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1st International Scientific and Practical Internet Conference "Education via Distance Learning and other Pedagogical Challenges" devoted to modern problems, tasks and innovations in pedagogical activity and education.

Topics:

- distance learning;
- psychological aspects of education during the war;
- innovative technologies in pedagogical activities;
- funding of education system;
- inclusive education;
- a portrait of a modern teacher;
- features and advantages of educational systems of the countries in the world;
- academic integrity;
- new Ukrainian school;
- modern trends of social work in the education system;
- practical cases in pedagogical activity;
- other general and special issues (the author notes).

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NURSING STUDENTS' PERCEPTION REGARDING REMOTE ORAL EXAM

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Background: Nursing students' evaluation is a critical component of the educational process since it serves as a baseline for assessing their comprehension and performance. Oral examinations are one of these evaluating approaches. Very few studies have been conducted on the use of remote oral exams globally on medical and nursing students. As oral exam was a new evaluation approach to our students King Faisal University, we intended to evaluate their practical skills as well as maintaining academic integrity and reduce exam dishonesty.

Aim: to examine undergraduate nursing students' perspectives regarding remote structured oral exam in King Faisal University.

Design: Descriptive study design was used to conduct the current study.

Methodology: Two tools were adopted by the researchers to collect data from nursing students in the nursing department, college of applied medical sciences, King Faisal University, al Ahsa, Saudi Arabia. Oral exam performance rubric and Students' perspectives questionnaire.

Results: Mean ± SD of students age was 20.59 ± 0.53. 52.9% found that the oral exams are useful experience for them. 66.2% of the studied students expressed that oral exam increases their communication skills. 70.6% expressed negative feedback regarding the appropriateness of oral exam for the different levels of students and 67.6% reported clarity of the questions. Negative feedback in terms of the true measurement of performance, fairness of evaluation, chance of bias, and the luck as a factor for getting high grades (55.9%, 51.5%, 54.4%, and 61.8% respectively).

Conclusion: It can be concluded that the students of nursing school prefer oral distance examinations less. The findings of this study are very valuable for planning academic strategies to overcome difficulties and challenges in oral distance examinations. These could include improvements in distance learning methodology and redesign of examination options.

PROPOSAL FOR THE APPLICATION OF AN INTERACTIVE ENTOMOLOGICAL KEY IN TEACHING ENVIRONMENTS

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Abstract. The objective of this proposal is to develop an interactive key for the identification of the main orders of insects present in the Mediterranean environment, which can be used in Biology Degree, as an improvement of laboratory practices. The experience we have indicates that an interactive identification, with described and at the same time visual characters, will be more useful for students. In this way, the student can visualize the character to which the key refers and check if it is present in the specimen that she or he is studying and trying to classify. We think that with this form of study the students better acquire the knowledge related to the important characters in the identification of the different orders of insects. It is important to apply this type of tools, especially in practical classes, which is where students can strengthen their initial motivation in the subject, as well as in the chosen grade.

Introduction

About 10 million animal species currently exist on Earth. Of these, approximately 99% are invertebrates (Johnson, 2003), 7 million species are terrestrial arthropods and 5.5 million correspond to insects (Stork, 2018). Therefore, more than 75% of all animal species are arthropods (Lewis et al., 2002). Without arthropods, which perform essential ecological services, global ecosystems would rapidly collapse, and humans would become extinct (Wilson, 1987). Of the four main classes of arthropods, the class Insecta has by far the largest number of species and the largest number of individuals. The functional external morphology of insects is one of the main factors that have allowed them to be successful in practically all niches on Earth. Insects are possibly the group of animals that has had the most evolutionary and biological success throughout history, despite this, insects are little studied in educational centres (Kellert, 1993; Prokop et al., 2008).

The usual technique for separating taxa at any level is the use of a dichotomous key, a series of questions about insect characters ranging from the general to the specific, focusing more and more precisely until an identification is reached. For practical reasons, order is the most commonly used sort of level. The 29 recognized insect orders are arranged in a consensus order that reflects a progression from the most primitive to the most advanced order. Entomologists estimate that more than 99.9% of all insect species are directly beneficial to humans or at least cause no harm. Harming insects are rarely harmful when present in low numbers and can act as an important food source for populations of natural enemies (Moore et al., 1982). Insects are excellent model organisms because they share many biological processes with other organisms and have a great impact on society. Given their abundance and diversity, insects make excellent teaching tools for science classrooms. However, accurate identification of insects can be especially difficult for beginning students.

Field guides and identification keys are available in print and online but require the user to be well versed in insect morphology. For a non-entomologist, distinguishing between adult and immature specimens can be difficult. Therefore, there is a need for a simple insect identification key that can be used by non-specialists. In the work carried out with text keys, Parrado (2006) stated that the auxiliary methods and techniques used in the construction of the keys are carried out manually, with traditional or routine use in plant taxonomy works. In this sense, the work can be substantially improved with the introduction of interactive keys, that is, with the use of programs

that allow connectivity, as a dialogue, between the computer and the user. This channel also allows their exchange and expansion based on computer networks that contribute to communication between specialists who reside in geographically distant spaces (Yepes et al., 2010).

Objective

The main objective of our project is the creation of an interactive guide and key that allow the student an easy identification of the common insect species. The experience we have indicates that an interactive identification, with characters described and at the same time visual, will be more useful for the student. In this way, the student can visualize the character to which the key refers and check if it is present in the specimen that she is studying and trying to classify.

Methodology

Below are presented the different sections that this project contain:
1. Documentation review.
2. Image management.
3. Identification of specimens.
4. Manage the collaboration with the Computing Service of the University of Valencia.
5. Digitization of images and descriptions.
6. Development of the virtual key using the DELTA program.
7. Glossary of words and images.

One way to achieve meaningful learning is through the well-known active methodologies, these methodologies are defined as an interactive process based on teacher-student, student-student, student-didactic material, and student-media communication that enhances the responsible involvement of the latter. and entails the satisfaction and enrichment of teachers and students. In the project, the use of TIC tools is proposed as a fundamental basis for its development and later as a fundamental basis for the students' learning process. The main objective is to create a tool that is basic for the management of the practice and favours their learning. During the first year we will proceed to collect the necessary information and set up the web application, the following years the students will be able to work with it, put it into practice and detect possible errors or possible improvement options.

For the representation of these structures, both drawings and images and examples of species that possess them will be used. It has been proven that it is much more efficient to visualize the structures described in the dichotomous key for a better understanding of them as well as a better identification of the specimens; the success rate of identification is much higher this way than just reading a description.

Conclusion

This interactive key will represent a revolutionary advance in the way of teaching taxonomy and the identification of insect species, applicable both in university and pre-university teaching. It will have a very intuitive design with which students will be able to easily recognize the representative structures of each of the insect orders. The implementation of interactive tools in teaching has multiple benefits. Interactive elements and activities are key pieces of interactivity in e-learning training. They enable students to learn meaningfully in their interaction with the content, increasing knowledge retention, as well as attention and concentration. All this contributes to improving the user experience.

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THE ADVANTAGES OF REMOTE TEACHING IN THE ERA OF GLOBALIZATION

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The globalization streams of changes are becoming faster day by day. One of the essential changes affecting the contemporary world of higher education is the advanced technology, especially remote teaching/learning. The objective of this research is to investigate the advantages of remote teaching/learning taking into account its disadvantages in this technologically developed century.

Remote teaching can be understood as a form, way or strategy of teaching. Actually, there is no one generally accepted definition of «remote teaching» or «remote learning». It is clear that education mostly includes two sides - teaching and learning, that is why there is no difference which term to use to describe it. Remote learning, as a phenomenon in the world practice, has several and different definitions, particularly it is also called «online learning», «distance learning», «virtual learning», «correspondence learning», «digital learning», «flexible learning», «E-learning», etc. Regardless of the term used we can say, that the primary and important common features of remote teaching/learning are the followings:

- the physical separation of a lecturer and a student in space;
- mismatch of the place and time of a lecturer and a student with the study process;
- the use of media and Information and Communication Technology (ICT) to enable the communication necessary for organizing the study process.

We all remember that the abrupt transition and passage to online learning was the education system response to the COVID-19 pandemic as the education process had to be carried out under extreme and unusual conditions. But it should be mentioned that Information and Communication Technology (ICT) has been used as a tool in education long before that., particularly the use of technology in assessment began in the 1920s', when Sidney L. Presses created a machine for automatic testing [1]. Furthermore, the schools started to use standardized, automatic assessment and scoring technology, which helped to make a large-scale testing convenient and cost-effective [2]. There is also an information that dramatic changes in education, as in many sectors, occurred in 1990's when the World Wide Web was introduced [3].

To my mind there are several activities, which can improve the remote teaching process, particularly:

- focusing mainly on the better planning and organization of the study process as well as on the lecture design;
- preparing lecturers with better teaching material and higher prospects of success.

In fact, the success of remote learning is under many internal and external factors, for example, the internal factors include qualification of lecturers, management policies, the prior knowledge of students, social behavior, basic self-disciplinary, working conditions and so on, while the external factors, which also play a huge role, include health, specific goals of life, perceived values, family conditions, etc.

There is no doubt that it is important to consider the above-mentioned factors in order to have a high level of satisfaction of teaching, learning and accomplishment. Also students' positions and preferences in the learning process, their information processing methods are important to achieving a higher quality in the study process [4]. Researchers reasonably notice that online learning nowadays has become the most rapidly growing segment of higher education [5].

To understand whether the benefits of remote learning prevail its drawbacks the main advantages and disadvantages of online learning should be examined. To my mind, the main disadvantages of online leaning are:

- the easy distracts of students and the special efforts of lecturers to keep the student connectedness;

- certain techniques needed by both students and lecturers to use Information and Communication Technology (ICT), including the online assessment process;

- the need to have a high quality computer or notebook and high speed internet;

- the non-realization of social needs, including the risk to get physical and mental health problems.

In my opinion, the primary advantages of distance education are the followings:

- the absence of costs of commuting and travelling;

- the opportunity to save time on commuting and travelling for seeking knowledge and skills;

- the escape from traffic jams and time loss;

- the opportunity to have extra time to gain more knowledge and skills;

- the flexibility of work and method of learning;

- the opportunity to have breaks when needed;

- the low cost and time for dressing and dress code;

- the ability to stimulate the self-motivation;

- the greater opportunity to combine studies with work and personal life;

- more benefits of getting new skills for further working with the new world of business.

To sum up, it can be concluded that although the traditional way of teaching/learning still works, in the modern world, the distance education provides many benefits to both lecturers and students with speed, time and low cost of money.

I strongly believe that for every lecturer it is of high importance to ensure the success of the study process, keeping the student connectedness, including in case of online teaching. What is required by a professional lecturer not to fail in this responsible process? In my opinion the most crucial requirements include but are not limited by the followings:

1. special course delivery and teaching methodologies;
2. strong communication skills;
3. special information technology skills and techniques;
4. firm organizational and administrative preparation.

I think that the essential factors helping to determine the success or failure of online teaching programs are the planning, faculty development, marketing and recruitment, quality assurance, financial management, student retention, online course design and pedagogy.

It is obvious that the new online learning environment due to the internet offers many exciting opportunities for remote learning students. It can be stated that remote teaching and learning have obvious advantages.

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A COMPETENCE APPROACH IN THE EDUCATION SYSTEM OF UKRAINE

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According to the Law of Ukraine «Pro osvitu», the goal of general secondary education is comprehensive development, upbringing and socialization of an individual who is capable of life in society and civilized interaction with nature, has a desire for self-improvement and lifelong learning, is ready for conscious life choices and self-realization, responsibility, labor activity and civic activity.

In modern science, we observe a steady tendency to affirm not only the concept of «competence approach», but also to understand its essence, because the implementation of this approach is based on the understanding that the progress of mankind depends not so much on economic growth, but on the level of personality development. Modern concepts of pedagogical education are based on the ideas of human resources development and self-development of educational institutions and subjects of the pedagogical process. Thus, among the principles of professional development of teachers and management personnel of education, the implementation of the competence approach to the development of the professional qualifications of teachers and heads of educational institutions is identified as the leading one, which implies the need to move from the qualification that a specialist acquires once and for all to the competence that allows mobile change of professional activity , caused by socio-economic changes, dynamics of the labor market.

In its essence, the competence approach is main concept, such as "competence".

Competence is a socio-labor characteristic of a set of knowledge, abilities, skills and professionally important indicators, as well as motivational characteristics of employees, necessary for successful performance of work and corresponding requirements for state obligations and strategic goals of the organization. Competence is a characteristic of potential quality that allows describing almost all elements of personnel readiness for effective work in a given situation at the workplace in the workforce. Competence is a dynamic quality of a worker, which develops from the professional education received in the system to the highest form of labor competence, namely mastery. Competence is a set of competencies, a characteristic of modern real quality, formed mainly due to the accumulation of experience in the relevant professional activity.

A competency-based approach should be complemented by a broader approach based on the development of human capabilities. It was first formulated by Sen Amarta (Sen Amarta) in 1979. This approach is aimed primarily at the development of human «functioning» capabilities in four areas related to:
- human actions;
- physical condition;
- emotional (mental) state;
- social integration.

The main task of the approach is the formation of a person and a citizen.

According to this approach, one of the central qualities of an educated citizen is the ability to make sense of one's own life, to realize oneself as a part of society - such a citizen «thinks, controls himself, is able to recognize and respect the individuality of any human being, regardless of where he was born, to which social stratum one belongs, to which gender or ethnicity one belongs.»

According to the definition of the Organization for Economic Cooperation and Development (OECD), competence is «the ability to successfully respond to needs or successfully perform tasks.»

Thus, a teacher who chooses a competency-based approach in the education system of Ukraine is no longer an ordinary «retranslator» of knowledge and educational material, he turns into an organizer of educational activities with many opportunities.

DISTANCE LEARNING IN COLLEGES: PSYCHOLOGICAL AND PEDAGOGICAL CHALLENGES

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Over the past two years, distance learning has become a part of most students' everyday life. During the pandemic, being the only possible option, the effectiveness of remote learning could not be assessed impartially, but today as the pandemic is over, we have an opportunity to look at it more carefully: how efficient it is as a pedagogical approach? And how safe it is for the systemic use in educational institutions?

Numerous studies, which have analyzed and advocated the advantages of distance learning, also provide its drawbacks, particularly pointing out its harm to the health and overall inefficiency [1,2,3].

The **purpose** of this study was to determine the impact of distance learning on the physical, intellectual and psychological state of Almaty State Electromechanical college (ASEC) students during the period of self-isolation in 2020–2021. For that purpose, a *survey* in a form of a questionnaire was taken, so the material of the study was the answers of full-time students of ASEC.

Research results and discussion

In October 2021, 60 ASEC students completed a survey, answering questions about their physical, mental and psychological states during the period of distance learning in 2020–2021.

The vast majority of respondents (86%) maintained the regime of self-isolation, i.e., stayed at home. 70% of respondents noted that even during the period of self-isolation, they still had some activities, e.g., gymnastics, walking, running, etc., while the remaining 30% did not exercise during the period quarantine, thus having little to no physical activity.

Smartphone was the most common device for e-learning purposes for 60% of respondents; for 23% that was the laptop, a desktop computer was primarily used by 15%, and only the minority of students preferred tablets (2%). Furthermore, only 15% of respondents avoided using two or more devices at the same time, while the majority was using two or more devices during distance learning: for the 50% of students, combination of a laptop and a smartphone at the same time was a common practice, 35% of respondents used a desktop computer with a smartphone, and only a few used a laptop and a tablet at the same time.

The duration of use of computers and other technical means ranged from 4 to 15 hours a day, particularly: 60% of respondents used electronic devices for 10 or more hours a day, 35% - from 5 to 8 hours a day, and only 5% - from 3 to 4 hours a day. It was also revealed that respondents mainly used computers and other devices for such purposes as studying (3–10 hours a day), social networking (1–10 hours), listening to music (1–10 hours), watching videos (1–8 hours), playing computer games (5-8 hours), and other purposes (1-3 hours).

Such an increase in the time of electronic devices' usage certainly is not a positive outcome: compared to the usual mode, i.e., before the pandemic, the time of using devices for extracurricular purposes, according to 80% of respondents, has increased, 15% of students answered that it has slightly decreased, and only 5% of students saw no significant changes in this regard.

In general, respondents were not very positive about the self-isolation: for almost the half of respondents, that is for 45%, it was a negative experience, for 35% it was positive, and for remaining 20% it was neutral.

During self-isolation, the study load in general, according to 60% of respondents, increased, 27% were sure that it remained the same, and 13% felt as if it has decreased. Additionally, students lacked (an open question): activities, in-person communication, free time, cafes, cinema, and other entertainment events.

Another open question was "What caused the most negative emotions during self-isolation?", and the replies were as following: a large amount of tasks; obligatory masks and sometimes gloves; permanent sitting and consequent backache; deterioration of vision; lack of free time for rest; non-compliance with the regime of self-isolation by irresponsible citizens; inability to get out; boredom; the lack of in-person communication; rising prices; connection issues, e.g., unstable Internet.

With regard to academic assignments, students complained about the abundance of written assignments and the complexity of self-learning process.

The results of the survey of students indicate that during the period of self-isolation and quarantine (2020–2021), students of ASEC experienced difficulties due to the introduction of a distance learning format. Survey reflects the fact that during online learning, the physical activity of students has sharply decreased, just as did the amount of their free time, and on top of that, some students "acquired" health issues such as backaches, deterioration of vision, etc. In general, students characterized distance learning as rather a negative experience. Therefore, mastering new knowledge for the vast majority has been ineffective. Feedback from teachers was also characterized by students as insufficient.

Conclusion

Distance learning tools undoubtedly have a great potential, however pedagogical science cannot unequivocally approve the use of distance learning because they can harm the educational process if they are applied without considering the social and psychological characteristics of students. Currently, there is no pedagogical or psycho-pedagogical theory of distance learning, on the basis of which teachers could design their courses. Because of that, e-learning of today remains the same traditional, in-class education, but in digital form without any fundamental changes. The nature of the negative effects of digital technologies and its impact on health, functional and emotional, psychological states of students should be carefully taken into account. Surveys conducted by us have revealed the extreme importance of this issue.

Moreover, there are still no uniform sanitary and hygienic standards, which also remains an urgent problem.

So, the introduction of e-learning in the educational process of colleges raises a lot of questions. Possible negative consequences should be comprehensively studied, discussed by the scientific community, and ideally, a unified expert opinion on this issue should be developed, which will take into account all the pros and cons, which were identified.

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FLIPPED CLASS: A PILOT STUDY AT THE NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES OF UKRAINE

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Nowadays, the need for competence in online education dramatically increased in Ukraine due to ongoing Russia's aggression against Ukraine. Damage and destruction of educational facilities in Ukraine resulted in the impossibility to continue education for many students. The long-term effect could be substantial, as disruptions in education due to war might have persistent negative effects on the subsequent development of the country. Therefore, it is necessary to maintain existing and develop new skills related to digital teaching, visualizing information, learning, and examination in Ukraine.

Online learning and continuous control of students' performance and achievements are especially important in agricultural areas, including animal science and meat science, as it is the major sector in Ukraine. During war conditions, there is a gap between actual requirements and the availability of human resources for education and management. The use of flipped classrooms in high education, in which students receive the material prior to an active-learning class session, can improve it. The benefits of flipped classrooms in different disciplines are well documented [1-3].

Such learning would allow the involvement of learning material from tutors from leading Ukrainian and international universities in agricultural sciences.

A high-quality education in the agricultural sector in Ukraine is of great importance for transformation toward a sustainable future. It is not only important for Ukraine but also of high international importance because Ukraine produces wheat, barley, and rye which much of Europe relies on. The Middle East and Africa also rely on Ukrainian wheat and corn.

The aim of the present study was to evaluate how teaching activity in form of flipped class is perceived by the master students in the area of veterinary sciences at the National University of Life and Environmental Sciences of Ukraine. The second aim was to evaluate the efficacy of pre-recorded lectures.

In total 20 master students (10 male and 10 female students) agreed to participate in the flipped class activities. Three pre-recorded lectures on the topic "Meat from entire male pigs" were distributed to the students. The lectures included theoretical knowledge on the biochemistry of boar taint and problems of surgical castration of male piglets, as well as the results from the latest scientific studies from the EU and Canada. The lectures were recorded at the Swedish University of Agricultural Sciences (SLU), Sweden, by an experienced tutor. A tutor from the University of Guelph, Canada, also contributed to the recorded lecture in form of an interview and provided information about novel research on boar taint in Canada. Instructions for students were distributed simultaneously as pre-recorded lectures, which included the main points from the lectures and suggestions for further discussions. All materials were provided in English. After 5 days, the students were invited to an online seminar, based on the provided material. During the seminar, the

main messages from three lectures were summarized by the tutor and the importance of the topic was underlined. To evaluate an understanding of a theoretical part of the material, the students had to pass a short quiz. To evaluate the ability of the students to discuss and analyse the problem, apply possible solutions and transfer theory into practice, a role-play was used. Each student had to choose a role of stakeholder and present the opinion of the chosen stakeholder on a given solution. The next student representing another stakeholder had to oppose and motivate the opposition. Thus, every student was involved in the role-play and had the opportunity to suggest own solution. The students also had time to ask own questions and made own points during the seminar.

After the flipped class, the students were asked to complete evaluation form of the activity. Following statement were provided: 1) Pre-recorded material was satisfactory; 2) Adequate time was provided to spend on pre-recorded material; 3) Pre-recorded material was relevant for the following up session; 4) Following up session improved my understanding of learning material; 5) Instructor was able to engage us in the following up session; 6) Instructor was able to provide clarification of difficult concepts; 7) Flipped class has enhanced my interaction with instructor and other students; 8) More lectures should be conducted in a flipped class mode. The students were asked to score the statements using the scale from 1 (totally disagree) to 5 (totally agree). Additionally, the students were asked what was the best with flipped class and what should be improved.

The overall impression of the flipped class received very high score (4.8 out of 5). The students scored pre-recorded material as satisfactory (4.8) and relevant (4.9). The students appreciated the instructor's ability to engage them in the following up session (4.9) and provide clarification of difficult concepts (4.7). The flipped class has enhanced the interaction between the students and instructor and other students (4.8).

However, the students did not completely agree that more classes should be flipped (4.3). One of the students explained it as follows: "I agree with this only partly. Independent study and then discussion with the teacher using the flipped class approach is very interesting, but I also like regular lectures. This is a huge burden on the student and the teacher if each session is held in this format. And as a result, the student will not have time to properly prepare for each subject for such a discussion". Another student had another explanation: "I think, the flipped class can be used more, but it also depends on the complexity of the material and the teacher. Students are often lazy and will not always accurately learn the material before flipped class, and some may not watch pre-recorded lectures at all. If traditional lecturing is used, these students will listen to the material in class, and if the teacher is a good speaker, then the students will remember the material better". This is obvious that the success of the flipped classroom is dependent upon students' prior preparation so that they can engage during the following-up session [4]. In the present study, only volunteers were involved, which were highly motivated and well-prepared for the following-up session. Thus, more studies are needed to compare the effects of learning performance with traditional and flipped classes in a general high school environment.

One of the students suggested making 30-40% of lectures in form of a flipped class. It is indeed a balance that is important in pedagogical approaches. The application of several different approaches and strategies within one subject, implemented in a logical balanced way, would increase students' motivation and understanding of the complexity of the subject. It is important that the instructors are well-equipped in terms of various types of pedagogical approaches. It should be though emphasized that the majority of teachers at universities have also obligations to conduct research and thus they might struggle with a lot of challenges regarding pedagogic competence upgrading because of time limitations, especially after COVID-19 pandemic [5]. Time for development of the flipped classrooms varies depending on the subject, availability of ready-to-use material, access to required equipment and software, and on the teacher's experience in, for example, recording lectures.

Regarding improvements, the students listed two major wishes. First, some students suggested increasing time for the following-up session. In this study, the following-up seminar lasted for 2 academic hours, which many students regarded as too short time. Second, some students

lacked detailed information about techniques of castration used in EU. This can be included as a separate video in the next flipped class session. Finally, some students had difficulties understanding English, but this can be easily solved in the next flipped class by including subtitles in Ukrainian or other commonly used in Ukraine languages in the pre-recorded lectures.

Nowadays traditional education is threatened in Ukraine, which might negatively affect the development of the agricultural sector, and food production in the long term. In this regard, the flipped classroom can be an attractive tool to shift from traditional teacher-centered to learning-centered pedagogical approaches in Ukraine. This approach is highly flexible and can be used in collaboration with international experts. After the war, the need for professions within agriculture-related areas, including animal science, animal management, and food science, will increase. Thus, actions to ensure relevant education of high quality are needed already now. This will contribute to improvements in lifestyles and decreasing hunger not only in Ukraine but globally.

Acknowledgments

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РОЗВИТОК МУЗИЧНО–РИТМІЧНИХ ЗДІБНОСТЕЙ ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ ЗАСОБАМИ ХОРЕОГРАФІЇ

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Актуальність постановки проблеми визначається необхідністю теоретичного та практичного опрацювання питань музичного виховання дітей у хореографічній системі з урахуванням їх вікового аспекту. Розвиток творчості на етапі старшої дошкільної освіти полягає в тому, що формування естетичного ставлення дитини до реального світу передбачає також художньо-практичну діяльність. Через батьків та вчителів підвищується рівень соціально-емоційних компетенцій дітей, адже емоційна грамотність не менш важлива, ніж вміння читати, рахувати чи говорити іноземною мовою.

В ході дослідження нами були вивчені різні точки зору щодо питання забезпечення музично-сенсорних здібностей дітей. Дослідження таких відомих вчених і педагогів, як Виготського Л.С. , Теплова Б.М. , Радинова О.П., ще раз вказують на необхідність формування рухової пам'яті, мислення, музичних здібностей у дітей. Також питанню розвитку музико–рухових навичок дітей приділяється увага в психолого-педагогічних дослідженнях, зокрема слід вказати теоретичні концепції, що були розвинені в роботах С. Рубінштейна та Б. Теплова. Питаннями музичного розвитку займались також Ю. Цагареллі, Н. Ветлугіна, С. Науменко, К. Тарасова та інші. Шляхи розвитку музичних здібностей досліджували М. Леонтович, В. Верховинець, К. Орф, Е. Башич, П. Вейс, Д. Кабалевський, К. Стеценко та інші. Проблемами розвитку музичних здібностей займались Т. Дорошенко, О. Лобова, Р. Савченко, О. Хижна.

Музично-ритмічне почуття дитини складає базу всіх проявів музичності, що пов'язані із сприйманням і відтворенням часової ходи «музичного руху». Разом з ладовим почуттям воно є основою емоційного відгуку на музику.

Рухи значно полегшують сприйняття та запам'ятовування музики. Розвиток рухових навичок відбувається одночасно з розвитком мови. Координація і активності рухів дитини говорить про розвиток інших якостей, в тому числі психіки.

Музично-ритмічне виховання розвиває почуття музичного ритму, його сприйняття, виконання. Ритмічно-комунікаційні вправи є обов'язковим елементом занять з хореографії.

Хореографія– одна з дієвих форм виховання, що має великі можливості розкриття здібностей дітей, їх духовного і фізичного розвитку. Від того як виховується дитина залежить її майбутнє. Заняття впливають на розвиток краси рухів, їх легкості, граційності, підкреслюють красу тіла та його здоров'я, тому є багато комплексів вправ і методів, які допомагають взаємодіяти з дитиною і виховувати творчу особистість [2].

Цей вид діяльності допомагає дітям виразити своє відчуття настрою, характеру, діагностує адекватність музичного сприйняття і здатність до творчої пластичної імпровізації, сприяє розвитку музичних навичок, розуміння художнього образу. Музико-ритмічні вправи тренують пам'ять, а також виховують увагу, уміння орієнтуватися в просторі, координацію рухів. Діти починають краще розуміти і любити творчість.

Ритмічно- комунікаційні вправи мають витоки в ритмічній гімнастиці Еміля Жак-Далькроза, в комплексній імпровізаційно-ігровій діяльності Карла Орфа та багатьох послідовників: Т. Тютюнникової, Д. Гудкіна, Т.Боровика та ін.

Музично–ритмічна діяльність дітей на заняттях хореографії має бути насамперед цікавою, навчаючи їх любити та розуміти хореографічне мистецтво і інтегрувати танцювальну галузь у сферу своїх інтересів, збагачуючи їх новими враженнями.

Набуття правильних і влучних танцювальних навичок, участь у танцювальній виставі, творче ставлення до образу, бесіда вчителя з дітьми – все це розвиває естетичне сприйняття, емоційне ставлення до творів мистецтва, вчить правильному судженню в хореографії. У результаті активного та емоційного знайомства з хореографією формується художній смак дітей, вони починають помічати і сприймати прекрасне не тільки в творчості, але й в житті.

Заняття з хореографії мають велике значення також для фізичного розвитку дітей. Вони починають легко, вільно рухатися, позбуваються від таких фізичних недоліків, як сутулість, зайва вага, набувають струнку поставу та ін. У дітей поліпшується координація рухів і сприйняття простору. На заняттях з хореографії корисні навички здобуваються природно. Діти з маленького віку починають відчувати естетику поведінки в побуті, підтягнутість осанки, дисципліна і ввічливість стають нормою поведінки. Вони стежать за своєю зовнішністю, за чистотою, гігієною вдома та на занятті, акуратністю, витонченістю свого костюма [1].

Успіх дітей в хореографічному колективі залежить також від педагога, який володіє професійними знаннями і вміло застосовує їх у навчально-тренувальній роботі з дітьми дошкільного віку. Викладачам хореографії слід знати особливості методики та прийоми роботи з дітьми різних вікових груп, орієнтуватися в причинах найбільш поширених помилок, що зустрічаються в практиці викладання.

Хореографія – це необхідний початок у вивченні будь-якого танцювального напрямку. Навіть якщо танець не стане улюбленим захопленням чи професією дитини, то користь для здоров'я та психологічного стану колосальна. Хореографія для дітей – це правильна постава, вміння концентруватися і, як результат, міцне здоров'я, гармонійний розвиток, граціозність, відмінна координація рухів, артистичність.

Заняття вчать дитину бути більш дисциплінованою і зібраною, формують у них музичний слух. Для успішної роботи педагог повинен добре знати психофізіологічні особливості дітей кожного віку і враховувати їх при формуванні репертуару та складанні плану виховної роботи, при тому вміло розподіляючи фізичне навантаження.

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