Each training module includes interconnected and interdependent structural elements of subject knowledge. This determines the place and role of each structural element of the module, and the educational module as a system formation.

The modular construction of physical knowledge allows to:

- organize students' planning of learning cognitive activities effectively;
- clearly define benchmarks for mastering physical knowledge;
- use class time in the economical way through focused carrying out of the main stages of students' cognitive activity;
- use modern educational technologies based on the idea of modular construction of the teaching content;
- consciously select and use various didactic teaching aids;
- conduct an objective assessment of knowledge and skills of students;
- organize reflection on the cognitive activity of students effectively [1, p. 54].

Conclusion. The use of a workbook when organizing the learning process provides conditions that allow you to focus students' attention on the main and essential issues.

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COMPARATIVE ANALYSIS OF M. MONTESSORI, A.V. ZAPOROZHETS AND L.A. WENGER'S SENSORY EDUCATION SYSTEMS FOR PRE–SCHOOL CHILDREN

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Keywords: sensory education, perception, sensory experience, preschool age, methodology.

With the humanization of modern education, great attention is paid to the development of individual characteristics of the child, the formation of his or her personality. Preschool children should develop intellectual abilities and form cognitive interest. In the present conditions, this can be implemented by paying attention to sensory education from an early age. [3]

The aim of the work is to analyze and compare the features of the organization of sensory education in the system of M. Montessori, A.V. Zaporozhets, L.A. Wenger.

Material and methods. The teaching materials used in research include the pedagogical works of M. Montessori, A.V. Zaporozhets, L.A. Wenger as well as scientific articles on this topic. Analysis of the literature on the problem of research, logical research methods were used as research methods.

Findings and their discussion. Sensory education is the formation and development of children's sensory organs. The basis of sensory education are subject knowledge and skills regarding external properties. It is sensory education that allows

children to relate shapes, sizes, colors, volume and temperature to reality. Sensory education is linked organically to the child's mental development.

Interest in sensory education of pre-school children is observed due to the fact that it is the age when children begin to act with enthusiasm, learn new information about the world around them and themselves in it. The main means of cognition is assimilation of reality with the help of sensory perception and visual representation. At the preschool age, the child's sensory experience is enriched; touch, the muscular senses and vision are used to cognize objects. The systematic development of the sensory sphere provides the necessary prerequisites for the emergence of all other, more complex cognitive processes.

The development of pedagogical systems for the sensory education of children has been investigated by many prominent psychologists and educators. Let us consider the sensory development of preschool children, which is best described in the methods of the famous Italian psychologist and educator Maria Montessori.

Maria Montessori's main idea is to give each child the opportunity to develop his or her inner potential to the fullest, through free independent activity in a specially prepared environment. It is this environment that is a background for a child to develop and learn at his or her own individual pace. [4]

The child is born with the urge to explore this world, according to the Montessori system; children should be allowed to do whatever they want within the classroom. The choices consist of rigorously packaged materials that are the keys to understanding a particular area of the world around them. The teacher's task is very subtle since teacher assists the child in mastering the function of the self-selected materials or offers them activities according to their interests. This approach eliminates the need for a strict educational program, and every child learns the material at his or her own pace. Consequently, the system takes into account individual natural dispositions of each child.

The essence of the Montessori system is to help the child to adapt in such a big and yet unfamiliar world to get objective and reliable information about it, to find independence and autonomy, to develop the inner freedom of choice in it.

The basic components of the Montessori Method are prepared environment, a trained adult and a child. The talented teacher was convinced that following the child's needs was the best and the only right way. Only the child knows what is most relevant to him or her here and now.

Another important principle of methodology that Maria Montessori relied on was the age specifics of children and their favorable periods of development. One of the driving forces for development is a special characteristic of the child's psyche before the age of 6 called the "absorptive mind". Another developmental force of the child is the sensitive periods of development. They are characterized by the child's particular sensitivity to certain aspects of development, activities in which certain skills, abilities, characteristics and traits can be mastered most effectively and quickly.

The famous Soviet psychologist A.V. Zaporozhets also made a great contribution to the study of sensory education of preschool children. He saw his main task as the formation of children's perception and representation of objects and phenomena, contributing to the improvement of all psychological processes occurring in the body.

He introduces the concept of sensory standards considered as systems of sensory qualities of objects: their shape, color, size and position in space.

Zaporozhets identified stages and levels of sensory development according to the years of a child's life. During the first stage (from 1 to 3 years old) sensory sensations appear, practical mastery of sensory sensations occurs through trying and relating objects, and manipulative functions develop: color relations, object-production, and verbal activity. In the second stage (from 4 to 5 years old), object activity moves to normative activity, the concept of the color spectrum emerges, and the concept of geometric shapes and complex shapes of objects is systematized and consolidated. In the final third stage (6 years old), the concept of basic and complementary colors, geometric shapes, size parameters are formed and the child learns to analyze complex shapes of objects.

Zaporozhets believed that sensory processes are developed not in isolation, but in the context of a child's complex activity and they depend on the conditions and nature of this activity. Being organically connected with various kinds of activity and developing together with them, they are active themselves, have peculiar orientation and research actions [2, p. 3-15].

A prominent Russian psychologist L.A. Wenger considered the developed sensory abilities to be the key to successful cognition of the world and the basis for success in different areas. [1, p.78] He considered sensory education of preschool children as pedagogical guidance aimed at improving and developing sensory processes: sensation, perception, representations. The most important element of its complication is organized by the teacher to give children generalized and systematized knowledge about the perceived qualities of objects.

In his opinion, training consists of introducing children to sensory standards and developing their perspective operations on the use of mastered standards for examining objects and phenomena, identifying their characteristic properties. [1, c.13]

Perspective actions are actions aimed at the child's adequate reflection of the surrounding world (detection, distinction, identification of an object or phenomenon, formation of an image, recognition). The development of perspective actions helps to form thought operations: generalizing, dividing, and classifying, as identifying the most important qualities of each object makes it possible to further combine them into classes and concepts.

Conclusion. Sensory education is a purposeful pedagogical intervention that provides sensory experience and improves the perception of a pre-school child. There are many systems aimed at sensory education that have developed in the history of pedagogy. They differ from each other in their psychological approaches to understanding the nature of perception and its relationship to thinking. M. Montessori reduced a child's development exclusively to the development of forces and abilities of the body. A.V. Zaporozhets believed that its formation occurred under the influence of practice and learning, as a result of exposure to sensory culture. L.A. Venger was convinced that the decisive role in the sensory education of the child was played by the use of sensory standards and construction of models of relations of the selected properties of the object.

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PHUBBING AS A PROBLEM OF MODERN SOCIETY

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Keywords: phubbing, social networks, internet, gadget, smartphone.

Every day the influence of the Internet on our daily life is increasing, that leads to changes in the psychological, social and cultural characteristics of the individual [1]. So, the creation of new gadgets, the use of the Internet is focused on expanding human capabilities. However, a smartphone that combines the functions of a phone, computer and other gadgets allows a person practically not to leave the virtual space, scrolling through the pages of the network [2]. As many authors note, phubbing is a social phenomenon characterized by the gadgets abuse in the process of communication with other people. David and Roberts [3] found that when phubbing, people turn to social networks rather than interacting with other people to restore their sense of inclusion. This connection is especially important to take into account when potentially negative consequences associated with the active use of social networks are considered.

Like any addiction, phubbing can have destroying effect on personality and health. The spread of phubbing among students is particularly relevant since in most cases it is a student who may be the subject of Internet addiction. Those who overuse smartphones have an increased level of anxiety and stress, unstable emotional background, problems in the communicative sphere. Addiction to a smartphone can cause conflicts, misunderstanding between people and risks being left alone.

The consequences of phubbing can be found a complex of negative emotions (jealousy, anger and resentment), a feeling of uselessness and a decrease in self-esteem. The active use of the Internet and various gadgets contribute to the rapid spread of phubbing, the satisfaction from communication decreases, there is a loss of communication skills leading to a deterioration in the quality of interpersonal relationships [4].

The purpose of this study was to measure the role of modern gadgets and the frequency of their use among students.

Material and methods. Empirical and statistical research methods were used to achieve the goal. The material for the study was the results of the psychodiagnostic technique "General Phubbing Scale (GSP)" (Chotpitayasunondh & Douglas, 2018), which was attended by 24 students of VSU named after P.M. Masherov.

Findings and their discussion. When processing data using the "General Phubbing Scale" method among students, it was revealed that 27% of respondents were