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ORGANIZATION OF STUDENTS' PREPARATION FOR SOCIAL PEDAGOGICAL TRAINING

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Summer holidays represent a significant portion of the annual amount of students' free time, but not all the parents can give their child a full, properly-organized holiday. In the system of continuous learning vacations in general, especially summer vacations, play an important role for the development, education and health improvement of children and adolescents [5]. In Ukraine, a complex of actions aimed at improving the mechanisms for children's full rest and health improvement have been developed. Educational work in children's health improvement and rest institutions is based on the development of children's initiative, self-activity, and collective creative work and consists in everyday meaningful, interesting, active work.

Educational value of the system of summer holidays consists in the fact that it creates the conditions for pedagogically appropriate, emotionally attractive leisure for schoolchildren, improving their health, satisfying their needs in the novelty of impressions, creative self-realization, communication and self-activity in such various forms as labor, perception, culture, game and other spheres of possible self-determination [2, p. 15].

It is important in such conditions to provide future teachers with training for conducting the educational work which is realized on the basis pre-school educational institutions, general educational institutions, extracurricular educational ones, social youth' services, public children's and youth organizations, shelters, juvenile detention, children's recreation and leisure institutions, summer school camps and others.

Social pedagogical training as a form of professional training of the students of pedagogical major is part of the state educational standard. Doing the practical training is obligatory for all the students of the pedagogical university.

In the works of B. Brylina, N. Kazakova, M. Koziy, O. Kryvovjaz, A. Melnyk, N. Khamska, L. Khomich, V. Yurchenko the problems of future teachers' practical training are reflected.

The works of H.Kodzhaspirova, L.Homych, T.Myshkovska, V.Chepikova and others are dedicated to the problem of improving teaching practice.

In S. Bilokonnyy's theses teaching practice is showed as the way, the process, the result of future teachers' professional training that provides a high level of the students' development of reflective skills [1].

Analysis of the state of students' preparation for social pedagogical practice allowed revealing a discrepancy between methodological theoretical training and insufficient level of its possession on practice. In this regard, some methodological aspects of students' preparation for practice need to be clarified and specified, there is a need to develop the criteria of this training.

The aim of the article is to analyze the organization of students' training for doing the social pedagogical practice and to determine the conditions for its improvement.

The students at the third year of studying at the university have social pedagogical practice in children's health camps, a school health camps (summer school ground), extracurricular school educational institutions, in the labor and leisure camps, in labor unions of schoolchildren performing the functional duties of pioneer leader, educator, and head of the children's team. These are the first independent steps in the future teacher' professional life. They require the mobilization of all psycho-pedagogical knowledge obtained at the higher educational institution, skills, practice, a high level of responsibility and conscientiousness. "Practice –is a short but psychologically difficult and intense period of professional-working career of future specialist" [9, p. 12].

The main purpose of the socio-pedagogical practice is to improve on the basis of received knowledge modern forms, methods, means and techniques of organizing of studying and education of skills to apply them in pedagogical activities, development of the interest to training, development of professional consciousness, professionally meaningful qualities of future teacher's personality [8].

According to the analysis the majority of the students have practice in countryside recreation and leisure institutions (children's camps) and in the camps of daycare. Children's camp becomes not only the place of teaching practice, but also an important factor of education and professional development for the trainee. Not just professional knowledge and skills of the leader, but his personality is on the first place here. Teachers and pioneer leaders are full members of the pedagogical team of the camp, have relations with other services of the camp, administration and representatives of companies and organizations that govern the camp. Teachers and pioneer leaders are included to the staff of the camp, they follow working discipline, receive wages. They are responsible to the relevant legal documents and to the students' life and health [4].

In the children's recreation and leisure camps, students acquire the skills of independent work with children and youth groups in the period of summer holidays, acquire different forms and methods of health and educational work in summer. This is the period of the development of responsible and creative attitude to carrying out the educational work with children and adolescents.

The methodological basis of organization of specialists' practical training should be an approach of personality and activity to the process of professional development of a specialist. It is the activity of the student in different kinds of work with clearly formulated tasks and the student's active position that contribute to the specialist's establishment a [10, p. 16.].

Therefore, the preparation for socio-pedagogical training we examine through students' preparation for the various forms and kinds of activity. It should be noted that the socio-pedagogical training has certain peculiarities in its forms of activity:

- nonconventional, free (optional) nature of the organization, which differs them from lessons, trainings or competitions;

- integrity, that allows you to combine lines and areas that cannot be combined, such as physical training and cognitive activity, sport and creative work or sports and the economics;

- recreational activity that is acceptable and interesting for the child, and is the possibility for the child during summer holidays "to walk", "to do nothing", "to play";

- game basis, which determines the dynamics of the development of the forms of activity, their plot [7].

The preparation for the socio-pedagogical training takes place in several stages and has a systemic character.

The elements of future teachers' preparation for the work with children in children health camps are:

- 1) theoretical training of students during the course "Methods of social and educational work";

- 2) practical training (plot-role games, contests, games, etc.);

- 3) collection of methodological and practical materials by the students in the "Notebook of pioneer leader";

- 4) participation in the educational instructionally-methodological meetings;

- 5) taking a test-admission to undergoing the socio-pedagogical practice.

Students' preparation is based on considering the main functions of children's health and rest camps:

- sanitation, education, upbringing and development of children in the period of summer;

- creation and organization of temporary child and teacher groups;

- rationalization of organization of children's free time, maximum use of it with educational and rehabilitation purposes [6, p.47].

At the preparatory stage the work is done by teachers of the course "Methods of social and educational work," the leaders of the socio-pedagogical practice and representatives of educational institutions, children's health and rest camps, where the students have their practice.

While taking the course "Methods of social and educational work," the students prepare for organizational and pedagogical work (getting acquainted with working conditions, internal regulations, traditions of the camp, with the children; having interviews with parents; making an outline of the camp detachment; formation of the organs of self-government and work with them. Students learn the peculiarities of age and individual characteristics of children, the state of their health, especially the organization of the active recreation for children in children's health and rest camp, sanitary work and work on the self-service.

During preparation one should pay students' attention to psychopedagogical features of recreational and educational process in children's health and rest camps. First of all it is the fact that the children are outside the family for a long time, without parental care and protection. Therefore, the teachers of the camps have the task to ensure full life and protection of children's health. All kinds of educational activities are carried out in temporary children's groups of different children's age. Extracurricular work is based on the principles of voluntary children's participation in various kinds of work, in their voluntary choice of occupations that is it creates various activity programs by the teachers. Short period of the children's group existing at the health camp requires a clear beginning and ending of the shifts, obligatory evaluating of each child's activity, giving children an opportunity to see and understand the results of their work.

While having the seminars in order to consolidate the theoretical knowledge and the formation of students' practical abilities and skills in collective and creative activities in all areas of education various forms are used: collective creative work, role games, competitions, presentations etc. These lessons are also focused on the formation of students' communicative skills, preparation for the conducting of individual educational work with children and teenagers, organization of the active rest, sanitary work and work on self-service; for the individual work with parents.

Students who are preparing for having the summer teaching practice in children's health and rest camps, should take into account not only their rights but also obligations during his work.

In order to prepare the students for having the summer practice a special seminar and 4-days instructional meetings are recommended to be held.

Effectively organized preparation for the socio-pedagogical practice helps reduce the period of students' adaptation during training, which affects the efficiency of their activity.

After studying the course "Methods of social and educational work" the distribution of the students according to the place of practice is in progress. Students learn the the terms, objectives, program, requirements to accounting and reporting.

Students become acquainted with an institution, where they are going to work, make an individual outline of work, make a register of work, act according to the outline made. According to the educational plan of the camp the plan of work of each camp detachment is made, where one points out the actions taking place in the camp and the time necessary for their preparation.

The organization of extracurricular educational work with students during the summer vacations is held to study the system of activity of children's health camps, mastering the practical skills of the organization of the children's life and activities in them, getting acquainted with the peculiarities of socio-educational work in various social and pedagogical structures.

While working in the camp the teacher should improve the following skills:

- to identify the purpose and objectives of health and educational work with children and teenagers in the camp;
- to make an outline of recreational and educational work for the camp shift and for every day, taking into account the interests and individual characteristics of children;
- to organize self-government in a team and direct its activities;
- to create conditions for the development of children and adolescents' self-activity;
- to organize various activities of children and adolescents (meetings and discussions about humanism, charity, friendship and sociability, culture of behavior, drawing contests, festivals of songs and dances, discussions about art, poetry and tales evenings; holidays of forest, sea, fire; labor and operations for improvement the state of the camp; collecting natural and local history material for exhibitions; protection of natural resources; sport competitions and holidays, etc.);
- to combine an individual and collective work with children;
- to use the whole system of possible pedagogical influences in the camp taking into account the age and individual characteristics of children and adolescents;
- to establish pedagogically correct relationships with children and adolescents, with colleagues;
- to pedagogically interpret and analyze the experience of one's teaching activities.

The student-trainees prepare and carry out recreational and educational activities according to the regime of the day and to the outline of the educational work of the camp. The leader's task in the camp is creating, developing and uniting the temporary children's group.

The students of the majors "Music Art", "Choreography" and "Fine Arts" may be engaged to work in children's health and rest camps as the heads of

the corresponding groups.

While having socio-pedagogical practice future teachers form the skills of work with temporary children's group. The students acquire the skills in providing conditions for effective socialization of children, leisure and mass organizations, rehabilitation, tourism and local history, relaxation, and preventive health work [3, p.12].

At the final stage of the practice the students generalize the obtained during practice results, get up and pass the reporting documentation.

Socio-pedagogical training helps students improve the skills of independent work with children during the summer holidays, to educate a responsible attitude to the conducted educational work, to develop creative skills in organizing and conducting classes in groups, sections and clubs of interest.

In order to prepare the students for socio-pedagogical training better, one should, in our opinion, increase the hours of seminars, oftener use the forms of classes that can create the conditions close to the real conditions of carrying the leader's or teacher's functions. As an example of such forms one should regard trainings, role games, case exercises, analysis of video of collective creative work etc.

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ТЕОРІЯ ХУДОЖНЬО-ЕСТЕТИЧНОГО ВИХОВАННЯ БАЯНІСТІВ-АКОРДЕОНІСТІВ В СЕРБСЬКИХ ШКОЛАХ НАРОДНО-АКАДЕМІЧНОГО ТИПУ

Олена УСТИМЕНКО-КОСОРИЧ (Луганськ)

Постановка проблеми. Аналіз функціональних та теоретичних положень сербської баянно-акордеонної школи академічно-народного типу уможлиблює визначити естетичні орієнтири її діяльності та розвитку – залучення молоді до музичного мистецтва, до культурно-історичних та національних надбань країни, створення ціннісних критеріїв в межах особистих духовно-етичних пошуків. Звертання до музичного мистецтва як невід'ємної складової художньо-естетичного виховання активізує розвиток емоційної сфери учнів, формує образно-віртуальне уявлення, здатність до співтворчості, як наслідок, – підвищує рівень загальної культури певного суспільства.

Виконавська практика займає особливе місце у галузі музичного мистецтва, яка утворює субстанцію художніх творів у європейській культурі як специфічне втілення духовно значущого змісту у формах, що забезпечують його адекватне сприйняття слухачами. Не достатньо