



## Studying Environmental Education as a Socio-Pedagogical and Hygienic Problem

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**Relevance.** Ecological knowledge considers society and nature in their interaction. Social sciences reveal the goals that a person pursues when using nature, give a description of the values on which a person relies or should rely in his activities. Formation of value-based environmental orientations. Environmental education includes students' awareness of the versatile value of nature as a source of satisfying the diverse needs of society as a whole and each person. A system of norms and rules in relation to nature. While studying the fundamentals of science, the student must be aware of the social and natural reasons that dictate certain norms and rules of professional and individual behavior in the environment. Compliance with these norms and rules is a socially necessary act that allows us to preserve nature for future generations [1]. The criterion for the effectiveness of group forms of environmental education is, first of all, the stability of the composition of the club, circle, section, and the achievement of collective success. Here, much is determined by the content and methodology of classes; At the same time, the success of the team and public recognition of its merits by others are also important. The conditions for the development of the relationship between school, family and the public, aimed at achieving the goals of environmental education, have also been determined [2].

Today, education in the world is considered a priority in the education and upbringing of children. Planet Earth is our common home, every person living in it must treat it with care and respect, preserving all its values and wealth. Environmental education is a new direction; one of the priority pedagogical problems is the formation of an environmental culture in children, and this is only possible if the idea of continuous environmental education and upbringing is implemented, which can be ensured by the creation of a certain system. Environmental education contributes to the education of children with intellectual disabilities through various means of a correct attitude towards the environment, towards nature and towards oneself, which subsequently becomes the core and indicator of the child's moral education. One of the tasks of environmental education for children with acute viral diseases is the development of the emotional sphere. Work on the formation of environmental consciousness in children with intellectual disabilities is carried out by teachers daily, continuously and covers all areas of activity. Children with disabilities explore the world with an open soul and heart. Much depends on teachers: how they will relate to nature, whether they can perceive themselves as part of the ecological system. Therefore, one of the main tasks in the work is to familiarize children with their native nature, the formation of an environmental culture [3].

The problem of environmental education acquires new characteristics and, accordingly, new approaches to solving it as an integral part of the holistic process of social adaptation, life self-determination and personality development of students.

The process of environmental education is manifested in various areas of children's activity in work, in classes, in experiments, in games, namely in satisfying children's curiosity and in involving the child in the active development of the world around them; environmental education is carried out through the entire pedagogical process [4].

Creating conditions is one of the solutions to these problems. A living corner has been created where we study indoor plants; share our experience in caring for indoor plants, and how to properly feed the fish that live in the aquarium. A calendar for observing objects and natural phenomena is designed, the seasons are presented with a tear-off calendar, tearing off a piece of the calendar every day, and children



directly learn to remember the sequence of days of the week, seasons.

One of the important conditions for environmental education is conversation. The conversation should be short, meaningful, interesting, and varied. Otherwise, daily moral teaching will quickly bore the students and will not bring any benefit.[5].

During the conversation, it is necessary to evoke an emotional response in the soul of the student. Children must express their attitude to what they see - a broken tree, scattered garbage, a torn and thrown bouquet of flowers, set fire to grass, a beautiful landscape, a blooming flower, birds singing.

During a walk, excursion, talking with children in an informal setting, the teacher instills in them the basic concepts and rules of behavior in nature, justifying and explaining them, confirming them with specific examples.

The structural components of the walk are: observations, didactic tasks, work activities, outdoor games and exercises. Outdoor games of a natural history nature are associated with imitation of the habits of animals and their way of life. By imitating actions, imitating sounds, children consolidate knowledge; the joy gained during the game contributes to deepening interest in nature [6].

The education of environmental culture can be traced in such subject courses as reading and speech development, speech development based on the study of objects and phenomena of the surrounding reality. One of the conditions for the successful education of humane feelings is a constant appeal to natural history topics; therefore, the program material includes works that contribute to the education of the moral and environmental culture of schoolchildren. Reading these works, children experience the feelings of animal heroes, experience their actions and activities. A teacher in the classroom is not so much an informant as an accomplice, an inspirer who not only knows how to lead, but also has the ability to sympathize and empathize. Thus, it realizes the student's resources hidden in the subconscious[7].

All classes should be conducted in a playful way. The game also evokes emotional and creative activity in the most complex children. For a child with disabilities, extracurricular activities are quite important, first of all, an effective method for the development of creative potential, emotional-volitional sphere, intelligence and psyche. One of the largest forms of work is holding themed holidays on an environmental theme: "autumn, autumn, we invite you to visit", "Bird Day", "Earth, Water and Sun Day", etc.

The children, with great pleasure, get involved in organizing the holidays: they learn poems, draw pictures, and stage skits. All this ultimately contributes to the development of the child's personality, development of their abilities, determination of life prospects and environmental education [8].

Participation in environmental competitions, quizzes, drawings, and crafts. When making crafts and drawings, attention must be paid to ensuring that children see the beauty of their native nature.

Much attention should be paid to observing changes in nature. So that children can see obvious changes and rejoice at the first rain, snow, and first leaf.

Community clean-up days, thematic excursions, role-playing games, and meetings with interesting people are also of great importance for the education of environmental culture.

We also carry out work on environmental education in close cooperation with the families of our students. Only by relying on the family, through joint efforts can we solve the main task - raising an environmentally literate person. When working with parents on environmental education of children, we use both traditional forms: parental consultations, conversations, meetings, and non-traditional ones (business games "Nature Experts", "Nature and Us"; round table "Cultivating Kindness to Nature", discussions "Experimenting" and develop", "Ecology and entertaining experiments". Another form of working with families is pedagogical screens, in which we give parents practical advice on a specific topic ("Walking is a source of thought") Through screens we introduce children and parents to folk signs, but be sure to with tasks: why do they say this? Such forms of work provide an opportunity to demonstrate to parents what knowledge about nature children have, to show that this knowledge is



necessary for the formation of the foundations of environmental culture[9].

When solving the problems of environmental education for children, first of all, to form a system of knowledge about nature, to teach them to understand and establish the connections and dependencies that exist in it, and to act in accordance with the acquired knowledge.

**Conclusion.** Thus, we come to the conclusion that the formation of an ecological culture is important for the comprehensive development of children with intellectual disabilities. Introducing children to nature is a wonderful lesson - developing the child's mind, feelings, and stimulating creativity. Having understood the peculiarities of the relationship between a child and nature, we develop in him the best human traits in order to nourish his mind and heart through emotions and feelings, with living knowledge.[10].

### Literature

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