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ORGANIZATION OF ENVIRONMENTAL EDUCATION FOR JUNIOR PUPILS: PROBLEMS, REALITIES, PERSPECTIVES

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The main task of environmental education is to educate the individual as a life subject, able to interact harmoniously with the nature world. Therefore, the school should be a model of children's life, which will teach them to know themselves in the world around them, to understand the life meaning, creating conditions for pupils' self-development.

As you know, ecological education, as an organic part of general education, is aimed at forming the pupil's personality, and in this regard cannot be built without understanding of a human nature, the laws of its internal development. "Without knowledge of a human's nature, its structure, ways of its connection with the world and society, the meaning of life and its evolutionary knowledge the pedagogy is blind" – rightly states V. Sukhomlynsky [3, p. 30]. Since "true human knowledge of the world is possible when it is covered as some integrity, representing the unity of the body, soul and mind" [1, p. 9], all human components should be involved in the educational process. And pedagogical means and conditions should be aimed at its

change and adjustment in the complex. In other words, ecological education, as a direction of a holistic pedagogical process, along with the formation of an ecological human knowledge and skills system, should be aimed at the development of his personality.

The main problem faced by a modern primary school in shaping junior pupil's ecological consciousness and behavior is that his educational process is extremely rationalized. Such a situation, in our opinion, results from the insufficient nature account of the junior school age child, its development laws and its surrounding reality knowledge. In addition, the technocratic approach, which developed for many years in the domestic educational system, did not allow to take into account fully the innovations associated with the organization of the humanization conditions, the education humanization, using the educational material figurative teaching means.

Psychological studies show that at the age of 5-7 years, many cognitive and perceptual-motor skills become more perfect and interconnected which facilitates certain learning types and improves their effectiveness. Junior school age marks the transition from pre-operative thinking to specific operational thinking. The assimilation of internal psychic activity (thinking) is determined by the following actions series, which differ in form: material (materialized) – external speech – internal speech – mental [2]. It is believed that the action change through the form is leading, so transition from one form to another serves as an indicator of transition to the next stage.

Thus, the organization of environmental reality assimilation by junior pupils should take place through personal, direct familiarization, a sense of the surrounding world. In accordance with the junior pupils' nature, at first, a sensual attitude to the surrounding reality forms and only then "awakens" the thinking. Therefore, in the first years of the child's staying in a school, learning should be conducted in such a way that understanding of processes and phenomena is accompanied by actions and feelings. In the future pupils can be offered environmental material that stimulates their mental activity. Image thinking most fully expresses the nature essence of the interaction between human and space, so environmental education can indeed form

the basis of individual's spiritual and moral development, on the basis of which rational-logical thinking gets its development.

Consequently, when organizing environmental education in primary school, the following conditions should be created in which the content and forms of educational process organization develop pupils' environmental perception of the surrounding reality. Pupils' figurative thinking possession makes it possible to conduct purposeful work on the ecological education organization most effectively, using and further developing the specific thinking property of junior school age children.

The ability to formally perceive the world is given to the child not only because it is "closer to nature," but also a feature of its psyche. The child is more susceptible to this type of information than an adult. Moreover, the child's emotional and moral sphere is more prone to education than an adult. The child is emotional, and he is more tolerant to education because of the nature perception and the surrounding cultural world [2]. However, adults' excessive rationality does not allow them to use nature and culture educational potential in shaping pupils' personal qualities. From this point of view, many forms of working with children that are related to the direct, figurative nature perception are replaced by lectures and stories.

An ecological approach to the environmental education organization should go hand in hand with the activity. Synthesis of these two approaches is adequate for junior school age. A serious reassessment is required not only of the content-technological and appraisal, but also of the targeted checks of the value components of environmental education in general, and of junior pupils – in particular. So, our studies have shown that over 50% of first-graders have utilitarian attitude to nature. And the percentage of primary school graduates increases even more. If among 6-7 years old children 45% like to work in nature, then by the end of primary school, these numbers are reduced to 30%.

This statistics testifies to the need to find theoretical and practical ways and conditions for the environmental education organization in primary school. They will contribute to the person's effective formation capable of harmoniously organizing their own environmental activities.

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