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FORMATION OF ENVIRONMENTAL REPRESENTATIONS OF PRIMARY SCHOOL PUPILS

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Keywords: ecological education, Red Book, native land, animals, plants, nature.

The need to form environmental ideas among primary school students is associated with the current environmental situation in the world and in the Republic of Belarus. Today, the priority goal of education in primary grades is the personality of the child. The task of the teacher is that he needs to give primary school students general knowledge about the world of people and the world of nature as the closest environment of the child. Another important task in accordance with the Code "On the Education of the Republic of Belarus" of modern educational institutions is the development of personal qualities: a sense of patriotism, scientific world understanding, environmental, sanitary, hygienic and ethical culture, and so on. The ecological orientation of education has been introduced into the rank of the principle of state policy, which ensures the formation of environmental consciousness, the ecological culture of child's personality [1].

Even V.A. Sukhomlinsky, when thinking about the circumstances of students' acquaintance with the world around him, came to the conclusion that it was necessary to start with the education of humanity, i.e., feelings of anxiety for an unnourished puppy, not a watered tree. V.A. Sukhomlinsky wrote: "A little person should love all living things, because only kindness opens up the joy of mutual understanding to the child and the children's team" [2].

An analysis of the literature on the problem of the study showed that today there are not enough developments in the field of familiarizing primary school students with the animals of the Republic of Belarus listed in the Red Book. The importance and relevance of the issue in question determined the choice of research topic.

The purpose of the study is to determine the formation peculiarities of environmental representations of the primary school pupils.

Material and methods. To realize the purpose of the study, the work used a systematic analysis of the philosophical, pedagogical and psychological literature, methods of systematization, generalization and interpretation of the study results. The study was conducted in September 2022, on the basis of the State Educational Institution

"Secondary School No. 31 of Vitebsk named after V.Z. Khoruzhey," an experimental study was carried out in 3 stages.

Findings and their discussion. The study of scientific and methodological literature and the experimental study conducted by us confirm the importance and relevance of this work.

The education of an ecologically developed person must begin at preschool age. The Red Book is a signal warning that animals and plants of a particular species are in danger, that they must be especially carefully protected and that their extraction is prohibited by any means. This is a book of our losses, past and present. It's not just an alarm, but a program of actions aimed at preserving valuable and rare animals and increasing their numbers. For this, special protected areas like national parks and reserves are created.

An analysis of the curriculum of preschool education and primary classes showed that it pays considerable attention to educating students about nature, taking into account environmental orientation. It should be emphasized that little research remains on the holistic process of environmental education for children of preschool and school age based on familiarization with animals listed in the Red Book. There is a contradiction between the objectively increased requirements of society for environmental education of children of preschool and school age and the insufficient use of ideas about animals listed in the Red Book in the ecological and pedagogical work of educational institutions, and the insufficient theoretical development of the issue [3].

The forms and methods of working with children to form ideas about animals of their native land listed in the Red Book are very diverse. Among them there are classes, entertainment, kindness lessons, thinking lessons, ecological excursions-expeditions, "green patrol," discussion and playback of situations, collecting, environmental observations, practical activities, environmental games, environmental exhibitions and expositions, excursions, creation of the Red Book from drawings of children.

In order to study the methodology for forming environmental ideas about animals of the native land, listed in the Red Book of the Republic of Belarus among primary school students in September 2022, an experimental study was carried out in 3 stages on the basis of the State Educational Institution "Secondary School No. 31 of Vitebsk named after V.Z. Khoruzhey".

At the 1st stage (stating the experiment), methods were selected to determine the level of knowledge of school-age children about the animals of their native land listed in the Red Book, diagnostics were carried out with school-age children in the experimental and control groups.

At stage 2, a formative experiment was carried out in order to increase the level of formation of ideas about animals of their native land, listed in the Red Book of the Republic of Belarus in school-age children.

At stage 3 (control experiment), the level of knowledge of school-age children about animals listed in the Red Book on the same tasks as at the stating stage of work was re-diagnosed.

The control stage of the study showed that in experimental group A 5 (38.5%) children have a high level, 7 (53.8%) children have a middle level, 1 (7.7%) child has a low level. Any of the children of the experimental group did not show a very low level

of knowledge about animals of their native land, listed in the Red Book at the final stage of the study.

In control group B 1 child (7.7%) has a high level, 8 (61.5%) children have an average level, 4 (30.8%) students have a low level and no one has a very low level of knowledge about the animals of their native land, listed in the Red Book.

Conclusion. The carried-out work influenced the level of knowledge about the animals of the native land listed in the Red Book in school-age children.

As a result of the control experiment, it can be seen that in the experimental group, where work was carried out on the formation of knowledge about the animals of the native land, listed in the Red Book on the basis of the use of various forms and methods, the knowledge of children has increased. While in the control group, children's knowledge did not change significantly.

A characteristic achievement for most children by the end of the educational work was a higher level of environmental education. The child rejoices in meeting with nature, animals and plants, emotionally responds to the manifestations of their life and behavior. On their own initiative, they watch living things for a long time. They show elementary curiosity: they ask a variety of search questions, expresses heuristic judgments and owns the original generalized ideas about the living. The child shows a humane attitude towards any living being in any actions, understands the moral meaning of this actions.

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FEATURES OF THE DEVELOPMENT OF SENSORY PROCESSES IN PRIMARY SCHOOL CHILDREN WITH MODERATE INTELLECTUAL DISABILITY

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Sensory development, aimed at forming a full-fledged perception of the surrounding reality, serves as the basis for cognition of the world, the first stage of which is sensory experience. The success of mental, physical, and aesthetic education depends on the level of sensory development of children, that is on how completely the child hears, sees, and feels the environment.