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## **ФОРМУВАННЯ ЕКОЛОГІЧНОЇ СВІДОМОСТІ ЗДОБУВАЧІВ ОСВІТИ ЗА УМОВ СУЧАСНИХ ВИКЛИКІВ ЗАСОБАМИ ХУДОЖНЬОЇ ЛІТЕРАТУРИ ПРО ЧОРНОБИЛЬ**

**Анотація.** Стаття присвячена проблемі формування екологічної свідомості здобувачів освіти за умов сучасних викликів. Зазначено, що для України ця проблема особливо актуальна за умов російсько-української війни, коли російські окупанти влаштовують страшний геноцид українців, нищать інфраструктуру, природні ресурси, довкілля, створюють загрозу хімічного та ядерного забруднення внаслідок обстрілів об'єктів військової, промислової інфраструктури, хімічних підприємств, сховищ боєприпасів, нафтопродуктів, аеропортів, цивільних об'єктів, теплових, електро-, атомних електростанцій, зокрема й Чорнобильської АЕС, тощо. Велика відповідальність за довкілля й майбутній генофонд української нації покладається не тільки на державні структури, а й педагогів, сім'ю, громадськість, церкву та інші чинники. Наголошено, що шлях до екологічної свідомості лежить через ефективну екологічну освіту, через екологізацію свідомості здобувачів освіти. Тому на часі переорієнтація змісту системи освіти у вимірі стійкого розвитку, що передбачає насамперед її екологізацію – розвиток екологічного мислення як умови формування екологічної свідомості особистості, здобуття екологічних знань, формування екологічної поведінки. Обґрунтовано теоретичні засади формування екологічної свідомості здобувачів освіти крізь призму сучасних викликів (російсько-українська війна та її наслідки, екологічні кризові явища та загрози, спричинені повномасштабним вторгненням Росії на територію України, Чорнобильською катастрофою, тощо). Проаналізовано новочасну художню літературу про Чорнобиль як чинник формування екологічної свідомості особистості. Виокремлено український та світовий чорнобильський художній дискурс. Зроблено висновок, що художні твори про Чорнобиль є важливим педагогічним засобом, який ефективно впливає на формування екологічної свідомості здобувачів освіти, здатний розширювати не тільки їхні екологічні знання (історію Чорнобильської катастрофи, її причини, наслідки тощо), а й формувати екологічні цінності (бережливе ставлення до природи) як основу природоцентричного характеру екологічної свідомості та формувати екологічно доцільну поведінку (екоцентричний тип екологічної свідомості), а також виховувати почуття патріотизму, національної гідності, історичної пам'яті тощо.

**Ключові слова:** екологічна свідомість, екологічні цінності, здобувачі освіти, учні, студенти, чорнобильський дискурс, українська література, світова література, Чорнобиль.

## **FORMATION OF STUDENTS' ENVIRONMENTAL AWARENESS UNDER THE CONDITIONS OF CONTEMPORARY CHALLENGES BY MEANS OF LITERARY FICTION ABOUT CHORNOBYL**

**Abstract.** The article deals with the problem of students' environmental awareness formation under the conditions of contemporary challenges. It is noted that this problem is especially relevant for Ukraine under the conditions of the Russian-Ukrainian war. The Russian occupiers are organizing a terrible genocide of Ukrainians, destroying infrastructure, natural resources, the environment, and creating a threat of chemical and nuclear pollution as a result of shelling of military, industrial infrastructure, and chemical enterprises, warehouses of ammunition, petroleum products, airports, civil facilities, thermal, electrical, and nuclear power plants, including the Chernobyl NPP, etc. The great responsibility for the environment and the future gene pool of the Ukrainian nation rests not only on state structures, but also on teachers, the family, the public, the church and other factors. It is emphasized that the way to environmental awareness lies through effective environmental education, through the environmentalization of students' consciousness. Therefore, it is time to reorient the content of the education system in the dimension of sustainable development, which involves, first of all, its environmentalization - the development of ecological thinking as a condition for the formation of ecological consciousness of the individual, acquiring of ecological knowledge, formation of ecological behaviour. The theoretical principles of education seekers' environmental awareness formation through the prism of contemporary challenges are substantiated (the Russian-Ukrainian war and its consequences, environmental crisis phenomena and threats caused by the full-scale invasion of Russia into the territory of Ukraine, the Chernobyl disaster, etc.). Contemporary fiction about Chernobyl as a factor in the formation of environmental consciousness of the individual is analyzed. The Ukrainian and world Chernobyl literature discourse is singled out. It was concluded that works of fiction about Chernobyl are an important pedagogical tool that effectively influences the formation of the environmental consciousness of students, capable of expanding not only their ecological knowledge (the history of the



Chornobyl disaster, its causes, consequences, etc.), but also the formation of ecological value attitudes (thrifty to nature) as the basis of the nature-centric character of ecological consciousness. Literary pieces of Chornobyl discourse also help to form ecologically appropriate behaviour (ecocentric type of ecological consciousness), as well as to cultivate a sense of patriotism, national dignity, historical memory, etc.

**Keywords:** ecological awareness, ecological values, education seekers, pupils, students, Chornobyl discourse, Ukrainian literature, world literature, Chornobyl.

## INTRODUCTION

**The problem formulation.** Today, the world public has united around the idea of sustainable development, which is considered as an ideology for the survival of human civilization. For Ukraine, this problem is especially urgent under the conditions of the Russian-Ukrainian war. The Russian invaders are organizing a terrible genocide of Ukrainians, destroying infrastructure, natural resources, and the environment. In addition to the loss of its gene pool, Ukraine found itself on the brink of an ecological disaster as a result of the full-scale invasion of Russian troops, who, advancing deep into the natural territories, occupied the forests of Chernihiv Oblast, Sumy Oblast, Kyiv Oblast, the territories of the Nature Reserve Fund of Southern Ukraine; active hostilities, the movement of heavy equipment, the construction of fortifications, etc., damaged the soil cover, which led to the degradation of the vegetation cover, increased wind and water erosion, the destruction of animal life, etc. Thus, according to the Ministry of Environmental Protection and Natural Resources of Ukraine, according to preliminary calculations (the final data on the loss of national natural resources will probably be made public after the war), as of March 1, 2022 alone, Russia was conducting combat operations on the territory of 900 assets of nature reserve fund, the area of which reached 12,406.6 square km, and this is almost a third of the area of the entire nature reserve fund of our state. Moreover, about 200 territories of the Emerald Network are currently under threat of destruction. We are talking about nature conservation areas that require special protection not only at the national level, but also at the pan-European level. In relation to Ukraine, they are habitats located on an area of 2.9 million hectares for thousands of species of plants and animals that have special an important role for the protection of biodiversity and the preservation of the Earth's climate. Virgin steppes, chalk slopes in Donetsk region, seaside settlements in Mykolaiv region and Kherson region, swamps in the north, etc. - all this was in the field of active hostilities, which threatens the existence of flora and fauna. In addition, Ukraine's forestry has suffered irreparable losses, the occupiers are cutting down and destroying forests, they have not only a large number of fallen missiles, but also unexploded ammunition, which will pose a potential danger to people for many decades. The hostilities, which have been taking place since the beginning of 2022, threaten the loss of biodiversity and the disappearance of red-listed species (Nature and War: How Russia's Military Invasion Affects Ukraine's Environment, 2022). A separate problem not only for Ukraine, but also for the whole of Europe is the threat of chemical and nuclear pollution as a result of the shelling by Russian troops of military facilities, industrial infrastructure, chemical enterprises, storage facilities for ammunition, petroleum products, airports, civilian facilities, thermal, electrical, nuclear facilities power plants, including the Chornobyl NPP, fires at them, etc. In just 20 days of the Russian military invasion, about 900 missiles of various types and calibers were launched. Pollution of the soil and the Black and Azov seas with oil products has enormous damage to the natural territories of Ukraine. Russian troops attacking port infrastructure along the coasts, as well as ships at anchor. All this leads to the pollution of sea waters, the spread of poisonous substances, not to mention the ammunition, missiles, shells, their fragments lying or drifting in the Black Sea, and it will have irreparable consequences for the fauna and flora of the Azov region (Nature and War: How Russia's Military Invasion Affects Ukraine's Environment, 2022). Therefore, after the end of the war, it is so important to take care of the restoration of the environment, the revival of ecosystems to a safe state: both for humans and for wildlife. In this complex process, a great role is assigned to the young generation, which should become active ecologists on their native land, as well as to teachers, who should develop a large-scale set of environmental measures of nature restoration, give environmental education of students a new sound, a practically oriented direction, which will include measures for restoration and preservation of ecosystems, environmental initiatives aimed at restoring the environment.

The great responsibility for the environment and the future gene pool of the Ukrainian nation rests not only on state structures, but also on teachers, the family, the public, the church and other factors. We are convinced that the way to environmental awareness lies through effective environmental education, through the environmentalization of the consciousness of those seeking education. Therefore, it is time to reorient the content of the education system in the dimension of sustainable development, which involves, first of all, its environmentalization - the development of ecological thinking as a condition for the formation of environmental awareness of the individual, the acquisition of ecological knowledge, the formation of ecological behaviour so that children both now and in the future are capable not only to satisfy their needs without endangering the safety of nature, without harming it, but also take care of the restoration of the environment destroyed as a result of the Russian-Ukrainian war that began on February 24, 2022, act in the environment and make relevant decisions not as consumers, but as conscious citizens, who are ready to develop post-war Ukraine. Perhaps it is time to make changes to the current Law of Ukraine "On the Basic principles (strategy) of the state environmental policy of Ukraine for the period until 2030" (Concept of environmental education of Ukraine. Information collection of the Ministry of Education and Science of Ukraine. 2002), which would reflect these processes. It is important to update the Chornobyl literary discourse, which we consider as an important factor in students' environmental awareness formation.



**Analysis of recent research and publications.** The problems of environmental education of personality as an independent scientific problem began to be actively developed since the 70s. In the 20th century, shortly after the Chernobyl disaster (1986), this issue became one of the key issues in foreign science. Ukrainian pedagogical science has certain achievements in this field, the authors (H. Bilavych, L. Vysochan, V. Bondar, O. Zakharenko, I. Zyazyun, T. Kucher, N. Kurylenko, I. Lozovska, L. Lukyanova, N. Menchynska, N. Oliynyk, N. Pustovit, H. Pustovit, O. Savchenko, S. Sapozhnikov, S. Sysoeva, S. Sovgira, I. Suravegina, N. Fedchyshyn, L. Khomych, M. Shved, T. Yaprynets ) reveal general pedagogical and psychological aspects of ecological education of children and youth, outline separate issues of the theory and practice of forming a responsible attitude to the environment in the context of sustainable development. Ukrainian authors (Bilavych, Borys, Dovgij, Savchuk, Fedchyshyn, Fedoniuk, & Savchuk, 2022; Bodnar, 2014 ) and foreign authors (for example, Gratiela Dana Boca and Sinan Saraşlı (Gratiela Dana Boca & Sinan Saraşlı, 2019; Gordon Oliver, 1995 ; Joy Palmer & Philip Neal, 1994 )) claim that only a person who understands himself/herself as a part of the universe is psychologically prepared for future environmental activities, that is, he/she has an ecological consciousness. We fully agree with the opinion of scientists from Great Britain Philip Neal and Joy Palmer (Joy Palmer - senior lecturer in education from Durham University, former chairman of the National Association for Environmental Education and Philip Neal - former head of a secondary school, current general secretary of the National Association for Environmental Education) ( Joy Palmer & Philip Neal, 1994 ), who emphasize that environmental education is a lifelong process that is interdisciplinary and holistic in its nature and application, scholars consider environmental education holistically, which includes not only political, economic, social, technological, but and spiritual, moral, aesthetic aspects, emphasize the value approach to solving environmental problems in educational institutions.

So, Ukrainian scientists are actively researching the problems of environmental education in general, however, such problems are actualized in view of the environmental consequences that Ukraine is experiencing today as a result of the Russian full-scale invasion (such as the environmentalization of education in the context of sustainable development, the formation of environmental consciousness of education seekers under conditions of challenges today), researchers have not analyzed sufficiently fully and holistically. At the same time, in the second half of the 20th century (especially after the Chernobyl disaster in 1986), foreign scientists began to consider the problems of environmental education of the personality (both children and adults) in the dimension of sustainable development problems, analyzing such aspects as the state of understanding of sustainable development problems by the personality of a pupil/student, finding out the level of their environmental culture, outlining effective areas of environmentalization of school and university education, formation of environmental awareness, etc. However, scientists did not consider modern fiction as a means of forming an individual's ecological consciousness.

#### **THE AIM AND RESEARCH TASKS**

The purpose of the article is to substantiate the theoretical foundations of students' environmental awareness formation through the prism of modern challenges (the Russian-Ukrainian war and its consequences, ecological crisis phenomena and threats caused by the full-scale invasion of Russia on the territory of Ukraine, the Chernobyl disaster, etc.), to analyze modern literary fiction about Chernobyl as a factor in the formation of environmental consciousness of the individual.

#### **RESEARCH METHODS**

In the research process, a group of methods was used: theoretical (specific research) - analysis, comparison and generalization of scientific literature on the research problem for systematization and generalization of facts, information, materials on the researched problem and definition of the essence of the main concepts; scientific-pedagogical examination of educational materials and fiction, with the help of which the conceptual and terminological apparatus is determined, the literary works about Chernobyl are determined, which should be considered as a factor in the formation of environmental awareness.

#### **RESULTS OF THE RESEARCH**

Basic educational documents of Ukraine ( Concept of environmental education of Ukraine, 2002; Law of Ukraine "On the Basic principles (strategy) of the state environmental policy of Ukraine for the period up to 2030, 2019 ) emphasize the importance of environmental education of the growing generation; in they claim that environmental education is a holistic and complex cultural phenomenon, it includes the processes of learning, upbringing, and personality development, it involves the environmentalization of academic disciplines and training programs, which are designed to ensure the formation of holistic ecological knowledge and thinking of education seekers.

Ecological education is one of the directions of national education, it is a holistic process that covers all aspects of a child's personality development in the system of his/her relations with nature, society and his/her inner world (Ukrainian ecological explanatory dictionary, 2011, p. 56). The formation of environmental consciousness in students is a complex and long process, the end result of which should be not only the acquisition of certain knowledge, but also the development of emotional sensitivity, the ability and desire to actively protect nature, to be a highly moral and cultural person who is aware of the importance of nature conservation for his/her own life, development of Ukraine, humanity in general. Today, one of the key goals is the education of a young person who is aware of his/her place in post-war Ukraine as a future effective environmentalist who rebuilds the environment, revives natural resources, restores natural areas, as well as his place in the world and builds his lifestyle in accordance with ecological priorities of ecological culture formation in the context of sustainable development, which includes a complex of national-



patriotic, moral and ethical norms and active principles of behaviour in the relationship between man and nature, society and man.

Scientists interpret ecological awareness as a set of a person's ecological knowledge, his personal attitude to the environment and the idea of a person's place in the "man-environment" plane, readiness to take actions that make it possible to preserve the environment, or readiness to refrain from actions that cause damage to the environment, to support or not to support environmental policy, environmental measures, etc. (Environmental consciousness). The formation of an individual's environmental awareness is primarily influenced by the values in which a child/adult lives/grows. Depending on the concept of worldview, ecological consciousness can be anthropocentric (man and his needs come first, man takes everything he needs from the environment), nature-centric (nature is higher in the hierarchy and more important than man and his needs), ecocentric type (balanced and harmonious the relationship between needs, human development and the environment). Ukrainian scientists traditionally define ecological culture as the result of ecological education. Each of the authors interprets the concept of "ecological culture" from his own point of view and from the angle of his own research. Most of the scientists' definitions are united by the thesis that ecological culture is a multicomponent concept, a complex entity that is a derivative of such a concept as ecological consciousness. Accordingly, ecological consciousness should be built on ecological knowledge and include a deep interest in nature conservation activities, competent implementation of them, a complex of moral and aesthetic feelings and experiences generated by communication with nature.

In our opinion, Ukrainian literature about Chernobyl (the books by Anatoliy Andrzejevskiy "Chernobyl True Story" (2019) and "Chernobyl Dog Axel" (2019); "Chernobyl. Sketches from Nature" by Oleh Veklenko (2019); the book "That Fiery Night: Chernobyl Story" by Lydia Vyrina (1989); poetic works of Ivan Drach, the poem "Chernobyl Madonna" (1988); poetry collection "Yevshan Potion" by Volodymyr Hetman, the book "Woman in the Zone" by Svitlana Yovenko (2016); the novels "Kyiv-86" (2016) and "Designland or a Walk in the Zone" (2015) by Markian Kamysh; poetic works of Lina Kostenko; poetic works of Borys Oliynyk, poem "Seven" (1988), poetry collection "Turntable" (1989); poetry collection "Prypiat Birch Bark" by Lyubov Syrota (2016); the novel "Nostalgia" (2014) by Vasyl Shkliar; the story "I Saw" by Vasyl Shevkoshytnyi (2016); the documentary novel "Chernobyl" by Yury Shcherbak (1989); the novel "Mary with Wormwood at the End of the Century" by Volodymyr Yavorivskiy (1986-1987); etc.) and world fiction about Chernobyl ("novel-testimony by the Belarusian writer Svitlana Alexievych "Chernobyl Prayer: Chronicle of the Future", the work of the Ukrainian-American novelist Iryne Zabytko "The Sky Unwashed", the novel by the French writer Galia Ackerman "Going through Chernobyl" ("Traverser Tchernobyl"), the book by the German author Christa Wolf "Accident: A Day's News", the novel "Chernobyl" by the American writer Frederic Paul, the work of the English novelist Julian Barnes "A History of the World in 10 S Chapters", the book by the Irish novelist Darragh McKeon "All That is Solid Melts into Air", a graphic novel by the French artist Emmanuel Lepage "Springtime in Chernobyl", the collection of the Belgian poet Alain Vancloster "Cream cheese with Wormwood", etc.) is a pedagogical tool that effectively influences the formation of the ecological awareness of an individual, since such works of art are capable of instilling the appropriate values in the reader, acting to the emotional sphere - feelings, emotions.

Fiction on the subject of Chernobyl (Bibliographic editions of the MSMB about Chernobyl. 2016) is a factor capable of expanding education seekers not only environmental knowledge (the history of the Chernobyl disaster, its causes, consequences, etc.), forming environmental values (careful attitude towards nature) as the basis of the nature-centric character of ecological consciousness and to form ecologically appropriate behavior (ecocentric type of ecological consciousness), as well as to cultivate a sense of patriotism, national dignity, historical memory, etc. (Trukhan, 2022a).

The Chernobyl library allows the pupil/student to master the system of knowledge about nature and interaction with society, serves to form an understanding of the need to optimize human relations with the environment, to develop an emotional-sensual and moral-aesthetic attitude to nature. The aesthetic and ethical factors revealed in the works are emotional levers of influence on the formation of ecological values of both the pupil/student-reader and the adult, they are distinguished by great educational power. These works of fiction serve as a good basis for deep moral and ethical reflections, encourage the mind, will, and feelings of the student to analyze the actions of literary characters, and therefore to the appropriate conclusions, cause a desire to imitate them or, on the contrary, to act differently. Literary pieces, in which the Chernobyl theme is updated, among other things, are not only a pedagogical factor, but also an important means of spiritual development of the individual, as it encourages the reader to further deepen knowledge of history, culture, art, etc. (more details about this in our separate publications (Trukhan, 2022a; Trukhan, 2022b)).

"Chernobyl trail" is well represented in world literature. The artistic understanding of the accident at the Chernobyl NPP began in hot pursuit: already in the summer of 1986, the German writer Christa Wolf began writing the novel "Accident: A Day's News", which was published in September; in the summer, the work "Chernobyl" by Frederic Paul was published on the American continent (Trukhan, 2022a; Trukhan, 2022b). These books started the Chernobyl library in the international dimension, they played an important educational role, served as a source of information for the world community about the nuclear disaster that happened in Ukraine, and highlighted the anthropocentric nature of human ecological consciousness: the "peaceful atom" ceased to be "peaceful". These books belong to the works of warnings for mankind. In the same vein, the book "A History of the World in 10 S Chapters" by the English writer Julian Patrick Barnes (1989) (Barns, 2018) is written in the same vein, the author interprets the accident at the Chernobyl nuclear power plant not only as a terrible man-made catastrophe, but also as a catastrophe of the spiritual world that befell humanity, each previous tragedy is the cause of the next. "Chernobyl trail" is also in Irish literature. The Chernobyl discourse is represented by Darragh McKeon: his novel "All That is Solid Melts into Air" (McKeon,



2014) is a large-scale panoramic project that records the history of the collapse of the USSR, which began with the explosion of a nuclear reactor at the Chernobyl nuclear power plant. The work depicts the difficult destinies of people on whom the imprint of the Chernobyl disaster and the social and political life of the USSR is also imposed. The author also emphasizes the role of the political system of the USSR in this catastrophe, and also shows one or another role of each of the characters, which is somehow related to the crime. From family-personal catastrophes to state-world catastrophes - this is the responsibility borne by the characters of the work (McKeon, 2014). Darrah McKeon emphasizes to readers: the human ecological consciousness should not be anthropocentric, the person/state and their needs should not come first, the person/state should not be a consumer and only take everything necessary from the environment, otherwise it will lead not only to man-made disasters, and family.

Let us emphasize that the Chernobyl theme, as in Ukrainian poetry (I. Drach, D. Pavlychko, B. Oliynyk, L. Kostenko, etc.), presented in modern world poetry. Chronologically, a book of poetry by the Belgian author Alain Vankloster "Cream cheese with Wormwood" (Vankloster, 2020) was recently published in Ukraine, in which the Chernobyl disaster is interpreted from the perspective of more than thirty years. Alain Vankloster, a poet and artist, supports the tradition of authors of the Chernobyl theme, expressed in the thesis that the accident at the nuclear plant is man's responsibility for the consumerist attitude towards nature, turning it into an exceptional source of resources. This explosion of the nuclear reactor is a consequence of the pride of the human mind, which likened itself to God. This book is another literary warning for humanity. Despite the fact that almost every poem by Alain Vankloster is an example of deep philosophical lyrics, the collection of poems together constitutes a coherent lyric-epic story about the accident at the Chernobyl nuclear power plant, which became a terrible tragedy for thousands of children, their mothers and unborn children, male liquidators and workers of the nuclear power plant, which united into a single all-human catastrophe. The theme of motherhood and childhood is one of the main ones in the book: the Belgian poet used information about the "very young" city of Prypiat, where an extremely large number of young families lived, who had young children or were expecting their birth, a city of happy mothers, a city of youth, which blossomed on the eve of the accident at the Chernobyl nuclear power plant. This "youth" froze not only in poems, but also in the author's illustrations, which serve to deepen the awareness of the tragedy of humanity, named Chernobyl. Poems dedicated to the liquidators are full not only of love and gratitude, but also of the bitterness of wormwood that will never disappear (Vankloster, 2020). The very use of the poetic form is an emotional lever of influence on the formation of the reader's ecological values, prompts deep moral and ethical reflections, analysis of the actions of literary characters, and therefore - to appropriate conclusions about nature-centric attitude to the environment. These and the above-mentioned works are a potential for the formation of ecologically appropriate behaviour of the individual, that is, they are a factor in the formation of an ecocentric type of environmental consciousness of education seekers.

With this in mind, pupils and students should be introduced to Ukrainian and world Chernobyl library. The novel of the Nobel laureate Svetlana Alexievich deserves special attention. Svitlana Alexievych "Chernobyl Prayer: Chronicle of the Future" (Alexievich, 1998) and the English language work "The Sky Unwashed" by I. Zabytko (Zabytko, 2000), which made it to the New York Times bestseller list, we interpret them as having an important educational, informative and educational value. Today (more than ever) they are important not only for Ukraine, but also for the entire civilization: the works deal not only with the problems of human survival, nuclear danger, the appropriate use of the "peaceful atom", human activities for sustainable development, but also with spirituality, absolute values on which the human community is based and which are the basis of the formation of a high level of environmental consciousness.

In the end, we note that in order to realize the key goal - the formation of environmental awareness of education seekers - it is necessary to observe a number of pedagogical conditions, some of which are: to raise the level of environmental awareness of teachers and parents themselves; to combine various forms, methods and means of environmental education; to actively use fiction about Chernobyl in the educational and educational process of educational institutions; to organize practical activities for nature and environment protection; to ensure the continuity of environmental education and upbringing, etc.

### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

The formation of environmental consciousness in education seekers is a complex and long process, the final result of which should be not only the mastery of certain knowledge, but also the development of emotional sensitivity, the ability and desire to actively protect nature, to be a highly moral and cultural person who is aware of the importance of nature conservation for human's own life, development of Ukraine, humanity in general. Today, this problem is especially relevant for Ukraine under the conditions of the Russian-Ukrainian war, when the Russian occupiers are organizing a terrible genocide of Ukrainians, destroying infrastructure, natural resources, the environment, creating a threat of chemical and nuclear pollution as a result of shelling of military and industrial infrastructure facilities, chemical plants, storage facilities ammunition, oil products, airports, civil facilities, thermal, electrical, and nuclear power plants, including the Chernobyl NPP, etc. The great responsibility for the environment and the future gene pool of the Ukrainian nation rests not only on state structures, but also on teachers, the family, the public, the church and other factors. The way to environmental consciousness lies through effective environmental education, through the environmentalization of the consciousness of those who receive education. Therefore, it is time to reorient the content of the education system in the dimension of sustainable development, which involves, first of all, its environmentalization - the development of ecological thinking as a condition for the formation of ecological consciousness of the individual, acquisition of ecological knowledge, formation of ecological behaviour. The complexity of environmental problems against the background of the Russian-Ukrainian war, economic and ecological crisis phenomena objectively require to consider continuous ecological



education as one of the most important factors for the survival of the Ukrainian nation, it is important to form in education seekers a new ecological ideology filled with real state-political, socio-economic and scientific and technological content. Educating an effective pupil/student-ecologist is an important task today.

Literary fiction of Ukrainian and foreign writers about Chernobyl enables the pupil/student to master the system of knowledge about nature and interaction with society, serve to form an understanding of the need to optimize human relations with the environment, develop an emotional-sensual and moral-aesthetic attitude towards nature. The aesthetic and ethical factors revealed in the works are emotional levers of influence on the formation of environmental values among education seekers. The Chernobyl library, among other things, is not only a pedagogical factor in the formation of ecological consciousness, but also an important means of spiritual development of the individual.

The subject of further research will be the analysis of the textbook fund on Ukrainian and world literature in relation to the reflection of the Chernobyl literary discourse in it.

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