

Министерство образования Республики Беларусь  
Учреждение образования «Барановичский государственный университет»  
Студенческое научное общество БарГУ

# **СОДРУЖЕСТВО НАУК. БАРАНОВИЧИ-2016**

Материалы XII Международной  
научно-практической конференции  
молодых исследователей

(Барановичи, 19—20 мая 2016 года)

В трёх частях

Часть 3

Барановичи  
БарГУ  
2016

В части 3 материалов XII Международной научно-практической конференции молодых исследователей «Содружество наук. Барановичи-2016» представлены результаты теоретических и практических исследований, проведённых в учреждениях высшего образования Республики Беларусь и за рубежом, по психолого-педагогическим и социально-гуманитарным наукам, экологии, физической культуре, спорту и здоровому образу жизни, технологическому и эстетическому образованию.

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## THE INDIGO CHILDREN: ACTUALITY OF PHENOMENON IN A MODERN EDUCATIONAL SYSTEM

**Introduction.** Nowadays there are the Indigo Children emerging to assist us in an evolutionary leap in consciousness. It is a very real phenomenon, perhaps more real than most of us can realize.

**Main part.** The term "Indigo Children" originated with psychic Nancy Tappe, who developed the concept in the 1970s. She proposed a classification of the Indigo Children according to certain features. **Humanists** are hyperactive, sociable, clumsy, and absent-minded. As usual such children are future teachers, doctors, lawyers, sailors, businessmen, and politicians. Bright, well-built children with a strong desire to manage belong to the second group and are called **conceptualists**. They are future engineers, architects, designers, astronauts, pilots and military men. In addition, they are inclined to harmful habits. Children that belong to the third type are called **artists**. They tend to be sensible, slender, creative, and fickle. They are future teachers and artists, surgeons, actors and research assistants. The last group of the Indigo Children according to Nancy Tappe is called **Living in All Dimensions**. These children are self-reliant, could be bully, and are not able to adjust themselves to something.

There are certain features by which the authors (Jan Tober, Jennifer Palmer, Katy McCloski, Lee Carroll, Robert Gerard, Wendy H. Chapman) distinguish the Indigo Children among casual ones. There is the list of the main Indigo Children's features: individualism, rejection of authority and stereotypes; love to take risks, to extreme sports (skiing, snowboarding, mountain biking, climbing, etc.); persistence in achieving goals; difference from other children and superiority over them; awareness of their own freedom; the developed intuition; a strong sense of self-esteem; own view of the world; the ability to do only such things which are interesting to them; the ability to master easily new (including computer) technologies; creativity, high level of IQ; honesty in expression of feelings, an aversion to falsehood; psychic and telepathic abilities (some children).

Recently, there are lots of talks about Indigo Children and how to interact with and study them. In the video entitled "Total Recall by Indigo Child Matias de Stefano" Matias de Stefano gives some information about Indigo Children, talks about Indigo Children's education. By Matias, to create an education and society for an Indigo Child is very difficult. This difficulty is something that adults are going to face for at least the next two decades. He proposes some suggestions which **prime aim** is to create a new way of learning:

1. Allow them to **express their creativity** in the best way possible.
2. **Learning has to be totally flexible** to adapt to their generation, and to their creation and work on the planet Earth.
3. A new system should base itself on the **emotions, learning through experimentation** and **discovery** which encourages *integration*, but not on the lack of creativity and imagination, abuse of authority.
4. Learning must happen through **practice** and **experience**, not by theorizing. The theory is only useful to understand a part of what is important.
5. Parents and teachers must be the most important people who can manage all of this. The parents must become **guides** and the *teachers* must become **companions**. Indigo's parents should give advice about what is best to do. The same is with the teacher. Everything useful that the teacher teaches should be applicable to the everyday life. The teacher should be someone who learns with the students, a learning companion, someone with whom you can reach an argument to learn.

There is one more list of top 10 tips for teaching Indigos created by Wendy H. Chapman. He suggests that the mankind has to: treat them with respect; listen to their opinions; empower them. We have to give them choices; solicit cooperation and avoid giving orders; help them do things that make a difference; help them discover and develop their talents and strengths; be tolerant of their extreme emotions. Help them balance by using aromatherapy; allow them to drink water in the classroom, quiet moments or visualization practice; encourage students to be peacemakers for each other; explain WHY about everything; discourage medicating for ADD.

"Indigo Children" is a very popular theme all over the world and that is why many scientists, pedagogues and businessmen are interested in creating special establishments that will provide these children with a proper education. These establishments are widely opening throughout the world, for instance: Democratic School Makkuro-Kurosuke — Japan; Demokratische Schule X — Germany; Den Demokratiske Skole — Denmark; Global Village School — Ojai, California, the USA; Jerusalem Sudbury School — Israel; Sudbury School Gent — Belgium; Sudbury Valley School — Framingham, Massachusetts, the USA.

In Ukraine, Russia and other post-soviet countries pedagogues and psychologists pay less attention to the phenomenon "Indigo Children" in comparison with the USA and European Union. As the result, there is the lack of special scientific literature about the Indigo Children in Ukraine and Russia. In addition, 42 fourth-year students of Gorlovka Institute for Foreign Languages have been brought in for questioning. The aim of this questioning was to determine how well the students of the university and society in general are accustomed with the phenomenon "Indigo Children".

These are the following results. All students marked that they know the term "the Indigo Children". However, they had some problems with choosing the definition of this term. The reason is that there is no scientific definition which can describe this term in a proper way. We proposed to choose one among three definitions by Jan Tober, Lee Carroll, Nancy Tappe, G. Kodzhaspirova and A. Kodzhaspirov.

<sup>1</sup>Сведения об авторе составлены на основе поданной заявки.

83% of respondents chose that “the Indigo Children” is a term, especially in English scientific literature, which is used to determine a wide category of children whose development is different to the average norms. Gifted and shy children, children with accentuation belong to this category together with abnormal children.

Another 17% of students decided that the Indigo Children are a boy or a girl who have a set of the new and unusual features which reveal peculiarities of their behaviour. As the rule, these features were not documented before.

According to the features, 100% of students believe that the Indigo Children tend to have a high level of IQ and creative abilities. 83% of respondents are sure that Indigoes have got an advanced intuition, self-sufficiency and private opinion. 67% of respondents point out individualism. 17% of students believe that hyperactivity, persistence, inconstancy, irritability, absent-mindedness, ability to adjust themselves to the new places and the filling of their own liberty are basic features of Indigo Children, while absent-mindedness is not the main feature. As the result, each student marked at least 4—5 features which belong to Indigo Children among 21 proposed variants where 4 variants were odd. It means that respondents do not have enough ideas about who Indigoes are and what are their main features.

Then there was the task to write down teaching and bringing up methods of Indigo Children. However, the responders didn't write any example of this methodology.

Summing up, the problem of education and upbringing of Indigo Children is not under discussion in teacher training institutes of the Donetsk People's Republic. As the result, the seniors graduate without having any idea how to work with Indigoes and gifted people. There should be organized and held as many meetings, seminars, forums as possible in order to attract attention of the specialists to the phenomenon of Indigo Children. There should be established canter where parents could receive some advice how to bring up their children especially if they are Indigoes or gifted.

Nevertheless, in Donbas region businessmen are interested in providing gifted children with proper education. **For example, Grigorivska International School** (Donetsk, the DPR) is an educational community providing high quality education of an international standard which in September, 2014 was supposed to enrol over 600 students aged from 3 to 18. Unfortunately, due to the Civil War this school now is not functioning and is waiting for the autumn 2016 when it will be ready to start the first educational year.

Needless to mention that GIS has lots of missions that are going to be realised during the educational procedure:

- 1) prepare students for a purposeful and fulfilling life in a global society;
- 2) address the intellectual, emotional, physical and aesthetic development of each student through a holistic approach;
- 3) instil a deep understanding and respect for self and others, going beyond tolerance;
- 4) inspire its students to understand and respect the deep interconnections between all elements of the world, leading to the development of a sense of responsibility towards other human beings and the resources of the planet;
- 5) foster integrity, compassion, generosity, open-mindedness and resilience.

**Conclusion.** On balance, the problem of education of the Indigo Children gains more and more popularity nowadays. Nevertheless, it is obvious that many scientists do not believe in the existence of the Indigo Children saying that they are just a sort of a fairy-tale. However, before insisting or refuting something people should research everything that will help them to prove or disapprove this and that theory. The same thing is with the Indigo Children. This phenomenon deserves consideration. There should be done as much as possible to be sure in their existence and to create a proper educational and upbringing system which will help them reach their goals on the planet Earth.

УДК 37.036

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## THE ROLE OF THE AESTHETIC EDUCATION IN PERSONALITY'S AESTHETIC CONSCIOUSNESS FORMING

To educate an intelligent and sensing person means, first of all, to educate aesthetically.

*F. Schiller*

**Introduction.** The ideas of the aesthetic education originated in ancient times. Conceptions as for the nature of the aesthetic education, its tasks and aims have been changing since the time of Plato and Aristotle up to the present. These changes in views were conditioned by the development of aesthetics as science as well as by understanding of the essence of its subject. The term “aesthetics” is derived from the Greek “aisteticos” (perceivable). Materialist philosophers D. Diderot and N. Chernyshevsky considered the beautiful to be the object of aesthetics as science. This category underlay the system of the aesthetic education.

<sup>1</sup>Сведения об авторе составлены на основе поданной заявки.