school children was tested experimentally in 2023-2024 in schools of the People's Republic of China. According to the results of diagnosing children, it can be stated that with the same initial level of aesthetic taste by the end of experimental activity, children of experimental groups have a much higher level of the development of aesthetic taste. So, after the experiment, the number of children in the experimental group who consistently show the basics of aesthetic taste increased by 25%, and the number of children with a low level of manifestation of the basics of aesthetic taste decreased by 33.33%. As for the results of the control group, the indicators of the basics of aesthetic taste in schoolchildren with an initial high level of its formation increased by only 8.33%, while the number of children with a low level of the basics of aesthetic taste decreased by only 12.5%.

Reliability of the study results is ensured by initial methodological positions, versatile qualitative and quantitative analysis the obtained experimental data.

Conclusion. Thus, the study of the essence and structure of aesthetic taste in relation to primary school children allowed the authors to develop a model that aims to ensure the formation of the basis of aesthetic taste as a dynamic integrative phenomenon of the student's personality by gradually forming and combining its structural components; enriches the content of musical activities; determines methods, forms and pedagogical conditions at each stage of formation of the basis of aesthetic taste in accordance with its dominant structural components; provides a predictable outcome that is directly correlated to the goal.

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QUEST GAMES AS A MEANS OF DEVELOPING CHILDREN'S COHERENT SPEECH WITH INTELLECTUAL DISABILITIES

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Keywords. Game technologies, quest-games, coherent speech, children with intellectual disabilities, primary school age.

Coherent speech is one of the conditions for the mastery of children with intellectual disabilities in the future literacy, the development of their speech-thinking and cognitive activity [1]. Due to the low level of speech development, children of this category experience serious difficulties in communication. Violations of the formation of coherent speech hinder the success of learning, the effectiveness of school adaptation, causes deviations in the formation of a child's personality. In this regard, one of the tasks of correctional and pedagogical work with primary school children with intellectual disabilities is to find optimal ways to develop coherent speech.

The game occupies an important place in the life of a primary school-age child with intellectual disability. The system of teaching the game to such children is the most effective means of correcting psychophysical development. Education is based on knowledge of the individual characteristics of children, which is a traditional approach in special pedagogy and psychology.

The purpose of our study is to analyze the possibility of using video games as a means of overcoming disorders of coherent speech in primary school children with intellectual disabilities.

Material and methods. The material of this study is a set of concepts, data of theoretical conclusions obtained during the study of the means of forming coherent speech in students with intellectual disabilities (L.S. Vygotsky, R.I. Lalaeva, M.F. Gnezdilov, N.N. Bebashina, V.P. Sviridenkov, T.B. Filicheva, V.G. Petrova, etc.), and the results the conducted experimental study of the features of the formation of coherent speech of primary school children with intellectual disabilities (methodology for studying the level of formation of coherent speech Glukhova V.P.).

The research uses general scientific methods of theoretical research: induction, generalization and comparative scientific analysis of publications on the problem under consideration, which allowed us to formulate the initial positions of the study and methodological recommendations on the use of quest games as a means of forming coherent speech of children with intellectual disabilities.

Findings and their discussion. In the education system of children with intellectual disabilities, gaming technologies are an integral part of learning. Game-based learning technology is a form of educational process organization based on the transformation of situations containing social life experience into given conditions.

The pedagogical game has a number of essential features – it is a clearly defined learning goal and its corresponding results, which are justified and characterized by an educational and cognitive orientation. According to the nature of the pedagogical process, games are divided into: – educational, training, controlling and generalizing; – cognitive, educational, developing; – reproductive, productive, creative; – communicative, diagnostic, career guidance [2].

Most games have four main features (according to S.A. Shmakov):

- procedural pleasure is a free developmental activity undertaken only at the request of the child, for the sake of pleasure from the process of activity itself, and not only from the result;
- the presence of direct or indirect rules reflecting the content of the game, the logical and temporal sequence of its development.

One of the directions of gaming technology is the quest, which is considered as an exciting adventure game in which you need to solve a variety of tasks in order to achieve a certain goal.

The tasks of quest games with primary school children can be different in their content and content: creative, active, intellectual, communicative, environmental, career guidance, sports and wellness. The use of quests allows you to significantly expand the scope of the educational space.

The quest game is implemented in the form of a kind of fusion of all educational fields, since during the solution of the tasks set, a practical combination of various types of activities takes place: gaming; socio-communicative; artistic and visual; cognitive research; theatrical music, etc. [3].

Based on the results of the analysis of psychological and pedagogical literature and data from an experimental study of the peculiarities of the development of coherent speech of children with intellectual disabilities, we have developed quest games for the development of coherent speech of children of the category under consideration, designed for the academic year: each month it is planned to use one of the quests. These quest games can be implemented in lessons on the subject of "Man and the world", housing, correctional classes and extracurricular activities. Elements of individual quests can be recommended for use in Russian language lessons, as well as in family education of primary school children with intellectual disabilities. The content of the quest games is based on the scientific and methodological developments of the authors: O.Y. Bratchenko, D.V. Latyshev, V.A. Derkunskeya, A.A. Oshkina, T.N. Egorova, M.G. Ermolaeva, T.S. Kirillova, S.N. Kiselyov, Yu.I. Kolodyazhnaya, E.V. Safonova, A.T. Faritov, etc.

The cycle of quest games for the development of coherent speech of primary school children with intellectual disabilities includes the following thematic classes: "Kingdom of Fruits",

"Golden Autumn", "Signs of Winter", "Santa Claus Assistants", "Fire Brigade", "Health", "Save the Spring", "Animal World" and "Traffic Rules".

Here are examples of the content of quest-game tasks aimed at forming coherent speech of students with intellectual disabilities. During the quest game "Animal World", children receive an itinerary from the fairy-tale character Lesovichka, during the passage of which stations it is necessary to complete tasks for the development of coherent speech: - answer questions in full sentences; - describe the animal according to the proposed scheme; - finish the sentence and repeat it in its entirety; - make sentences from words, etc.

By completing the tasks of the quest game "Signs of Winter" (held on the street), students with intellectual disabilities become "detectives" investigating the disappearance of a fairy-tale character - Kolobok. Following the prompts in the envelopes, children perform various tasks for the development of coherent speech: - make up a story based on a story picture made up of parts; - talk about signs of winter, winter holidays and traditional games; - answer questions about migratory and wintering birds; - select words to complete the lines of a poem, etc.

Conclusion. Thus, gaming technologies are traditionally considered as a means of education, upbringing and correction. One of the effective options for gaming technologies are quest games that promote the comprehensive development of children, create a positive emotional mood, develop social and communicative qualities by collectively solving common tasks, encourage cognitive research activities by solving problematic situations and ensuring the integration of the content of different educational fields.

The organization of children's activities through the quest game has a number of advantages, which allows us to solve the following tasks: comprehensive development of children in various directions; creation of a positive emotional mood; development of social and communicative qualities through collective solving of common tasks; encouragement to cognitive research activities by solving problem situations; ensuring the integration of the content of different educational fields.

The use of quest games for the development of coherent speech of primary school children with intellectual disabilities is an independent and promising area of correctional and pedagogical work with this category of children.

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OPPORTUNITIES AND CHALLENGES FACED BY MUSIC EDUCATION IN COLLEGES AND UNIVERSITIES IN THE DIGITAL ENVIRONMENT

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Keywords. Opportunities and challenges, music education, digital environment, colleges, universities.

Ключевые слова. Возможности и проблемы, музыкальное образование, цифровая среда, колледжи, университеты.

Music education in colleges and universities is the main part of cultivating students' artistic quality, and it also plays a positive role in constructing the humanistic environment of colleges and universities. The development of digital technology has brought new opportunities and challenges to music education. Under the rapid development of the Internet, digital technology has been widely used in various industries, and the application of digital technology to college