

EFFECTIVE USE OF THE "BRAINSTORMING" METHOD IN THE FORMATION OF ENVIRONMENTAL THINKING OF PRIMARY SCHOOL STUDENTS

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Annotation: The main task of environmental education in primary schools is to foster a rational and responsible attitude to the natural environment, which is based on the basis of environmental awareness.

In this article highlights of effective use of the "Brain storming" method in the formation of environmental thinking of primary school students.

Key words: innovation, interactive methods, "Brain storming" method, primary class, environmental thinking, teacher – pupil, creative thinking.

A responsible attitude to the socio-natural environment is manifested in following the moral and legal principles of nature management, in active creative activities for the assimilation and protection of the natural environment, compliance with the rules of nature management. The



condition for such education and upbringing is the organization of interrelated scientific, moral, legal, aesthetic and practical activities of students aimed at studying and improving the links between nature and man.

In our opinion, the process of environmental education in primary schools should be based on pedagogical conditions.



1. The target is a system-forming principle. The main purpose of environmental education in the lesson is the formation of an environmentally literate personality. The goal common to each institution is specified depending on the regional, financial capabilities of the institution.

2. The content principle is one of the central pedagogical conditions of environmental education. Its implementation strengthens the connection of education with life, contributes to the development of a comprehensive view of the problems of human interaction with their environment and work among schoolchildren.

On the basis of value attitudes in the process of pedagogical actions, students develop psychological attitudes that develop into beliefs, which are the basis for the formation of a worldview that defines philosophical views on the relationship between nature and man. The first stage of working with any group of schoolchildren is to familiarize them with their knowledge and their interests. Only after analyzing this stage can we proceed to the organization of any educational and cognitive activities. So, using this "bundle" that characterizes the degree of environmental education, you can set appropriate goals and organize the necessary actions. The other stages of the educational process are built along this "chain". This shows the systematic method of implementing the model. The content of the pedagogical process is determined, as a rule, by the programs of mass and group work. This includes environmental workshops, expeditions, project preparation, etc. The approach to the organization of activities is that it should be of a socially useful nature and be aimed at solving regional and local problems of environmental protection, protection of natural and cultural monuments, identification of types of pollution of the urban environment, assessment of the health of the population of the neighborhood, identification of the causes of childhood diseases, etc.

In today's constantly developing world, it is necessary to be able to work independently with a large flow of information, possess design skills and have a mindset for continuous self-education. Education today is the upbringing of a creative and responsible personality, the upbringing of an intelligent person, open to dialogue, capable of self-development. One of the main problems facing the education system and society as a whole today is the problem of activating the creative thinking of schoolchildren. One of the most well-known methods of psychological activation of thinking is "Brainstorming".

Brainstorming is one of the most popular methods of stimulating creative activity. It is widely used in many organizations to find non-traditional solutions to a wide variety of tasks. He actively develops concentration of attention. Its purpose is to organize collective thought activity in search of non-traditional ways to solve problems. The brainstorming method is divided into two stages of solving the problem: first, ideas are generated, and then they are analyzed and developed. Thus, the group is divided into "author" and "critic", which are implemented at different times. It is brainstorming that is the most common of all heuristic methods of solving problems, because an office, a group of employees and a couple of hours of working time are enough to carry out an assault.

The method of control questions and analogies should be used to develop creative ideas in brainstorming. Control questions are suggestive questions that help the moderator to give a new course to the thoughts of the participants, to skip the period of "looping" on a circle of similar ideas.

The brainstorming method has a number of fundamental didactic features. First of all, students must have certain basic knowledge about the topic of the lesson, and must also have active



cognitive and creative abilities. A brainstorming session consists of a question that is being brainstormed. There can be a variety of answers to the "brainstorming" question. And the "attacked" begin, so to speak, to "repel the attack" by finding the right answers in their opinion. It is necessary to answer the question: Is it possible to teach elementary school subjects based on textbooks of a new generation? The answer is ambiguous. In the 1st grade, it is undesirable to use the "brainstorming" method, since students still lack basic knowledge, therefore they are meaningless in the educational process in this class. In the 2nd grade, there may be isolated cases of using this method, especially in the second half of the school year and at the beginning of the 3rd grade, when students accumulate a certain foundation of basic knowledge. It is most appropriate to use brainstorming in the 4th grades. By this time, students are more ready in terms of knowledge, psychological stability, perception of educational material and logical thinking than students of previous grades. Mainly, the brainstorming method can be used in mathematics lessons, social learning, heavenly gifts and science. At the same time, it should be said that brainstorming is mainly embedded in the tasks for students.

The main stages of the implementation of the environmental education system, in our opinion, is the sequence of the following actions in the "brain storming" method of this process:

- formation of an active group of persons participating in the creation. This group includes teachers, methodologists, the administration of an educational institution, as well as schoolchildren and their parents;
- organizational activities for the integration of individual group representations of teachers, methodologists, schoolchildren;
- selection and creation of creative workshops;
- exchange of views on the basis of opposition on the state of environmental education in general;
- discussion of options for building a model based on model representations proposed by all participants;
- drafting a model of environmental education;
- creating a model of the educational system based on its program and building prospects for its improvement, since any model is modified during implementation. The proposed technology can be used both completely and partially, since the structure and activities of one educational institution differ from another. There are different opportunities for the formation of experience in environmental activities, both within the framework of regular classes, and extracurricular, extracurricular. In addition, the family and family ecological values have an important influence on the formation of a child's ecological culture. All this taken together has a significant positive impact on both the level of environmental education and the health of children. In the process of environmental education, students develop an interest in learning about the world around them.

Ecological excursions, observations in nature, systematic study of its objects and phenomena help children of primary school age gradually comprehend the world, discover the amazing diversity of flora and fauna, realize the role of nature in human life, the value of its knowledge, introduce children to the world of beauty, foster a responsible attitude to nature. They contribute to the formation of moral and aesthetic feelings and experiences, encouraging them to take care of the preservation and enhancement of natural resources. At school, as part of the lessons on the course "The world around us", the basics of environmental activities of a younger



student are formed, aimed at considering and studying the properties of phenomena and objects of the surrounding world, identifying their interrelationships and interdependencies.

At the same time, the attention of students is focused on the fact that a person can preserve the beauty and diversity of nature, protect the heritage of his ancestors and world culture, but may unreasonably pollute his environment, destroy the historical memory of the past of his Homeland and native land.

The effectiveness of environmental education can be increased by including design and research teaching methods in the educational process that ensure the interrelated development of environmental knowledge by younger schoolchildren, skills in carrying out activities in nature, experience of value attitude towards it and a gradual increase in manifestations of environmental education.

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