



Oksana Onopriienko – Doctor of Pedagogical Sciences, Senior Researcher, Corresponding Member of the National Academy of Educational Sciences of Ukraine, Head of the O. Ya. Savchenko Department of Primary Education, Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine.

Research interests: theory of primary education, monitoring of academic achievements in primary school pupils, methods and practice of teaching mathematics in primary school, STEM education in primary school.

✉ oks_on@ukr.net

id <https://orcid.org/0000-0002-0301-1392>

Tetiana Pavlova – applicant of a degree outside of PhD studies, specialty 011 Educational and Pedagogical Sciences, Researcher at the O. Ya. Savchenko Department of Primary Education, Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine.

Research interests: environmental education of primary school pupils, comparative studies in the field of natural science education in foreign practices.

✉ tetpav@ukr.net

id <https://orcid.org/0000-0003-2388-6636>



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PRIORITIES FOR DEVELOPING ENVIRONMENTAL COMPETENCE OF THE PUPILS' PERSONALITIES IN GENERAL SECONDARY EDUCATION UNDER CONDITIONS OF UNPREDICTABLE INFLUENCES

Abstract. The article highlights the priorities for developing environmental competence of the pupils' personalities in general secondary education under conditions of unpredictable influences.

The significance of environmental education is substantiated as a means of social influence and a strategy for adaptation to the consequences of both military and environmental crises. The environmental consequences of the armed aggression of the Russian Federation against Ukraine are described. The potential of environmental education in primary school is revealed in terms of fostering pupils' value-based attitudes toward the environment, motivating environmentally responsible behavior, and developing systems thinking.

The article analyzes the regulatory framework for the formation of environmental competence in accordance with the State Standard for Primary Education, as well as the content of educational areas from the perspective of interdisciplinary integration of the environmental component.

An empirical study conducted among 486 pupils in grades 1-5 across four educational institutions in the Kyiv region enabled an assessment of the levels of emotional-value, cognitive, and activity-practical components of environmental competence. The findings revealed an insufficient level of implementation of the activity-practical component, which underscores the need to update methodological approaches to environmental education.

The effectiveness of the activity-based approach is substantiated as a key methodology for developing environmental competence in primary school pupils. Its relevance is confirmed in the context of national and international (PISA, TIMSS) educational quality monitoring studies, as well as through student engagement in research, project-based, and practical environmental protection activities.

The article outlines directions for further research: development of didactic models for activity-based learning, tools for monitoring the formation of environmental competence.

Keywords: environmental competence; martial law; components of environmental competence; pupil of a general secondary education.

Introduction. Global challenges such as war and epidemics have become the most significant factors contributing to environmental degradation, leading to the pollution of natural resources, the destruction of ecosystems, and adverse impacts on public health. With the onset of the full-scale invasion of Ukraine by the Russian Federation on February 24, 2022, the environmental situation in the country has significantly deteriorated. The destruction of infrastructure, explosions, fires, and chemical contamination have caused large-scale changes in the environment, which may have long-term consequences for the region's environmental security (United Nations Environment Programme, 2022; Tolochko & Bordiuh, 2024).

Among the most severe environmental consequences of the war in Ukraine, researchers D. Rawtani, G. Gupta, N. Khatri, P. K. Rao, C. M. Hussain; D. Hryhorczuk, B. S. Levy, M. Prodanchuk, O. Kravchuk, N. Bubalo, A. Hryhorczuk, and T. B. Erickson identify: pollution and scarcity of clean drinking water, which may lead to the spread of chronic diseases and reduced life expectancy; deterioration of air quality due to increased greenhouse gas emissions, posing risks of respiratory illnesses; alterations in soil profiles that reduce agricultural productivity and threaten food security. The destruction of forests, wildlife mortality, and loss of biodiversity place additional stress on ecosystems, while radioactive contamination remains a long-term threat to the environment and public health (Rawtani et al., 2022; Hryhorczuk et al., 2024).

Moreover, the war causes negative environmental consequences not only at the national but also at the global level. According to the Conflict and Environment Observatory & Norwegian People's Aid (2025), military actions exacerbate the issues of climate change, biodiversity loss, and pollution, which are components of the triple planetary crisis (Conflict and Environment Observatory & Norwegian People's Aid, 2025).

Environmental degradation is not only an environmental protection issue but also a social one, as it affects the population's quality of life and opportunities for sustainable development. A report by the World Wide Fund for Nature (WWF) emphasizes that the war in Ukraine has inflicted enormous suffering not only on people but also on nature, which is the foundation of the economy and societal well-being (WWF & BCG, 2022). This underscores the need for the development of comprehensive strategies for environmental restoration and the enhancement of ecological awareness among the population.

The war has intensified the need for expanding environmental education, particularly among primary school pupils. It is during early school age that the foundations of ecological thinking and environmentally responsible behavior are established. This life period is sensitive for the development of basic knowledge, skills, and values (Onopriienko, 2024b). These conditions are favorable for organizing environmental education as a tool for developing pupils' environmental competence, which entails not only acquiring knowledge about nature but also fostering practical skills for sustainable use of natural resources and responsible behavior in the environment (Pavlova, 2024a; Pavlova, 2024b).

The ideas of integrated learning, which involve combining content from different educational domains and cross-cutting themes, are embedded in modern concepts of primary school development (Onopriienko, 2024b). These are reflected in contemporary pedagogical literature as important

factors in the formation of environmental competence. Specifically, M. Holovko emphasizes that natural science education has not only informational but also worldview significance: it forms pupils' understanding of the interrelations between humans and nature, awareness of environmental values, and a responsible attitude toward it. Although the author analyzes the provisions of the Standard for Basic Secondary Education, these principles are entirely relevant to primary education, as it is in early school years that the foundations of environmental consciousness are laid (Holovko, 2021).

Thus, one of the key objectives of primary education is not only to familiarize pupils with ecological concepts but also to purposefully develop their ability to act in appropriate situations. These fundamental guidelines facilitate the development of children's emotional and value-based attitudes toward nature, the ability to assess the consequences of human impact, and participate in environmental protection activities.

Problem statement. Despite the inclusion of environmental components in normative documents, the potential of primary education to foster environmental competence among younger schoolchildren remains underutilized. This issue is particularly pronounced under martial law and in the context of current global challenges. Specifically, the practical component of environmental education remains insufficiently developed, which hinders the formation of a value-based attitude toward nature and the development of environmentally responsible behavior among learners.

Literature review. The study of the current environmental situation necessitates a rethinking of the relationships within the "nature-human-society" system (as per V. Vernadskyi) and the search for ways to harmonize them (Rybalka, Samodryn & Morhun, 2020). School-based environmental education plays an important role in addressing this task, as it serves as a means of influencing societal lifestyles. Scholars S. Liulenko, L. Moroz, and R. Podzerei emphasize that "...it is precisely during this age period that the foundations of environmental culture, ecological thinking, a holistic worldview, and a system of beliefs are formed, which influence a person's needs and aspirations" (Liulenko, Moroz & Podzerei, 2020, p. 16).

In academic sources, within the context of definitional issues, environmental education is viewed as a system-forming component that defines strategic goals, key directions, and principles implemented through learners' assimilation of fundamental concepts and scientific facts concerning human impact on nature; recognition of nature's value for society and individuals; and the acquisition of practical skills in rational use of natural resources and responsible interaction with the environment (Kremen, 2021).

In the works of domestic scholars such as T. Zasiakina, A. Lohinova, T. Pavlova, O. Prutsakova, N. Pustovit, and H. Tarasenko, technological approaches to school environmental education are substantiated both as a distinct element of the general education system and as an integrative one, aimed at achieving a fundamentally new educational outcome – well-developed key and subject-specific competencies. According to the new paradigm of general secondary education, the objectives and tasks of each educational field are aimed at guiding teachers toward the attainment of fundamentally new learning outcomes – key and subject-specific competencies. The result of environmental education should be the formation of pupils' environmental competence (State Standard for Primary Education, 2018).

The analysis of environmental research by T. Baibara, L. Velychko, N. Koval, O. Prutsakova, and N. Pustovit has enabled the definition of environmental competence as the practical application of patterns, rules, and principles of ecologically sound behavior.

Researchers conceptualize environmental competence as a multidimensional phenomenon, offering various approaches to defining its structural components depending on the target audience, age-specific characteristics, and the context of the educational process. For example, S. Shmaliei defines environmental competence as a systemic, integrative personal formation that combines normative, cognitive, emotional-motivational, and practical components. These components are interrelated and contribute to the development of environmentally positive activities. The scholar argues that this competence ensures the capacity to identify, comprehend, and critically evaluate

contemporary environmental processes aimed at maintaining ecological balance and promoting the rational use of natural resources. (Baiurko, 2021).

It should be noted that the report by the Ukrainian Center for Educational Quality Assessment (UCEQA), which presents the results of the third cycle of the national external monitoring of primary education quality (Lisova, 2025), refers to environmental competence in connection with natural science competence. The latter is defined in the report as an individual's ability to apply scientific understanding of nature, methods and tools of natural sciences, technology, and engineering in practical activities for explaining natural phenomena, predicting environmental changes, making decisions regarding environmental behavior, and fostering a conscious attitude towards nature and its preservation (Lisova, 2025). Within this official framework, environmental competence is viewed as a key, though partial, dimension focused on the formation of pupils' sustainable knowledge about the environment, a value-based attitude towards nature, and readiness to act responsibly in interaction with the surrounding environment. Thus, environmental competence is not considered an isolated component but an integrated aspect of natural science competence that directly fosters pupils' ability to understand, analyze, and practically influence environmental processes in their living environment.

In the structure of primary school pupils' environmental competence, researchers O. Koval and I. Pohasii distinguish the following components: a motivational and value-based component, comprising needs, motives, interests, value orientations, and a focus on realizing ecologically oriented professional abilities; a cognitive and activity-based component, encompassing ecological knowledge, skills, and abilities, as well as practical readiness for ecologically appropriate activities; and a personal-reflexive component, including personal qualities important for environmental activity, such as cooperation, responsibility, communicativeness, empathy, optimism, emotional resilience, and reflection (Koval, & Pohasii, 2019).

The scientific study by M. Marusynets also confirms the multidimensionality of the structure of environmental competence. Based on an analysis of psychological and pedagogical literature, the researcher identifies three main structural components: motivational-value, cognitive-perceptual, and activity-creative. The author emphasizes that these components ensure ecological balance in relationships with nature and enable the effective preparation of future teachers for organizing environmental activities (Marusynets, 2022).

In particular, the motivational-value component is seen as a dynamic entity that unites the motivation to acquire experience in environmental activities based on a value-based attitude toward nature. The cognitive-perceptual component entails the perception, comprehension, and interpretation of environmental knowledge, the formation of concepts, and the development of critical thinking concerning the environment. The activity-creative component focuses on pupils' acquisition of practical experience in environmental activities and the formation of creative ways of interacting with the natural environment.

Thus, a comparison of the structural approaches proposed by O. Koval, M. Marusynets, I. Pohasii, and S. Shmaliei allows us to conclude the essential unity of the basic components of environmental competence, encompassing cognitive, value-based, emotional, activity-based, and personal dimensions. These approaches form the foundation for the author's proposed structure of environmental competence among primary school pupils, which reflects intercomponent unity and ensures comprehensive coverage of all key aspects of its formation at the primary school age. Each of the identified components performs a specific function in this process, namely:

- cognitive component: the level of pupils' environmental knowledge, including awareness of basic ecological concepts and laws of nature; understanding of cause-and-effect relationships in nature; awareness of the impact of human activity on the environment and its consequences;
- emotional and value-based component: the formation of a positive attitude toward nature; awareness of its aesthetic, cognitive, and health value; understanding the need for careful treatment of the environment;

- activity-practical component: experience in practical environmental protection activities; the ability to analyze the consequences of human impact on nature, assess ecological situations, and make appropriate decisions; skills in environmentally appropriate behavior and participation in environmental initiatives.

It should be noted that the UCEQA study identified three key groups of tasks reflecting the content, cognitive, and research dimensions of scientific competency (Lisova, 2025). These tasks included the analysis of real-life situations, the assessment of human impact on nature, and the planning and implementation of research. This aligns with the structure of environmental competence we propose and demonstrates the proximity of central categories across the studies.

The generalization of scientific approaches to defining the structure of environmental competence and the analysis of the current state of environmental education in primary school reveal the necessity of a holistic and systematic approach to its formation under modern challenges, particularly under martial law.

Aim of the research. To theoretically substantiate and empirically verify effective approaches to the development of environmental competence among primary school pupils under martial law by analyzing the potential of current regulatory documents and educational practices, as well as to outline directions for improving the educational process in light of contemporary environmental challenges.

Research objectives: to summarize scientific approaches to defining the content and structure of environmental competence among primary school pupils; to examine the regulatory and legal framework for the development of environmental competence within the State Standard for Primary Education; to identify the potential of various educational areas for integrating the environmental component into the primary school curriculum; to conduct empirical research on the level of formation of the cognitive, emotional-value, and activity-practical components of environmental competence among pupils of Grades 1-5.

Research methods. A set of methods was employed in the research to achieve the stated aim and fulfill the research objectives, namely:

- theoretical methods – analysis, synthesis, generalization, and systematization of scientific sources, study of legislative documents to clarify the theoretical foundations and regulatory support for the development of environmental competence among primary school pupils;
- empirical methods – surveying pupils to assess the level of formation of the
- cognitive, emotional-value, and activity-practical components of environmental competence;
- statistical methods – quantitative and qualitative analysis of the empirical
- research results to determine the levels of environmental competence formation, identify main trends, and outline existing challenges.

The empirical research was conducted under martial law, which affected access to the sample, the organization of diagnostics, and the level of participant engagement. The assessment of environmental competence was carried out through surveys, with full adherence to ethical and anti-discrimination standards.

Results and discussion. The analysis of the regulatory framework for primary education enables the identification of the potential for integrating environmental content into the educational process and highlights the areas requiring conceptual strengthening. For this purpose, the provisions of the State Standard for Primary Education (2018) and their implementation through the content of relevant educational fields were examined.

The State Standard for Primary Education defines the requirements for mandatory learning outcomes and competencies of pupils, serving as the basis for the development of typical and other educational programs. According to the document, primary education aims to foster the holistic development of the child, their talents, abilities, competencies, and transversal skills in line with age-specific and individual characteristics, as well as to promote the formation of values, independence, creativity, and curiosity (State Standard for Primary Education, 2018).

The achievement of the primary education goals is grounded in the value guidelines outlined by the State Standard. Among them, the following are directly related to the development of environmental competence: strong health and well-being, which implies fostering a healthy lifestyle and creating conditions for harmonious physical and psycho-emotional development; the formation of an active civic position and responsibility for one's own life, development of community and society at large, especially the preservation of the natural environment. These guidelines lay the foundation for developing environmental responsibility among schoolchildren, fostering their awareness of the necessity to preserve natural resources, and encouraging active engagement in environmental protection activities.

Among the key competencies defined in the State Standard for Primary Education, environmental competence holds an important place. It involves "understanding the basics of sustainable natural resource use, adhering to environmental behavior rules, and using natural resources wisely while recognizing the importance of nature conservation for sustainable societal development" (State Standard for Primary Education, 2018).

Several other competencies within the structure of school education are closely related to the development of pupils' environmental competence:

- competencies in the field of natural sciences, technology, and engineering,
- which foster children's curiosity, their willingness to seek and propose new ideas; encourage independent or group observation and research of nature; promote hypothesis formation and drawing conclusions based on experiments; and facilitate understanding of themselves and the surrounding world through observation and investigation;
- civic and social competencies, which involve an understanding of the importance of sustainable development in the context of social life; awareness of the social, economic, and political aspects of sustainable development; a sense of responsibility for the development of the community and society; and a careful attitude towards well-being and health as elements of environmental safety;
- innovativeness, which includes openness to new ideas, initiating changes in the immediate environment (classroom, school, community); and applying knowledge and skills to improve the environment through projects and initiatives. This competency nurtures pupils' readiness for environmental initiatives, particularly through project-based activities aimed at environmental preservation;
- lifelong learning, which encompasses mastering the skills necessary for continued education, organizing one's own learning environment, acquiring new information to assess educational needs, setting personal learning goals and finding ways to achieve them, and developing the ability to work both independently and collaboratively.

Thus, the development of environmental competence in primary school occurs not in isolation but in connection with other key competencies. This integrated approach ensures the comprehensive development of environmental thinking, a responsible attitude toward nature, and readiness for practical actions in the field of environmental protection.

The analysis of the structure of the State Standard for Primary Education shows that environmental competence is recognized as one of the key competencies; however, its development takes place across multiple educational fields without the establishment of a specific field dedicated solely to environmental education. This necessitated a detailed study to identify which educational fields incorporate environmental aspects and how they contribute to the development of environmental competence among younger pupils.

In the State Standard for Primary Education, the requirements for mandatory learning outcomes and student competencies are formulated across the following educational fields: language and literature (Ukrainian language, the languages of indigenous peoples and national minorities, literature, and foreign language education), mathematics, natural sciences, technology, informatics, social and health education, civic and historical education, the arts, and physical education.

An analysis of the educational fields' content revealed that the natural sciences and the social and health education fields make a significant contribution to the development of younger pupils' environmental competence. These fields promote the development of skills for environmentally appropriate behavior and the awareness of the interconnection between the environment and human health. At the same time, environmental aspects can also be traced within the content of the technology and informatics fields.

In light of this, the potential of individual educational fields in fostering environmental competence should be considered in more detail.

The natural sciences field aims to develop competencies in the natural sciences, technology, and engineering, as well as environmental and other key competencies. This is achieved through mastering knowledge, skills, and methods of activity, developing abilities that ensure successful interaction with nature, establishing the foundation of a scientific worldview and critical thinking, and fostering responsible, safe, and environmentally protective behavior in the surrounding world based on an understanding of sustainable development principles.

The social and health education field aims to develop social competency and other key competencies, an active civic position, and entrepreneurial skills. It also promotes the development of independence through personal identification, the application of healthy and safe behavior models, the preservation of one's own health and that of others, well-being, and sustainable development.

The technology and informatics fields also include environmental components. Specifically, the technology field emphasizes the use of natural materials in a way that does not harm the environment, while the informatics field encourages the assessment of the impact of digital technologies on the environment.

At the same time, the analysis of the State Standard and its value- and competency-based guidelines only allows the outlining of the potential opportunities for developing environmental competence in primary school. To determine the actual state of this process in practice, an empirical study was conducted to assess the level of environmental competence development among younger pupils. This study involved three consecutive stages focused on examining key components of environmental competence: emotional-value, cognitive and activity-practical components. The research was carried out in four general secondary education institutions in the Kyiv region. A total of 486 pupils from Grades 1 to 5 participated in the study.

At the first stage, the emotional-value component was examined. This included studying pupils' attitudes towards nature, their level of environmental awareness, their interest in environmental issues, and their intention to act responsibly towards the environment. According to the results, 40% of pupils showed a high level of development of this component, 44% – a medium level, and 16% – a basic level.

At the second stage, the cognitive component of environmental competence was assessed. The diagnostic procedure aimed to determine pupils' level of awareness regarding ecological processes, interconnections in nature, current environmental issues, and possible solutions to these problems. The results showed that 51% of pupils demonstrated a high level of cognitive competency, 39% – a medium level, and 10% – a basic level.

At the third stage, the activity-practical component of environmental competence was evaluated. This process involved observing pupils' practical participation in environmental protection activities, analyzing their effectiveness, assessing their willingness to apply ecological knowledge in real-life situations, and their adherence to environmentally appropriate behaviour. The results indicated that only 32% of pupils reached a high level of development in this component, 23% – a medium level, and 45% – a basic level.

Overall, the findings demonstrate a sufficient level of development of the cognitive and emotional-value components of pupils' environmental competence. However, an insufficient level of the activity-practical component was revealed, indicating the need to strengthen the practice-oriented aspect of environmental education in primary school. This, in turn, highlights the necessity

of applying the activity-based approach as a theoretical and methodological foundation, ensuring the integrated development of knowledge, value-based attitudes, and practical actions in the process of fostering environmental competence among younger pupils (Pavlova, 2024b).

The detected insufficient implementation of the activity-based component of pupils' environmental competence aligns with the conclusions of O. Prutsakova, who emphasizes that the practical aspect of environmental education in current curricula is limited and insufficiently adapted to the real lives of schoolchildren (Prutsakova, 2020).

The relevance of this approach is supported both in the domestic pedagogical discourse and in contemporary European educational policy. Scholars such as O. Topuzov, D. Vasyliieva, O. Zabolotna, L. Kalinina, and O. Lokshyna stress the necessity of implementing activity-based and project-based learning to develop pupils' key competencies in alignment with the goals of PISA (Topuzov et al., 2024, p. 10).

The results of the international TIMSS-2019 study also indicate growing attention to the development of environmental awareness among primary school pupils. As part of this monitoring research, pupils' ability to apply scientific knowledge to solve environmental problems was assessed. For instance, one task required pupils to explain why plastic objects in the ocean are dangerous to marine animals. On average, 43% of pupils provided a complete answer, pointing to the need for strengthening the environmental component in curricula (Mullis, 2019). These findings highlight the importance of integrating environmental issues into the content of science education, which is consistent with the goal of forming pupils' environmental competence. Engaging schoolchildren in the analysis of real-world environmental problems promotes the development of their critical thinking and a responsible attitude toward the environment.

The importance of enhancing the practical component of environmental education is also supported by the results of a survey of primary school teachers conducted under the diagnostic program by T. Pavlova. The majority of respondents (63.8%) rated the implementation level of environmental education as satisfactory, while one-third indicated the need to update content and introduce additional learning formats. Project-based learning was identified as one of the most effective tools, contributing not only to knowledge acquisition but also to the formation of a personal attitude toward nature (Pavlova, 2024a).

The essence of the activity-based approach lies in adhering to the logic of a gradual increase in task complexity, encouraging pupils to engage in independent, productive activities, setting personally and socially meaningful goals, and choosing appropriate forms for their implementation (Onopriienko, 2020). This approach ensures active student participation in the learning process, content assimilation through practice, and the development of transversal skills and competencies. Its implementation is driven both by the subjective needs of young learners and by the objective requirements of the regulatory framework for primary education (Onopriienko, 2024a).

Nevertheless, as noted by T. Zasiiekina and O. Kozlenko, the transition from traditional explanatory-reproductive methods to activity-based approaches remains slow in practice. At the same time, it is precisely the activity-based approach that allows the integration of educational subjects with real-life situations, fostering pupils' ability to apply knowledge, skills, and competencies to problem-solving, including environmental challenges (Zasiiekina & Kozlenko, 2024). In this context, it should be noted that under current educational conditions, pupils often struggle to apply acquired knowledge in non-standard, real-life situations, revealing a lack of well-formed key competencies and highlighting the need for active implementation of both activity-based and competency-oriented approaches (Onopriienko, 2020).

Conclusions and prospects for further research. The results of the theoretical and empirical research confirm the relevance of enhancing the environmental component of primary education under martial law and global ecological challenges. Despite the identification of environmental competence as a key component in the State Standard for Primary Education, the analysis of empirical research results indicates that its practical implementation requires improvement.

It has been established that the cognitive and emotional-value components of environmental competence among primary school pupils are sufficiently developed, whereas the activity-practical component is the least developed. This highlights the need for a systemic update of methodological approaches to environmental education in primary school.

The activity-based approach has been identified as one of the leading means of such transformation, as it enables the integration of knowledge, value-based attitudes, and practical action. Both domestic and international scholars emphasize its effectiveness in developing environmental competence, particularly through involving pupils in research, project-based, and nature conservation activities. The formation of environmental competence under unpredictable conditions requires pedagogical flexibility, adaptation of the educational environment, and meaningful engagement of pupils with nature.

Promising areas for further research include:

- the development of didactic models for implementing the activity-based approach in both classroom and extracurricular environmental education for younger pupils;
- the creation of tools for monitoring the development of environmental competence over time;
- the expansion of interdisciplinary integration of environmental content in primary school.

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Оксана Онопрієнко – доктор педагогічних наук, старший науковий співробітник, член-кореспондент НАПН України, завідувачка відділу початкової освіти ім. О.Я. Савченко, Інститут педагогіки НАПН України, м. Київ, Україна.

Коло наукових інтересів: теорія початкового навчання, моніторинг навчальних досягнень молодших школярів, методика і практика навчання математики учнів початкової школи, STEM-освіта в початковій школі.

Тетяна Павлова – здобувачка ступеня доктора філософії поза аспірантурою зі спеціальності 011 Освітні, педагогічні науки, науковий співробітник відділу початкової освіти ім. О.Я. Савченко, Інститут педагогіки НАПН України, м. Київ, Україна.

Коло наукових інтересів: екологічна освіта молодших школярів, порівняльні дослідження в галузі природничої шкільної освіти в зарубіжних практиках.

ПРІОРИТЕТИ ФОРМУВАННЯ ЕКОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ ОСОБИСТОСТІ УЧНЯ ЗАКЛАДУ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ В УМОВАХ НЕПРОГНОЗОВАНИХ ВПЛИВІВ

Анотація. У статті висвітлено пріоритети формування екологічної компетентності особистості учня в умовах непередбачуваних впливів.

Обґрунтовано значущість екологічної освіти як засобу соціального впливу й стратегії адаптації до наслідків воєнної та екологічної кризи. Висвітлено екологічні наслідки збройної агресії Російської Федерації проти України, зокрема забруднення природних ресурсів, деградацію екосистем, втрату біорізноманіття, що підвищує ризики для здоров'я населення та сталого розвитку. Розкрито потенціал розвитку екологічної освіти в початковій школі в плані формування ціннісного ставлення учнів до довкілля, мотивування їх до екологічно відповідальної поведінки, розвитку системного мислення.

Проаналізовано нормативно-правові засади формування екологічної компетентності відповідно до Державного стандарту початкової освіти, а також зміст освітніх галузей із позиції міжгалузевої інтеграції екологічного компонента. Емпіричне дослідження, проведене серед 486 учнів 1–5-х класів у чотирьох закладах освіти Київщини, дало змогу оцінити рівень сформованості емоційно-ціннісного, когнітивного та діяльнісно-практичного компонентів екологічної компетентності. Виявлено недостатній рівень реалізації діяльнісно-практичного компонента, що актуалізує потребу в оновленні методичних підходів до природоохоронного навчання.

Обґрунтовано ефективність діяльнісного підходу як ключової методології формування екологічної компетентності учнів початкової школи. Підтверджено його релевантність у контексті загальнодержавного та міжнародних (PISA, TIMSS) моніторингових досліджень якості освіти, а також через залучення учнів до дослідницької, проєктної та практичної природоохоронної діяльності. Визначено напрями подальших розвідок: розроблення дидактичних моделей діяльнісного навчання, інструментів моніторингу сформованості екологічної компетентності, посилення міжгалузевої інтеграції екологічного змісту в початковій школі.

Ключові слова: екологічна компетентність; воєнний стан; компоненти екологічної компетентності; учень закладу загальної середньої освіти.