THE DEVELOPMENT OF GREENHOUSE FARMING AT SCHOOLS

Abstract. The article investigated the programs and ways of developing greenhouse farming at schools. A knowledge of theoretical basis and method of teaching biology are not enough for the teacher to organize a process of teaching correctly and scientifically. Moreover, the teacher should know common psychological regularities together with forming capabilities and skills, thinking and learning skills. That is why, it is very important to show pupils the process of development an agricultural works beyond biology lesson. The practical works will be indicators of involving the pupils into labor. Teaching and educating are double sided process and it will be an effective only by combined efforts of both teachers and learners. Practical learning improves the awareness and creativity, forming of life processes and biological concepts, strengthens scientific and research works, provides with research methods of biology science, directs the pupils to get proper profession in agricultural sphere and teaches them to appreciate and respect the agricultural jobs.

Keywords: programs, stages, industrial, experimental, ecologic.

The school greenhouse should become not only a center for practical work in biology and young naturalists, a laboratory for the study of plant physiology, but also a research laboratory for the production of high quality vegetables and crops in greenhouses.
Involving into labour and professional training of the younger generation is important in the general education system. In society, children understand that to live and work, only work is the basis of a successful life.

**Goals and objectives of greenhouse development:**

*The goal:*
- Development of cognitive interest of students in the subjects of the natural biological cycle through industrial training, conducting experimental and research work.

*Responsibilities:*
- Formation of ecological culture of schoolchildren, the basics of rational agriculture and integrated school landscaping.
  - Increasing the importance of indoor playgrounds in the educational activities of the institution to provide the school's learning and experimental areas with flower and vegetable seedlings, as well as products to reduce the cost of school meals.
  - Development of entrepreneurial skills of students, the study of algorithms for starting a business.
- Education on environmental protection.

**The content of activities by stages**

*Preparatory stage:*
- Determining the location of the greenhouse, taking into account the possibility of lighting, wind protection, power supply.
- Holding a general meeting of the student labor team, creating new contacts with the team to work in the greenhouse.
- Collection of literature on the work plan in the greenhouse.
- Structuring and analysis of processed information.
- Development of a design project and business plan for the greenhouse.
- Program budgeting.

*The main stage:*
The main function of the greenhouse:
1. Education.
2. Production.
3. Experimental research.
4. Ecological and educational.

1. Education:

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It is known that the whole course of biology deals with the accumulation of concrete facts and the formation of scientific concepts, the content of which is fully disclosed in the course of general biology.

From the 7th grade onwards, the school greenhouse should become a place where students can collect specific biological materials and develop practical skills. Work in the greenhouse should be related to each lesson. Work in the school greenhouse on the topics of "vegetative reproduction of flowering plants", "Flowers and fruits", "Plants - living organisms" is the basis for deep and long-term study of biological facts. Here students determine the germination of seeds, get acquainted with different methods of vegetative propagation of plants, conduct phenological observations of individual plants, determine the relationship between plant growth and development in terms of greenhouse temperature and other microclimate conditions, etc.

Thus, students collect material that can be widely used in the study of 7th grade "Flowering plants and their classification." Helps to better understand the topics of
"Bacteria", "Fungi", "Algae" by monitoring plant diseases in the greenhouse, and helps to study the class of insects in 7th grade by combating plant pests.

For greenhouse work to give maximum cognitive and educational results, it must be based on a well-thought-out and detailed plan. The plan provides for the types and varieties of plants grown in the greenhouse, crop rotation schemes, growing methods, planting and harvesting dates, as well as the timing of repair and disinfection of school greenhouses. This plan is called the cultural cycle.

The basis of the work plan of the school greenhouse is the cultural cycle. The following cultural rotations can be suggested for organizing work in a school greenhouse.

According to the results of the course "Fundamentals of Entrepreneurship and Business" in grades 10 and 11, students must create business projects to create their own agricultural enterprises, including greenhouses.

The final stage

1. Monitoring: changes in interpersonal relationships, sociometry, agronomic and economic knowledge required when working in the greenhouse.

2. Introduction to the work of the school greenhouse on the website of the school representative office.

3. Accumulation and systematization of experience in the implementation of the program.

4. Encourage program participants.

5. Publication of articles on the results of the program.

References:


