

УДК 373.2.015.31:78+373.2.064.1:004

Скуратович Ю. И.

Магистрант

Научный руководитель: Анцыпирович О.Н.,

канд. пед. наук, доцент

Белорусский государственный педагогический

университет имени Максима Танка,

Минск, Беларусь

**USING THE GOOGLE FORMS ONLINE SERVICE AS PART OF
COOPERATION WITH THE
LEGAL REPRESENTATIVES OF THE PUPILS**

Аннотация: *В статье сделан акцент на значении онлайн-сервисов обратной связи для современного образовательного процесса. Представлена анкета для родителей воспитанников 2-3 лет, разработанная в Google Forms. Выделены результаты проведенного анкетирования. Сделан вывод об использовании онлайн-сервисов при сотрудничестве с субъектами образовательного процесса.*

Ключевые слова: *информационно-коммуникационные технологии, сотрудничество, музыкальное восприятие, ранний возраст.*

Skuratovich Y.I.

Master's student

Scientific supervisor: Antsyrirovich O.N.,

candidate of pedagogical sciences, associate Professor

Belarusian State Pedagogical University

named after Maxim Tank,

Minsk, Belarus

Abstract: *The article focuses on the importance of online feedback services for the modern educational process. A questionnaire for parents of pupils aged 2-3 years, developed in Google Forms, is presented. The results of*

the survey are highlighted. The conclusion is made about the use of online services in cooperation with the subjects of the educational process.

Keywords: *information and communication technologies, cooperation, musical perception, early age.*

In recent decades, distance learning, information and communication technologies, and online learning have begun to actively develop. In pre-school educational institutions, teaching staff can conduct research and projects. Within the framework of cooperation with the legal representatives of the pupils to identify the necessary information, questionnaires and testing can be used. However, the development of questionnaires and tests, as well as the subsequent analysis of the results, is one of the time-consuming tasks in the work of a teacher. The use of modern information technologies makes it possible to solve this problem. The time spent on developing questionnaires, test tasks, conducting them and processing the results of any level of complexity can be significantly reduced [1]. Tool to solve this problem is for online services such as Google Forms, Online Test Pad, Yandex and other forms. The implementation of such communication through Google Forms is accessible, convenient and free for any user. The form is created online, and then a link to the questionnaire is sent to individual subjects of the educational process. To create a questionnaire or test, you must have a Google account. Next, it is necessary to give a name to a new questionnaire or a new test, specify the type and type of questions (open or closed), select their sequence, enable students to see correct and incorrect answers [2, p. 100].

We have created a questionnaire for legal representatives of pupils in the online service for creating feedback forms Google Forms. They are designed to determine the level of children's interest in musical perception. The questionnaire is available at the link – <https://forms.gle/f7mtGjCEqvY8P2E19>. 47 people took part in the survey. According to the results of the survey, the results were obtained. Thus, a sufficient level is typical for 9 respondents – 19%,

a level close to sufficient for 31 respondents – 66%, an insufficient level belongs to 7 respondents – 15%.

The questionnaire consists of the following questions and answers addressed to parents of children from 2 to 3 years old:

1. What importance do you attach to the problem of developing musical perception in your child?

A. The development of musical perception in my child is important to me. I believe that a developed musical perception sets the prerequisites for the development of all musical abilities. In turn, musical abilities are closely related to mathematical, sensory and others, which also confirms the importance of the development of musical perception.

B. I believe that developing musical perception in a child is not so important compared, for example, with speech, mathematical development.

C. I consider the development of musical perception unnecessary.

2. Do you purposefully listen to music with your child?

A. Yes, purposefully listen to music with your child.

B. No, purposefully do not listen to music. However, we periodically turn on music for the «background».

C. No, we do not listen to music purposefully, because we do not like to do it.

3. How often do you purposefully listen to music with your child?

A. Purposefully listen to music with your child every day or every other day.

B. Purposefully listen to music with your child once a week, month.

C. Purposefully do not listen to music with your child.

4. Does the child listen to music with pleasure?

A. Yes, the child always listens to music with pleasure (even sings along and /or dances).

B. The child does not always listen to music with pleasure (periodically treats listening to music indifferently).

C. No, the child does not feel pleasure from listening to music (negative emotions arise when it listening).

5. Does the child himself ask to turn on music in his free time, during games?

A. Yes, the child often asks to turn on music in his free time, during games.

B. The child himself does not ask to turn on music because of undeveloped speech.

C. The child does not express a desire to turn on music in his free time, during games.

6. Do you develop your child's interest in music?

A. Yes, I develop an interest in music. We listen to music together, talk about it, play music on children's musical instruments, etc.

B. No, I do not develop an interest in music, because I do not have knowledge about the organization of this process.

C. No, I do not develop an interest in music, because I do not consider it necessary.

7. Does someone purposefully engage in musical activity with a child (except for music classes in a preschool institution)?

A. Yes, the child attends special classes.

B. No, they do not purposefully engage in musical activity with the child, because there is no opportunity.

C. No, they do not engage in musical activity purposefully with the child, because they do not I consider it necessary.

8. Do you attend children's performances, musical performances together with your child? If so, what attitude does the child have towards them?

A. Yes, we visit. The child likes to go to children's performances and musical performances.

B. Yes, we attend. However, the child does not like to attend these events (starts crying, acting up after a short time after the start).

C. No, we do not attend, because there is no desire.

The answers are subjected to quantitative processing. For each answer under the letter «C», the subject receives 0 points; for answers under the letter «B», the subject receives 1 point; for each answer under the letter «A», the subject receives 2 points. Children who have received 0-5 points have an insufficient level; a level close to sufficient refers to children who have 6-11 points; children who have scored 12-16 points have an adequate level.

Thus, the Google Forms online service allows you to comfortably fill out, determine the results of questionnaires, testing with the help of technical devices and improve the process of interaction of subjects of the educational process.

References:

1. Ефремова Н. В. Тестирование и мониторинг: Рекомендации учителю // Стандарты и мониторинг, 2001. № 3. – С. 55-59.

2. Прохоров, Н. Н. Использование Google forms в процессе проведения промежуточной аттестации на занятиях по иностранному языку / Н. Н. Прохоров // Шуйская сессия студентов, аспирантов, педагогов, молодых ученых : Материалы XIV Международной научной конференции, посвященной Году науки и технологий Российской Федерации, 205-летию начала подготовки педагогов в Ивановской области, Москва-Иваново-Шуя, 06–07 октября 2021 года / Отв. редактор А. А. Червова. – Москва-Иваново-Шуя: Шуйский филиал федерального государственного бюджетного образовательного учреждения высшего образования "Ивановский государственный университет", 2021. – С. 99-101.