

In the process of training badminton players, cooperation and communication between home and school are an integral part of emotional education. Colleges and clubs should actively establish contacts with parents and regularly report to them about the athletes' studies and lives. At the same time, parents should be encouraged to actively participate in the process of raising and nurturing athletes by providing them with the necessary support and advice. Such cooperation and communication between home and school help to form educational synergy and jointly promote the all-round development of athletes.

To sum up, it can be said that emotional education plays a vital role in the coordinated education system of "youth badminton camp-physical education academy-professional badminton club". It is not only related to the mental health of athletes and the stability of their competitive state, but also affects the formation of their teamwork and social adaptation ability. Therefore, we must strengthen the research and practical study of emotional education, continuously improve the methods and strategies of emotional education, and provide a reliable guarantee for the cultivation of all-round badminton talents [5].

In the future, with the continuous development of badminton and the continuous improvement of the competition level, the importance of emotional education in the badminton education system will become more prominent, so it is necessary to continue to deepen the research and practical study of emotional education, constantly innovate the methods and means of emotional education, and inject new vitality and impetus into the development of badminton. At the same time, it is necessary to strengthen exchanges and cooperation with the international badminton community, draw lessons from the advanced experience of emotional education and practical results, and continuously improve the overall level of badminton education in China.

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EDUCATIONAL POTENTIAL OF THE HISTORY OF SMALL MOTHERLAND

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ОБРАЗОВАТЕЛЬНЫЙ ПОТЕНЦИАЛ ИСТОРИИ МАЛОЙ РОДИНЫ

История малой родины является важным элементом культурного и образовательного процесса, представляет собой уникальный источник воспитательного потенциала.

Гомель на рубеже XIX–XX веков стал настоящим центром промышленной, торговой и культурной жизни Могилевской губернии. Изучение его истории и персоналий позволяет не только глубже понять местную культуру и традиции, но и воспитать у молодежи чувство гордости за свою малую родину.

The history of small homeland is an important element of culture and education; therefore it has educational potential and, accordingly, can be used in educational work within the educational environment of educational institutions of different levels.

Gomel industrial and commercial

At the turn of the 19th and 20th centuries, Gomel was a dynamically developing city with a developed industry. By 1911, more than 79 thousand people lived in the city, among whom Russians and Jews predominated. Industrial enterprises, such as metalworking, woodworking and distilling plants, became the basis of the region's economy. Trade also played an important role: fairs, stores and shops operated, and the transport network, including railways, ensured fast freight transportation [1, p. 10–11, 66–67].

Studying the history of Gomel enterprises can serve as a basis for creating research projects, which will allow students to gain a deeper understanding of the economic processes of their region and their impact on the lives of the local population.

Cultural life of Gomel

The cultural life of Gomel at the beginning of the 20th century was rich and diverse. Various newspapers and magazines were published in the city, and there were theaters, music schools, and art studios [1, p. 11, 67]. This testified to the high level of educational and cultural activity of the population.

The organization of cultural events such as theatrical performances and musical evenings contributed to the formation of the cultural identity of the city residents. By participating in such events, students can develop their creative abilities and deepen their knowledge of the cultural heritage of their small homeland.

Education and charity

Education in Gomel began to develop in the late 18th century, and by the early 20th century the number of educational institutions had increased significantly. City authorities and philanthropists, such as the Paskevich family, actively supported initiatives to establish schools and gymnasiums. This created conditions for increasing the level of literacy and education among the population, which is an important aspect of youth education [1, p. 11–18, 67–74].

The educational potential of the history of small homeland is revealed in the study of biographies of outstanding personalities, such as N. P. Rumyantsev, F. I. Paskevich, I. I. Paskevich, M. A. Tobolevich-Fedorovskaya, A. Ya. Syrkina, R. D. Syrkina, A. E. Ratner, L. S. Vygotsky and others, who made a significant contribution to the development of education in the region [1, p. 14–18, 70–74]. Research into their lives and work can inspire students to take active actions in the field of charity and social responsibility.

Sports and physical education

Sports life in Gomel was also developed: there were various sports clubs and competitions [1, p. 11, 67]. This emphasizes the importance of physical activity for the formation of a healthy lifestyle among young people. Studying the history of sports events and organizations in Gomel can become the basis for projects aimed at popularizing sports and a healthy lifestyle among students.

Thus, the history of a small homeland as a clear example of the formation of cultural identity and moral values, provides ample opportunities for educational work. Gomel is proud of such outstanding personalities as L. S. Vygotsky, S. D. Shabunovsky, A. Y. Bruk, P. O. Sukhoi and others. Gomel at the turn of the XIX–XX centuries is not only an industrial and cultural center, but also an example of how local initiatives, personal stories and traditions can serve as a basis for the formation of an active civic position in the younger generation.

Involving students in studying the history of their region through projects, research and creative tasks will contribute not only to their professional development, but also to the formation of a sense of pride in their small homeland.

Literature

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RECOMMENDATIONS FOR STUDENTS WITH ENT DISEASES ON COPING WITH FEARS

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РЕКОМЕНДАЦИИ СТУДЕНТАМ С ЗАБОЛЕВАНИЯМИ ЛОР ПРОФИЛЯ ПО СОВЛАДАНИЮ СО СТРАХАМИ

Заболевания ЛОР органов, такие как синусит, фарингит, тонзиллит и отит и т. п. являются достаточно распространёнными среди студентов. Помимо физических симптомов, эти заболевания могут вызывать значительное психологическое напряжение и страх, особенно в условиях учебной нагрузки и стресса. В данной статье представлены эффективные рекомендации для студентов по совладанию со страхами, связанными с заболеваниями ЛОР-профиля.

Fears are an integral part of human life. They arise as a natural response to threats and stressful situations, helping us to avoid danger and adapt to changing conditions. However, when fears become excessive or irrational, they can significantly complicate everyday life, especially for students who face many challenges and stressors during their studies [1, p. 156].

The study was conducted among students aged 18 to 23 years with a history of chronic ENT diseases at F. Skorina State University. The questionnaire of the hierarchical structure of actual fears of the individual (HSAF) by Yu. Shcherbatykh and E. Ivleva was used as a diagnostic tool.

As a result, it was revealed that the following forms of fear are dominant among students:

– *fear of public speaking* is characteristic of 83.33 % of respondents. This fear is the most common and intense among students. It can manifest itself in the form of panic, increased heart rate, sweating and difficulty breathing. As a result, students may avoid participating in seminars, presentations and other educational activities, which affects their academic performance and skill development;

– *fear of exams* expressed in 66.67 % of students. Exams cause students to feel anxious and worried. This can lead to poor concentration, decreased cognitive function, and poorer memorization of information. Ultimately, this negatively affects exam results and students' self-esteem;

– *fear of changes in personal life* is typical for 62.5 % of respondents. Students may experience fear of changes in their personal lives, such as moving, starting a new relationship, or breaking up an old one. These changes may seem unpredictable and threatening to stability, which causes feelings of insecurity and anxiety;