FEATURES OF FORMING ENVIRONMENTAL KNOWLEDGE IN YOUNGER SCHOOLBOYS OF AUXILIARY SCHOOLS

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Ecological education includes: - education of a humane attitude to nature (moral education); - development of aesthetic feelings (the ability to see and feel the beauty of nature, to admire it, the desire to preserve it); - the participation of children in the feasible for them of activities for the care of plants and animals, for the protection and conservation of nature.

All components of such an integrated approach to environmental education in the conditions of an educational institution do not exist in isolation, but are interconnected. Thus, a humane attitude to nature arises in the process of realizing that the world around us is unique, unique, needs our care, and is consolidated in the process of practical activities for the care of indoor plants, inhabitants of a living corner, etc.

Ecological education, sincere love for nature means not only a certain state of mind, the perception of its beauty, but also its understanding and cognition. The most important condition for the successful implementation of an integrated approach is the creation of an environment in which adults, by personal example, demonstrate to children the right attitude to nature and actively, to the best of their abilities, participate with children in environmental protection activities [1]. For the formation of environmental knowledge and perceptions in children with impaired development of a single-school education is not enough. Such education should take place also in the framework of extracurricular activities.

The purpose of our study: to identify the characteristics of the formation of ecological knowledge among younger students with intellectual deficiency.

Material and methods. The study was conducted in September 2017 - February 2018 on the basis of GUO "Auxiliary School No. 26 of the city of Vitebsk". In the experimental study was attended by 20 younger students of the 1st branch of the auxiliary school. Each subject was individually offered a diagnostic conversation consisting of 17 open and closed questions. The diagnostic conversation included the following sections:

1) knowledge and ideas about plants;
2) knowledge and ideas about animals;
3) knowledge and understanding of mushrooms;
4) knowledge and understanding of nature conservation.

Findings and their discussion. The qualitative analysis of the obtained results showed that in the section “Knowledge and ideas about plants” the greatest difficulty was raised by the question of recognizing plants by drawing. Not all plants, children were able to learn and remember their names (no student

fully coped with this task). When children respond, there are features of verdict. For example, Nastya B. cannot correctly name the proposed flower chamomile and voices it as “talk”. Other children cannot recognize all the plants in the picture and name them, and if they do, they do not know the name of the plant and describe its external features. For example, as Vitaly L. describes a poisonous plant with a crow's eye: “poisonous chicken tree, berries grow poisonous from the earth, poisonous eyes, tulips ...”. It is difficult for children to build a sentence and correctly name the proposed subject. It is easier for children to be given tasks of a closed type, when from the suggested answers you need to choose the right one. So with the task of identifying knowledge about “which plants eat leaves,” the correct answer was chosen by the largest number of students, which accounted for 45% of the total number of respondents. And yet the difficulties caused the question of the knowledge of the trees that grow in Belarus. Immediately, five students approved that cacti and palm trees grow in our region. For example, Kirill S. explained that he grows cacti in his country house and at home (which one cannot but agree with), Sasha S. affirmed that palm trees grow in our country, since he saw her (although he did not specify where: in the botanical garden or on TV). Maxim A. clarified the situation a bit, saying that he saw cacti on the windowsill, and a palm tree on TV. Also, the questions in which you need to explain your choice are particularly difficult. For example, children know medicinal plants, but most find it difficult to explain why medicinal plants are called "medicinal" and why they should be protected.

The section "Knowledge and ideas about animals" was the most difficult. Only 4.2% of the students coped with the proposed tasks. Only 10% could recognize the animals shown in the picture, and only one child was able to correctly name the migratory birds. As it turned out, younger students with intellectual inadequacy have a poorly formed idea of what animals live in our country. So, for example, Elena K., Evgeny J. and Sasha S., together with representatives of animals of our country, also call an animal that does not live in our latitudes - a giraffe. Nastya B. also claims that an animal like an elephant can be found in Belarusian forests. This suggests that children, choosing the answer, call everything that they know and do not classify animals by habitat. Another challenge turned out to be the task, where it was proposed to determine what the hedgehog eats. Not a single student managed to fully cope with this building - 0%. Students with intellectual disabilities cannot separate the mode of action of fairy-tale characters and real animals, which indicates an insufficiently formed understanding of animal nutrition. Each student responded with an option - apples, mushrooms. Undoubtedly, the complexity of the students caused the task in which the enumeration of products needed to choose an animal from the list that feeds on all these products. Only 10% managed and were able to explain their choice. It is difficult for younger students with intellectual disabilities

to summarize all the possible options and on the basis of this to make a conclusion. It was noticed that children, choosing the right object, cannot establish the cause: they call external signs or what they know about this subject, they single out the correct word, but they cannot name a generalizing word. For example, in the task to find an extra animal and explain your choice by choosing the correct answer, Vitaly L., Sasha S. and Maxim T. do not indicate the reason for the fact that this is a bird, and the rest are animals, but the essential signs - migratory bird ",“ can fly away ”or in the case of Nastya B. - by size -“ small goose ”, Ilya K. indicates that“ the bear is wild and all the others are domestic ”. This section also traces the peculiarities of pupils' knowledge overestimation. When answering, use incomplete sentences, make them up with errors. For example, to the question "Whose is this menu (food)?" Elena K. replies: “Bull? I do not know such an animal anymore ”; and Nastya B. says: “Fish is a bear, squirrel is nuts. Bunny. " Also, children incorrectly call animals. For example, Nastya B. of the wild boar calls “rabid rabbit”, swan “duck”, and woodpecker “knock-knock and little hole!”

In the section “Knowledge and ideas about hornbeam” the task for the subjects turned out to be the most difficult to determine in which places in the forest there are mushrooms, and to choose the right one from the suggested options. Only 15% of students managed to cope with this task. Identification of poisonous mushrooms also caused difficulty. In most cases, children recognize a poisonous mushroom among edible ones, but they cannot remember what it is called, confuse the name, or describe its outward signs. For example, Nastya B. describes the toadstool, "little white ..."; Alexander P. showing russula, said that it is a pale grebe. The difficulty is the explanation why poisonous mushrooms are so called. For example, Vitaly L. explains that “there are round such ones on the toadstool ... they are poisonous,” Ksenia L. says that “the stomach gets sick”. As you can see, the children use simple, incomplete sentences within the meaning of answers and cannot build the correct logical chain. For example, to the question: “If you have found an unknown mushroom in the forest, what will you do?” Elena K. replies - “I will take it and will not take it, or I will take a book and learn what you can take, what not. Because when he is poisonous, he is of that poisonous color. ”

In the section “Knowledge and Concepts of Nature Protection”, the knowledge of children is formed to a greater degree. 46.25% students with intellectual disabilities managed to cope with the proposed tasks. The greatest difficulty was caused by the task “How can you help adults in order to preserve nature?”, Which only 15% of students coped with. Most misunderstood the meaning of the assignment and began to tell how they help parents at home, and not what they personally could have done in the forest, in nature, near the house for trees, animals and birds. The difficulty was also related to the explanations why it is necessary to help adults take care of nature. The subjects formed ideas about the rules of behavior in the forest for a walk. Most replied that it was

impossible “to shout, run hard, make fires, where you can’t do that, litter” (Elena K., Alexander P., Ilya K., Vitaly L., Maxim M., Misha M., Sasha S., Kirill T.). Also, children are well aware of the topic of how he will act if he sees an outstanding cigarette. But it is important to note the many errors in the speech of children. For example, Nastya B. referring to the word “stump” describes him as “a little bit - a big hole,” and speaking of a bear's den, describes it as “a big hole and a bear gee-gee”, Alexander P. says that it is impossible “ sing fires and scatter anything in the forest. " The children's answers are based on the situations in which they were. For example, Vitaly V., answering the question: “How should you behave in the forest?” Says that you need “not to shout, or else the wolf will eat, not to indulge ... you cannot knock at home, you cannot burn the car, then put it in the corner ", Anton A. to the same question says that" you can get into the pit and it will be painful. " The life perceptions of children about work and life are fairly well formed. For example, Vitaly L. notes that adults can be helped to dig up the ground, plant flowers, water, plant potatoes, and Ilya K. is ready to help mom water the trees, bring out the dog, help at home. Kirill T. is ready to water the flowers on the window and listen to her parents, and Ksenia L. knows how to wash dishes.

Conclusion. Thus, although this environmental knowledge was formed in children on the basis of local history and in accordance with the program, but as it turned out, this is not enough. The knowledge and ideas of younger schoolchildren with intellectual inadequacy about nature conservation (46.25%) are most developed, and less developed under the section “Knowledge and ideas about animals” (4.2%). According to the sections “Knowledge and ideas about plants” and “Knowledge and ideas about mushrooms” the knowledge of children is approximately at the same level (25% and 28.3%, respectively). Therefore, it is required to organize additional extracurricular activities on the formation of this knowledge.

Reference list:

1. Shevyreva, T.V. Organization of environmental education in special (correctional) schools of the VIII type / TV Shevyreva // Correctional pedagogy. – 2005. – № 1 (7). – P. 34–37

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