

UDC 37

DOI <https://doi.org/10.24919/2308-4863/80-2-37>**Afat Shovkat NAMATOVA,***orcid.org/0009-0002-8011-0949**Candidate of Pedagogical Sciences, Associate Professor,  
Lecturer at the Department of Methods of Teaching Foreign Languages  
Azerbaijan University of Languages  
(Baku, Azerbaijan) afetnametova@gmail.com*

## ENVIROMENTAL EDUCATION OF PRIMARY SCHOOL STUDENTS IN ENGLISH LESSONS

*Modern schools give priority to environmental education in the general education system. Today, when the dangers of environmental problems have increased and are increasingly exacerbated by mankind itself (such as melting glaciers or more frequent hurricanes), not only can we talk about fundamental duty in terms of a policy for society: it is also becoming crucial to bring up children with care from an early age responsibly towards nature and its resources. Why English is such an academic subject begs Here are some good reasons why I think that learning and studying in this field has a great potential for education as well. The study of foreign languages in elementary school develops a humane attitude towards living beings and our world. In English sessions with younger students, formats (individual, pair, and group, frontal) and techniques (verbal, practical, visual) are utilized within the context of environmental education. These kinds and techniques of environmental education help pupils strengthen their cognitive capacities and enjoy speaking in a foreign language. Diverse topic courses, forms, and techniques of environmental education are targeted at comprehensive environmental education of younger pupils, as well as their willingness to interact with animals and assist in resolving their country's and their environment's environmental problems. The examination of the current diverse types of environmental education techniques for younger schoolchildren in English classes reveals that they give a chance to optimally develop pupils and aid to shape their beliefs about nature and the world around them. The essential objective which environmental education seeks to achieve it evoking responsible attitudes towards the environment through performance certain obligations due tasks total community including educational particularly development motives needs habits ecologically valid behavior shape structure healthy living together creation forms attitude. Environmental education helps students for making ecological culture.*

**Key words:** Primary school, English Language, Ecology, Environmental protection, Sustainable development, Ecological culture, Psychological characteristics.

**Афат Шовкат НАМАТОВА,***orcid.org/0009-0002-8011-0949**кандидат педагогічних наук, доцент,  
викладач кафедри методики викладання іноземних мов  
Азербайджанського університету мов  
(Баку, Азербайджан) afetnametova@gmail.com*

## ЕКОЛОГІЧНЕ ВИХОВАННЯ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

*Сучасна школа надає пріоритет екологічному вихованню в системі загальної освіти. Сьогодні, коли небезпека екологічних проблем зростає та дедалі більше загострюється самим людством (такі як танення льодовиків чи частіші урагани), ми не лише можемо говорити про фундаментальний обов'язок з точки зору політики для суспільства: вирішальним стає також виховувати у дітей з раннього дитинства відповідальне ставлення до природи та її багатств. Ось кілька вагомих причин, чому я вважаю, що навчання та навчання в цій галузі також має великий потенціал для освіти. Вивчення іноземних мов у початкових класах формує гуманне ставлення до живих істот і нашого світу. На заняттях з англійської мови з молодшими школярами формати (індивідуальні, парні та групові, фронтальні) і методи (вербальні, практичні, наочні) використовуються в контексті екологічної освіти. Ці види та прийоми екологічної освіти допомагають учням зміцнити свої пізнавальні здібності та отримати задоволення від спілкування іноземною мовою. Різноманітність тематичних курсів, форм і прийомів екологічного виховання спрямована на всебічне екологічне виховання молодших школярів, їх бажання спілкуватися з тваринами, сприяти вирішенню екологічних проблем країни та навколишнього середовища. Розгляд сучасних різноманітних видів екологічних методик виховання молодших школярів на уроках англійської мови показує, що вони дають можливість оптимально розвивати учнів, сприяють формуванню їх уявлень про природу та навколишній світ. Основна мета, яку прагне досягти екологічна освіта, це формування відповідального ставлення до навколишнього середовища через виконання певних зобов'язань, пов'язаних із завданнями загальної громади, включаючи освітні, зокрема мотиви розвитку, потреби, звички, екологічно обґрунтована поведінка, форма, структура, здорове життя, спільне життя, формування, формування ставлення. Екологічна освіта допомагає учням формувати екологічну культуру.*

**Ключові слова:** Початкова школа, Англійська мова, Екологія, Охорона навколишнього середовища, Сталий розвиток, Екологічна культура, Психологічні особливості.

**Introduction.** Among these pillars, ecological culture of personality is the key one, which reflects a level of development not only spiritual and moral consciousness but also emotionally charged attitude toward nature on student. In this process, the issue «English Language» is very important. The point of studying it is to encourage the rudimentary conversational and linguistic notions themselves (as in: What do you get for which reason?) not just with younger teens, but also as a presence of an adolescent being through merely learning another tongue. As for elementary school foreign language lessons studies on the topic «Ecology». They draw on what pupils have learned not only in English classes but also about the world around them in other subjects.

**The degree of processing of the problem** – Learning from the environmental education for kids is more essential today (Ballantyne, R., Connell, S., & Fien, J., 1998). However, leaders in developed and developing countries are well aware of the importance for environmental protection initiatives an ecologically responsible management along with citizens who participate actively to social cause (Fillmore, C. J., 1979). The importance of setting new standard for environmental education targeted at the younger generation was also deemed to matter. In schools, primarily in secondary education institutions, students have a huge impact on the development of an ecological taste and value system: through literature i (English classes) they get to know nature from its most beautiful side, encouraging them more environmental attitude. Many studies emphasize the importance of environmental education in higher and general elementary education, but there are few effective examples from English courses for younger students (Krashen, S. D., 1981). Demand for environmental education of students in educational institutions, and the lack of methodological recommendations (MR) to teachers involved into teaching process made them work on this issue, difficulty with implementation methods is a disconnection between demand sides (Howard, D.R., & Madrigal, R., 1990).

**Target and goals.** One of the goals for environmental training is to raise an awareness about environment; This suggests conformity.

Create moral and legal regulations for managing the environment, generate concept of efficiency ideas and begin doing things to protect local nature.

To improve primary school children's environmental education through their literacy classes, methods need to be created taking into account first-grade students' obvious age and individual differences and the methodologies for younger pupils. Our metrics for environmental education in English and

with younger students came out from this theoretical and empirical work (Brown, H.D., 2002).

Understand the psychological and pedagogical characteristics of primary school children (Ballantyne, R., Connell, S., & Fien, J., 1998).

2) define the concept of «educational environment», as well what the rationale for environmental education is.

3. What are the environmental education strategies and approaches for primary students in English courses?

4) Interpret school affairs for early stage students to write English due to import environmental knowledge. Conduct a simple diagnostic on the culture of environment in children's primary school.

**Methods.** Theoretical methods include: analysis, systematization, generalization, and comparison. Empirical methods include: testing, document analysis, and mathematical and graphical processing of data.

**Main part.** Primary school age is the period when a child attends school. Not earlier 6 years school and the coming of a four year essential has twisted down the edge age border of this gathering. Most children used to enter school at 7; now, they start a year earlier.

**Primary Education 6–7 to 9–10 years. A time of silence and physical development**

Brown argues that the characteristic dividest of children's minds were in the first place varietal by means of a prehypothetical ancient sure happy start, as still what era educational: hegira. Children of different classes at the same age have also varied psychological qualities, whether in primitive society or class society and this difference appear child's most important transition: primary school. Getting to know oneself in school in the early years of being at school things can be a bit different (Fillmore, C. J., 1979).

The focussed area calls the mental development which is very much based on their academic life while they are in elementary school. Children may finally feel of value if they are made to prepare lessons. No adults get in his way, letting him do whatever he was hired for. That's a far cry from his previous inquiries.

The majority of primary-school students are using their brains. Intelligence is an important part of mental activity and cognitive activities evolution (Ballantyne, R., Connell, S., & Fien, J., 1999).

The aim of education is and to make sure the next generation knows their societal roles and contributes towards society. In the course of an education, young people need to gain knowledge appropriate to their growth and level of understanding; they should be trained in seasonal work skills; study social norms as well as behavior patterns applicable to different scenarios — both traditional manners (ambiguously

defined – traditional has a spectrum...) but also new-fangled ways, condom use etc. The point is that he/she simultaneously needs his/her life angle/focus. We need to equip ourselves with a different kind of toolkit than our parents and grandparents used because they did not have the same problems we are facing today. The more skills you have, the better you are at acquiring knowledge, fitting into different worlds and engaging in creative stuff. According to the Ecological Encyclopedic Dictionary, «environmental education» means Environmental education leads to the awareness of how nature works and can be protected, used and reused in a natural way.

Some academic scholars understand environmental education as an organized educational practice to form a system of knowledge, skills and competencies for environmental action in children.

In the book Ecological Encyclopedic Dictionary, environmental education is also described. The knowledge of environmental education is making us realize the importance and sustenance of biodiversity, scarce resources available to human beings (Ballantyne, R., Connell, S., & Fien, J., 1999).

Environmental education as a has been defined by various pedagogic experts an organised activity consisting of acquiring environmental knowledge, skills (ability to explore), ethic and attitude through teaching methods like: discussion; demonstration/seeing («For example grow plants»); awareness raising messages etc. (Krashen, S. D., 1981). Primary school is when that ecological education starts. According to scholars, “ecological culture is a type of individualization manifested by an interest in nature and species-protection measures; understanding the meaning of sustainable development: moral-aesthetic feelings towards natural environment values; ecological-wholesome style of life (Howard, D.R., & Madrigal, R., 1990).

#### **Intrinsic motivators which inspire a pattern of conduct in habitual settings**

The development is to take care into the divergence level of all aspects that can be included within a culture for education before establishing an ecological culture among younger pupils. Components of schoolchildren ecological culture according to Krashen were as follows:

Cognitive: nature/environmental knowledge, interest in natural environments.

Sensuous experience create emotional-motivational factors are for the behavioral outcomes on and attitudes toward nature.

Concurrent: —> Activity-based (by child in relation to ambient animal and plant world, established habits of good behaviour).

A vibrant ecological society is characterized by the unity of human beings and nature, believes that environment preservation serves as a prerequisite

for human to survive, forms an ecological culture only when all members engage in environmental protection on their own. A Spells of development in younger students' ecological culture – depending on the steps taken by a child as they move from one class to another may be grouped into three stages.

Basic conditions for growth (natural experience, practice of relation to the outside world allowed further development in an individual ecological culture) and its subsequent reflections Lb/45. Post:

1. Adoption of the environment rules and regulations as routine.

2. To fulfill the child's natural desire for environmental awareness and orientation. The child deserves to be put into practice.

3. The desire to communicate with the representatives of flora and fauna, express sympathy towards them as well as pass unlimited mercy, love and sensitivity both among people themselves (and much more so for nature) (Monroe, M. C., 1999).

4. They are the aesthetic sense and creativesatisfaction with the expression of self-decorum in creative activities.

5. They also directly engage in local solutions to environmental problems.

The school subject is the perfect tool for forming and raising ecological culture of pupils. English as a School Subject Environmental education in foreign language teaching programs is included by many writers. During the first stages of training, a teacher faces the very concept to interfere ecological education in educational process on English (Brown, H.D., 2002).

The following is a typical example of the kinds of methods and too many elementary school teachers practice including;

1. The curriculum incorporates scenario (choose-your-own-adventure) games, dialogue activities, student presentations and tests that encourage ongoing exploration of environmental issues through a role-play lens.

2. Students learn to develop their creative thinking and anticipate the possible consequences of human activity on nature using methods such as: Analysis Synthesis Comparison Causal connections

3. Learning to research Research skills, abilities and good eco-judgment Mere information retrieval is a problematic approach the language of input and output must be consistent.

4. Involving students in real steps to solve local environmental problems (search for rare and endangered species, conservation – recovery of forests, popularization of knowledge on ecology: lectures, seminars)

Primary school children learn about the environment, through English language in their daily lives – Children

are experiencing scenic beauty (Observation only) on one side and visual materials like pictures related to environmental cleanliness & green world or E learning kits material followed by real life activity of creating projects/ fun filled activities given as assignments which falls under hands-on-learning (McDonough, M. H., & Wheeler, C. W., 1998).

Verbal Reinforcing techniques, like talk talking as well as reading aloud along with raps and doggerels.

When a teacher reaches school children over the soul of this technique in English lessons, proceeding from their age, psychological and individual characteristics inherent to each pupil in development organic activity style being brought up it is especially realizing.

The language of the previous and next input is: English another keystone precondition is that environmental education should be consistent, making use of local lore material bearing in mind continuity, complexity development and depth concerning specific aspects. The next requirement is that schools dynamically engage their students out in the field working on real world issues to help them protect their local environment.

To develop environmental subjects weeks project development and protection environmental work shops exhibitions booklets extra curricular activities at elementary schools

The basics of teaching English are essentially the same as those when you teach your first language Younger students gain sounds, words and structures in uncomplicated but authentic speech events that go up each day when speaking with friends to express ideas or emotions or needs.

These topics are introduced as a part of environmental education in primary English courses like favorite time of year, weather, my house, wild animals and pets, nature etc. In addition to learning about their own culture, students will learn the point of view from which an English-speaking person would see their society.

So, e.g., in second grade they learn the names of animals and their habitat or what noise does an animal make. Then, in the “My favorite animal” section of studying time students would write a story about their preferred pet or wild creature. Two: Animals, like people, show up in every textbook as cartoon characters. Third grade: Marine species, animal behaviors as well basic geography; planet names, month names and seasons. At the fourth-grade level, children expand their learning in areas like: baby animal names, continents, countries and weather.

In some instances, scientific research and project-based learning are integrated with environmental education classes. English environmental projects cultivate in schoolchildren the careful, sensible and

emotionally compassionate attitude to nature disasters, animals as well – arouse love for our environment and teach how appreciated is caring of its beauty with depending on their English proficiency.

Launched – 1st August 2020 my pet – A project for children aged 7–8 years according to age and language level, where the child was suggested a visual diagram of what kind of animal he looks after on his own example, both in appearance, behavior and habits. The aim of this initiative is to attract the child’s attention by focusing on animal needs and kindness. All students participate in “Who is the Fastest?” project as part of their fourth-grade curriculum. Where, they studied wild animals behavior; habitat structure, physical traits and interesting facts about them.. The intent of the project being to familiarize children with special traits regarding animal life in jungle, titled «My favourite time of the year». The primary objective of the project is encouraging young to express their creativity and at the same time rise awareness for care and respect for nature where they live.

Perhaps creative group competitions and meetings can be a strong motivator to improve the proficiency of foreign languages, customized for children’s age and psychology.

As a result, students must be able to:

1. Describe what you see around you everyday – plants, nonliving objects – through your own eyes.
2. Discuss interdependence of man and nature with respect to environment.
3. Forecast what you will cause in detriment to the environment, personal health and other people’s health.
4. Structure: Construct small projects with the themes learned.
5. To create outcomes of the work they are presenting; creative things, essays, drawings and posters anything that ‘lives’ or is made from natural materials.

**Conclusion.** Today the topic of environmental education at primary school level in English teaching needs special attention.

The point of environmental education is as a new pedagogical path that significantly differs from the completely canonized by history «acquaintance with nature».

According to the State Educational Standard of Education in Azerbaijan (The Republic Of Azerbaijan) «environmental education is a social value attitude ability development and training system created for philosophical-ecological. Respondent No 44 Department of Management Education, Faculty of Technical Sciences Environment protection should be an integral part not only dear student but also all citizens as a collective activity that is constantly building up their own awareness and knowledge in

the direction to respect nature and implement actions for its preservation. The essential objective which environmental education seeks to achieve is evoking responsible attitudes towards the environment through performance of certain obligations due to the total community including educational development motives, needs, habits, ecologically valid behavior, shape, structure, healthy living, together, creation, forms, attitude. Environmental education helps students for making ecological culture. The primary school-age is the highest period of childhood. On the other hand, this age falls between 6–7 years and continues up to 9–11-year-olds according to modern developmental stages (McDonough, M., & Wheeler, C.W., 1998).

At this age, there is a shift in lifestyle: new expectations, a new social function for the student, and a fundamentally new sort of activity: educational activity. The youngster eventually learns to manage

his mental processes, including attention, memory, and thinking.

Thus, in English sessions with younger students, formats (individual, pair, group, frontal) and techniques (verbal, practical, visual) are utilized within the context of environmental education. These kinds and techniques of environmental education help pupils strengthen their cognitive capacities and enjoy speaking in a foreign language. Diverse topic courses, forms, and techniques of environmental education are targeted at comprehensive environmental education of younger pupils, as well as their willingness to interact with animals and assist in resolving their country's and their environment's environmental problems.

The examination of the current diverse types of environmental education techniques for younger schoolchildren in English classes reveals that they give a chance to optimally develop pupils and aid to shape their beliefs about nature and the world around them.

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