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The peculiarities of the young learners' environmental competence formation in the conditions of the new Ukrainian school

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Today the society has faced a number of environmental factors that contribute to a significant deterioration of the environment. This causes a negative impact on both health and people's livelihoods, and, therefore, actualized the solution of environmental problems of great importance to mankind.

The urgent need of today is the formation of such a way of life, which would form the basis of the long-term frugal development of humanity. A new philosophy, a new policy, new moral imperatives are needed, which will provide such a system of values, a component of the cultural worldview, which would not depend on such factors as economic booms or declines, changes in political power, etc., in which the protection and preservation of nature would be considered the same holiness as life itself.

The Ukrainian citizens' environmental competence formation is one of the most important priorities for the development of education, which was declared by UN declarations and regulated by a number of other legislative documents of our state.

The results of the analysis of modern scientific research by H. Belenka, N. Hlukhova, N. Lysenko, S. Nikolaieva, Z. Plokhii, O. Polovina, N. Ryzhova, L. Rudenko, N. Yarysheva, and others testify that the formation of an ecological worldview is carried out in stages, starting from preschool age and throughout a person's life.

The awareness of the interdependence of a man and nature was also reflected in the ideas of education for sustainable (ecologically balanced, harmonious) development, the decade of which was declared by the UN. Separate features and components of ecological competence are defined in the "Concept of Environmental Education of Ukraine", "Concept of National Patriotic Education of Children and Youth", Law of Ukraine "On Education", Concept of the New Ukrainian School.

In accordance with the State Standard of Primary Education, approved by Resolution No. 87 of the Cabinet of Ministers of Ukraine dated February 21, 2018, the goal of the natural education field is the formation of the competences in the field of natural sciences, engineering and technology, environmental and other key competences through the acquisition of knowledge, skills and methods of work, the development of abilities that ensure successful interaction with nature, the formation of the basis of a scientific worldview and critical thinking, the formation of responsible, safe and environmentally friendly behavior of pupils in the surrounding world based on the awareness of the principles of sustainable development.

The environmental competence of an applicant for primary education is defined as awareness of the basics of ecological nature management, compliance with the rules of environmental behavior, economical use of natural resources with an understanding of the importance of nature conservation for the sustainable development of society.

The applicant for education:

- discovers the world of nature, gains the experience in its research, looks for answers to questions, observes the surrounding world, experiments and creates educational models, shows curiosity and gets joy from learning about nature;
- processes and systematizes information of natural content obtained from available sources and presents it in various forms;
- realizes the diversity of nature, the interrelationships of its objects and phenomena, explains the role of natural sciences and technology in human life, behaves responsibly in the surrounding world;
- critically evaluates facts, combines new experience with previously acquired experience and creatively uses it to solve problems of a natural character (Про затвердження..., 2018).

The primary school pupil's environmental competence is his ability to effectively solve environmental problems that he encounters in his everyday life based on acquired knowledge and personal experience in accordance with his age capabilities. Thus, V. Marshytska considers the essential characteristic of the

environmental competence of primary school pupils to be their ability to perform situational activities in everyday life and the natural environment, when the acquired environmental knowledge, skills, experience and values are actualized in the ability to make decisions and perform adequate actions, realizing their consequences for the environment (Маршицька, 2005).

The primary school age is extremely favorable for the development of the basics of the environmental culture in pupils. Nature itself determines the social purpose of childhood – the adaptation of a child to nature and society, the ability to take responsibility for his actions before people, the plant and animal world. Primary school provides an opportunity to form the cognitive potential of ecological knowledge for the further study of the natural and mathematical cycle, to educate a personality that is aware of the place of a man in the environment, through familiarization with the plant and animal world, the disclosure of interrelationships and interdependencies in nature, the study and research of native land.

The primary school pupils' environmental competence formation is determined by the content and degree of complexity of knowledge about nature. It should be the knowledge of ecological content that reflects the main relationships of natural phenomena. Thus, the analysis of the psychological and pedagogical literature confirms that the environmental competence is associated with pupils' acquisition of:

- a) a system of knowledge about the environment (social and natural in their interconnection and interdependence);
- b) practical experience of using knowledge to solve environmental problems at the local and regional levels;
- c) predicting the appropriate behavior and activity in the professional field and everyday life;
- d) the need to communicate with nature and the desire to take a direct part in its restoration and preservation.

For the environmental competence formation, it is recommended to adhere to the principles of environmental education and upbringing: the interrelationship of global, national and regional approaches; the principle of cooperation; the principle of predictability; the principle of interdisciplinarity; the principle of unity of theory and practice; the principle of continuity; the unity of intellectual and emotional perception of the surrounding reality in practical work for its preservation, care and improvement of its qualitative and quantitative composition.

In their scientific work, H. Bielienska, T. Naumenko, and O. Polovina note that the young learner's environmental competence is an integral part of his life competence and consists of specific knowledge about nature, a positive emotional and value attitude towards its components, awareness of the rules of nature use and their compliance (Беленька та ін., 2013).

A. Andrusenko defines similar components of the environmental competence of schoolchildren: knowledge about the Earth's natural environment and interactions in the natural environment; awareness of oneself as a part of the great world of nature; ability to carry out environmental protection activities: preservation, care and protection of the natural environment; readiness to comply with the rules of

appropriate nature use, cleanliness of the natural environment, economical use of natural resources (Андрусенко, 2019).

Therefore, the process of the environmental competence formation should be considered as a specially organized work in which pupils, in the process of solving practical and theoretical problems of the environmental orientation, gain experience of interaction with the surrounding natural environment. The active involvement of young learners in real nature conservation matters helps to build their confidence in the possibility of positive changes in its state.

The environmental competence is formed at all stages of education at school, at each of which a certain goal, task is set, and an appropriate method is selected taking into account the age characteristics of schoolchildren. The attitude towards the environment is formed in the process of interaction of the emotional, intellectual and volitional spheres of the human psyche. Interacting on each other, they create a system of psychological attitudes of the individual, which are manifested in the form of evaluative judgment, behavior and activity in the environment. Valued ecological orientations learned by schoolchildren are aimed at correcting these manifestations in accordance with the norms of ecological culture (Hum B. Gurung, 1993).

During grades 1-4, young learners study, observe, and explore the social and natural environment in their unity. The social environment appears before the pupil in the form of a family, kindred, school environment. The student gets to know the natural environment both through the assimilation of knowledge about nature and through repeated observations and studies of the environment and living creatures that surround him, acquires convictions in the need to preserve the environment; learns about the adverse consequences of human economic activity, harmful technogenic influences, learns to prevent them.

From the point of view of structural and functional analysis, the environmental competence as an integral development of personality combines normative, cognitive, emotional and motivational and practical components and provides the ability to distinguish, understand, evaluate modern ecological processes aimed at ensuring ecological balance and rational nature use (Шмалей, 1999). The environmental competence is an integrated result of the pupils' educational work, which is formed primarily due to mastering the content of environmental subjects.

The most common form of environmentalization of the content of primary education is filling the subjects of the humanities and nature cycle with ecologically educational material throughout the entire period of study. By enriching pupils with scientific knowledge about objects and natural phenomena, we will be able to form the basic levels of the environmental competence.

One of the important tasks of implementing the ecological competence was the development of an integrated course "I Explore the World" for primary school pupils, aimed at forming a socially active position, the desire to act to preserve the environment and achieve stable development of society, a positive perception of the future. By receiving a defined system of knowledge at the "I Explore the World" lessons, pupils learn the norms and rules of environmental behavior in nature,

because a responsible attitude towards nature is cultivated through environmental education.

Besides, the young learners' environmental competence formation involves the development of their environmental responsibility, which is based on the use of interdisciplinary connections, practical and research work in the educational process, which provides a detailed study of the environmental objects, as well as the active involvement of the family during mass environmental events and the implementation of nature conservation activities as the primary carrier of the environmental competence.

The environmental competence formation is carried out by combining various forms of work: educational and research work (organization and conduct of environmental and local history excursions; organization and conduct of experiments and mini-researches; performance of practical tasks); nature conservation activities (environmental actions; planting green spaces; making bird feeders and birdhouses; plant care; environmental Saturdays; raids to tidy up the park, the river bank area); educational work (implementation and defending eco-projects; contests of drawings, posters, postcards; contests of ecological fairy tales, poems; publication of an ecological newspaper; holding thematic weeks; publication of booklets on ecological topics; making presentations).

In the process of the young generation's environmental competence formation, a high level of the environmental awareness of the teacher himself is important, because it is characteristic of primary school pupils to imitate the actions of adults. A person who is competent in the field of ecology and a healthy lifestyle is able to clearly understand his own responsibility for the state of the environment. He can distinguish the main environmental problems and act to solve them, follow a healthy lifestyle, solve urgent life problems, rationally use natural resources. All this makes it possible to develop a special system of values focused on the conservation of nature and preservation of human health. Therefore, the teacher, his actions and deeds should become an example for young learners, since the influence of the teacher on children's feelings and emotions contributes to the formation of ecological beliefs and value orientations, and his creative approach to conducting ecological lessons using modern technologies will contribute not only to the interesting presentation of new material, but also to its effective processing and memorization by young learners.

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White Stork *Ciconia ciconia* Linnaeus, 1758 as a potential reservoir of *Campylobacter* spp.

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The aim of this study was to investigate the role of White Stork *Ciconia ciconia* Linnaeus, 1758 as a potential reservoir of *Campylobacter* spp. Antimicrobial resistance and the presence of putative virulence genes of the isolates were also investigated. A total of 398 White Stork chicks (SW Poland) from high density