

THE ROLE OF CREATING A SUPPORTIVE ENVIRONMENT IN PRIMARY SCHOOL IN PUPILS' DEVELOPMENT

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One of the requirements of the modern Information Society is to create a learning environment that matches the inclinations, interests and desires of learners. Training is an innovative activity. This activity requires that the environment surrounding the pupils be organized in an educational manner as a whole. Creating fertile conditions for learning activity requires the professional skills of the primary school teacher. In primary school, inside the classroom, objects and educational tools should be arranged and designed in such a way that they do not hinder the pupils, and at the same time create additional interest in learning. Pupils do not learn only from books, the concept of learning environment includes the concepts of physical environment, psychological environment, pedagogical environment, and proper organization of the environment leads to high achievements in learning and teaching.

The purpose of the research is to investigate the supporting factor of the pedagogical environment in pupils' learning in primary education. The following research methods were used during the research: analysis of psychological and pedagogical literature, observation, experiment, psychodiagnostic methods, qualitative and quantitative analysis of the research results. Literature analysis is an important method in researching the relevant problem.

The scientific novelty of the article is reflected in the obtained conclusions. Thus, following the principle of visibility of training is one of the important features for organizing a supportive environment. Any information presented to the pupil visually remains in the pupil's memory longer, and the joint use of audio-visual means allows thinking to develop in an analytical form. It is no coincidence that visibility in training is called the golden rule. Visual aids are very important, especially for pupils in primary education. Any educational material is considered visual material. The use of those resources is carried out based on the principle of visibility of training.

Keywords: education; pedagogical environment; primary school; assessment; supportive environment.

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РОЛЬ СТВОРЕННЯ СПРИЯТНОГО СЕРЕДОВИЩА ПОЧАТКОВОЇ ШКОЛИ У РОЗВИТКУ УЧНІВ

Однією з вимог сучасного інформаційного суспільства є створення навчального середовища, яке відповідає схильностям, інтересам і бажанням учнів. Навчання – це інноваційна діяльність. Ця діяльність вимагає, щоб середовище, яке оточує учнів, було організоване в освітній спосіб як єдине ціле. Створення сприятливих умов для навчальної діяльності потребує професійної майстерності вчителя початкових класів. У початковій школі всередині класу предмети та навчальні засоби повинні бути розташовані та оформлені так, щоб вони не заважали учням, а натомість створювали додатковий інтерес до навчання. Учні вчать не тільки з книг, поняття навчального середовища включає поняття фізичного середовища, психологічного середовища, педагогічного середовища, а правильна організація середовища приводить до високих досягнень у навчанні та викладанні.

Мета дослідження – простудіювати підтримувальний фактор педагогічного середовища в навчанні учнів початкової школи. Під час дослідження були використані такі методи дослідження: аналіз психолого-педагогічної літератури, спостереження, експеримент, методи психодіагностики, якісний та кількісний аналіз результатів дослідження. Важливим методом у дослідженні відповідної проблеми є аналіз літератури.

Наукова новизна статті відображена в отриманих висновках. Таким чином, дотримання принципу наочності навчання є однією з важливих рис організації сприятливого середовища. Будь-яка інформація, подана учневі візуально, довше залишається у його пам'яті, а спільне використання аудіовізуальних засобів уможливорює розвивати мислення в аналітичній формі. Не випадково наочність у навчанні називають золотим правилом. Наочні посібники дуже важливі, особливо для учнів початкової школи. Будь-який навчальний матеріал вважається наочним. Використання цих ресурсів здійснюється за принципом наочності навчання.

Ключові слова: освіта; педагогічне середовище; початкова школа; оцінювання; сприятливе середовище.

Introduction. It is important to create a supportive environment in educational institutions for the proper establishment of educational activities. Creating a supportive environment does not mean blindly collecting and purposelessly using things to be used in the classroom. In creating this environment, teachers must follow certain guidelines and know what it takes to create a supportive environment. Creating a supportive environment means providing pupils with more effective learning activities. When creating a supportive environment, all educators, parents, psychologists should combine their efforts in this area and create the most optimal environment for pupils. In order to ensure the pupil's learning activity, the arrangement of every item and classroom equipment in the classroom is reviewed by an expert, and everything is organized for the pupil's learning. The primary school teacher has an important role in creating a learning environment. All tools used during the lesson are selected by the teacher and adapted to the use of the class. When the creation of an educational environment is not ensured, the achievements of pupils in learning are not at the desired level. A supportive environment allows the pupil to apply what they have learned. The creation of an educational environment in accordance with the requirements, inclinations and interests of the modern education system, society and, of course, the individual himself allows for the correct implementation of educational standards.

The purpose of the research is to investigate the supporting factor of the pedagogical environment in pupils' learning in primary school.

Analysis of the latest relevant research and publications. This study is based on sources written by various authors, such as "Management of education" by O. Abbasov, "Psychological issues of preparing children for school" by L. Bagirli, "Personality-oriented education and civil society" I. Jabrayilov, "Pedagogy: Textbook" by H. Ahmadov, N. Zeynalova, "Inclusive education" by N. Huseynova, "Organization of training in inclusive classes", "A theory of human motivation" by A. Maslow, "Quality in education as one of the leading directions" by R. Mammadzade, "Some aspects of the modern pedagogical process" by M. Nuriyeva, "Supportive Learning Environment Interventions Review Protocol" and others have been studied.

Results of the research. Learning environment refers to the different physical places, contexts, and cultures where pupils learn through different sensory means. Since primary school pupils can learn not only inside the school, but also in different settings such as places outside the school, outdoor environments, as well as everything that surrounds them, this term refers more to a limited and traditional room, namely the classroom and the school. In the concept of the learning environment, there is also the concept of a supportive learning environment distinguished by its characteristics and efficiency, the organization of which leads to higher achievements of the pupil in the learning activity. Any educational resource, material environment, all elements in the classroom are the concept of environment. However, a supportive learning environment means adapting all the objects and attitudes in the classroom to the pupils' inclinations, interests and desires.

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A supportive learning environment is a concept that encompasses all pupil activities within the classroom. Not only the activities of the pupil, but also the positive and negative factors that influence this activity belong to the concept of a supportive learning environment. For example, in a classroom that is well nourished by sunlight, more favorable conditions are created for the stimulation of pupils' thinking and the assimilation of educational materials. It is impossible for primary pupils to learn some knowledge and skills normally in places without windows or poorly decorated, without resources, where violent and illegal activities are shown against pupils.

A supportive learning environment generally encompasses two main concepts. One of them is the concept of "positive learning environment", and the second is "negative learning environment". A positive learning environment is an environment where effective, educational opportunities are organized for pupils, educational material is designed in a pupil-oriented and developmental way, children's rights are not violated, and all activities are organized in an orderly and appropriate manner. A positive learning environment is an environment that creates real opportunities for the physical, mental and spiritual development of pupils' thinking. A well-lit and well-maintained classroom Negative learning environment can be attributed first of all to the environment created in schools with limited resources, accompanied by the trampling of children's rights, where a negative psychological attitude prevails. This also prevents pupils from being supported and their thinking stimulated. It causes the pupils to fall behind in learning and their achievements drop.

A supportive learning environment should be organized in such a way that the relationship between teaching and real life is understood, pupils are involved in the independent solution of both educational and social problems, can use various sources of information, and can systematically and independently increase the stock of knowledge.

When can we expect a significant increase in training productivity? First of all, the environment should arouse lively interest in the pupil, prompt him to active work, search and discovery. At this time, his teaching activity is physically and psychologically lightened and efficiently organized. A supportive learning environment should have the qualities of flexibility and interactivity. The learning process should enable the cooperation of all pupils. Creating a supportive learning environment for the pupil means that the environment supports them to ask open questions, explore problems, conduct research and debate. A supportive learning environment has a great impact on pupils' thinking, social, emotional, physical and creative development. By creating a physically and psychologically safe and stimulating environment, teachers enable pupils to conduct independent and

group research, play games, and interact with a variety of people, i.e. fellow pupils, teachers, etc. Organizing classrooms as research laboratories allows pupils to try themselves in different roles: researcher, actor, artist, builder, scientist, teacher, parent, etc. Teachers are responsible for creating a supportive learning environment for pupils to explore, innovate, and exchange ideas. In such an environment, the teacher's role is to support pupils' self-expression, to open up new opportunities for them to achieve, and to create fertile conditions for the formation of behavior and personal qualities useful to society.

Observance of the principle of visibility of training is one of the important features for organizing a supportive environment. Any information presented to the pupil visually remains in the pupil's memory longer, and the joint use of audio-visual means allows thinking to develop in an analytical form. It is no coincidence that visibility in training is called the golden rule. Visual aids are very important, especially for pupils in primary education. Any educational material is considered visual material. The use of those resources is carried out based on the principle of visibility of training. Creating mutual relations between parents, pupils and teachers is one of the important factors of a supportive environment. Parents should be constantly involved in the educational process of pupils in various ways so that pupils feel in the psychological comfort zone. Establishing a positive and optimal relationship system of parents with the school and the teacher leads the pupil to express his inclinations and interests, wishes and needs more clearly. This also leads to the continuation of the relationship between the parent and the child in the school environment and the formation of an unbreakable, strong family bond. A pupil who feels attention and care for himself gets better results in education. Studying the environment and cultivating a personality with ecological culture is also an important tool in organizing a supportive environment. The first step in the education of the sense of environmental responsibility in the younger generation is to attract the attention of pupils to environmental problems. It is necessary to explain to them that the killer of nature is the killer of people, animals, plants – in short, all other living beings. We take back double the damage we do to nature. The air we pollute returns to our lungs, water to our whole body, and soil with food to our stomach and from there to our body. We organize the beginning of this return process ourselves. A good start is a healthy comeback.

Conclusion. It is our duty to protect the environment. The interaction between society and the natural environment has been spontaneous until now. Today, it has become clear that society must take responsibility for the future of nature, move from spontaneous interaction to conscious direction. Humanity now understands better that resources of the biosphere and other

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resources of the earth cannot be exploited intensively and spontaneously without taking into account the possibilities of nature and the interests of present and future generations. Unity of pupils with society is such a problem that it is very difficult to organize a supportive environment without ensuring its successful solution. Each pupil is a sub-component of society. Every change and innovation that takes place in society shows itself in a person's life. With reference to the demand-oriented principle of education, the changing and increasing demands and needs of society, the state and the individual should always be kept in focus. Continuous self-education of teachers leads directly to the development of pupils and their habituation to innovation, research, and independent activity. A teacher who is able to learn and develop himself instills this quality in his pupils. As a result, a classroom environment accustomed to independent activity is created. The teacher's self-education and development of professional skills determine the optimal establishment of the relationship with the primary school pupils and the teaching process.

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“Складність не в нових ідеях, а у визволенні від старих, які в тих, котрі виховані як більшість із нас, пустили корені в кожному закутку нашого мислення”.

*Джон Мейнард Кейнс
англійський економіст*

“Мудрість приходить тоді, коли істину бачиш очима душі”.

*Платон
давньогрецький філософ*

“Тільки спілкування виліковує від самовпевненості, нерішучості, сором'язливості, тільки вільний і невимушений обмін думками дає можливість вивчити людей, перевіряти їх, розпізнавати і порівнювати себе з ними”.

*Люк де Клап'є де Вовенарг
французький філософ, письменник-мораліст*

