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FORMATION OF ENVIRONMENTAL THINKING OF PRIMARY SCHOOL STUDENTS THROUGH INTEGRATED LESSONS

The formation of ecological thinking in younger schoolchildren is one of the key tasks of modern primary education. In the context of global environmental challenges, it is important not only to transfer knowledge about the environment, but also to educate children in a conscious, responsible attitude towards nature. Ecological thinking is the ability to understand the relationships between human activity and the state of nature, to predict the consequences of one's actions and to make rational decisions in the interests of sustainable development.

The purpose of the article is to analyze the pedagogical potential of integrated lessons as a means of developing environmental thinking in primary school students and to identify key conditions for fostering environmental awareness and responsible behavior.

The scientific novelty of the study lies in clarifying the content of the concept of "ecological thinking of primary school students" in the context of integrated learning; substantiating the pedagogical potential of integrated lessons as a holistic means of forming the ecological thinking of younger schoolchildren; determining the pedagogical conditions for the effective combination of interdisciplinary content, activity and interactive teaching methods in order to develop environmental awareness, appreciative attitude towards the environment and responsible ecological behavior of primary school students.

Ecological thinking is considered as a component of a broader ecological culture, which includes knowledge, values, skills and attitudes towards the environment [1]. In primary school age, children are only forming their views and values, which makes this period extremely important for environmental education [3]. The main components of ecological culture are:

- knowledge of the relationships in nature;
- understanding of the importance of preserving the environment;
- the ability to evaluate one's own behavior towards nature;
- responsibility for the environment.

Integrated lessons are a particularly effective means of forming such thinking, as they allow you to combine knowledge from different fields (biology, natural science, literature, art), which contributes to a holistic understanding of environmental phenomena [2].

Integrated lessons are lessons that combine the content of different academic subjects around a common theme or problem. They correspond to the concept of the New Ukrainian School, where learning should be close to real life, problem-oriented

and practical. This approach not only broadens the horizons of students, but also develops their critical thinking skills, in particular ecological thinking.

In the context of ecology, integrated lessons can be applied in the following areas [4]:

1. Combining natural and social sciences. For example, studying the topic “Watershed — a natural community” may include scientific facts (biology), practical observations (natural science), and analysis of the impact of human activity on the ecosystem (civic education).

2. Application of interactive methods. The use of games, projects, eco-games, and research improves a deeper understanding of environmental problems and develops observation, analysis, and evaluation skills.

3. Practical activities. Excursions to nature, observation of seasonal changes, and participation in environmental protection activities create conditions for experiencing environmental problems on a personal level, which worsens the formation of an appropriate attitude towards the environment.

4. Project activities. Environmental projects do not allow students to independently investigate problems, seek solutions, and present results, which develops not only knowledge, but also thinking and communication skills. This approach is confirmed by research on the integration of project activities into the course "I Explore the World".

The development of environmental thinking in primary school students represents a complex yet essential pedagogical objective. Integrated lessons that incorporate interdisciplinary content, along with interactive and project-based activities, provide effective conditions for fostering environmental awareness, competencies, and values. Such an approach enables young learners not only to deepen their understanding of nature but also to recognize their personal responsibility in its preservation.

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