

Добрай традыцыяй нашых дзён па зберажэнні багацця нацыянальнай культуры, фарміраванні любові да Айчыны, свайго народа стала штогадовае правядзенне ў верасні дэкады беларускай пісьменнасці, якая ўключае урок-вандраванне “Мая, твая, наша Радзіма”, урок мужнасці “Супрацоўніцтва школы з пагранічнай часткай № 1 г. Пінска”, вусны часопіс “Нашы славуцыя продкі і землякі”, турнір знаўцаў “Краязнаўчы калейдаскоп”, гульню “Цудадзейнае кола беларускіх рамёстваў і промыслаў”, падарожжа “О, край родны, край прыгожы!” і інш.

На аснове краязнаўчага матэрыялу мною распрацаваны гульні, практычныя работы, экскурсіі, мультымедычныя прэзентацыі, праекты, крыжаванкі, творчыя заданні, віктарыны, памяткі для настаўнікаў.

Пры выкарыстанні краязнаўства ў адукацыйным працэсе малодшых школьнікаў адсочваецца дынаміка развіцця ўзроўню засваення ведаў аб родным краі. Вучні прымаюць актыўны ўдзел у розных конкурсах па краязнаўстве, адзначаецца рост ахопленасці вучняў пачатковых класаў краязнаўчай дзейнасцю.

Практыка выкарыстання краязнаўства ў адукацыйным працэсе малодшых школьнікаў паказала павышаную матывацыю навучэнцаў да вучобы, якая забяспечвае фарміраванне пачуццяў патрыятызму і грамадзянскасці.

Усе мерапрыемствы, са слоў навучэнцаў, “дапамагаюць перанесціся ў далёкае мінулае, уявіць падзеі даўніх гадоў, нараджаюць разважанні пра гонар і абавязак перад Радзімай”.

Такім чынам, выкарыстанне сродкаў краязнаўства на факультатыўных занятках як аснова патрыятычнага выхавання на I ступені агульнай сярэдняй адукацыі дапамагае зрабіць сваю работу больш цікавай і блізкай дзецям, з’яўляецца першым парасткам нацыянальнай самасвядомасці, дае першыя ўрокі грамадзянскасці, спрыяе выхаванню сапраўдных патрыётаў.

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## **THE SYSTEM OF PEDAGOGICAL BULLYING PREVENTATIVE MEASURES IN EDUCATIONAL ESTABLISHMENTS**

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Functioning of educational establishments in information society has become more transparent and «clear». This situation revealed many problems which neither

school nor society had faced before. One of such social phenomena is bullying. *Bullying* (English. bullying, bully is a person who uses strength or influence to harm or intimidate those who are weaker) is a bad deal, discrimination, harassment, horridification, physical or other abuse, children's cruelty, demonstration of «fagging» at school, in a hostel [1, p. 203].

The researchers Shevtsova O., Titova E., Gin A., Muhina B., Frishman I., Schurklova N. and others point out that bullying as a phenomenon is peculiar mainly to children or youth groups [2, p.49]. First of all, it can be explained by the fact, that the school is a particular cross functional arena, the very place where children can get rid of numerous massed negative impulses. According to Kotova N.V. bullying is intentional, longtime physical or psychological violence on the part of individuals or groups towards an individual, which occurs mostly in organized groups with a specific personal goal (e.g., willingness to earn the authority among some individuals) [3, p.4].

Bullying can appear in different forms in modern schools: from a nickname to an offence. In our opinion future teachers should be ready for bullying demonstrations and should master technology of solving certain problems, should know how to form non-violent environment in educational establishments. The main goal of the research is to reveal effective psychological and pedagogical actions which will be focused on preventative measures of school violence, reduction of antisocial behavior at school.

Theoretical analyzing the scientific and academic literature, interviewing form tutors and subject teachers of primary school, questioning, diagnostics (test «Risk liability», Buss-Durkey checklist), interviewing administration and observation will be helpful in our investigation of the problem. 2 members of social-psychological service from Orsha College and 2 members of school staff, 2 teachers with 3-year work experience of being a form tutor и 26 pupils from 5-6 forms from Orsha State Comprehensive School №2 were involved in our experimental part.

The survey revealed that 11,5% of children encountered more or less with pressure from classmates, 80,7% are aware that some individuals or some groups «can hurt other children». According to native and foreign scientists, about 23% of children (7-11 years old) are subjected to bullying towards them [1, p.204]. In this case the essential features of bullying are the imbalance of power, repetitiveness, and unreasonable victim's sensibility.

We have found out that the initiators of bullying from psychological point of view, are the children called «narcissuses». They are characterized by the need for power, the willingness of self-assertion towards others. Social care teachers, form tutors have already pointed out that you can find such pupils in any class. The teacher should be ready for competent and professional responding to these pupils, to teach children distinguish true personal strength and power. If a teacher could do it, the atmosphere in class would contribute to the growth of the personal power and freedom. In this regard, the principles of prevention can be:

- 1) absence of a teacher's confrontation with a power loving person;

2) allowance students to exercise power in structural projects and rule in the permitted ways.

In our opinion, each educational establishment must exercise the following system against bullying:

- diagnostics of psycho-emotional environment and motivational and educational work with the administration;
- consultative and educational work with teachers and parents;
- consultative and correctional work with children;
- informational and educational work with children;
- formation of the emotional environment of the educational establishment.

100% of the surveyed teachers have noticed that the role of information and educational work with children is considerably increasing in the modern educational situation.

While working with aggressive children teachers and parents can use the following guide-rules:

- turn negative attitudes towards the child into positive;
- change the style of interaction with children;
- extension of the behavioral repertoire through the development of communicative skills.

When a young teacher comes across children's and adolescents' aggression, he often makes the following mistakes: «barks» at children, changes the tone to menacing; admits sarcasm, mockery, ridicule; makes demands; threatens to punish, draws other people into conflict, gives negative assessment of the child's personality, etc. The following forms of behavior are considered to be preferable:

- relaxed attitude to minor aggression (expression of understanding of the child's feelings, refocusing);
- focus on actions rather than on the individual (to show that aggression hurts individual, to point out constructive ways of behavior in conflict situations);
- coupling back with the child;
- control over the negative emotions;
- discussion of the offence (after the solution of the problem and favorable results can be predictable);
- maintenance of a good reputation of the child;
- to demonstrate the model of non-aggressive behavior (non reflective listening, pausing, humor, the recognition of child's feelings, instilling calm non-verbal means, to clarify situation with the help of probing questions. The most important things are the sincerity of the adult, matching his nonverbal reactions to the words);
- reduction of stress situations.

Bullying can be widely spread at school because of uncomfortable psychological climate, unwilling of teachers to solve problems quickly and inability of parents to find the right way out of the situation.

School violence has direct and indirect impact on children, in this connection, the educational establishment should carry out comprehensive work towards the prevention of bullying.

The extension of the professional identity of teachers, the formation of the ability to look into the essence of the process and commitment to innovation, to the use of more effective methods will help to reduce the demonstration of bullying. The improving of psychological preparation of students, the formation of skills of controlling the aggression, systematic pedagogical raids, discussion of problems in children groups are also important.

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## **ФОРМИРОВАНИЕ ПАТРИОТИЧЕСКОЙ КУЛЬТУРЫ У УЧАЩИХСЯ СРЕДСТВАМИ МУЗЫКАЛЬНОГО ИСКУССТВА**

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**Введение.** Современный мир, в котором живет человек, все более динамично меняется. Экономические, политические и социальные преобразования, происходящие в нашей стране, выявили острую необходимость подъема духовного развития молодежи. Патриотическое воспитание является важнейшим средством укрепления единства и целостности республики Беларусь. Его цель заключается в формировании патриотических чувств и сознания, готовности к выполнению гражданского долга по защите Родины, упрочении единства и дружбы между соседними странами.

«Патриотизм - это любовь к своему отечеству; к родным местам, к родному языку, к передовой культуре и традициям. Патриотизм - это беззаветная преданность своей Родине, готовность защищать ее независимость». Сегодня пересматривается прошлое Отечества, общественные идеалы претерпевают значительные изменения, серьезным испытаниям подвергаются такие ценности как любовь к Родине, гражданская гордость, духовность. Основой