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Suggestions for Teaching
for the performance of practical work
in the discipline "Moral Education Practice"
for students of the field of study

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Topic 1. The essence of education and its place in the integral structure of the educational process

Questions and tasks of a reproductive nature.

1. What is the essence of education?
2. Reveal the content of the education of students.
3. Why is education an important sphere of human activity?
4. What are the main functions of education in modern society?
5. What are the similarities and differences between the educational process and the educational process?
6. What is the place in education in the integral structure of the educational process?
7. What is the essence of the national originality of upbringing?
8. What are the main principles of the selection of the content of education?
9. List the basic theories of education and personality development.
10. Describe the logic of the educational process.
11. What are the specific features of the educational process?
12. Describe the structure of the educational process.
13. What are the criteria for evaluating the educational process?
14. Reveal the essence of the activity approach in education.
15. Reveal the essence of the person-centered approach.
16. What is the educational system?
17. Reveal the essence of the process of education through the description of the following concepts: interiorization, organization of developmental activities, interaction between the educator and students, factors of education.
18. What is the two-sided nature of the educational process?
19. Name some of the contradictions of the educational process.
20. Under what conditions do contradictions become the driving forces of the educational process?
21. What does the basic culture of a person include?
22. How is the dialectics of the educational process expressed?

23.Fill in the table:

Approaches to understanding the essence of the process of education			
	Essence	Pedagogical advantages	Features of use
Activity			
Personal			
Ontological approach			
gender approach			
axiological approach			
existential Approach			
Synergistic approach			
Social approach			
Acmeologic al			
Ethical			
Aesthetic			
hermeneutic			

Questions for discussion.

1. Analyze the driving forces of the educational process.
 2. Which model of upbringing, in your opinion, will be the most adequate to Russian conditions in the near future?
 3. Many people claim that domestic students understand only the authoritarian system of education. What do you think? Why? Discuss this and the next question with your classmates.
 4. What are the main characteristics of the modern Russian concept of education in terms of purpose, content, methods and forms? What is its difference from communist education in the recent past of a Russian institution?
 5. What is the difference between the concepts of "impact" and "interaction"?
- "In the 19th century, the Communist
6. Are the concepts of "personal approach in upbringing" and "individual approach in upbringing" identical? Argue your position.

7. Do you allow the merger of authoritarian and humane upbringing? Why? Argue your position.
8. Prove the relationship between training and education in the holistic educational process.

Practical tasks.

1. Presentation of the pedagogical publication.

To complete this task, it is necessary to give a written description of the pedagogical publication, which includes the following positions:

- name;
- year of publication;
- to whom it is addressed;
- what problems it covers (headings of the publication);
- how it can be used for practical work, for studying the course of pedagogy in general and the course of Theory and Methods of Education, in particular;
- as a periodical can be used in the work of a teacher and/or psychologist;
- what specific materials were of particular interest;
- what would you recommend to your fellow students to read;
- whether you are satisfied with the design of the publication;
- conclusions about the leading trends in pedagogical research at the present stage of the development of pedagogy.

2. Read article "Humanistic Pedagogy: XXI Century" (Appendix 1);

3. Read the article "Is humanistic pedagogy humane" (Appendix 2);

4. Write a comparative analysis of these articles according to the algorithm:

- the subject of analysis;
- relevance of the topic;
- formulation of the main thesis (idea);
- overall assessment;
- shortcomings, shortcomings;
- a reasoned opinion on agreement (disagreement) with the opinion of the authors.

5. Get acquainted with textbooks on pedagogy of different years of publication. Compare a textbook on pedagogy published in the 60s and 80s and a modern textbook on pedagogy. Complete the tasks in writing, highlighting the following positions:

- author;
- year of publication;
- style of presentation of the material;
- the components of the content of the educational material, the same for textbooks of different years (pay special attention to the section of textbooks devoted to the consideration of issues of theory and methodology of education);
- components of the content of the educational material, different for textbooks of different years (pay special attention to the section of textbooks devoted to the consideration of issues of theory and methods of education);
- conclusions about the differences in the content of textbooks.

What caused these differences? Why did the interpretation of a number of questions remain unchanged?

6. Compare a textbook on pedagogy published in the 60s and 80s of the last century and a modern textbook on pedagogy. Note the differences in the interpretation of the concepts: upbringing, educational process, content of upbringing. What, in your opinion, caused these differences?

7. Browse pedagogical periodicals (for example, the journals "Pedagogy", "Education of Students", "Curator", etc.). What problems of youth education can be called the most relevant at the present stage of the development of pedagogy? What would you recommend to your classmates to read? Write an annotation on the article that interests you the most.

Topic 2. Patterns and principles of education Questions and tasks of a reproductive nature.

1. What do you understand by the principles of upbringing?
2. What is the correlation of the concepts: law, regularity, principle and rule in pedagogical theory and practice?
3. Describe the main laws of upbringing.
4. Describe the basic principles of upbringing.
5. What is the principle of purposefulness of education? What are the features of its implementation?
6. Give an example of the implementation of the requirements of the principle of personality education in a team in the practice of your teachers.
7. Describe the principle of the connection between education and life; reveal the features of the implementation of its requirements in the practice of educational work.
8. In what do you see the unity and interconnection of the principles of education?
9. What are the principles of education used in the experience of A. S. Makarenko?
10. What principles of education did V. A. Sukhomlinsky use?

Questions for discussion.

1. Are the concepts of "principles of upbringing" and "laws of upbringing" identical? What do you see as the relationship between these concepts?
2. Give an example of the implementation of the requirements of the principle of respect for the personality of the pupil with reasonable demands on him in the practice of your teachers.
3. Describe the principle of personality education in a team. What are the ways to implement this principle in the practice of educational work?
4. Give an example of the implementation of the requirements of the principle of an individual approach to education in the practice of your teachers-educators.
5. Give an example of the implementation of the requirements of the principle of taking into account the age and individual characteristics of students in the practice of your teachers.

Practical tasks.

1. Formulate a few rules that allow you to put into practice the principles of parenting, for example,

	Principle	Instructions
	The principle of reliance on the positive in a person	<ul style="list-style-type: none">– We believe that there is good in a person– Finding this good– Stimulating its manifestation– Raising the status of a student in the group– Increasing the student's self-esteem

2. Read the statement of A.S. Makarenko: A person cannot be brought up by the direct influence of one person, no matter what qualities this person possesses. Education is a social process in the broadest sense. Do you agree with this statement? Argue your position.

3. How do the principle of individualization of education and the principle of education of the individual in the collective and through the collective correlate? Does the idea of the education of the individual in the collective not contradict the uniqueness and uniqueness of each individual? Support your answer with specific examples from school life.

4. Read the statement: the student's orientation to a high level of self-acceptance (I am good) generates inflated self-esteem and disdain for other people. Depending on your attitude to this thesis, express arguments for and/or arguments against.

5. How do you understand the statement "In education, it is necessary to focus on the interests and needs of each student"? What principles of education are we talking about?

6. Compare the system of principles of education in the 80s of the last century and the modern system of principles of education. Has the system of principles of education changed? Why?

7. In the works of classical teachers (of your choice), find pedagogical situations and analyze them from the point of view of implementing the requirements of certain principles of perception.

8. Carry out a comparative analysis of the concepts: law and regularity; principles and rules.

Topic 3. Pedagogy of Individual Education

Questions and tasks of a reproductive nature.

1. Reveal the essence and features of differentiation in upbringing.
2. Reveal the essence and features of an individual approach to education.
3. List the forms and methods of individual work with the child.
4. Describe the practical implementation of an individual approach in education.

Questions for discussion.

1. What is the need for differentiation and individualization of student education?
2. Carry out a retrospective analysis of the principle of the uniqueness of nature from Aristotle to the present day.
3. Why is it necessary to take into account the properties of the student's higher nervous activity in the pedagogical process (temperament, character accentuations, mental states)?
4. Argue for the need to take into account the gender characteristics of students.
5. How is the leading system of perception of the student (auditory, visual, kinesthetic) taken into account in a modern institution; right-hemisphere and left-hemisphere children?
6. What is the problem of diagnosing and developing gifted students?
7. What is the problem of an individual approach in the education of students?

Practical tasks.

1. Read the set of rules for the teacher Sh.A. Amonashvili, analyze them from the standpoint of an individual approach to education (Appendix 3);
2. Make your own set of pedagogical rules that allow you to individualize the process of education.

3. Select a set of diagnostic methods for the study of individual personality traits.

4. Exploration of your individual characteristics: mini-essay "I am the only one like this in the world".

5. Read the poem by Yevgeny Yevtushenko "There are no uninteresting people in the world"; make up questions for a conversation with high school students about the uniqueness of each person.

6. Develop the topic of consultations for parents of adolescents who have problems in learning and behavior. Select popular science literature for them on the psychological characteristics of adolescents.

Topic 4. Diagnosis of a student's good manners

Questions and tasks of a reproductive nature.

1. What are the essence, objects, and main functions of pedagogical diagnostics?

2. What are the objective and subjective criteria for the upbringing of a person?

3. Name the pedagogical conditions for the application of methods to identify the nature of good manners.

4. Describe individual pedagogical methods of studying the student's personality.

Questions for discussion.

1. In your opinion, how objectively can we judge the level of education of a student's personality?

2. Why is it customary in pedagogical practice to use soft criteria for identifying the level of good manners?

3. Analyze one of the methods of diagnosing good manners from the standpoint of its educational and developmental capabilities.

4. Can a student who is always obedient, never argues, does not defend his opinion be considered well-mannered?

5. Does the participation of a teenager in an informal association indicate ill-manneredness?

6. What should be taken as criteria, signs and indicators of good manners?

7. Does the teacher or curator need to study the whole variety of

properties and qualities of the student's personality?

Practical tasks.

1. Carry out a comparative analysis of the concepts: education as a process, education as a result, good manners.

2. Get acquainted with the pedagogical methods of studying the student's personality (Upbringing of students in an institution: new approaches and new technologies / N. E. Shchurkova, P. I. Arapova, I. V. Baburova [i dr.]. Moscow: Novaya shk., 1998. 205 p.). Choose one of the methods from the package of school methods for studying personality, characterize it according to the proposed plan:

- the name of the method;
- the age of students;
- diagnostic purpose;
- instruction for students;
- features of conduct;
- technology of processing results.

2. Be ready to conduct the method with your classmates.

3. Come up with and describe an educational situation that will allow you to discover the level of formation of certain qualities in the student. Choose the age of the student yourself.

4. Read the stories of Viktor Yuzefovich Dragunsky

"What I Love", "Childhood Friend", "Watermelon Lane" (Dragunsky V. Y. Deniskiny Stories. Moscow: Eksmo, 2013. 160 p.). Based on the information received, diagnose the level of moral education of the main character of the works.

Pedagogical situation for analysis.

The teacher found a questionnaire somewhere with the following questions:

– *What would you like to be? – Most of the students answered: I don't know.*

– *What is the most important thing in life? – The students answered: Money.*

– *Why do you need to study? – Answer: So that parents do not pester you.*

The answers of the students amazed the teacher, and he decided that something had to be done.

What conclusions can the teacher draw about the level of moral education of students? Formulate a number of educational tasks that the teacher should set for himself, working in this team.

Topic 5. Personality education in the team and through the team

Questions and tasks of a reproductive nature.

1. Reveal the main prerequisites for the successful formation of a children's team.
2. Reveal the essence of the collective as an object and subject of education.
3. What personality qualities are best formed in a team? Give examples.
4. What are the pedagogical functions of the collective?
5. Name the types of children's groups and characterize them.
6. Give a brief description or definition of the concepts: group, collective, collectivist relations, interpersonal relations, system of perspective lines, the principle of parallel action.
7. Describe the typology of children's groups: primary and large collective; same-age and multi-age collective; collectives that unite students by interest.
8. Features of the development of the children's team at the second stage and the main directions of the teacher's work with this team.
9. Features of the development of the children's team at the first stage and the main directions of the teacher's work with this team.
10. Give examples (from the activities of your teachers) of using the influence of perspective lines on the development and cohesion of the children's team.
11. Point out the main features of the primary collective.
12. What meaning do you put into the concepts: the asset of the collective, the self-government bodies in the collective?
13. What is the principle of parallel action in the education of a person in a team and what is its dynamics at different stages of the development of the team?
14. What is the system of perspective lines and what is their role in the formation and development of a children's team? Give examples.

Questions for discussion.

1. Analyze the ideas of collective education in world and domestic pedagogy.
2. Formulate the problems and contradictions associated with the principle of personality education in the team and through the team.
3. Analyze the changes in the relationship between the educator and the team of pupils at the first, second, and third stages.
4. What is the dialectics of the development of the children's collective?
5. Think about whether there were collectivist attitudes in your group. How were they expressed? Did it contribute to the development of each student?
6. Discuss with your classmates the concept of collective education and the possibilities of its application in a modern institution.

Practical tasks.

1. Carry out a comparative analysis of the concepts: group, collective, conglomerate, corporation.
2. A.N. Lutoshkin identified 5 stages of the development of the collective: sand placer, soft clay, shimmering lighthouse, scarlet sail, burning torch. Correlate these names with the stages of development of the collective known to you according to A. S. Makarenko. Explain your answer.
3. Based on the works of A. S. Makarenko, V. A. Sukhomlinsky on education, prepare to participate in a meeting of the pedagogical circle on the topic "A. S. Makarenko and V. A. Sukhomlinsky on the influence of the team on the personality of a student: unity and opposition of views".
4. Make a synopsis of A. S. Makarenko's work "Problems of Soviet School Education" (lecture "Methods of Education").
5. Remember and describe the traditions that were in your school team.
6. Analyze the changes in the relationship between the educator and the team of pupils at the first, second, and third stages.
7. Study the article by A.S. Makarenko "Perspective". On its basis, give specific examples of prospects that can be put forward in front of the class and school teams (in the first case, take into account age).

8. Using the work of V.A. Sukhomlinsky "The Wise Power of the Collective", write down examples of ways to protect the individual in the collective.

9. Watch the 1955 feature film directed by Alexei Maslyukov and Mechislava Mayevskaya based on the book of the same name by A.S. Makarenko "Pedagogical Poem". In the process of viewing, fill in the table.

Methods of organizing students' life in the team of A.S. Makarenko

Acceptance of work	Examples from the film
1. Discipline, order, regime	
2. Penalties.	
3. The presence of a goal (perspective). What are they? Close Medium Long	
4. Style and tone (atmosphere in the team)	
5. Traditions in the team.	
6. The principle of parallel action (examples): educator active Collective	
7. The principle of individual development	
8. Public opinion	
9. Respect	
10. Trust	
11. Makarenko's attitude to children.	
12. Education in work. Types of work	
13. Governing bodies.	
14. Joint affairs (leisure)	

Explain which of the following groups can be considered a collective and why. Family; School class; Political party; State; Student group; Passengers of the same car; Patients of the same doctor; Patients of the same ward; People of the same age; Group of friends; Sports section; Cutting and sewing club; Persons of the same nationality; Military personnel of the same unit; A group of beach preference players; A combined sports team; Readers of the same library; A team of shabashniks; A work shift in a hairdresser's; Yard domino players; A tourist group that went on a summer vacation to Italy; Visitors to the same discotheque; Pensioners; Classmates; Graduate students of the same professor; Mafia.

Topic 6. Guidance of self-education of a student

Questions and tasks of a reproductive nature.

1. How do the processes of self-education and upbringing correlate?
2. What is the role of self-education in the development of personality?
3. What is the essence of self-education, what are its external and internal prerequisites?
4. Reveal the structure of the process of self-education.
5. What are the age stages of the process of self-education?
6. What are the motives for self-education of the individual?
7. What is the pedagogical guidance of the process of self-education?
8. Reveal the features of self-education methods.

Questions for discussion.

1. Do you share the point of view of L.S. Vygotsky that education is ultimately self-education? Justify your answer.
2. What are the difficulties of pedagogical guidance of self-education of high school students?

Practical tasks.

1. Prepare a presentation to the students of the 6th group about the importance and possibilities of self-education (5-7 minutes). Create an electronic presentation "Ways and means of encouraging students to self-education".
2. Write an essay on one of the topics: "How did my parents help me in my self-education", "Philosophy of my age", "Who will I become in 15 years".
3. Prepare a short conversation for students "What is a personal journal and what is it for?"
4. Conduct a self-esteem diagnosis in the group.
5. Make a plan for a conversation with 6th grade students to familiarize students with the methods of self-education.
6. Remember your own attempts to engage in self-education and write a short essay about one of these attempts, it is desirable that the following logic is maintained in the essay: what prompted (who prompted) self-education, to what

Kim drew conclusions from self-analysis, what self-commitments were made, what techniques and means were used, how long it took you to reach your goal and where you came.

7. Give vivid examples (from pedagogical periodicals) about the effectiveness of self-education for the formation of personality.

8. Using the books from the series "The Lives of Remarkable People", write down four or five examples about the role and place of self-education in the formation of the best human qualities.

9. Using the materials of the pedagogical press, select the material for participation in the round table meeting on the topic "The role and place of self-education in the formation of the student's personality".

10. Create an electronic presentation Professional Self-Education of a Teacher.

11. Determine what personal characteristic is referred to in the examples. Describe the scheme of pedagogical guidance of self-education of such a student.

a) before performing even a simple task, the adolescent expresses doubt that he will cope with it: I will not be able to do it, I will not succeed, etc.;

b) a junior student is very worried when he answers in a group at the blackboard: he blushes, stammers, gets confused, etc.;

c) a mother came to the teacher with a complaint about her son that he is very restless, inattentive, it is difficult to organize him, he does homework for a long time at home, because he is constantly distracted;

d) A teenager comes to the teacher and happily reports that he has begun to train his will: he brought his hand to the fire and did not pull it away or pricked himself with a needle.

Topic 7. Re-education

Questions and tasks of a reproductive nature.

1. What is the modern concept of re-education?
2. What are the causes of deviation in behavior?
3. What is deviant behavior?
4. What is delinquent behavior?
5. What is difficult-to-treat?
6. What is destructive behavior?
7. What is the essence of pedagogical neglect?
8. Name the types of deviant behavior.
9. What are the reasons for school maladaptation?
10. What are the characteristics of students with behavioral disorders?
11. Reveal the main functions of re-education: restorative, compensatory, stimulating, corrective.
12. Describe the main stages of re-education.
13. How is deviant behavior diagnosed?
14. List and characterize the characteristics of students and adolescents with behavioral disorders.
15. How is deviant behavior diagnosed?

Practical task.

1. Conduct one of the methods in your group *to identify the prerequisites for the development of deviant behavior*:
 - the method of diagnosing the tendency to deviant behavior (A. N. Orel);
 - observation map (D. Stott);
 - questionnaires (T.M. Achenbach);
 - the scale of acceptance of others (V. Fey);
 - the scale of benevolence (D. Campbell);
 - the scale of manipulative attitude (T. Baunt);
 - the scale of hostility (W. Cook, D. Medley);
 - the scale of trust (M. Rosenberg);
 - a method for assessing the presence and severity of irrational attitudes (A. Ellis);

– a modified version of the questionnaire "Solving difficult situations".

2. Conduct one of the methods in your group *to identify addictive behavior*:

– RAFFT (Relax, Alone, Friends, Family, Trouble) test for rapid diagnosis of alcoholism and drug addiction in adolescents;

– questionnaire for early detection of chemical dependence in a teenager by parents (E.V. Zmanovskaya);

– Michigan State University Alcoholism Test (MAST);

– Nicotine Dependence Test

(K. Fagerström);

– a test to determine workaholism (B. Killinger);

– Internet addiction test (T. A. Nikitina, A. Y. Egorov);

– screening test to detect sexual addiction (P. Carnes).

3. In your group, conduct one of the methods *for assessing character traits*:

– Tomsk Rigidity Questionnaire (TOR) (G. V. Zalevskiy);

– the method of determining character accentuation (K. Leonhard,

H. Shmishek);

– Pathocharacterological Diagnostic Questionnaire
(A.E. Lichko);

– Methodology auto-identification

accentuations Character

(E.G. Eidemiller);

– the PEN questionnaire (G. Eysenck, S. Eysenck);

– EPQ questionnaire (G. Eysenck);

– EPI questionnaire (G. Eysenck);

– method of diagnosing the type of character accentuation "Cherthis Dozen";

– multifactorial personality questionnaire FPI (modified form B);

– test "House. Tree. Man" (J. Book).

4. Using books about working with difficult children, write an abstract report on the topic "Effective forms and methods of re-education".

5. Read the parable:

Once upon a time, an old Indian revealed to his grandson one truth of life.

– In every person there is a struggle that is very similar to the struggle of two wolves. One wolf represents evil: envy, jealousy, regret, selfishness, ambition, lies... The other wolf represents good: peace, love, hope, truth, kindness, loyalty... The little Indian, touched to the depths of his soul by his grandfather's words, thought for a few moments, and then asked:

– And which wolf wins in the end?

The old Indian smiled faintly and answered:

– The wolf you feed always wins.

6. Write questions to discuss this parable with students in group 6.

7. Write your Eastern parable that deals with the problems of re-education.

8. Prepare a written annotation for any article from the periodical literature that deals with the problems of re-education, according to the following scheme:

– bibliographic data: author, title of the article, name of the periodical, place of publishing, year of publishing, No newspaper, magazine;

– what the article is devoted to, what issues are covered by the author;

– what are the main problems raised by the author, and how they are solved;

– Do you agree with the author or your point of view differs from the author's position, explain why.

Pedagogical reflection after watching the feature film "The Boys", staged in 1983 by director Dinara Asanova.

1. Describe the characteristics of adolescents with deviant behavior according to the following scheme: approximate age; character of the hero, his personal qualities; actions/misdeeds of the hero; causes of deviant behavior; type of deviant behavior; probability of correction:

– Vova Kireev;

– Margo;

- Boris Shmyrev;
 - Sasha Belousov;
 - Andrey Zaitsev;
 - Rublev.
2. Describe the teachers shown in the film according to the following scheme: approximate age, education, pedagogical credo, character, methods, techniques of education, style of communication with pupils; effectiveness of pedagogical influences:
 - Pavel Vasilyevich;
 - Oleg Pavlovich.
 3. Describe the parents (family members) of adolescents according to the following scheme: approximate age; social stratum, financial situation, degree and nature of influence on the formation of deviations in students.
 4. How the filmmakers emphasize the feeling of loneliness (uselessness) of teenagers?
 5. What technique do the authors use to show the rare moments of happiness of the characters?
 6. Is a group of children a collective? If so, at what stage of development is the collective? Argue with an example from the film.
 7. What subtext can be seen in the scene "Acrobatic Pyramid"?
 8. Was Pasha's breakdown after the pogrom accidental? Pedagogical? And at a second glance? What pedagogical tasks does Pavel solve with this technique? Have they been solved? Why?
 9. Why are there so many close-ups in this film?
 10. The last scene of the film. The teenagers break down and run after Pavel. What are their motives? How does Pavel behave, how does he continue to solve issues of upbringing in this episode?
 11. What role does music play in the film?
 12. Why did you need the episodes about the shooting of the documentary?
 13. What does "good man" mean?
 14. What is the main idea of the film?

Topic 8. Moral education

Questions and tasks of a reproductive nature.

1. Give brief definitions of the concepts: morality, moral knowledge, feelings, moral behavior, moral education, moral development.
2. Characterize three levels of moral development: premoral, conventional, autonomous.
3. Describe the content of the concepts: civic education, political culture, legal culture, culture of interethnic relations.
4. What is the structure of the process of educating moral culture?
5. Point out the main ways to implement the tasks of moral education.
6. What is a discipline? What are the features of its formation?
7. Point out the main tasks of moral education.
8. What is the decisive factor in assessing the level of moral education of a person?
9. Describe the social prerequisites for moral education.
10. What determines the purpose and content of moral education?
11. Point out the main ways of implementing the tasks of moral education in the learning process.
12. What documents enshrine the norms of moral behavior of a person in our country?
13. Analyze how the requirements for the moral education of students are implemented in the charter of the institution.
14. What is the role of literature and history in the moral education of students? Give examples.
15. Point out the main directions of moral education. Analyze the relationship between them.
16. Reveal the role of labor in the moral education of students.
17. Reveal the role of activity in the formation of moral norms of behavior in students.
18. What do you understand by a program of moral education?
19. What is the decisive factor in assessing the level of moral education of a person?

20. What are the features of solving the problems of moral education in modern conditions?

21. What is the role and place of self-education in the formation of the moral maturity of young people?

22. Ways to implement the tasks of moral education of students in extracurricular time.

23. What should be the measure of pedagogical influence on the behavior of a student?

24. What are the conditions for the formation of moral responsibility of students?

Questions for discussion.

1. Analyze the content of moral education of high school students.

2. Analyze the directions, forms and methods of moral education of students in a particular institution (in the classroom and outside of school hours) during the period of educational practice.

3. Write down from the works of the teachers and educators closest to you thoughts about moral education.

4. Select and write down three or four pedagogical situations that were aimed at solving certain problems of moral education.

5. Using the materials of the periodical pedagogical press, write down four or five examples of solving the problems of moral education in the institution and family.

6. Analyze folk proverbs, sayings, fairy tales and prepare for a discussion on the topic "Folk pedagogy on the moral education of students".

7. Describe ways to increase the role of moral self-awareness of young people at the present time.

8. Prepare to watch and discuss with your children the documentary film "The Swimmer" by film director Sergey Rusakov, which tells about the fate of the outstanding swimmer and citizen Shavarsh Karapetyan. Write an introductory speech and questions for the ethical conversation.

Practical task.

1. Choose a literary work from the list of literature for reading and discussion with students (Appendix 7). On the basis of this work, make up questions for an ethical conversation with high school students.

2. Prepare the situation for ethical analysis.

3. Make up questions for the ethical analysis of a literary text for students of the 5th group.

4. Carry out a comparative analysis of the concepts: ethics, morality, morality.

5. Describe a variant of a role-playing game with moral content.

6. Formulate the topic of the dispute and questions to it.

7. Prepare an analysis of the moral education program.

8. Present in a structural form the directions of educational work on moral, family, labor, aesthetic education.

9. On the basis of the formulated tasks in a specific area of educational activity (patriotic, legal, socio-political, moral, etc.), identify the methods and forms of education that allow you to solve the tasks.

10. Determine what is the relationship between the processes of formation of the civil, moral, business, and aesthetic positions of the individual?

11. Do you agree with the idea that emotions form the basis of the mechanism for assimilating social ideas that reflect certain values, and that emotional experiences in the structure of education should be given a place similar to cognitive processes in the structure of the learning process? Justify your point of view.

12. What is your attitude to this statement by A. S. Makarenko: "In fact, the main foundations of education are laid before the age of five, and what you have done before the age of five is 90% of the entire educational process, and then the education continues, the processing of the person continues, but in general you begin to eat berries, and the flowers that you took care of were before five

years" (Makarenko A.S. Pedagogical Works: In 8 vols. Vol. 4. – Moscow: Pedagogy, 1984. – P. 215)?

13. On the Internet, find videos that demonstrate the moral behavior of people (feats, helping others, helping animals, etc.)

14. Formulate 7 open-ended questions to discuss this video with children. Justify the educational potential of the proposed material.

Topic 9. Fundamentals of aesthetic education Questions and tasks of a reproductive nature.

1. Reveal the essence and tasks of aesthetic education in the system of education.

2. Describe the possibilities of solving the problems of aesthetic education in the content of school education in literature.

3. Tell us about the ways of aesthetic education in extracurricular time in your institution.

4. Analyze the tasks and ways of aesthetic education in the family.

5. Analyze the relationship between aesthetic, labor and physical education in the institution.

6. List the main directions of solving the problems of aesthetic education in a modern institution.

7. What do you see as the relationship between aesthetic and labor education?

8. Reveal the ways to solve the problems of aesthetic education in the educational process.

9. Are the concepts of aesthetic education and artistic education identical? What do you see as the relationship between these concepts?

10. Point out the basic principles of aesthetic education in the institution.

11. How is aesthetic education related to moral education?

12. Point out the ways to attract students to active participation in the creation of an aesthetic environment, to nature conservation, to artistic and performing activities.

13. Reveal the main ways of implementing the requirements of individual principles of aesthetic education.

14. What is the role of the environment in the formation of aesthetic tastes and feelings of students?

15. What are the ways to realize the creative abilities of students in

the process of aesthetic education?

16. List the features of overcoming and preventing negative phenomena in the aesthetic education of young people.

17. Reveal the role and importance of your subject in solving the problems of aesthetic education of students.

18. Point out the leading means of aesthetic education.

19. What do you mean by the concept of "aesthetics"?

20. What is the role and importance of aesthetic education in the formation of personality?

Questions for discussion.

1. What do you see as the importance of physics, mathematics, biology, chemistry for the aesthetic education of students?

2. Analyze the system of aesthetic education in your institution.

3. The literature teacher invites students to choose works to memorize instead of the passages indicated by the program. Is he doing the right thing? Justify the answer.

4. What is your position in the dispute about the ratio of time for the study of general education disciplines and aesthetic training?

5. In numerous discussions, the opinion is expressed that in a general educational institution it is necessary to study a synthetic course of art, which would include literature, music, fine arts, architecture, cinema. What is your attitude to such proposals? Argue.

6. In the system of aesthetic education, works of fine art play a certain role. What is your attitude to the organization of various exhibitions of works of art in the institution?

7. On the pages of the press and in personal discussions, a dispute between physicists and lyricists sometimes arises again. The former argue that in the information age, art does not play the role that it played in the past. The main task for society is the creation of material values. Therefore, a technically competent person with rational thinking is needed. He is fascinated by mathematical calculations, physical phenomena, and the perfection of modern machines. The latter defend the position that a modern physicist, engineer, designer, programmer needs to be an aesthetically developed person. Without aesthetic education, a modern person cannot be a full-fledged personality. What position would you take in this discussion? Argue your point of view.

Practical tasks.

1. Visit the institution and describe its corridors, recreation areas, classrooms, offices from the point of view of their aesthetic design.
2. Analyze what role aesthetic education was assigned in your institution.
3. Describe the system of aesthetic education in the institution of your dreams.
4. Prepare an electronic presentation "Aesthetics of the University Environment".
5. Analyze the program in one of the subjects or analyze the lesson from the standpoint of the aesthetic education of students.
6. Analyze the program in one of the subjects or analyze the lesson from the standpoint of the aesthetic education of students
7. Analyze any form of work on aesthetic education (club, amateur theater, circle, etc.)
8. Analyze various elements of the school environment: interior, clothes of students and adults, signs of décor, equipment, visual aids, etc.

Topic 10. Fundamentals of physical education

Questions and tasks of a reproductive nature.

1. Reveal the essence and tasks of physical education as an integral part of general education.
2. Highlight the ways to solve the problems of physical education in a general education institution in extracurricular time.
3. Through what forms and types of work are the tasks of physical education in a general education institution implemented?
4. Indicate the ways to solve the problems of physical education in the lessons of general education disciplines.
5. Indicate the means and forms of organization of physical education in the institution.
6. What do you see as the relationship between physical and aesthetic education?
7. What is the role of the family in physical education?
8. Reveal the main organizational forms of physical education.
9. What is the relationship between physical and labor education?

10. Describe the system of physical education in the institution of your dreams.

11. What means of physical education do you consider to be the leading ones?

12. What is the reason for the need to increase attention to physical education of a person?

Questions for discussion.

1. Analyze the system of physical education in your institution.

2. Why is the role of physical education in the formation of personality increasing at present?

3. Give an objective assessment of the activities of the teaching staff of your institution in solving the problems of physical education.

4. What are the trends in the development of physical education in a modern institution?

Practical tasks.

1. Analyze the content of physical activity minutes. Suggest subjects, topics of classes in which it is advisable to use physical training minutes.
2. Develop, taking into account the specifics of the subject, a physical education minute for a lesson in mathematics, Russian, English.
3. Read the section "Physical Education" in the book by V.A. Sukhomlinsky "Pavlysh Secondary Institution" and write down interesting thoughts about the tasks and ways of physical education of students.
4. Analyze what mistakes in physical education were made by you personally in the family and institution and what are the reasons for them?
5. Select material for a conversation with parents
"The role of the family in the physical education of students".
6. Select material for conducting a conversation with students
"If you want to be healthy."
7. Analyze the content of 1-2 scientific articles on the studied problem. Make a glossary of concepts related to the problems of health-saving pedagogical technologies.
8. Prepare a presentation of the content of one health-saving technology.
9. Analyze the lesson for the use of health-saving technologies according to the following plan: a) building a lesson on the basis of the laws of the educational process using the latest achievements of pedagogical practice on health preservation issues; b) implementation in the lesson in the optimal ratio of principles and methods, both general didactic and specific; c) providing the necessary conditions for productive cognitive activity of students, taking into account their state of health, gender, age and personal characteristics, interests, inclinations, needs; d) logic and emotionality of all stages of the lesson; e) prevention of fatigue in the lesson, effective use of health-saving educational technologies (physical training minutes, relaxation, fairy tale therapy, etc.); f) formation of practically necessary skills and abilities, rational methods of thinking and activity; formation of learning skills.

10. Using your own observations of family upbringing, describe to what extent the environment and upbringing in a particular family affect the formation of the student's health (you can use the example of your family, relatives, acquaintances).

What is your attitude to the events organized by the physical education teacher? Did they contribute to the formation of certain moral qualities in students? If so, which ones? Is the director right to issue such an order? How to get out of the conflict situation?

Topic 11. Fostering a culture of communication

Questions and tasks of a reproductive nature.

1. What is communication?
2. Name the functions of communication.
3. What is the structure of communication?
4. Name the different classifications of styles of pedagogical leadership.
5. Reveal the content of various techniques of constructive interaction (support, I-statement, active, passive and empathic listening).
6. Describe the specifics of communication with auditory, visual and kinesthetic people.
7. What is the role of listening skills in the interaction of a teacher with a parent?
8. Define the concepts: halo effect, first impression effect, primacy effect, novelty effect, stereotyping effect.
9. What does the concept of "pedagogical excellence" mean?
10. What are the specifics of pedagogical communication?
11. Reveal in the notebook such functions of communication as discovery, participation, elevation.
12. Reveal the essence of the concepts: concept, judgment, conclusion, proof, thesis, argument, logic.
13. Write down the definitions of the following concepts in a notebook: visual contact, gestures, facial expressions, pantomime, spatial distance, tactile communication.
14. What are the requirements for the teacher's facial expressions and pantomime?
15. Prepare a presentation "The concept of speech technique and its

importance in the work of a teacher".

16. What is the educational value of the teacher's appearance?

17. What are the professional requirements for the teacher's voice?

18. What are the hygienic rules for preventing vocal deformities?

19. What methods of emotional self-regulation of a teacher do you know?

20. List the methods of attracting and maintaining the attention of students of different age groups in the lesson, give examples.

Questions for discussion.

1. Think about how the concepts of "tact" and "pedagogical" correlate.

tact".

2. In what situations do adults need to be especially tactful and delicate in communicating with children?

3. What in the pedagogical process can be the object of humorization; in relation to what the use of humor is unacceptable?

4. Evaluate the nature of pedagogical communication in a modern institution.

5. Think (give examples from personal experience) how personal principles affect pedagogical communication.

6. What communication styles were inherent in the teachers of the institution from which you graduated?

7. Describe school situations that characterize teachers of different communication styles.

8. Describe the benefits of the self-message.

9. Highlight the shortcomings of the you-message.

Practical tasks.

1. Below are typical phrases that are often heard in the classroom addressed to students and cause a feeling of anxiety and fear of failure. Change the phrases so that while maintaining the general meaning, the statement is aimed at positive feelings in students:

a) If you do not stop talking, I will inform your parents;

b) Do not ask me anything, do as you are told; c) I have already explained to you several times as much as possible;

d) And whoever does not hear me, has something wrong with his head!;

e) You must think about the future!;

f) And I know in advance that you will not cope with this task!; h) You have exhausted all my nerves!

2. Read the book by Janusz Korczak "How to Love a Student" (Appendix 5). In your opinion, how relevant are the thoughts of Janusz Korczak today? Write 10 of your commandments "How to Love a Student".

3. Select aphorisms and phraseological units that can be used by the teacher to solve pedagogical situations related to the observance of moral and ethical standards, with the motivation of students to achieve success.

4. Write an essay "Conflict types of personality and strategies for interacting with them".

5. Prepare a report "Manipulations in pedagogical practice, ways to resist them".

6. What is an individual style of pedagogical activity? What types of styles do you know? Characterize them, give examples.

7. In pedagogical communication, there are communicative, perceptual, interactive sides. In your opinion, which of them causes the greatest difficulties for the teacher when interacting with students?

8. Prepare a report "Professional burnout of a teacher and its prevention".

9. Choose the characteristic methods of pedagogical interaction used in the experience of one of the master teachers: A.S. Makarenko, V.A. Sukhomlinsky, Sh.A. Amonashvili, E.N. Ilyin, S.N. Lysenkova and others, show their expediency in various situations of the educational process.

10. Prepare a report on the essence of pedagogical tact.

11. Prepare a report on the use of humor in the pedagogical process.

12. Select several exercises aimed at developing speech technique, demonstrate them to the group.

13. Select several exercises aimed at developing the culture of non-verbal communication.

14. Prepare methodological materials for your pedagogical piggy bank (annotated list of literature on the theory and methodology of educating the communicative culture of students).

15. Identify the 20 qualities needed for the ideal teacher and write them down in order of preference.

16. Develop recommendations for improving your individual style.

17. Select proverbs and sayings with the word "language". Reveal the meaning of each saying. Write down proverbs that talk about language

as a means of communication.

18. Describe several situations of your communication (with fellow students, with classmates, with teachers, with relatives or with someone) that are interesting and instructive in some respect. Use proverbs and idioms in your essay.

19. Continue the series of definitions that characterize the tone of voice: loud, shrill and harsh...

20. Formulate five taboos in the organization of students' activities and communication, the violation of which you consider incompatible with the high title of a teacher and pedagogical activity.

21. Reveal the meaning of the concepts: etiquette, etiquette forms of behavior in the structure of the moral formation of the personality.

22. Justify what methods of education should be used to form students' skills and habits of a culture of behavior.

23. Prepare methodological materials for your pedagogical piggy bank (annotated list of literature on the topic

"Introducing students to etiquette forms of behavior").

24. Find in the psychological and pedagogical literature and write down in a notebook exercises for the regulation of the mental states of the teacher.

25. Find in the psychological and pedagogical literature and write down in a notebook exercises to relieve tension, muscle clamps and ensure muscle freedom.

26. Develop your own and write down in a notebook tips for taking care of your mood.

27. Develop on your own and write down in a notebook tips for the development of confidence, freedom, spontaneity.

28. Find in the psychological and pedagogical literature and write down in a notebook exercises for training the speech apparatus and mimic muscles.

29. Write down exercises in a notebook to develop the skills of correct speech breathing.

30. Write down exercises to improve the vocal apparatus in a notebook.

31. Write down diction exercises in a notebook.

32. Write down in a notebook the exercises for the development of intonation expressiveness of the voice.

33. Write down in a notebook exercises for intonation of punctuation marks.

34. Make a detailed plan of the message on the topic "Special communication between the teacher and adolescent students".

35. Develop an instruction for the teacher "Strategy for communicating with parents".

36. Compile a thesaurus dictionary on the topic "Communication as the basis of the teacher's activity" (10-15 terms).

37. Develop a control test on the topic "Culture of communication in working as a teacher".

38. Read the book by G. I. Polonsky "Let's Live Until Monday" (Appendix 6) and answer Melnikov's question: Lord, how was it necessary?

39. Pronounce the same phrase (for example: Today I want to tell you... or you can take any line from the children's poem "The mistress abandoned the bunny", "Our Tanya cries loudly") in different ways:

- with pauses after each word;
- pronouncing after each word: m-m, uh;
- pronouncing after each word: here, this, well;
- very quickly;
- very slowly;
- very loudly;
- very quiet;
- quietly, but quickly;
- loudly, but slowly;
- repeating each word twice.

At the same time, the internal state is clarified, in which the phrase can be pronounced exactly in the meaning that it acquires in this or that case.

40. Pronounce the words "yes" or "no" with different intonations. Everyone must come up with certain assumed circumstances, a pedagogical situation in which this word in relation to the child could sound exactly like this. Variants of intonation: confident, cheerful, encouraging, aggressive, detached, trusting the secret, condescending, admiring, etc.

Topic 12. Fundamentals of labor education in an institution

Questions and tasks of a reproductive nature.

1. Define the concept of "labor education".
2. What is the purpose and main tasks of labor education in the institution?
3. Reveal the importance of labor education.
4. List the means of labor education in the institution.
5. Reveal the meaning of the concepts: labor education, labor training, vocational guidance. Establish a connection between them.
6. Define the concept of diligence and reveal its internal structure.
7. Describe the system of labor education in the institution: types and forms of activity.
8. What are the tasks of school labor education?
9. The result of labor education is diligence as a personal quality. Name the structural components of diligence.
10. How is the labor activity of students organized and stimulated and their diligence formed?
11. What are the basic requirements for the organization of child labor?
12. Reveal the tasks and content of labor education of primary school students.
13. List the problems of labor education in a modern institution.
14. Reveal the tasks and content of labor education of students.

15. Reveal the tasks and content of labor education of high school students in accordance with the requirements of the present day.

Questions for discussion.

1. Confirm with facts from school life the need to comply with the proposed technology of labor work. In the process of organizing labor affairs, the teacher, together with the pupils, must:

- outline specific tasks in accordance with the goals of the case;
- to select the materials, tools necessary for this matter;
- correctly distribute work in time;
- divide the team into brigades, groups for the performance of work tasks;
- to organize competition in the process of work;
- to summarize the work, evaluate the results, highlight the best participants in the common work;
- to determine new goals and objectives of the upcoming labor affairs.

2. Do you agree that work educates if, firstly, it is motivated and, secondly, well organized?

3. Why is work necessary in the life of a growing person?

4. What methods and techniques of pedagogical influence will lead to effective interaction in the organization and implementation of labor affairs in the institution?

5. What do you see as the relationship between labor and physical education?

6. Give an objective assessment of the level of your work education.

7. Reveal the forms and methods of labor education of students in the process of educational activity.

8. Reveal the forms and methods of labor education of students in extracurricular time.

9. What is the relationship between labor and moral education?

10. What would you like to see in the system of labor education in the institution of the future?

11. What do you see as the relationship between labor and mental education?

12. What is the relationship between labor and aesthetic education?
13. Indicate the ways and forms of interconnection between the activities of the family and the institution in the system of labor education of young people.

1. Make an objective analysis of the labor education of students in your institution.
2. Make an objective analysis of the system of labor education of students of your institution outside of school hours.

Topic 13. Career guidance work in the institution

Questions and tasks of a reproductive nature.

1. What meaning do you put into the concepts of "profession", "special" sociality"?
2. Analyze the tasks of the institution for labor education and professional orientation of young people in modern conditions.
3. What do you mean by the concept of "professional orientation"?
4. Reveal the socio-economic prerequisites for career guidance.
5. Indicate the main components and directions of career guidance.
6. What is a professiogram?
7. What are the specifics of conducting professional consultations in the system of career guidance work in the institution?
8. What are the areas of educational work on the professional orientation of students in the institution?

Practical task.

1. Using books on career guidance, write down three or four questionnaires that can be used in the system of career guidance for students.
2. Make a plan for a career guidance discussion.
3. Describe the logic and methodology of conducting a class hour, round table, evening, etc. (one event of your choice) dedicated to orientation to a particular profession.
4. Make a plan for career guidance work of the class teacher (for one academic year) with students in grades 9 or 11.
5. Make a plan for a pedagogical lecture for parents of graduating students, dedicated to the choice of profession.

6. Describe the potential of school subjects in solving the problems of professional orientation of students.

7. Develop a draft round table on the topic "Requirements of the profession to a person".

8. Prepare a mini-lecture on the topic "Features of mental and physical labor professions".

9. Prepare for testing high school students on the topic "My future profession".

10. Develop a conversation on the topic "The Modern World of Professions".

11. Develop a scenario for a round table on the topic "Professional this is my parents."

12. Develop a conversation on the topic "My life plans, prospects, opportunities".

Topic 14. Education of a citizen

Questions and tasks of a reproductive nature.

1. What do you mean by the concepts of "citizenship", "political culture", "patriotism", "internationalism", "multiculturalism", "tolerance"?

2. What are the modern problems of civic education in a modern institution?

3. What are the main goals and objectives of civic education in an institution in modern conditions?

4. List the methods of forming civic consciousness.

5. Name the methods of organizing civic activities.

6. Explain the methods of stimulating civic behavior,

7. What is the meaning of the work of class and school self-government bodies?

Questions for discussion.

1. Describe the possibilities of solving the problems of patriotic education in the content of school education in literature.

2. Tell us about the ways of civic education in extracurricular time in your institution.

3. Analyze the tasks and ways of patriotic education in the family.

4. Analyze the relationship between civic, patriotic, international education in the institution.
5. Describe the main directions of solving the problems of education in the political culture of a modern institution.
6. Reveal the ways to solve the problems of educating a citizen in the educational process.
7. How is patriotic education related to moral education?
8. What is the role of the media in the formation of civic consciousness among students?
9. List the features of overcoming and preventing negative phenomena in the patriotic education of young people.
10. Reveal the role and importance of your subject in solving the problems of patriotic education of students.
11. Analyze the leading means of patriotic education.
12. What is the role and importance of patriotic education in the formation of personality?

Practical tasks.

1. Prepare a presentation on the topic "Formation of students' rejection of antisocial norms of behavior".
2. Prepare a presentation on the topic "School self-government as a factor in civic education".
3. Jean-Jacques Rousseau in his "Social Contract" (1762) notes that the state, or civil society, is a single moral personality, whose life is subordinated to the association of its members. Its goal is the safety and well-being of its members (Didier Julia, Philosophical Dictionary / Translated from French – Moscow: 2000. – P. 93). Do you agree with this statement? Argue it.
4. Develop a class hour of your choice on one of the topics:
"The History of Our Family", "My Family in Photographs", "Memorable dates of our family", "Grandfather's album".
5. Develop an educational case of your choice, on one of the topics:
"My land is Kamchatka", "Symbols of our land", "Beloved land", "Kamchatka is a city of sailors and fishermen", "Protected places of Kamchatka", "My small homeland", aimed at studying your hometown, its streets, enterprises, cultural and historical monuments.
6. Develop a research project "Whose Names Do the Streets of Our

City Bear?"

7. Develop a quiz "Do you know the history of your city?"

8. Prepare a series of class hours about your native country: "Where the Motherland begins", "Our country is Russia", "About the coat of arms, flag and anthem", "I am a citizen of Russia", "Moscow is the capital of our Motherland".

9. Think over the plan of actions "My neighbor is a veteran", "Parcel to a soldier", the preparation of a photo report "There is such a profession - to defend the Motherland", the compilation of an oral journal "Order in your home".

10. Think over and make a plan for a lesson of courage in the form of a conversation, a conference, a literary lounge, a meeting with a veteran, etc.

11. Develop a plan of local history activities: hiking, excursions around the native land, historical places, contributing to the education of a citizen.

12. Develop a plan of folklore expeditions dedicated to the collection of folk songs, proverbs, sayings, fairy tales, rituals, dances, items of folk life, clothing, culture.

13. Prepare an oral or printed magazine, radio and television programs introducing the culture of the peoples of Russia and the world.

14. Develop the rules of the game of civil and patriotic content.

15. Make a selection of patriotic films to watch and discuss with children.

16. Make a thematic planning of educational activities for the school year, for students in grades 5-6 in the direction of "Development of interest in the history of their genealogy, careful attitude to family traditions".

17. Make a thematic planning of educational activities for the school year, for students in grades 7-9 in the direction of "Studying the history of their land, its present and future".

18. Make a thematic planning of educational activities for the school year, for students in grades 10-11 in the direction of "Study of the history, culture, life, traditions of the Fatherland".

19. Develop a set of measures for military-patriotic work with high school students.

Develop one of the following projects: "I am a Russian", "Across the vastness of Russia", "Planet of People", "Youth Parliament",

"I have the right."

Topic 15. Methods of education

Questions and tasks of a reproductive nature.

1. What is the "method of education"?
2. Establish a hierarchy of the following concepts: method of education, method of education, means of education
3. What factors determine the choice of methods and techniques of education?
4. How are parenting methods classified?
5. Characterize the methods of forming the consciousness of a person: conversation, lecture, dispute, positive example.
6. Describe the main methods of organizing activities and forming the experience of social behavior: training, creating educational situations, pedagogical requirements, assignments.
7. Reveal the pedagogical significance of methods of stimulating behavior and activity: competition, encouragement, punishment.
8. What is the essence of the explosion method? What are the pedagogical requirements for the use of the explosion method?

Questions for discussion.

1. The concept of methods and techniques of education. What is the relationship between them?
2. Describe a pedagogical situation known to you, in which the teacher used certain methods of education (effective or ineffective). Name these methods, reveal the reason for the success or failure of their application.
3. What is the role of requirements in the formation of positive personality traits? Indicate the types of requirements, illustrating them with examples.
4. A.S. Makarenko, working in a children's colony, often used the following technique: he called a guilty inmate not immediately after the offense was committed, but in the evening or tomorrow. I write him a note with a request to come in the evening, always at 11 o'clock," he said in one of his reports. I won't even say anything special to him, but until 11 o'clock in the evening he will walk around waiting for my conversation... This always gave a tangible result: the need for a reprimand in a conversation usually disappeared. I don't need to do anything with him anymore. I will

only tell him: "Okay, go." And this boy or girl will definitely have some kind of internal process going on. What internal process does A.S. Makarenko talk about? What method does Anton Semenovitch use?

5. Analyze the methods and techniques of education that teachers have used and are using in their work:

- Makarenko A.S. "Pedagogical Poem";
- Sukhomlinsky V.A. "The Birth of a Citizen";
- Korchak Y. "Rules of Life. Pedagogy for Students and Adults";
- Ivanov I.P. "Encyclopedia of KTD";
- Volkov I.P. "Are there many talents in the institution";
- Amonashvili Sh.A. "Hello, children!"

Practical tasks.

1. Select two literary texts and develop questions for an individual conversation with the student based on the text of the work.

2. Write down from the works of A. S. Makarenko "Pedagogical Poem", "Flags on the Towers" two or three examples of the effective use of educational methods by the teacher. Analyze them.

3. Think about the methods of encouragement and punishment in your school life. Evaluate them.

4. Recall and write down what methods of influencing students were most often used by your teachers.

5. Complete the task:

- make a dispute plan;
- prepare questions for the conversation;
- to develop a series of educational exercises;
- to describe the educational situation;
- to make a list of incentives for their own practice of education;
- prepare a fragment of a conversation for parents "How not to punish".

Topic 16. Forms of education

Questions and tasks of a reproductive nature.

1. What is a "form of education"?
2. How are forms of education classified?
3. Describe the classification of E.V. Titova.
4. What are the characteristic features of educational activities?
5. Tell us about collective creative education.
6. Describe the algorithm of collective creative work.
7. What is the difference between collective creative work and other forms of education?
8. What types of collective creative activities do you know?
9. What factors determine the choice of forms of education?
10. Name the different forms of education of cognitive activity.
11. List the most successful forms of education for leisure (entertainment) activities.
12. What forms of education can be used to organize sports activities?

Practical tasks.

1. Develop a synopsis of a traditional event (be-session, class hour, etc.). In the written note, indicate:
 - your last name;
 - the topic of the event;
 - shape;
 - age of students;
 - the purpose of the event;
 - describe the preparatory work;
 - list manuals, visualization, props;
 - describe the logic and methodology of conducting;
 - Make a list of references.Be prepared to do a fragment of this activity with the group.
2. Develop a synopsis of an unconventional event ("Magic Chair", "Presentation of the World", "Sociodrama", "Range of Opinions", "Five Minutes with Art", etc.). In the written outline, indicate:

- your last name;
- the topic of the event;
- shape;
- age of students;
- Describe the possible goals of the case

Be prepared to do a fragment of this activity with the group.

3. Develop a model of the CLT (determine the age, topic, form yourself; the task is done in writing), conduct a fragment of the CLT in a practical lesson with your group. Requirements for the CLT synopsis:

1) the names of the organizers and the composition of the participants in the educational work;

2) class, time, venue;

3) form, type, type of CTD;

4) Topic. Justification for the choice of this topic, the need for its conduct in a particular class team;

5) equipment. List theatrical costumes, didactic materials, stationery, posters, wall newspapers, all items used for the work, make sketches of equipment made by the hands of students, or by the hands of students;

6) goals (educational, educational, developmental). The formulation of goals should answer the question of why this educational work is carried out, what micro-shifts will occur in the formation of the student's personality as a result of the work carried out;

7) Characteristics of preparatory work for educational work. The content of preparatory work, the role of the asset, the class teacher, parents, the initiative and activity of students;

8) plan of conduct (sequence in the conduct of the case);

9) scenario for conducting an educational case. (The content and nature of oral presentations, demonstration of experiments, video recordings, audio recordings and other visual and technical means);

10) a list of references (for students and for the teacher);

4. Make a card file of forms of education from A to Z (auction, conversation, quiz, etc.) in one direction (physical, moral, environmental, patriotic, aesthetic, intellectual, etc.) of your choice.

5. The institution has a Whys Club. Its members are primary school students. A meeting of the club is held once a week. Each student can write a question on a piece of paper during the week and put it in a special box. To answer the questions, high school students, teachers are involved, the children themselves are looking for answers. What is interesting about this form of work?

6. Make a plan for the class teacher in the areas of educational work (health, learning, communication, lifestyle, leisure and work) with examples of activities. Give examples of activities for each area of work (name of the event and form of conduct). Choose different forms of events.

7. Choose the topic, form, class and place of the educational event with primary school students. Write it down. Justify the choice of topic and form of conduct. First, answer the questions in writing in the following sequence:

- 1) What goals will I pursue?
- 2) What tasks will have to be solved in this case?
- 3) What is the main way to achieve this goal?
- 4) By what means and how will I act?
- 5) What deviations from the plan can arise?
- 6) What should be the expected result?
- 7) Determine the stages of the educational event. Make up the course of the event. Select the content for each stage. Fill in the table.

Stage name Educational Events	Contents (poems, story, song, game, Conversation, acting out situations, a scene, riddles, crossword puzzles, etc.)	What the teacher and students do	Methods, techniques and means of education

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Applications

Annex 1

Humanistic Pedagogy: XXI Century / A. Adamsky, A. Asmolov, A. Arkhangelsky // Educational Policy. 2015. №4.

P. 56–62 (excerpts from the article)

The central figure in such an institution is... the student himself, his motives and attitudes. The task of the teacher is to help the student to reveal these needs, choose a path and promote movement along this path.

The student's voice is necessary in setting goals and determining the means of education. This implies not only equal rights, but also jointly assumed responsibilities. Gradually, step by step, the student takes on more and more responsibility for what happens to him, for his own personal development and for the space in which he lives – his city or village, his region, his country and the planet as a whole. The institution forms such a picture of the world, such a system of values that aims at this. But it offers the student some ready-made tools, although the main thing is to teach him how to create new ones so that the task is solved.

Institution of learning with passion.

We must find an image of the institution that will inspire students, teachers, parents, caregivers, and partners to create a new reality.

The main goal of the new institution is to give the skill of branched interaction with the world, knowledge, and oneself, as a result of which a semantic picture of the world is born.

The main condition: orientation to the personal interest of the student and the teacher, to their motives, following the formula: interest-springboard for cognition.

From the model of competitive relations (between students, groups, ages) we propose to move to the model of cooperation, i.e. to build humanistic pedagogy around joint actions aimed at a common result, but performed by personal will. It is not important how suitable the student is for the system and criteria, but how accurate and

voluminous. What modern models can and should an institution focus on? There are many of them, and they are diverse.

The institution is a laboratory for the study of life.

In such an institution, the teacher is not a translator of knowledge, not a controller evaluator, but a teacher-researcher, a creative creator of motivation for independent study, the main assistant, the elder friend of the student. Or, in scientific language, the organizer of free educational activities of students, whose main function is the development of universal educational activities.

An institution is a space for self-determination of students and adults. Such an institution is designed to create conditions for the student to growth, for personal self-determination. Climbing the steps of age, each time he individually chooses the trajectory of his education. The teacher helps him in his independent way of comprehending the foundations of science and culture.

The institution is a space of dignity, a platform for cooperation between adults and students.

Humanistic pedagogy recognizes a person as the highest value. For such an institution, the main thing is to assert and develop the dignity of the individual, to support his rights and freedoms, to reveal the potential of the unique individuality, abilities and talents of each person and to direct this unique wealth for the benefit of other people and the whole society.

The institution is a space of respect and trust.

Today, the task of a teacher can be not only the direct transfer of life experience and knowledge to an unintelligent child, so to speak, in a ready-made package, as if the teenager himself cannot get them due to inexperience. A person is born to explore, study, master his environment and improve the world on the basis of the experience gained. We must respect students and trust them fully. And support real steps to humanize the space of the institution.

The institution is like a technopark.

One of the possible examples of a new institution goes back to the ideas and principles of STEAM (integration of sciences around technology, engineering, artistic thinking, collective creativity and entrepreneurship). In the new institution, as in a real technopark, it is interesting and convenient for children to learn together, discover new things and make this new available to others.

These are only a few possible directions. We have artificially

described them as different, but in a real institution, all these models complement each other, although they manifest themselves differently in each institution. They are united in that they set the task not only to provide specific knowledge, but also to develop universal skills: choice, interaction, reflection, teach to understand what exactly, when and why the student himself needs, where and how to acquire the necessary information, how to use his unique gift for the benefit of society.

Today, many teachers are experiencing a drama: they want pedagogical creativity, but in fact they have turned into coaches of subject training. It is important to redefine the place of the teacher in the institution and in life, to offer him a meaningful role.

What can these roles be?

Teacher-moderator. Students must learn to cooperate, be able to express their position and listen attentively to others. This means that a moderator of the discussion platform is vital. The ability to moderate is a special art; the moderator hears everyone, heats up the dispute with questions, but does not impose his own interpretation too harshly. He gradually leads the discussants to common conclusions. This role is incompatible with authoritarianism, when the teacher makes final judgments about right and wrong.

Teacher-tutor. He relies primarily on the inclinations, inclinations, abilities of the student, he knows how to find what the student is most successful in, and on this he builds his educational program. Based on success, such a teacher develops the student in those areas where he is still weak, achieving results not by coercion, but by enthusiasm and success.

Organizer of project work. The teacher looks for an interesting task in the world around him, plans project work and conducts creative research together with students. He does not give answers, but asks questions and launches a live search for answers through the school educational project, bringing the institution closer to the local community.

Game teacher. A game is not just a way to have a good time and not even just a means to captivate students, it is an opportunity to deeply, truly live any topic, to germinate knowledge in yourself. A game generates a whole range of roles: it must be developed, led, and perform the functions of characters. And in this sense, modern game technologies are not a threat to pedagogy, but another opportunity for the development of a student.

Subject teacher. He is a high professional who understands the peculiarities of the student's age development and is perfectly oriented in his subject area.

In reality, the teacher uses all these roles in different situations and to different extents.

Annex 2

Humane Is Humanistic Pedagogy / V. Voronov, I. Guseva, E. Ermoshkina // Upbringing of Students. 2001. №1. P. 11–17 (excerpts from the article)

Probably, first of all, it is necessary to separate this so-called authoritarian pedagogy as a pedagogical concept, a theory that determines practice, from what is often meant when they talk about authoritarianism – from the direct and gross violation of pedagogical and human ethics by the teacher, arbitrariness, violence and often violation of the law. It is necessary to consider these two pedagogical concepts, paradigms, as scientists say today, without excessive, including historically conditioned emotions, objectively, as pedagogical theories that have the right to exist.

It seems that when today we say an authoritarian institution (not in the abusive sense), we mean the following: orientation to education according to a single, with some differentiation program for all, that is, to the goals and content of education and upbringing defined for all, including, thus, this is an orientation to the formation of a given level of academic knowledge of students and to the formation of personality according to a certain program, standard; this is a fairly pronounced management of the educational process by the teacher, the presence of requirements, orders regulating the activities and life of students.

When we say humanistic pedagogy, institution, we mean something different: orientation not to the program, but to the personality of the student, academic success is not as important as the student's well-being, self-expression, self-development, search for oneself, individuality; the learning process is free in content, organization, teaching methods, behavior and role of the teacher in the classroom and outside it, that is, a minimum of requirements, only to ensure the safety of the student and successful interaction or simply coexistence, while a large share of self-government, providing maximum conditions for self-activity, self-development.

In the last decade, when exchanges of school groups between Russian and European institutions have become frequent, a difference in the teaching and behavior of teachers has become apparent. It turned out that our teachers behave differently in the classroom than their teachers: ours do not forgive a single mistake, make a lot of remarks, control everything and evaluate everything, more often of a negative nature, that is, ours are authoritarian. They, on the contrary, are humane. A familiar English teacher at one of the Moscow schools told me what she saw at an English lesson in a London institution, where her, Russians, students were sitting and which was given by an Englishwoman. The Russian students were delighted with the English teacher, because she did not scold anyone, you could not study if you did not want to, and for the last ten minutes she told everyone how well they studied and how wonderful they all were. The Russian teacher believes that her English colleague did not teach, but otherwise kept the students busy with something, whoever wanted to, could learn something. In her (and mine) opinion, this is bad. I heard the same thing from my adult acquaintances who studied the language in the United States. They begged me to name their mistakes in order to correct them, to which the American teachers replied that they were doing very well. A student who worked as a teacher in a French institution also speaks of the extremely careful, sparing attitude of the teacher in France to the student, in contrast to our teachers, who demand both knowledge and appropriate behavior from students.

On the other hand, it is known that in the famous private English institutions, in contrast to the public mass schools,

The upbringing is rather authoritarian, if not harsh: a strict daily routine and rules of conduct in the institution, punishments for their violation up to expulsion, a very moderate diet and temperature in the bedroom, and much more. And it is also known that the most famous of these schools (and, of course, universities after them) graduate future statesmen, scientific and entrepreneurial elite. And although it can be assumed that graduates of these schools achieve the highest achievements not so much due to the institution as to their origin and social status, apparently, such a harsh education plays a certain positive role in the formation of the necessary level of knowledge and personal qualities.

Probably, humanistic pedagogy in a secondary institution in its American version with an orientation to easy, undifficult and pleasant learning (ten minutes of study, then sing a song, laugh) is dangerous. And if our modern students are taught to do the same, to burden them less, as they say, we can get unexpected and sad results in our Russian (not American) conditions. According to some teachers, there is a tendency to make learning less academic, and staying in the institution less burdensome. This resonates with some high school students who come to the institution to hang out, communicate, have fun, and even worse. And humanist teachers fervently say that it is necessary to love students, forgetting that the teacher's love is not a pat on the head, not corrupting liberalism in the assessment of knowledge, but the organization of the student's meaningful activity, a fair demand to learn, that is, to read, solve problems, write essays, think and do oneself, forcing oneself to work every day and finding pleasure in it.

Thus, truly humanistic pedagogy does not at all mean sloppiness and permissiveness, which is allowed under the guise of innovations in some institutions and universities, especially private ones. On the contrary, the teacher's exactingness, strictness and, so to speak, the use of power by him, if it does not violate the norms of ethics, are quite appropriate in the educational process and are humane, not inhumane.

Annex 3

Amonashvili Sh.A. Razmyshleniya o gumannoy pedagogike [Reflections on humane pedagogy]. Moscow, Shalva Amonashvili Publ., 1995. 496 p. (In Russian)

(excerpt from the book)

- Show a keen interest in the student's life, in his joys, sorrows, aspirations, successes, failures, in his personal experiences; if necessary, assist, help, express his joy and sympathy.

- Communicate with the child as with an adult, from whom mutual trust, respect, and understanding are expected.

- Make the birthday of each student a holiday in the group, express wishes to him, give him lessons, drawings, essays about him as a gift, let him feel how he is loved, respected by the teacher and friends, what success they expect from him.

- Establish personal, trusting relationships with each child, arouse the student's trust and sincerity in you with your trust and sincerity towards him.

- Love to laugh with children, have fun, play, play with them.

- Speak to children in a calm, inviting voice and expression.

- Express your irritability with the student's behavior with a hint that you did not expect this from him, that you have a higher idea of him.

- Express a keen interest in the hobbies of individual students (collecting stamps, postcards, compiling albums, etc.), participate in them.

- Be surprised, admire, rejoice when this or that teenager performs a worthy act, shows ingenuity and ingenuity, thinks with concentration.

- Encourage the creative activity of students, help them write plays, stage performances, design them artistically and musically, prepare art matinees, perform their amateur performances in front of parents, other students, kindergarteners.

- Teach students to publish books with their own stories, fairy tales, essays, poems, etc., be interested in these books, read them, take them with the author's permission to show to your colleagues.

- Invite children to become artists of books with stories, poems, fairy tales, printed on sheets of paper, which should be folded and sewn, design covers, draw pictures in them according to the content of the work, as well as explain words, ask questions to the text.

- Apologize to your child if, for some reason, you cannot immediately answer an informative question with which he turns to you; explain the reason frankly, say that you will give an answer in a few days, and do not forget to keep the promise.

- Involve parents in the school life of your students, invite them to lead circles, be on duty in the institution, arrange meetings with students.

- Write letters to parents with a positive assessment of the student's action, about achieving success in learning, on any significant occasion worthy of approval.

- Invite parents to be present at the lessons.

- Make the lesson the accumulator of students' lives, appreciate, love, accept and accompany each lesson.

- Acquaint students with the lesson plan, with the content of the tasks, take into account the wishes of students on the content of the lesson.

- Invite students to be participants in your pedagogical searches, to express their opinion about this or that method, task, etc., used by you for the purpose of testing.

- Encourage students to ask questions, ask, argue, express their own opinions, assert their positions, take students' thoughts, statements, value judgments, relationships, etc., seriously, with dignity.

- Provoke student discussions with you, give them the opportunity to prove your mistake, explain your mistake, refute your statement, and then, recognizing that they are right, express gratitude to them for not allowing you to go deeper into your mistake.

- Teach students to ethically express and prove their opinions, to argue.

- Encourage searching, research activities of students, individual students, practice reading scientific reports, discussing individual issues in the classroom.

- Teach students to think, show your encouraging attitude to children who can think, reflect, and ponder.

- Think aloud yourself in order to give children examples of how to think, how to look for a solution to a problem, how to discuss, evaluate.

- Often offer children written tasks with reflections on themselves, on their relationships with the people around them, on their attitude towards him.

- Emphasize the right of the student to protect his peace of mind from noise and other kinds of irritation when thinking about the problem, when doing written work.

- You can also write an essay together with the children, do independent tasks, tests, and then acquaint them with the results of your efforts, give them the opportunity to express their evaluative judgments.

- Encourage students to find and correct mistakes in their writings themselves; mistakes corrected by themselves should not be counted as mistakes in the future.

- Offer children alternative materials, tasks and tasks in the classroom.

- Use the method of "making" mistakes, give children the opportunity to detect them and correct them; thank students for their assistance.

- Do not set one student as an example to another, either in diligence or in behavior.

- Help the child to surpass himself.

- Notice and rejoice when a teenager achieves success.

- Give your children homework in unobtrusive forms, allow them to set themselves tasks too.

- Offer children tasks in order to determine their limits, give them the opportunity to try themselves in relation to the tasks of subsequent grades.

- Encourage students to take on complex problems and assignments, and help them learn how to solve them.

- Involve students in the selection of educational material, invite

them to fill textbooks with their own pages with additional material.

- Invite those who wish to prepare and conduct their "five-minute lessons" in the classroom, help them in conducting such classes.

- Ask your children to help you create complex tasks, puzzles and puzzles for use in the classroom, and when using them in the classroom, do not forget to indicate who their author is.

- Show interest in whether the children liked the lesson, listen to their wishes.

- Express your gratitude to the children for their assistance in conducting an interesting lesson.

- Apologize to the children if the lesson did not cause them emotional and intellectual satisfaction, try to find out the reasons together with the children.

- Pay special attention to the student's efforts in completing the task, be interested in what difficulties the teenager faced and how he overcame them.

- Be optimistic about the student's capabilities, especially when they fail.

- In your evaluative judgments about the student's work, rely more on the positive, achieved, and advancement; consider mistakes and failures against the background of what has been achieved.

- Encourage self-assessment and evaluation activities of each student, give him the opportunity to evaluate his work aloud, express his assessment of the work of a friend.

- Strive to master the elegant execution of pedagogical processes.

- Keep your speech clean, do not allow it to be contaminated.

Annex 4

Vigdorova F.A. *Doroga v zhizn [The Road to Life]*. Moscow, Children's Literature Publ., 2019. 320 p. (excerpt from the book)

As a child, S.A. Kalabalin was a homeless child, a professional thief, a member of a gang, in 1920 he was in prison under the firing squad article. Having achieved the transfer of the juvenile delinquent to the Gorky Colony, he was saved from death by A.S. Makarenko. During the years spent in the colony headed by Makarenko, S.A. Kalabalin became one of his best pupils, a follower and propagandist of his pedagogical methods. Semyon Afanasyevich Kalabalin is also the prototype of Semyon Karabanov in Makarenko's "Pedagogical Poem".

<... What was the most important, the most captivating thing in Anton Semyonovich? He knew how to awaken the human in a person. He was amazingly able both to see this human and to call it to life.

As a boy of sixteen, I ended up in the Poltava prison, where I was sitting, waiting for the decision of my fate, when I was suddenly summoned to the head of the prison. I entered and stopped at the threshold. In addition to the warden, there was a stranger in the room in a shabby greatcoat, with a hat on his shoulders. Both looked at me – the warden was squinting coldly, I could not see the other's eye behind the gleaming glasses of his pince-nez.

– Last name, first name, patronymic? - asked the chief.

– Allow me, comrade," the stranger interrupted him. "So you are Semyon? Let's get acquainted. I am Anton, and my father was your namesake.

– So you are Anton Semyonovich?

– That's right. I'm hunting for fellows like you. Who is in prison, who is fooling around in the street - what kind of life is this? In short, will you come with me?

– I'd go, but who's going to let me out of prison?

– That's my business. So it's agreed? Please, come out for a minute.

I went out. A good ten years later, I found out that Anton Semyonovich, receiving me from prison from hand to hand, gave me a receipt with a seal - and I believed that I should not see this procedure, humiliating for me.

And so he and I left the prison gates.

– Now let's go to the base, Semyon, get something there, load it and move home. Can you ride a horse?

– I can.

– I, brother, am tormented: it is not a horse that is a misfortune, and, as luck would have it, it unharnesses every half a mile.

At the food depot, Anton Semyonovich handed me warrants for bread, millet, lollipops and fat – get it! – and disappeared somewhere. I received everything, put it down and, standing by the loaded sleigh, thought: how come? Who is he? Where are we going? What a weirdo he is – he took me straight from prison, he disposes of it like at home, he entrusted me with so much good...

– Got it? That's good! Otherwise I'd have to mess around myself. And I don't like scales and weighers to death - they cheat me. Well, harness it.

What has happened to me? By that time I had already got used to people obeying me, and then if he had said: Harness yourself and pull this very sleigh, I would have harnessed myself.

We drove along the big Poltava-Kharkov road. The frost was piercing through, there was a snowy field all around, the wind.

– Are you cold, Semyon?

– No.

– Take a bashlyk and pull it over your head.

– I didn't freeze.

– Take it. If you warm your ears, you will give it to me, and then we will help each other.

And Anton Semyonovich threw his hat over me. And how warm this old hat seemed to me!

After a while he said:

– Well, have your ears warmed up? Give it to me now, brother, otherwise I don't want to lose mine completely.

I hurriedly took off my hat and handed it to Anton Semyonovich. That was all there was that evening. But it was a lot! ... >

Annex 5

Korchak Y. Kak lyubit rebenka [How to love a child]. Moscow, Politizdat Publ., 1990. 490 p. (In Russian)
(excerpt from the book)

1. Don't expect your teenager to be like you or the way you want them to be. Help them become not you, but themselves.

2. Do not demand payment from the student for everything you have done for him. You have given him life, how can he thank you? He will give life to another, and that to a third, and this is the irreversible law of gratitude.

3. Do not take out your grievances on the child, so that in old age you do not eat bitter bread. For what you sow, that will sprout.

4. Do not look down on his problems. Life is given to everyone according to their strength, and be sure that it is no less difficult for him than for you, and maybe even more, since he has no experience.

5. Don't humiliate me!

6. Do not forget that the most important meetings of a person are his meetings with children. Pay more attention to them – we can never know who we meet in a child.

7. Don't torture yourself if you can't do something for your student, just remember: not enough is done for a student if you don't do everything possible.

8. A teenager is not a tyrant who takes possession of your entire life, not only the fruit of flesh and blood. This is the precious cup that Life has given you for safekeeping and the development of creative fire in him. This is the liberated love of a mother and father, who will grow not our own teenager, but a soul given for safekeeping.

9. Know how to love someone else's student. Never do to someone else what you would not want them to do to yours.

10. Love your student in any way – untalented, unlucky, adult. When communicating with him, rejoice, because a teenager is a holiday that is still with you.

Annex 6

*Polonsky G.I. Podzhivetem do ponedelnika [Living until Monday].
Moscow, Veche Publ., 2013.*

315 p. (excerpt from the book)

History teacher Melnikov knows both doubts and a sense of dissatisfaction. Even if he is not always right, he struggles, searches, loves, overcomes difficulties and doubts.

<... Melnikov fell silent. He heard the complaining runny voice of a primary school teacher:

– And they are admiring themselves all the time! They are so tiny, but they are all already screaming... You tell them: don't put the mirror in the desk! It's forbidden to carry it here at all. - They lie down as if they didn't hear... Yesterday they even laid an oval one, they put it on the handle - can you imagine?

– Listen... you can't do that!

The speaker turned and stared at Melnikov, like everyone else. Why is he so angry?

– I'm telling you, I'm telling you. Are you a teacher, damn it, or...

– Do you want me?" The woman was taken aback.

– To lie – there is no such verb. That is, there is one on the market, but for you and me – no! My dear, Taisiya Nikolaevna, how can you not know this? If you do not protect your authority, then spare other people's ears!

His momentary rage clearly overshadowed the reason for it. He felt it himself, turned away, already regretting that he had gotten involved. The elementary school teacher made a gurgling, strangled sound in her throat and quickly left... Svetlana Mikhailovna followed her:

– Taisiya Nikolaevna! Well, why should you be so upset? Then there was a pause, and then there was a hurried dissonance:

– Time, comrades, time!

– Comrades, where is the sixth A?

– Sixth A is looking at you, dear... (it was about the class magazine).

– Lidia Ivanna, do you have the key to physics?

– It's open there. Only I beg them not to touch anything...

Yesterday I almost had my laboratory room ripped off...

Svetlana Mikhailovna returned agitated, red, not herself. Blocking all voices, she announced to Melnikov:

– Here, Ilya Semyonovich, we see a straw in someone else's eye... Your whole class did not come to class. They did not hand over a single coat to the locker room, a minute later there was a second bell, and no one saw them... Congratulations.

It became quiet in the teachers' room.

The school nanny, Aunt Granya, acted as a guide: she showed the history room to three reverently quiet first-graders.

– This, Ilya Semyonitch, is a kid from the first A," Aunt Granya calmly replied to his bewilderment. "Their teacher suddenly fell ill and left, but she didn't tell them what to do. So we made a visit... And they didn't touch anything.

– Well, well," Melnikov said vaguely and went to the window.

Suddenly he realized something...

– And what is the name of your teacher?" He asked the kids.

– Taisiya Nikolaevna! Skorogovorov answered. And one of the girls said, worried:

– At arithmetic she wanted to cry all the time. And there was no second lesson.

Melnikov understood: yes, the same one whom he humiliated for a vulgar verb... They put the mirror in the desk. Lord, how was it necessary? One thing is clear: not like him. Otherwise! ... >

Annex 7

List of fiction to read and discuss with children

1. Averchenko A. T. Rasskazy o staroj uchrezhdenii [Stories about the old institution] / A. T. Averchenko // Averchenko A. T. Krivyye ugly: rasskazy [Crooked Corners: Stories]. Moscow, 1989. P. 13–36.
2. Aitmatov, Ch. Pervyy prepodavatel': povest' [The first teacher: a story]. – Moscow: Det. lit., 1988. – 92 p.
3. Aleksin, A. G. Mad Evdokia: Stories and Stories / A. G. Aleksin. – Moscow: Det. lit., 1978. – 448 p.
4. Astaf'ev V. P. Fotografii, na kotoruyu menya net [Photograph, on which there is no me] / V. Astaf'ev // Astaf'ev V. Horse with a pink mane. – Moscow, 1998. – S. 231–255.
5. Belykh G., Panteleev L. Respublika Shkid: Shkidskie rasskazy [The Republic of Shkid: Shkid's Stories]. Moscow, Ripol Publ., 1998. 448 p.
6. Bradbury R. Vino iz odvanchikov [Dandelion Wine]. Moscow, Eksmo Publ., 2014. 320 p.
7. Brushtein A. Y. Doroga uhodit v dal' [The road goes into the distance]. – In 3 books. Book. 1. – Moscow: Khudozh. lit., 1965. – 110 p.
8. Bykov V. V. Obelisk: Novels / V. Bykov. – Moscow: Veche, 2004. – 384 p.
9. Vayner A. A. Testament of Columba. Stories / A. A. Vayner, G. A. Vayner. – Moscow: RIO Krasny Proletariy, 2009. – 286 p.
10. Vasiliev, B. L. Zavtra byla voyna: roman, povesti, rasskaz [Tomorrow was the war: a novel, stories, a story]. Moscow: AST-press, 1994. 477 p.
11. Vigdorova F. A. Doroga v zhizn [The Road to Life]. – Moscow: Det. lit., 2019. – 320 p.
12. Gaidar A. Timur and His Team: Stories and Stories: For Sred. Shk. A. P. Gaidar. Moscow: Samovar, 2008. 143 p.
13. Garin-Mikhailovsky, N. G. Sobranie sochinenii [Collected works] / N. G. Garin-Mikhailovsky; note. I. V. Vorobyovoy; intro. article by V. A. Borisova. – In 5 vols. T. 1. Tyoma's childhood. Gymnasium students. – Moscow: Goslitizdat, 1957. – 522 p.
14. Dragunsky V. Yu. Moscow: Eksmo, 2013. 160 p.

15. Zheleznikov V. K. Scarecrow: a story: for secondary school age / V. K. Zheleznikov; artist. S. Krestovsky. – Moscow: NF Pushkin. Library, 2004. – 382 p.

16. Isarova L. Zadachi s mnogih neizvestnymi: nevydumnye istorii iz shkol'noy zhizni [Problems with many unknowns: non-fictional stories from school life]. Moscow: Mol. Gvardiya, 1986. 256 p.

17. Iskander, F. Thirteenth feat of Hercules / F. Iskander // Pervoe delo: rasskazy i povest' / F. Iskander. – Moscow, 1978. – P. 22–36.

18. Kassil L. A. Konduit i Shvambrania: povest' [Conduit and Shvambrania: a story]. Moscow: Det. lit., 2006. 383 p. (in Russian).

19. Kaufman B. Up the stairs leading down / B. Kaufman. – St. Petersburg: Azbuka-klassika, 2006. – 288 p.

20. Makarenko A. S. Pedagogicheskaya poema [Pedagogical poem]. Moscow: Det. lit., 1988. 575 p. (in Russian).

21. Nagibin, Y. M. Lanes of my childhood: stories /

Yu. Moscow: Sovremennik, 2000. 413 p. (in Russian).

22. Nosov N. Vitya Maleev v uchrezhdenii i doma [Vitya Maleev in the institution and at home]. –

Moscow: Eksmo, 2013. – 176 p.

23. Ognev, N. Dnevnik Kostya Ryabtseva: povest': dlya sr. shk. vozrasta / N. Ognev; hudozhnik. E. A. Medvedev. – Moscow: Sov. Russia, 1989. – 301 p.

24. Panteleev A. I. Chestnoye slovo [Honest word]. –

Moscow: Det. lit., 1980. – 32 p.

25. Paustovsky K. G. Dalekie gody: povest' o detstve i yunosti [Distant years: a story about childhood and youth]. Moscow, AST Publ., 2007. 349 p. (in Russian).

26. Pikul, V. S. Zvezdy nad bolodom: roman; Malchiki s bowkami: povest'; Istoricheskie miniaturey [Boys with bows: a story; Historical miniatures] / V. S. Pikul; artist. V. S. Komarov. – Moscow: Sovremennik, 1994. – 459 p.

27. Polonsky G. I. Dozhivem do ponedelnika [Living Up to Monday]. Moscow: Ripol Classic, 2015. 192 p.

28. Polonsky, G. I. Klyuch bez prava peredached: tri kinopovesti o uchrezhdenii [The key without the right to transfer: three film stories about the institution]. Moscow: Det. lit., 1980. 208 p. (in Russian).

29. Polyakov Y. M. Rabota nad oshibokami: povest' [Work on errors: a story]. Moscow, Sovremennik Publ., 1989. 174 p. (in Russian).

30. Pomyalovsky N. G. Ocherki bursa [Essays on bursa]. –

Moscow: Goslitizdat, 1958. – 174 p.

31. Pryakhin, G. V. Boarding school: a story in notes / G. V. Pryakhin. – Moscow: Det. lit., 1986. – 190 p.

32. Rasputin V. G. Uroki frantsuzskogo [Lessons of the French] / V. G. Rasputin // Roman-gazeta dlya yunodezhestva. – 1989. – №1. – 288 p.

33. Sadovnikov G. M. Bolshaya peremena [Big change]. – Moscow: The World of the Seeker, 2001. – 159 p.

34. Sanaev P. V. Bury Me Behind the Plinth / P. V. Sanaev. – Moscow: AST, Astrel, 2020. – 288 p.

35. Soloveychik, S. L. Vataga Seven Winds: A Story / S. L. Soloveichik. – Leningrad: Det. lit., 1979. – 255 p.

36. Solomko N. Z. If I Was a Teacher...: Stories and Stories / N. Z. Solomko. – Moscow: Det. lit., 1987. – 205 p.

37. Salinger, D. Nad preprostu vo rye [Over the Catch in the Rye] / D. Salinger; transl. from English – Moscow: Troika, 1993. – 155 p.

38. Tolstoy L. N. Sobranie sochinenii [Collected works]. –

In 12 vols. T. 1. Childhood. Adolescence. Youth. – 1958. – 351 p.

39. Fraerman, R. I. Dikaya sobaka Dingo, ili Povest' o pervoy lyubvi: povesti [The Wild Dog Dingo, or the Story of First Love: Stories]. Moscow: Det. lit., 1966. 398 p.

40. Harper, Lee. To Kill a Mockingbird / Lee Harper; transl. by Nora Gal, Raisa Oblonskaya. – Leningrad: Lenizdat, 1988 – 287 p.

41. Chaplina, N. Tolko segodnya... i daily: dramaticheskie stseny iz shkol'noy zhizni s voprosy k zritelem i monologue avtora [Only today... and daily: dramatic scenes from school life with questions to the audience and monologues of the author] / N. Chaplina. – Leningrad: Det. lit., 1990. – 160 p.

42. Shcherbakova G. N. Vam i ne snelos: povesti [You and Did Not Dream: Stories]. Moscow: AST; Astrel; Olimp, 2001. 240 p.