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FORMATION OF ENVIRONMENTAL COMPETENCE IN PRIMARY SCHOOL LEARNERS

One of the strategic tasks of deepening European integration is environmental protection. Therefore, Ukraine's entry into the European space actualizes the problems of ecological education of young people.

The severity of modern problems of interaction between society and nature has set a number of new challenges for the school, which aim to prepare the younger generation to overcome the effects of negative impacts on nature, care for it, adaptation to today's environmental conditions. The whole complex of ecological problems of today needs a new understanding, a radical revision of environmental education of youth, greening of school education. It is necessary to preserve nature not only as a condition for the existence of mankind, but also as a necessary basis for its harmonious development [1:86].

Today, teachers face the primary task of environmental education - the formation of environmental competencies in the younger generation as a guarantee of environmental protection.

In the first scientific studies, the concept of “environmental competence” was identified by scientists with such as “environmental wisdom” and “environmental thinking”. Thus, in the early 80's of the twentieth century R. Bydzhieva considers environmental competence as “a set of environmental views, assessments, theories of different social groups, determined by the nature of social production and economic situation of a group as a whole” [2:17]. At the same time, environmental competence is identified with environmental knowledge, which is based on the idea of nature as a self-destructive system.

Somewhat later, A. Kocherhin, Y. Markov, N. Vasyliiev made an attempt to study the specifics of the formation of environmental competence, which in their view is an important condition for solving many pressing environmental problems. According to them, ecological competence is a reflection of social, natural and specific socio-ecological laws of the system “nature – society”, which act as an object of reflection of this form of consciousness [3:53].

In the formation of environmental competence, the leading role belongs to the primary school, which is one of the first links in the formation of man - a citizen. The main task of primary general education is to acquire basic knowledge about nature and its relationships, the development of emotional and value attitudes to nature, the formation of skills of environmentally sound behavior, as well as the formation of humanistic values, where the values of nature and society are defined as leading (National Doctrine of Education Development of Ukraine, Law of Ukraine “On

Education”, State Standard of Primary General Education, Concept of Environmental Education of Ukraine).

The main traits of personality are formed in early childhood, and communication with nature occupies a prominent place in the child of primary school age. To ensure the effective formation of environmental competence in primary school students, teachers need to highlight the environmental potential in each subject. The leading role belongs to the natural education field and lessons of literary reading, during the study of which it is possible to form the scientific basis of environmental activities of junior schoolchildren. One of the subjects where you can develop environmental competence in primary school learners is English.

English as a subject has a huge educational and developmental potential. The methodological literature raises the question of more effective use of language in the process of its study. English is an effective factor in socio-economic, scientific, technical and cultural progress of society and as a means of communication. Therefore, it can and should be used in terms of environmental education and healthy living. English has greater opportunities to strengthen the various areas of education of harmoniously developed personality, including environmental, designed to form a caring attitude to nature as a public and personal value.

Work on the formation of the foundations of environmental competence in English lessons should be carried out consistently. To implement the first stage of the system of work on the formation of the foundations of environmental competence in students in the process of learning English classes are held, where new vocabulary is studied. Classes are held in such a way as to ensure the gradual enrichment of children's knowledge according to age: from basic ideas about the objects of nature of the immediate environment (domestic animals, wild animals, insects, etc.) to large-scale natural phenomena (changing seasons, weather conditions, meteorological phenomena, etc.).

The following exercises can be suggested for the introduction and consolidation of new vocabulary on environmental issues:

- *Phonetic drill*

Whenever the weather is cold.

Whenever the weather is hot.

We'll whether the weather,

Whatever the weather,

Whether we like it or not.

- *Drawing dictation*

It is summer. The sun is shining brightly. There are no clouds in the blue sky. The ground is covered with green grass. There is a large apple tree. It has many branches and green leaves. There are many red apples in the tree. Under the tree there are many yellow, blue and pink flowers.

- *Eliciting* – write as many words as possible that begin with the specified letters.

A – alligator, ant

N – nutria, numbat

I – iguana, insect

M – monkey, mouse

A – antelope, alpaca

L – lion, lizard

- *Find the odd one out*

1. horse – fox – wolf – lion
2. tail – horns – ears – scales
3. mouth – legs – nose – eye
4. sheep – rabbit – canary – tiger
5. shark – bear – dolphin – piranha

- *Choose the correct item*

1. Elephants only have four teeth to chew/digest their food.
2. The platypus is a mammal, but it hatches/lays eggs.
3. We have to protect quiet/wild animals from poachers.
4. Pollution can harm/save the environment.
5. Don't be frightened of my dog – he isn't dangerous/friendly.

- *Which of the animals has got:*

1. a long tail?
2. long legs?
3. thin legs?
4. small eyes?
5. a thick neck?

- *“Group work”* - each group must think of words and phrases describing their season.

<p style="text-align: center;">Summer</p> <p>June, July, August hot weather summer holidays flowers of many colours green trees</p>	<p style="text-align: center;">Autumn</p> <p>September, October, November grey sky clouds rain wind yellow and red leaves many fruit and vegetables</p>
<p style="text-align: center;">Winter</p> <p>December, January, February cold weather snow no leaves white ski, sledge, make snowmen winter holidays</p>	<p style="text-align: center;">Spring</p> <p>March, April, May birds green leaves warm weather beautiful flowers</p>

The next step in the system of work on the formation of the foundations of environmental competence in English lessons is the formation of learners' ability to use in a complex of both foreign and environmental knowledge. Learners can do exercises aimed at developing new skills based on environmental thinking and consciousness:

- *The two faces of the world*. It is a game where posters of a positive and negative future world are created. When we think about the future we have both hopes and fears. Alone or in groups the learners can express them by creating posters with “the future face of the world”, the sad face of the world and the happy face of the world.

- *Favourite Place in Nature*. Where is your favorite place in nature? Write a description, draw or picture or describe the place to your partner. What makes it special?

Ecological projects. Involves the creation and presentation of collective or individual environmental projects, such as solving environmental problems in the hometown.

This system of educational influences on learners during the study of English provides:

- deepening, clarifying and systematizing children's knowledge about nature and its relationships;
- development of emotional and sensory sphere, education of moral and aesthetic feelings (positive attitude to nature as a complex whole organism and its objects and phenomena; children's orientation to nature conservation, love for it);
- teaching of children in environmentally sound behavior in nature;
- mastering and functionally adequate use of English vocabulary of ecological content.

Primary school is the first link in the education of ecological culture, ecological thinking, the acquisition of ecological knowledge. From the earliest school age, the process of forming ecological feelings should be promoted and the most important ecological knowledge should be instilled in children. The formation of environmental competence in English lessons is an integral part of educating not only the responsible attitude of students to the socio-natural environment, the formation of environmental, spiritual and moral values and guidelines, but also promotes skills of communicative, informational and sociocultural competences based on foreign language material.

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