

ОПУБЛИКОВАТЬ СТАТЬЮ

в изданиях НИЦ "Социосфера"



[ПОДРОБНЕЕ](#)

СОЦИОСФЕРА

- Российский научный журнал
- ISSN 2078-7081
- РИНЦ
- Публикуются статьи по социально-гуманитарным наукам

PARADIGMATA POZNÁNÍ

- Чешский научный журнал
- ISSN 2336-2642
- Публикуются статьи по социально-гуманитарным, техническим и естественно-научным дисциплинам

[ПОДРОБНЕЕ](#)



СБОРНИКИ КОНФЕРЕНЦИЙ

- Широкий спектр тем международных конференций
- Издание сборника в Праге
- Публикуются материалы по информатике, истории, культурологии, медицине, педагогике, политологии, праву, психологии, религиоведению, социологии, технике, филологии, философии, экологии, экономике



[ПОДРОБНЕЕ](#)

III. HUMANIZATION AS MAIN STRATEGY OF PRESERVATION AND CONSOLIDATION OF SUBJECT PROFESSIONAL HEALTH OF EDUCATIONAL ACTIVITIES



THE PEDAGOGICAL POTENTIAL OF AESTHETIC RESOURCES IN THE HUMANISATION OF THE EDUCATION OF YOUNGER PUPILS WITH INTELLECTUAL DISABILITIES

A. V. Beliakova

*Master's degree student,
Francisk Skorina Gomel State University,
Gomel, Republic of Belarus*

Summary. The article reflects the problem of aesthetic education of children with intellectual disabilities in the Republic of Belarus. The essence of the issue of intellectual disability is revealed. The educational cluster for use in the process of education is presented.

Keywords: aesthetic resources of education; intellectual disability; education cluster.

Increasingly, the educational system comes face to face with the problem of intellectual disability. Did you know that children with intellectual disabilities are one of the largest categories of children deviating from the norm in their development? According to the national data bank on children with special needs, about 160000 children are registered, 10000 of whom study in auxiliary schools (boarding schools), which accounts for 6 per cent of all children with special needs. Unfortunately, the current system of education in Belarus is only at the stage of development in terms of interaction with intellectually disabled children and their representatives (parents and guardians).

An intellectual disability is a persistent, irreversible impairment of cognitive activity, especially abstract thinking. A child with an intellectual disability is always characterised by a total underdevelopment that is involved in mental processes. Intellectual disability most often manifests itself in learning difficulties, in the exercise of everyday life skills, and in difficulties related to the realisation of the child's basic personal abilities – conceptual, practical and social intelligence.

Children with intellectual disabilities cannot independently highlight the positive side of life, experience successful living and humanistic perceptions of the world around them due to their specific health and developmental difficulties. However, we can talk about the ability to see beauty through the eyes of children in this category, in the case of the introduction of the system of aesthetic education in their life. Thus, aesthetic means determine the perspective of humanization of the education process of

The issue of aesthetic education in Belarus was studied by young researchers N. V. Chernikova, Yu. S. Lyubimova, A. A. Kovalevskaya. I. V. Yevtushenko made an emphasis in her works on studying proper pedagogical conditions for children with intellectual disabilities. Elements of aesthetic education, included in the daily activities of primary school children with intellectual disabilities, will help to look at the world differently, to see beauty in it, not only externally, but also in relationships.

The formation of basic psychological newformations in a child at primary school age is connected with the system of his or her purposeful learning. The role of school education is that it gives knowledge, abilities and skills, teaches the child to organise his activity, to analyse, generalise facts of the surrounding reality, to submit his behaviour to the norms and rules of school life. During this period a perfect new form for the child is formed – learning communication [1, p. 25–26].

Children with developmental disorders are a special category, in the work with whom aesthetic education means are used not only to form their artistic culture, but also to provide therapeutic influence on them in order to prevent and correct deviations in motor, cognitive, emotional and personal development. Thus, within the framework of the research I have conducted, an educational cluster of aesthetic education for young pupils with intellectual disabilities has been drawn up, presented in Figure 1.

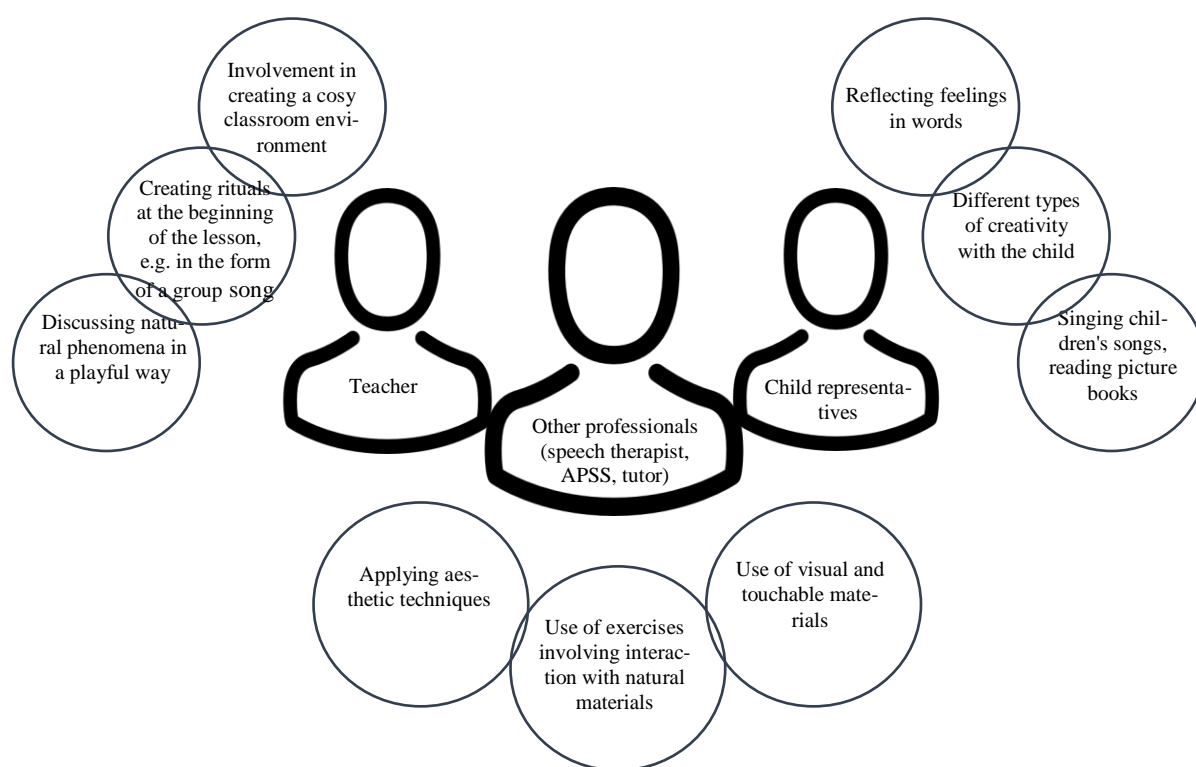


Fig. 1. Educational cluster for the application of aesthetic resources

Bibliography

1. Slepovich, E.S. Working with children with intellectual disabilities: practice of special psychology / E.S. Slepovich. – SPb.: Rech, 2008. – 247 p.

ЗНАЧИМОСТЬ ПРОЦЕССА САМОРЕАЛИЗАЦИИ УЧЕНИКА

Ж. Е. Байбосынова

*Воспитатель,
Областная олимпийская резервная
школа-интернат-колледж
для одаренных в спорте детей
имени Ж. Баһадұра,
г. Кызылорда, Казахстан*

Summary. This article examines the significance of the student's self-realization process. The main types of work that contribute to the self-realization of the personality of students are indicated. The essential qualitative characteristics of personality self-realization are highlighted.

Keywords: self-realization, student, learning, development, personality, process.

Основные тенденции развития современной педагогики направлены на гуманизацию сферы образования. В центре внимания находится личность ученика, его индивидуальность, осуществление возможностей самовыражения и саморазвития, проявления креативности.

Самореализация (от русского само- и лат. *realis* – вещественный, действительный) – реализация потенциала личности, осуществление своего человеческого назначения, призвания [1].

Процесс самореализации индивидуален и может осуществляться различными путями и в разных сферах деятельности, но именно учебная деятельность играет значительную роль в жизни школьника и служит важной сферой его самовыражения. По мнению психологов и учителей, внутренней причиной разочарований, неудач в учебе зачастую служит отсутствие возможности для самореализации школьников.

Исследуя структуру функции самореализации личности, мы выделили следующие ее сущностные качественные характеристики: самостоятельность как универсальная способность к планированию, регулированию, целенаправленности своей деятельности, к рефлексии себя и других; свобода как универсальная способность личности к автономному поведению (свободе выбора, действия, решения), саморегуляции, воле и межсубъектному взаимодействию; творчество как универсальная способность к концентрации творческих усилий, креативности в деятельности, независимости в суждениях и ответственности за свои действия и поступки.

СРОЧНОЕ ИЗДАНИЕ МОНОГРАФИЙ И ДРУГИХ КНИГ



*Два места издания Чехия или Россия.
В выходных данных издания
будет значиться*

**Прага: Vědecko vydavatelské
centrum "Sociosféra-CZ"**

или

**Пенза: Научно-издательский
центр "Социосфера"**

РАССЧИТАТЬ СТОИМОСТЬ

- Корректурa текста
- Изготовление оригинал-макета
- Дизайн обложки
- Присвоение ISBN



У НАС ДЕШЕВЛЕ

- Печать тиража в типографии
- Обязательная рассылка
- Отсудка тиража автору