

of the modern school, the direction of implementing the competence-based approach is to strengthen the applied nature of all school education. The next approach that was inspected during the study is the personality-oriented approach. The ideas of this approach are presented in the works of E. R. Mayorova, V. A. Serikova, G. G. Skorobogatova, P. I. Tretyakov, I. S. Yakimanskaya, E. A. Yamburg and others. The personality-oriented approach to the organization of educational activities implies that the student should always be the center of attention. This approach requires a certain degree of trust between all participants, taking into consideration individual capabilities and unique skills of each student.

Noting the objective importance of the ideas presented within this particular approach, it is necessary to note the expediency of using the resource-oriented approach. Many researchers (T. M. Davydenko, T. I. Shamova, I. S. Yakimanskaya, etc.) pay attention to the need to take into account the resources of the subjects of education as an essential part of the process of school management. This approach considers the developmental orientation and the age-appropriateness of education to be one of its main strategic goals. The resource-based approach implies the creation of conditions for the most effective use and the most complete development of the subjects of management.

Conclusion. Based on the presented information, it could be concluded that when developing a model for managing the process of forming the communicative competence of primary schoolchildren it is advisable, first of all, to focus on the theoretical and methodological positions of the systemic, competence-based, personality-oriented, resource-oriented and reflexive approaches. The analysis of the conceptual ideas aimed at the development of the contents of managing the process of forming the communicative competence of junior schoolchildren focuses on determining the content of specific stages of management.

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THE PROBLEM OF DISTANCE LEARNING EFFICIENCY: THE VIEW OF A STUDENT OF VSU NAMED AFTER P. M. MASHEROV

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The COVID-19 pandemic that shocked absolutely the whole world showed how the domestic education system is far from fully ready for a full transition to distance learning for university students.

Distance learning is the interaction of a teacher and students with each other at a distance, reflecting all the components inherent in the educational

process and implemented by specific means of Internet technologies or other means that provide interactivity.

Distance learning in a difficult time for modern society has become an urgent topic for solving many problems and tasks, because the transition to a distance education system is a comfortable way to get a higher education when and where it is convenient, regardless of age, status and location. But, no matter how effective this educational system may seem, students still faced insignificant, and in other matters, global problems, which in turn can affect the socio-psychological and mental development of children.

To develop the quality of the distance learning process, it is necessary to identify and investigate these problems.

The goal is to reflect and update the problems of the effectiveness of the distance education system at Vitebsk State University named after P. M. Masherov; to identify the main reasons for the mass dissatisfaction of students with distance learning, which in turn in some way affected the educational process, as well as the socio-psychological development of students.

Material and methods. To identify the problematics of the effectiveness of distance learning, a questionnaire method was applied among students of various courses.

The questionnaire method is a psychological verbal-communicative method in which a specially designed list of questions – a questionnaire – is used as a means to collect information from the respondent.

Findings and their discussion. 120 students of the Faculty of Chemical-Biological and Geographical Sciences of the 1st – 4th courses of VSU named after P. M. Masherov took part in the survey.

Most students are familiar with distance learning and some are even interested in it.

About 70% of the surveyed students prefer full-time education. Thus, they extract sufficient information from the learning process for their self-improvement. Distance learning does not suit them, they explain this by the fact that it is difficult to master the material without contact with the teacher; some theoretical material requires explanation, you have to study a large amount of information on your own, sometimes without even understanding what it is about. After all, all lecture material is assimilated quickly and easily when it is presented and explained by a highly qualified specialist, namely a teacher.

The difficulty also lies in the fact that there is not enough time to study and complete assignments, because almost all tasks in the MOODLE system have a time limit. Many students do not have enough practical and laboratory classes, in which they can take out for themselves something more than from theoretical material.

Social isolation occupies a separate step in the problem of the effectiveness of such education. After all, many students lacked social communication with their peers, friends, acquaintances, etc. Long-term stays without social contact can lead to serious mental disorders, as well as stress, insomnia and chronic fatigue.

Students who would prefer distance education believe that it is very convenient, practical and has a right to exist: there is the possibility of part-time work, convenience in the allocation of time for the preparation and study of the material, and it is also possible to control the workload. The distance learning process helps students to gain independence and responsibility.

Conclusion. Distance learning as an innovative educational process using information and computer technologies helps students to realize their goals, which are aimed at developing themselves and their personality. However, the distance education system cannot fully replenish and replace the knowledge and skills that are provided to us directly through “live” communication and social contact with both friends and teachers. After all, it is not for nothing that one of the leading psychiatrist and specialist in mental disorders associated with disasters from the US Military Medical University, Joshua Morganshtein, said one suitable phrase: *"For some people, the lack of social connections is the same as the lack of food"*.

KNOWLEDGE AS A COMPONENT PART OF ENVIRONMENTAL EDUCATION

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The problem of the relationship between humans and nature has existed throughout the development of mankind. But at present, the ecological problem of interaction between humans and nature has become very urgent and has reached huge proportions. The planet can be saved by the vigorous activity of people, which is carried out on the basis of the adoption of nature laws, accounting for multiple interactions in natural communities, and realization that man is just a part of nature. This means that the environmental problem arises today not only as the problem of preserving the environment from pollution and other negative influences of human economic activity on Earth.

The purpose of research is to study the formation level of environmental knowledge of primary school-age children.

Material and methods. The base of the study was the State Educational Institution «Vitebsk Secondary School № 28». The total number of respondents was 40 students in grades 3-4 (of which 18 were girls, 22 were boys). To achieve the goal of the study, the following methods were used: terminological method, study and generalization of psychological and pedagogical experience, questionnaires, methods of mathematical statistics.

Findings and their discussion. The younger school age forms a personality at the age of 6-7 to 10-11 years and is characterized by increased impressionability, suggestibility, an internal plan of action, self-control and reflection. Thinking becomes the dominant function at primary school age. The