

– легко изменяющиеся и адаптирующиеся зоны к интересам и потребностям детей;
– доступные и безопасные в использовании материалы;
– эстетическую привлекательность, которая будет стимулировать творческую активность дошкольников и придавать положительный настрой в работе [1].

Личностно-ориентированный подход коренным образом трансформирует профессиональную позицию педагога в образовательном процессе ДОО. Традиционная модель «передатчика информации» уступает место более сложной и многогранной роли наставника, который выступает в качестве надежного партнера и профессионального фасилитатора в процессе взаимодействия с детьми.

К ключевым компетенциям воспитателя, способного эффективно реализовать данный подход, предъявляются следующие требования.

1. Эмпатичное взаимодействие с воспитанниками, предполагающую развитую способность к активному слушанию, глубокому пониманию внутреннего мира ребенка, а также умение своевременно выявлять и учитывать его индивидуальные интересы и образовательные потребности.

2. Умение создать благоприятную среду для обучения и воспитания дошкольников, включая формирование атмосферы психологического комфорта, где каждый ребенок чувствует себя защищенным и может свободно проявлять свои способности. Важным аспектом является конструктивное отношение к ошибкам и активная поддержка творческих начинаний детей.

3. Профессиональная гибкость, проявляющаяся в умении адаптировать образовательные стратегии под особенности каждого дошкольника, применять инновационные методики и находить оригинальные подходы к решению педагогических задач.

4. Непрерывное развитие профессионального мастерства, требующее от воспитателя постоянного изучения современных психолого-педагогических концепций, освоения инновационных образовательных технологий и активного участия в профессиональном обмене опытом с коллегами.

Заключение. Таким образом, педагог в рамках реализации личностно-ориентированного подхода становится настоящим проводником в мире знаний, способным раскрыть потенциал каждого ребенка. Практическая значимость данного подхода заключается в том, что он позволяет не только обеспечить качественное усвоение дошкольниками передаваемого материала, но и способствует формированию у них ключевых компетенций, развитию критического мышления, самостоятельности – качеств, необходимых для успешной самореализации в современном обществе.

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USE OF NEUROPSYCHOLOGICAL TECHNIQUES IN CORRECTION OF WRITING DISORDERS IN CHILDREN WITH INTELLECTUAL INSUFFICIENCY

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Writing disorder is one of the most common developmental problems for students with intellectual disabilities. Effective overcoming of difficulties in mastering writing requires an understanding of its mechanisms, which makes it possible to identify the components of mental

functions that have developed in a child by the beginning of school education, as well as those that are delayed in their development, and to determine the ratio of strengths and weaknesses in cognitive processes. Using the neuropsychological method of mental activity research to solve these problems allows us to move on to the targeted design of a system of psychological and pedagogical measures aimed at eliminating the imbalance between the current state of children with intellectual disabilities and the requirements of the educational environment.

D.B. Elkonin, A.N. Gvozdev, O.S. Ushakova, O.M. Dyachenko, T.V. Lavrentyeva, A.M. Borodich, E.D. Khomskaya, A.D. Kurlapova, and others. The following features of the development of literacy prerequisites for older preschool children are distinguished: the ability to clearly pronounce sibilant, sibilant and sonorous sounds, differentiating them in speech; a sufficient level of development of auditory perception and phonemic hearing; the ability to distinguish words from phrases that contain specified sounds; the correct use of many grammatical forms and categories; constant enrichment of vocabulary, etc. [1].

Disruption of the activity of analyzers and mental processes in children with intellectual disabilities leads to the inferiority of the psychophysiological basis for the formation of written speech. Therefore, already at the beginning of school education, they have difficulty mastering all the operations and actions that enter into the processes of reading and writing. The greatest difficulties in mastering these skills in children of this category are associated with impaired phonemic hearing, sound analysis and synthesis. Levina notes that first-graders with intellectual disabilities have difficulty differentiating acoustically similar phonemes, as a result, they do not remember letters well, correlating the letter with different sounds. Thus, there is a violation of the system of transcoding and encoding letters into sound and sound into letter.

G.N. Mezhtentseva, E.Yu. Shevchenko point out that the imperfection of analysis and synthesis among students with intellectual disabilities leads to difficulties in dividing a word into its component parts, identifying each sound, establishing the sound sequence of a word, mastering the principle of merging two or more sounds into a syllable, and writing in accordance with the principles of Russian graphics. The authors consider the inferiority of visual perception as an obstacle to sufficiently fast and accurate memorization of the graphic image of a letter, its differentiation from similar graphemes, and the establishment of correspondence between printed and written, uppercase and lowercase versions of each letter [2].

According to M.B. Khvattseva, D.I. Orlovoy, V.V. Voronkovoy, writing disorders in students with intellectual disabilities are significantly more common than in children with normal intelligence. The symptoms of dysgraphia in students of this category are characterized by a large number and variety of writing errors and the complexity of their mechanisms (V.V. Voronkova, E.M. Gopichenko, E.F. Sobotovich, D.I. Orlova, etc.). Dysgraphia of students with intellectual disabilities is most often manifested in a complex form, in a complex, in a combination of various forms (dysgraphia based on a violation of sound analysis and synthesis, acoustic dysgraphia, acoustic and articulatory-acoustic dysgraphia, etc.).

The purpose of our study is to identify the peculiarities of writing skills formation in children of primary school age with intellectual disability.

Materials and methods. We conducted an experimental study on the basis of the State Educational Institution "Special School № 26 in Vitebsk". The total number of people involved in the study was 20 students in grades 1-5 of the first department of the special school. Neuropsychological diagnostics was used as a research method - examination of letters by T.V. Akhutinoy, O.B. Inshakovoy [3].

The results and their discussion. Let's present an analysis of some of the research results. Only 15% of students with intellectual disabilities spelled their first and last names correctly, including with a capital letter. 20% of the children participating in the experimental study completed the recording with errors. The typical difficulties of this category of subjects, based on the analysis of the results of performing diagnostic tests, include: - inaccuracy or absolute inaccuracy of the transmission of the graphic image of letters.; - combined spelling of last name and first name; absence of capital letters; - the presence of optical and spatial errors; - incomplete execution of the task (for example, Egor A. wrote only the name).

In 50% of students with intellectual disabilities, the task was completed with more than four errors. Typical difficulties, along with the previous group of these features, include: - missing consonants/vowels, - mirroring when writing letters; - rearrangement of letters; - mixing of consonants / vowels; - kinetic errors. For example, Lisa Sh., did not use the working line, wrote the last name with a lowercase letter, when writing the name after the letter, and wrote the letter L again, while skipping the letter Z.

None of the students with intellectual disabilities wrote all the letters of the alphabet correctly. 15% of children with intellectual disabilities were able to write all vowel letters, using both lowercase and uppercase letters. For example, Katya K. wrote in block letters: I, U, U, Ya, and the letters O, E, E, S, E in capital letters; moreover, she wrote the letters A and O twice. In some cases, there was an increase in the size of letters towards the end of the line (macrography).

Only 10% of the participants in the experimental study were able to spell the dictated letters correctly. 90% of special school students failed to complete this task in full. The following difficulties were noted: mixing of deaf and sonorous sounds and, accordingly, incorrect writing of letters on the letter and vice versa (45% - 55%); mixing of hissing and whistling sounds (55%); omissions of letters when writing consonants (70%); omissions of vowels (35%); errors in kinetic triggering (45%); re-writing a newly written or named letter instead of the necessary one (40%); introducing vowels (20%); introduction of consonants (30%).

Thus, the results of the conducted neuropsychological examination showed that children of primary school age with intellectual disabilities have significant difficulties in mastering writing skills, which include: - insufficient level of processing of auditory, kinesthetic and visual-spatial information; - lack of formation of the serial organization of movements and operations; - violations of the processes of programming and control of voluntary actions.

The specific features of writing in this category of children that require the organization of correctional and developmental work, including the use of neuropsychological exercises, include: - the combined spelling of words.; - optical errors; - missing letters; - mirroring of letters; - inaccuracy of the transfer of the graphic image of the letter; - micro- and macrography; - difficulty holding the line when writing; - letter height fluctuations; - kinetic launch errors; - letter mixing; - perseverations; - fluctuations in the inclination of letters, etc.

Within the framework of the neuropsychological analysis of the system structure of the VPF, technologies for the formation of basic directions for teaching writing have been developed, including:

- willingness to process auditory, kinesthetic, visual, and visuospatial information;
- the maturity of serial organization of movements and actions;
- the level of formation of programming and control of arbitrary actions;
- the ability to maintain a working condition [4].

Based on the results of the analysis of psychological and pedagogical literature (A.R. Luriya, L.S. Tsvetkova, V.M. Astapov, T.G. Vizel, Zh.M. Glozman, O.B. Inshakova, T.V. Akhutina, A.V. Semenovich, etc.) and experimental data, we have developed a cycle of remedial classes "I am friends with writing" using neuropsychological exercises for the formation of writing skills in children of primary school age with intellectual disability.

To ensure the possibility of implementing the variability of the content of correctional classes on the formation of graphomotor skills and the prevention of writing disorders in children of primary school age with intellectual disabilities, we have selected the following neuropsychological exercises: - an exercise for greeting and saying goodbye (for example, "Cheerful Stream"); - exercises for warming up (for example, "Reaching for the sun", "The Star"); - exercises aimed at the formation of graphomotor skills, psychomotor coordination and cognitive competencies (for example, rhythmization: "Telegraphists", "Invent a rhythm"); - motor warm-up games (for example, cross movements "Steps in the sea", "Hello, ears!", "Brain buttons").

Conclusion. Thus, the formation of writing, as a complex analytical and synthetic activity, occurs in children with intellectual disabilities with a qualitative peculiarity, which requires a special organization of correctional and pedagogical activities. Children of primary school age with intellectual disabilities have significant difficulties in mastering writing skills: - low level of

readiness to process auditory, kinesthetic, visual and visuospatial information; - immaturity of serial organization of movements and actions; - insufficient level of formation of programming and control of arbitrary actions; - difficulties in maintaining working order when writing.

The developed methodological recommendations on the use of neuropsychological exercises for the development of writing in children of primary school age with intellectual disabilities, the cycle of remedial classes "I am friends with writing" are an independent and promising area of correctional and developmental work with this category of students.

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THE USE OF POP MUSIC IN THE AESTHETIC EDUCATION OF CHILDREN AND ADOLESCENTS

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Driven by a wave of reform in the 21st century, China's current education system is undergoing a profound transformation that focuses on quality outcomes. This direction increasingly emphasizes the role of aesthetic education in primary and secondary schools as part of a comprehensive system for developing students' abilities. However, traditional music education models have shown many limitations and adaptability issues in meeting the requirements of modernity.

In the compulsory educational program, aesthetic education occupies an equally important position with courses such as music and fine arts. However, the frequency of these courses is usually planned once or twice a week. Obviously, it is unrealistic to expect a significant improvement in the artistic improvement of students, not to mention the acquisition of a significant amount of musical knowledge in such a limited time frame.

Popular music, with its unique attributes of being close to life, direct in expression, and convenient in dissemination, has become the main channel for daily cultural consumption and emotional expression among young people. The educational potential and aesthetic value inherent in this cultural phenomenon provide new ideas and possibilities for innovating traditional aesthetic education models. The purpose of this article is to analyze the use of pop music in the aesthetic education of students.

Material and methods. The material for this article was personal pedagogical experience as a music teacher at the Vocational School Yantai Nanshan. Methods of analysis, synthesis, and generalization were used.

Findings and their discussion. In the process of the continuous deepening of the education system reform in the 21st century, the concept of quality-oriented education has become the core guiding ideology of China's education development. Against this backdrop of educational transformation, aesthetic education in primary and secondary schools, as a key link in cultivating students' comprehensive qualities, is receiving high attention from the education sector and all sectors of society. Aesthetic education bears the historical mission of inheriting excellent cultural traditions, and at the same time shoulders the educational responsibility of cultivating students' aesthetic ability, innovative spirit and humanistic quality.