



## Chapter IV. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

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## **ЕТИКО-ЕКОЛОГІЧНЕ ВИХОВАННЯ ОСОБИСТОСТІ ЗАСОБАМИ ХУДОЖНЬОГО СЛОВА КРІЗЬ ПРИЗМУ АВТОРСЬКОЇ КОНЦЕПЦІЇ ВАСИЛЯ СУХОМЛИНСЬКОГО**

**Анотація.** Мета статті – проаналізувати авторську систему морального виховання особистості Василя Сухомлинського, виокремити літературні твори для дітей морально-екологічного змісту. Творчість видатного педагога (48 книг, 500 наукових статей, понад 1500 казок та оповідань) є важливим складником його великої педагогічної



спадщини: протягом останніх 30 років у різних видавництвах вийшли у світ його збірки казок та оповідань; художні твори для дітей видатного педагога-новатора є також компонентом навчальної літератури для дошкільних закладів, початкової школи; твори педагога-гуманіста активно перевидаються не тільки в Україні (тільки на початку XXI с. вийшло 65 творів В. Сухомлинського загальним накладом понад 15 млн примірників), а й у світі, вони перекладені 59 мовами світу. Доведено, що провідною в педагогічній спадщині, зокрема й літературному доробку, В. Сухомлинського є проблема морального виховання, що являла собою авторську педагогічну систему та знайшла практичне втілення в Павлівській середній школі, яку педагог-новатор очолював майже тридцять років. Наголошено, що важливими для сьогодення є концептуальні положення авторської системи морального виховання В. Сухомлинського про єдність морального виховання та природозбереження, по-новому звучить ця проблематика за умов вторгнення Росії на територію України 24 лютого 2022 року. Тому актуалізується проблема екологічного виховання дітей та юнацтва, вони повинні стати активними екологами – рятувальниками рідної природи, довкілля, відповідно педагоги повинні розробити комплекс екологічних заходів природозбережувального змісту, розробити нову філософію формування екологічної культури особистості впродовж усього життя, надати екологічному вихованню особистості нового звучання, зокрема практико орієнтованого напрямку. Зроблено висновок, що в цьому процесі можна використати творчі здобутки В. Сухомлинського, чії літературні твори для дітей є ефективним засобом формування етико-екологічного виховання дітей та дорослих, оскільки ці твори – це кодекс моралі, настільна книга, яку читати потрібно щодня, щоб правильно будувати свої стосунки з природою, щоб дбати про неї, охороняти її, піклуватися про все живе, це своєрідні педагогічні заповіді того, як бути Людиною і за сьогоденних умов зрости дієвим екологом, щоб зберегти не тільки природу, а й Україну.

**Ключові слова:** В. Сухомлинський, авторська система, педагог-новатор, морально-екологічне виховання, літературні твори для дітей, екологічна культура, Нова українська школа.

## ETHICAL AND ECOLOGICAL PERSONAL UP-BRINGING BY MEANS OF LITERARY WORDS THROUGH THE AUTHOR'S CONCEPT OF VASYL SUKHOMLYNSKYI

**Abstract.** The aim of the study is to analyze the author's system of ethical and ecological education of the personality of Vasyl Sukhomlynskyi, to characterize the creative heritage of the scientist, to single out literary works for children with a moral and ecological content.

Leading in the pedagogical legacy, in particular the literary work, of the outstanding Ukrainian scientist V. Sukhomlynskyi is the problem of moral education, which was the author's pedagogical system and found a practical embodiment in the Pavlysh secondary school, which the innovative teacher headed for almost thirty years. The conceptual provisions of the author's system of moral education of V. Sukhomlynskyi about the unity of moral education and nature conservation are important, especially nowadays, when the preservation of the Carpathian Mountains is gaining national importance, and the problems of ecological education of the individual are becoming an important condition for sustainable development in its global dimension. This problem sounds in a new way under the conditions of Russia's invasion of the territory of Ukraine on February 24, 2022, which caused the destruction of ecosystems, natural resources, chemical pollution of territories, waters, etc. Therefore, the problem of ecological education of children and youth is becoming actualized, they should become active ecologists-saviors of native nature and the environment, accordingly, teachers should develop a set of environmental measures of nature conservation content, develop a new philosophy of the formation of ecological culture of the individual throughout life, give ecological education of the individual a new sound, in particular practice oriented direction. It is proven that in this process it is possible to use the creative achievements of V. Sukhomlynskyi, whose literary works for children are an effective means of forming ethical and ecological education of children and adults. Each fairy tale or story with an environmental content offers the reader an invaluable moral lesson. These works are a moral code, a table book that you need to read every day in order to build your relationship with nature properly, to protect it, to take care of all living things, they are a kind of pedagogical commandments on how to be a person and, under today's conditions, to grow into an effective environmentalist in order to preserve not only nature, but also Ukraine.

**Keywords:** V. Sukhomlynskyi, author's system, teacher-innovator, ethical and ecological education, literary works for children, ecological education, New Ukrainian school.

### INTRODUCTION

**Formulation of the problem.** Nowadays, all of humanity is united around the idea of sustainable development: it is seen as an ideology for the survival of human civilization. This problem was especially aggravated under the conditions of the Russian-Ukrainian war, when the Russian invaders staged a terrible genocide of Ukrainians and destroyed the infrastructure of Ukraine. Thus, according to the Ministry of Environmental Protection and Natural Resources of Ukraine (the final data on the loss of national natural resources will be made public after the war), as of March 1, 2022, Russia was conducting military operations on the territory of 900 objects of the nature reserve fund, the area of which reached 12,406, 6 square meters km, and this is almost a third of the area of the entire nature reserve fund of our state. About 200 territories of the Emerald Network (these are the habitats of flora and fauna, located on an area of 2.9 million hectares) are currently under threat of destruction, and these are thousands of species of plants and animals in the South and East of Ukraine, which have a particularly important role for protection of rare plants and animals and preservation of the Earth's climate. They are now in the field of active hostilities, which threatens their existence. The forestry industry of Ukraine has suffered great losses, the Russian invaders cut down and destroy forests, the hostilities cause a great threat to the breeding of offspring of many mammals (especially moose, which is a rare species in Ukraine and listed in the Red Book, and other animals), birds that need peace for breeding offspring



(Nature and War, 2022). Particularly dangerous not only for Ukraine, but also for the whole of Europe is chemical and nuclear pollution as a result of shelling by Russian troops of military facilities, industrial infrastructure, chemical enterprises, storage facilities for ammunition, petroleum products, airports, civilian facilities, thermal, electric, and nuclear power plants, including the Chernobyl NPP, fires at them, etc. (in just 20 days of the war, Russia launched about 900 missiles of various types and calibers). Pollution of soils, the Black Sea and the Sea of Azov by the Russian military fleet has enormous damage to the natural territories of Ukraine (Nature and War, 2022). All these problems caused the destruction of ecosystems, natural resources, chemical pollution of soils and waters, the reduction of biological species of plants and animals, etc. Therefore, after the end of the war, it is important to take care of the restoration of the environment, the revival of ecosystems. In this complex process, a great role is assigned to children and youth, who must become active ecologists on their native land, as well as teachers, who must develop a set of environmental measures aimed at restoring nature. It is necessary to provide environmental education of students with a practically oriented direction, which will include environmental initiatives aimed at restoring the environment. In other words, it is necessary to raise the level of environmental awareness of schoolchildren and students. In this process, we assign an important role to the author's system of an outstanding teacher of the 20th century Vasyl Sukhomlynskyi and his works for children.

Basic educational documents of Ukraine (State standard of primary education, 2019; Law of Ukraine on environmental protection, 1991; Concept of environmental education of Ukraine, 2002; Law of Ukraine "On the Basic principles (strategy) of the state environmental policy of Ukraine for the period up to 2030", 2019; etc.) emphasize the importance of environmental education of the growing generation. For example, the "Concept of Environmental Education" (2001) (Concept of environmental education of Ukraine, 2002) is based on the Law of Ukraine "On Environmental Protection" (in particular, Article 7 "Education and upbringing in the field of environmental protection") (Law of Ukraine on environmental protection, 1991). In the "Concept of Ecological Education" it is emphasized that ecological education is a holistic and complex cultural phenomenon, it includes the processes of learning, upbringing, and personality development, aimed at the formation of ecological culture, and envisages the "greening" of educational disciplines and training programs (Concept of environmental education of Ukraine, 2002). Therefore, it is appropriate to turn to the works of Vasyl Sukhomlynskyi of ethical and ecological content, which are an important means of forming the environmental consciousness of education seekers.

**Analysis of recent research and publications.** Ukrainian and foreign researchers are actively studying the problems of ecological personality education. For example, the works of national scientists (H. Bilavych, L. Vysochan, V. Bondar', S. Honcharenko, S. Deryabo, O. Zakharenko, I. Zyazyun, O. Zakhlebny, I. Zverev, T. Kucher, N. Kurylenko, L. Lukyanova, V. Medina, N. Menchynska, L. Nemets, N. Oliynyk, N. Pustovit, G. Pustovit, O. Savchenko, S. Sysoeva, S. Sovgir, I. Suravegina, N. Fedchyshyn, L. Khomych, T. Yaprinets, etc.) analyzed general pedagogical and psychological aspects of ecological education of children and youth; Ukrainian scientists studied the foreign experience of environmental education (N. Bidiuk, I. Zadorozhna, T. Kuchai, G. Marchenko, Ya. Polyakova (Great Britain), D. Kvasnychkova (Czech Republic), O. Romanova (Belarus), I. Rudkovska (Germany), D. Tsyh (Poland), etc.). Ukrainian pedagogical studies attach great importance to the analysis of the creative heritage of V. Sukhomlynskyi, a whole direction was started by so-called "sukhomlynistics" (M. Antonets, L. Berezivska, L. Bodnar, V. Davilova, N. Dichek, L. Zalitok, G. Tkachenko, O. Petrenko, O. Savchenko, O. Sukhomlynska, M. Yarmachenko, etc.), where the legacy of V. Sukhomlynskyi is explored in the context of various scientific problems. However, Ukrainian scientists have not deeply studied the problem that we are considering in this article.

#### **AIM AND TASKS RESEARCH**

**The aim of the study** is to analyze the author's system of ethical and ecological education of the personality of Vasyl Sukhomlynskyi, to characterize the creative heritage of the scientist, to single out literary works for children with a moral and ecological content.

#### **RESEARCH METHODS**

Research methods: theoretical analysis of scientific literature; historical-pedagogical, systematic analysis of pedagogical ideas, practical experience of V. Sukhomlynskyi and the problem of moral personality education in his work; system-structural analysis of the creative heritage for children of V. Sukhomlynskyi and its evaluation; content analysis of textbooks on the Ukrainian language, literary reading, textbooks, collections for extracurricular reading, etc. for elementary school; observations, surveys of schoolchildren, teachers and parents regarding the attitude to the literary works of V. Sukhomlynskyi, the method of expert evaluations, generalization and systematization of research materials, etc.

#### **RESEARCH RESULTS**

Vasyl Sukhomlynskyi's creativity is an important component of his great pedagogical heritage. In Ukraine, children and adults know him as a teacher as well as a children's writer. During the last 30 years, his collections of fairy tales and short stories have been published by various publishing houses; the works of art for children of the outstanding teacher-innovator are also a component of educational literature for preschool institutions, primary school. The creative heritage of V. Sukhomlynskyi consists of 48 books, 500 scientific articles, and more than 1,500 fairy tales and stories. The works of the humanistic teacher are actively republished not only in Ukraine (only at the beginning of the 21st century, 65 works of



V. Sukhomlynskyi were published with a total circulation of over 15 million copies), but also all over the world, as they have been translated into 59 languages.

There are some works that are really important for our research. They are "Spiritual World of a Schoolboy", "Moral Ideal of the Young Generation", "One Hundred Tips for a Teacher", "Work and Moral Education", "Parental Pedagogy", "Letters to a Son", "Problems of Raising a Comprehensively Developed Personality", "Book about love", "How we raised a courageous generation", "Pavlysh secondary school", "I give my heart to children" (published in 1969, published in 32 world languages, has 55 editions) and others. Let us emphasize that in China in 1998 V. Sukhomlynskyi's "Textbook of Ethics" was published (Sukhomlynskyi, 1998); in 2003 in the USA in the textbook "Thinking Trees and Laughing Cats: "Thinking Curriculum for Pre-School", which is part of the integrated course "Philosophy for Children" (authored by scientist-philosopher Matthew Lipman), it was published two stories of the Ukrainian teacher "What's better?" and "I want to say my word" (Thinking Trees and Laughing Cats); in Australia, a researcher Alan Cockerill actively popularizes in the English-speaking world through the Internet network the literary works for children of V. Sukhomlynskyi, in 2013, with his assistance, an English-language edition for children was published i.e. a collection of 19 stories and fairy tales of V. Sukhomlynskyi "World of Beauty. Tales from Pavlysh" (Starykova, 2017, 123-124), the Australian scientist prepared and published this work not only in English, but also in Chinese, Ukrainian and Russian, and he also prepares the monthly newsletter "Sukhomlynsky News" that is an online publication covering more than 25 issues, each of which must necessarily contain 3-4 works of art for children by V. Sukhomlynskyi with illustrations (Stories for Children) (Sukhomlynsky News). Therefore, foreign researchers and popularizers of Vasyl Sukhomlynskyi's work are actively paying attention to the moral component of the literary heritage of the innovative teacher.

In our opinion, literary works for children by V. Sukhomlynskyi (his mini-stories, fairy tales) are an important factor in ethical and ecological education. They provide an answer to any question related to the education of a moral personality. The humanist teacher created a peculiar alphabet of morality, which can serve as a basis for the education of real people. He successfully tested this author's system for thirty years at the Pavlysh School, the leading pedagogical ideas of his innovative pedagogical concept should be updated under today's conditions.

This is evidenced by the results of our survey conducted among schoolchildren, parents, and teachers in Ivano-Frankivsk. Our respondents note that V. Sukhomlynskyi's stories and fairy tales are "easy to read", "concisely reflect the current problems of today", "are written in an accessible, understandable way", "are not outdated", "the texts are very moving", "individual stories evoke mental pain", "you read the works of V. Sukhomlynskyi and you become purer, kinder", "they are like a secular bible of morality", "they should be read to children from a young age", "they are very interesting, they cling to the living", "they bring up humanity, which is so lacking today", "they teach to treat parents respectfully", "they teach to be attentive to other people's pain", "they teach a sensitive attitude towards lonely elderly people", "they teach how to raise children correctly", "they emphasize that children should be encouraged to work, "they teach not just to love nature, but also to protect it", "raise love for plants, animals, all living things" etc.

To the question of the questionnaire "Is it necessary to study works of art for children of V. Sukhomlynskyi?", all respondents answered "yes" without exception. Therefore, we recommend them for study in primary school, for use in the educational process (both academic and educational). This is the great practical significance of V. Sukhomlynskyi's creative heritage for today. Therefore, the children's works of V. Sukhomlynskyi should be widely popularized in the new Ukrainian school. This conclusion is prompted by the results of the content analysis of individual Ukrainian language and reading textbooks used by younger schoolchildren. Thus, in the textbook for the 3rd grade of the new Ukrainian school (NUS) "Ukrainian language and reading" (Part 1) (authors K. I. Ponomaryev, L. A. Hayov) there is not a single work of V. Sukhomlynskyi. The works on moral and ethical topics occupy an insignificant place (Ponomaryova, & Gayova, 2020). And in O. Ya. Savchenko's textbook "Ukrainian Language and Reading" (Part 2) (Savchenko, 2020) there are 4 works of V. Sukhomlynskyi: in the section "Without words there is no language, and without language - books..." the mini-work "Sleeping Book" (p. 34) dedicated to the education of love for reading, books; in the section "Everything will come true" - "Sunny day in winter" (p. 61) about the beauty and richness of nature; in the section "Accept all that is good, and correct what is not good..." of the story "Beautiful words and a beautiful deed" (p. 133) - the only work that violates moral issues, it talks about the education of a child's moral behavior; in the section "Sparks of creativity" - "Singing feather" (p. 155), this work actualizes spiritual and aesthetic problems related to the philosophy of creativity, the uniqueness of creativity. In our opinion, this work by V. Sukhomlynskyi is inappropriate to study in the 3rd grade, since such a deep philosophical content is difficult for a child of primary school age to grasp.

As for the textbook "Children's Textbook 3rd - 4th grade" (by Tetiana Stus) (Textbook of modern Ukrainian children's literature in the 3rd and 4th grades of the "School Library" series, 2016), which is used by 3rd grade students, the situation regarding studying the works of V. Sukhomlynskyi is very unfavorable: not a single work of the teacher is included. In such a situation, it is advisable to use O. Savchenko's textbook "Literary reading. Ukrainian Language" (2013) (Savchenko, 2013). In contrast to modern textbooks for NUS, the educational aspect is presented in this book much deeper and wider. For example, the proposed textbook by O. Savchenko (2013 edition) contains a number of works by V. Sukhomlynskyi, aimed not only at educating the moral feelings of elementary school students ("Shame on the nightingale" (p. 12), "Beautiful words and a beautiful deed" (p. 114), "The horse ran away" (p. 115)), as well as works that introduce children to the genius of the Ukrainian people, Taras Shevchenko ("The sun is setting" (p. 138), show the beauty and majesty of nature, its meaning for people, their emotions ("Sergiyko's flower" (p. 183) (Savchenko, 2013).



As we can see, there are not enough works of V. Sukhomlynskyi with ecological and moral content in the textbooks for NUS, therefore, the great moral-ethical, spiritual, ecological potential of fairy tales and stories for children is completely unused today. Under such conditions, a creative teacher can develop a theme for extracurricular reading lessons, language development, extracurricular activities, where the works of an outstanding teacher would be present. We developed the author's program "Moral lessons for students, parents, teachers by V. Sukhomlynskyi", which is aimed at educating the moral feelings of the individual. Its basis is the use of V. Sukhomlynskyi's works of art as a means of forming the moral feelings of younger schoolchildren not only in integrated lessons of the Ukrainian language and reading, but also in extracurricular reading lessons, in extracurricular academic and educational activities, the creation of an appropriate morally saturated environment, moral enlightenment of parents etc.

The implementation of the author's program on moral education also involves the preparation of teachers for the implementation of moral education of primary school students. For this purpose, in the higher education institution, in the process of studying pedagogical disciplines, subjects of the linguistic and literary cycle, methods of teaching the Ukrainian language and reading, it is necessary to expand the knowledge of students about the literary heritage of V. Sukhomlynskyi, to emphasize the importance of using fairy tales and stories in school as a factor of ethical and ecological education of students, about pedagogical conditions that will ensure the success of this process. For example, pedagogical education of parents to increase the level of their pedagogical competence. For this purpose, we advise you to use the following forms: holding a lecture "How to raise a real person", a master class "Let's read the tales of V. Sukhomlynskyi!", consultations, conversations (both individual and group), trainings, role-playing games, staging together with children during holidays Father's Day, Mother's Day, Health Day, Grandparents' Day, Nature Lesson, etc.

The implementation of the author's program "Moral lessons for students, teachers, parents from Vasyl Sukhomlynskyi" should be based on a deep analysis of artistic works for children of the innovative teacher. We analyzed 90 fairy tales and stories of a teacher-writer, which can be used in the educational process (in Ukrainian language and reading lessons, in extracurricular reading lessons, in extracurricular educational activities), in the educational process, as well as in work with teachers (for example, methodological seminar "Vasyl Sukhomlynskyi on moral education", etc.), during the organization of a lecture for parents "How to raise a real person", etc.). We will give examples of individual works of V. Sukhomlynskyi, where broad moral and ecological issues are clearly expressed (nature as a source of spirituality, nature as a source of aesthetics, nature as a source of positive emotions, nature as a source of love for the native land, the Motherland, a careful attitude to nature, daily a caring attitude towards birds, a culture of behavior in nature, the formation of nature conservation skills, the formation of skills not to disturb the harmony of nature, to see its beauty, the inadmissibility of littering in the forest, in the environment, awareness of shame for such behavior, education of mercy, sensitivity, kindness, attitude towards all living things, the ability to feel sorry for animals, the formation of the ability to empathize, the formation of the ability to describe the surrounding beauty, to choose linguistic means for this, the development of children's communicative and creative skills, the formation of the ability to be a master of words, the education of a reverent attitude to the beauty of the environment, formation of the ability to protect the environment, its beauty, preserve it for future generations, increase its beauty, harmony, perfection, awareness of nature as a source of children's creativity): "How poor they are", "Saved the ladybug", "Oak under the window", "Strange hunter", "These sparrows are crying because of the cold", "The boy wanted to pigeonhole a snowflake", "How the hedgehog was preparing for winter", "I want to say my word", "So that the butterfly doesn't get stung", "What you sow, that's what you reap", "Cranes fly away", "He hated beauty", "How a bunny warmed against the moon in winter", "The starling flew in", "I will raise a granddaughter, a grandfather", "Why is the little tit crying?", "The Bunny and the Rowan", "The Boy and the Lily of the Valley Bells", "The Singing Feather", "Sunny Day in Winter", "Shame on the Nightingale", "The Bunny and the Rowan", "The Bunny and Moon", "Stone" and others.

### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

Thus, The aim of the study is to analyze the author's system of ethical and ecological education of the personality of Vasyl Sukhomlynskyi, to characterize the creative heritage of the scientist, to single out literary works for children with a moral and ecological content.

Leading in the pedagogical legacy, in particular the literary work, of the outstanding Ukrainian scientist V. Sukhomlynskyi is the problem of moral education, which was the author's pedagogical system and found a practical embodiment in the Pavlysh secondary school, which the innovative teacher headed for almost thirty years. The conceptual provisions of the author's system of moral education of V. Sukhomlynskyi about the unity of moral education and nature conservation are important, especially nowadays, when the preservation of the Carpathian Mountains is gaining national importance, and the problems of ecological education of the individual are becoming an important condition for sustainable development in its global dimension. This problem sounds in a new way under the conditions of Russia's invasion of the territory of Ukraine on February 24, 2022, which caused the destruction of ecosystems, natural resources, chemical pollution of territories, waters, etc. Therefore, the problem of ecological education of children and youth is becoming actualized, they should become active ecologists-saviors of native nature and the environment, accordingly, teachers should develop a set of environmental measures of nature conservation content, develop a new philosophy of the formation of ecological culture of the individual throughout life, give ecological education of the individual a new sound, in particular practice oriented direction.

It is proven that in this process it is possible to use the creative achievements of V. Sukhomlynskyi, whose literary works for children are an effective means of forming ethical and ecological education of children and adults. Each



fairy tale or story with an environmental content offers the reader an invaluable moral lesson. These works are a moral code, a table book that you need to read every day in order to build your relationship with nature properly, to protect it, to take care of all living things, they are a kind of pedagogical commandments on how to be a person and, under today's conditions, to grow into an effective environmentalist in order to preserve not only nature, but also Ukraine. Prospects for further research are the preparation of the future teacher for the use of literary works of V. Sukhomlynskyi in the educational process of primary school.

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