

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

ecological culture formed in the process of ecological education, as L. D. Bobyleva, contains the following components:

- interest in nature;
- knowledge about nature and its protection;
- aesthetic and moral feelings for nature;
- positive activity in nature;
- motives that determine the actions of children in nature [1, c. 77].

Environmental culture as a personality trait at primary school age should be formed in the system of continuous environmental education. The main links that have a significant impact on the child are:

- family;
- children's educational institutions;
- school;
- out-of-school educational institutions;
- mass media;
- self-education [2, c. 78].

It is worth starting to engage in environmental education from early childhood in the family and at school. Educators and parents need to lay the foundation for an ecological culture and develop a responsible attitude towards nature in children. Environmental education consists of environmental knowledge and skills, environmental thinking, values, environmentally sound behavior. The content of ecological education is acquired by students in their various activities.

An analysis of the forms of environmental education allows them to be classified:

- a) mass (mass nature conservation holidays; conferences; environmental festivals, role-playing games);
- b) group (sectional classes for young friends of nature; electives on nature conservation and the basics of ecology; film lectures; excursions; hiking trips to study nature; ecological workshop;
- c) individual (involves the activities of students in the preparation of reports, talks, lectures, observation of animals and plants; making crafts, photographing, drawing, modeling).

To study the level of formation of ecological knowledge among junior schoolchildren, a questionnaire was conducted containing 15 questions with 3 answer options. The content of the questions determines the level of knowledge among students about the animal and plant world, about connections, phenomena in nature.

Based on its results, we determined that about 10 children have a high level (28 %), 22 students showed an average level – (53 %) and 8 children – a low level (19 %).

Based on the monitoring results, the level of ecological culture is determined.

Students with a low level (8 people – 19%) formed ecological culture do not know about the essential aspects of the animal and plant world, they show a desire to take care of animals and the environment, but the cognitive attitude towards plants is not developed.

Students with an average level (22 people – 53 %) of the formed ecological culture have mastered the regular connections of objects, phenomena, the generalization of knowledge about the features of the natural world is manifested. He is not always able to analyze the consequences of inadequate influences on the entire environment, while showing desire, care and respect.

Students with a high level (10 people – 22 %) of the formation of ecological culture have diverse knowledge about plants and animals of different communities. These students show desire, care, respect for the flora and fauna, understanding their value. They significantly motivate their attitude towards nature, show a steady interest in the world around them.

The data obtained demonstrated that children develop conviction of the need to protect nature, a desire to increase natural resources. Children are able to resist negative manifestations in nature; they can consciously regulate their actions in nature.

Conclusion. Thus, the prevailing average level of environmental knowledge of the respondents makes it possible to further develop a comprehensive program for the formation of environmental culture in an educational institution. We believe that this work will be more expedient in organizing interaction on environmental education in the «child-family-educational institution» system.

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KEY DIFFICULTIES CAUSED BY A SPECIAL LINGUISTIC FORM OF COMMUNICATION WHILE LISTENING COMPREHENSION OF ENGLISH SONGS

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Nowadays, in the era of globalization and the broadening of international relations between countries, learning foreign languages as a means of communication is an increasingly important factor. This environment determines *the relevance* of the research. The effectiveness of learning this subject will largely depend on the degree to which the learning process is