

Увесь урок наповнений інтерактивними формами роботи. В межах цієї технології забезпечувалась активна взаємодія дітей у процесі опрацювання певних проблемних ситуацій, які побудовані на прикладах із життя. Прийоми та форми навчання, на уроці, базувалися на принципі активності самих учнів: обговорювалися актуальні проблеми, рольова гра, робота в парах, у малих групах, спільне виготовлення колажів. Гаджети стали помічниками й гармонійно використовувалися на певному етапі уроку.

Зміст уроків усіх конкурсантів був наповнений компетентнісно-орієнтованими завданнями, а самі конкурсанти були артистичними, наполегливими, творчими, справжніми агентами змін Нової української школи, здатними продукувати та втілювати інноваційні освітні ідеї.

Педагогічна еліта – це обдарований вчитель, завжди упевнений і креативний. Саме такі вчителі зібралися на всеукраїнському конкурсі «Учитель року – 2019» у номінації «Основи здоров'я», які на практиці продемонстрували ефективну реалізацію мети предмета «Основи здоров'я» – формування в учнів свідомої мотивації до здорового способу життя, розвиток життєвих навичок необхідних для продуктивної життєдіяльності, конкурентоспроможності на ринку праці й створення власного добробуту, без шкоди для інших та довкілля, виховання достойного громадянина вільної України.

Основним висновком, що можна зробити за результатами конкурсу – це необхідність поглиблення фахової (валеологічної та медико-біологічної) підготовки/підвищення кваліфікації вчителів основ здоров'я.

## **THE EXPERIENCE OF LANDSCAPING THE YARD OF AN EDUCATIONAL INSTITUTION ON THE EXAMPLE OF ARIEL UNIVERSITY (ISRAEL)**

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The issue of landscaping and landscaping is especially relevant for educational institutions, which in modern conditions provide not only education but also education, which is an integral part of environmental education.

Environmental education is an organized and purposeful process of forming a system of scientific knowledge about nature and society, views and beliefs that ensure the formation of responsible attitude of young people to nature, a real indicator of which are the practical actions of students and students in relation to the environment, meeting the standards of human morality [2].

Ecological education is a set of ecological knowledge, ecological thinking, ecological outlook, ecological ethics, ecological culture. The main purpose of environmental education is: to acquire scientific knowledge of the environment, the complex interconnections in nature that have developed over a long historical development; formation of knowledge and research skills aimed at the development of intelligence, creative and business activity; understanding of contemporary environmental problems and awareness of their relevance to themselves; formation of ecological consciousness and personality culture, self-awareness part of nature [1].

Ecological oriented pedagogy is the basis of ecological education of students and students. It covers the principle of nature, the ecology of the social environment, the ecology of the human inner world, the greening of education and upbringing.

The founders of the development of ecological education of young people were O. Zakhlebny, I. Zverev, I. Suravegina, who substantiated theoretical foundations, developed conceptual provisions and laid the foundation of environmental education [3].

V. Krysachenko, I. Pavlenko, G. Pustovit, S. Skrypnyk, L. Simonova etc. were engaged in fundamental research in the field of ecological education.

The theoretical basis of modern research on the problems of upbringing of the younger generation is the theory of continuous ecological education (G. Karova, M. Kiselev, M. Mammadov); ideas of ecological education of children and young people and their application in pedagogical researches (L. Bilyk, L. Lukyanova, G. Marchenko, O. Plakhotnik, N. Pustovit, A. Stepanukt, etc.).

Ecological education, which partly reflects the methodological, organizational and technological aspects of the implementation of nature conservation measures, was addressed by N. Kazanishena, N. Kot, N. Lysenko, L. Lukyanova, R. Naumenko, Z. Plohiy, M. Sonnova and others.

Under the improvement of the territory is understood its arrangement – the arrangement of sidewalks, access roads, flower beds, lawns, outdoor lighting, fencing the territory, planting trees, shrubs and more.

Landscaping – Cultivation in the areas of a plant education yard to improve the quality of the environment.

Landscaping and landscaping is a large set of works aimed at improving the appearance of the site, giving it an attractive view in terms of landscape design, improving the level of comfort and appearance.

Many scientists describe in their works ways of landscaping the territory of the educational establishment, the plants that can be used for it, ways of their cultivation and care. In recent years, a number of scientists have been engaged in the study of green spaces in general and the greening of educational institutions, as noted in the works of V.I. Bilous, V.P. Kucheryavy, O.A. Kalinichenko, L.M. V. M. Chernyak, L.I. Rubtsov.

The territory of Ariel University is greened by the creation of vertical green fields (Fig. 1-2.).



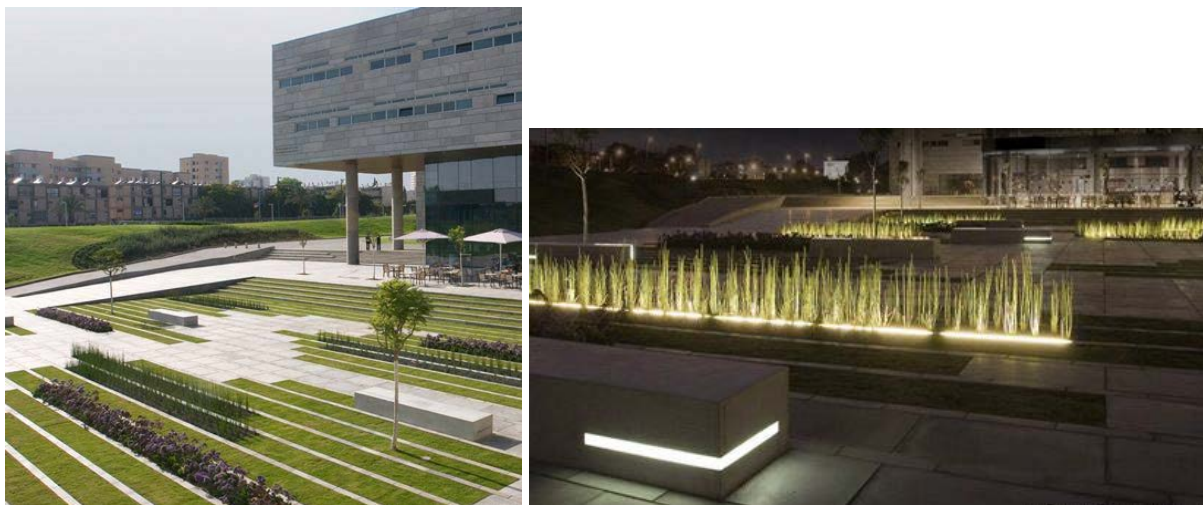
**Fig. 1-2.** Vertical green fields (Ariel University (Israel))

At the heart of the green walls is a strong and lightweight construction that moves on a modular principle that allows you to vary the height and the total area. The standard modules are rectangular parts of size 30x40 cm, which in turn consist of smaller cells of size 6x15 cm. The modules are made of particularly durable plastic. Plants are planted tightly, which saves not only the area, but also the flow of water, which, thanks to a special drainage system, penetrates from cell to cell without losing moisture. Water supply is strictly controlled, as water in the southern latitudes is of great value.

Vertical fields save space, which is quite important in the conditions of shortage of agricultural land and urban landscaping. A green wall of 1,000 square meters occupies about 60-70 centimeters of soil surface. Vertical fields enhance and beautify the modern urban environment, because 800 square meters of green space can absorb about 400 tons of harmful gases per year, offset the harmful effects of two kilograms of heavy metals, produce enough oxygen for consumption by 500 people per year, and absorb 450 vehicles. Every two quadrants of a vertical green wall correspond to a 15-meter tree by its productivity.

When greening the territory of an educational establishment, it is necessary to create an aesthetically attractive, socially comfortable environment. The courtyard is decorated with sculptures, flower beds, flower beds, fountains.

Ariel University was originally blessed with the help of planted shrubs and trees with illumination (Fig. 3-4).



**Fig. 3-4.** Green plants with backlight in the yard (Ariel University (Israel))

It is recommended to plant trees that have a long or year-round decorative effect. These can be pines, spruce.

You can also use beautiful flowering trees, bushes: cypress, ficus sycamore, tamarisk, oleander and pistachio. Concrete ledges serve as benches for rest. The landscaped design creates a seating area where students can spend their free time between classes. Concrete performances for benches, which are surrounded by greenery, are perfectly combined with the concrete buildings of the university. Lighting in the dark creates a bright green color and makes the school attractive. Created environmentally friendly environment favorable for the education and upbringing of students.

Functional zones of educational establishment for realization of their landscaping are defined: educational, educational-production, educational-research, physical-sports, rest, economic, residential. The landscaping area of the land must be 45-50% of the total land area (including landscaped rest areas, vegetable and berry growing areas, protection strips and shrubs planting around the perimeter of the area). The landscaping of the backyard of the educational institution must be diverse and aesthetically pleasing, creating a favorable visual environment. Floral decoration should concentrate at the entrance to the courtyard, in front of the building facade.

The functions of green space in the courtyard of the educational establishment are substantiated: protective, sanitizing, decorative, educational. The usefulness of landscaping is the rational use of volatile, tonic, air-purifying properties of vegetation. All this in a complex creates a healthy and aesthetic environment. Knowing the nature of students, students become harmoniously developed and comprehensively aware personalities, which is an important element of the modern educational process.

The technology of landscaping of the yard of the educational establishment is developed, which includes an assortment of trees, shrubs and flowering plants.

The international experience of landscaping the courtyard of an educational institution based on the example of Ariel University (Israel) is explored.

The author's project of the ecological competition «Landscaping the Courtyard of the Institution of Education» was developed for students and students, aimed at:

- identify, support and develop the creative abilities of talented students and students interested in environmental research;

- creating conditions for the intellectual and spiritual development of gifted youth, by involving them in research and project activities;
- formation of ecological personality culture and responsibility for preservation of the natural environment;
- Involvement of student and student youth in the work on improving outdoor landscaping and landscaping of the educational establishment.

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### ON THE FUNCTIONING PROGRAMS FOR CHILDREN'S HEALTH AND RECREATION IN UKRAINE AND ISRAEL

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Prominent places in the organization of meaningful leisure, recreation and health improvement for children and students are occupied by summer children's health camps (hereinafter SCHC). Educational work at SCHC includes a combination of recreation, sports with cognitive, aesthetic, wellness activities. The content, forms and methods of work in SCHC are determined by its charter, pedagogical team and are based on the principles of initiative and activity of children and student youth, democracy and humanism, development of national and cultural and historical traditions, priority of universal spiritual achievements and values.

In accordance with the Law of Ukraine «On Recreation and Health Improvement of Children», we define the basic conceptual and terminological tools of research:

**Rest shift** – period of stay of the child in the children's institution of health and rest at least 14 days;

**Wellness change** – period of stay of the child in the children's institution of health and rest not less than 21 days, during which the child receives health and rest services;

The wellness program is a package of documents that determine the amount of funding.

Education of students is a complex and multifaceted process of personality formation, creation of optimal conditions for physical, mental, and social development. Educational work in summer children's camps has several specific features:

1. The educational process in the summer wellness camp is planned and carried out considering that the children are completely separated from the family, parental care and protection, their educational impact. Therefore, the pedagogical staff of the camp should ensure the full life of children.

2. All types of educational activities are carried out in temporary multi-age groups, with different social experiences of children, living conditions and upbringing.

3. Educational work is based on the principles of voluntary participation of children in various affairs, in the free choice of their classes.

4. The short period of existence of the camp staff requires a clear start and completion of the camp change, a mandatory assessment of each child's activity.