
THE RELATIONSHIP BETWEEN A HUMAN BEING AND NATURE: HOW THIS ASPECT IS PROVIDED BY HISTORY SCHOOL EDUCATION IN UKRAINE*

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The article analyses how educational syllabi and textbooks on the history of Ukraine represent topics related to the most important events and phenomena defined by David Christian in his book 'The Great History of Everything' (Christian, 2018). Also, the authors analyse environmental issues in general to draw the attention of colleagues to changing approaches to the study of history at school. For Ukraine, the preservation of statehood, concerning the Russian-Ukrainian war, is currently important, but the environmental consequences of Russia's aggression should not be overlooked by educators. According to the authors' opinion, it should be considered in the context of the environmental policy of the Russian Empire and the Soviet Union. Another important aspect with which the article deals is the analysis of history education reforms. On the one hand, the concept of the New Ukrainian School provides the development of environmental competencies using civic and historical education. On the other hand, an anthropocentric approach with an emphasis on political history prevails in the programs and on the pages of textbooks. Therefore, it is necessary to involve researchers and educators in broader discussions that would lead to faster and better changes in history education, considering current global challenges.

1. Introduction

We were inspired to write this article by the publication of colleagues from Canada, who proposed joining the discussion on the involvement of history education in solving global issues of humanity (McGregor et al., 2021). The challenges mentioned in their research are relevant for Ukraine as well. It is worth analysing how the history of our past can help modern students understand undergoing global changes and become more resilient to new, less predictable

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challenges. Which learning approaches will best help students make connections between the past, present, and future, and make the right decisions when responding to the threats of climate change? What are the duties and responsibilities of history teachers in fostering empathy and modelling ethical relations in the rapidly changing, and probably stratified, world? Currently, the authors of the article are attempting to analyse school history education in Ukraine, taking into account their involvement in the teacher training system and their experience in working out and creating history textbooks.

It is worth mentioning that Jonathan Lear, based on the materials of the history of the indigenous people of Canada, Plenty Coups, has already raised a problem that has recently acquired a new meaning: How can a person realise the collapse of his culture (Lear, 2006)? Under the circumstances of the Russian-Ukrainian war, historians, and educators first of all talk about the importance of physical survival. However we should also focus on the ecological consequences of hostilities, which we will have to handle in the future.

Changes in history education are inevitable. Fierce debates regarding the modernisation of approaches to the study of history and the improvement of the content of textbooks have been ongoing since the declaration of Ukraine's independence in 1991. Educators had a reliance on the reform of the New Ukrainian School (hereinafter – NUS). The concept taken as the basis for the changes provides the development of environmental literacy, in particular, the ability to use natural resources wisely and rationally within the framework of sustainable development, awareness of the role of the environment for human life and health, ability, and desire to lead a healthy lifestyle. The State standard of basic secondary education, approved in 2020, distinguishes nine educational fields, including natural, social and health-preserving, civic, and historical: eleven key competencies, including environmental (Derzhavnyi standart bazovoi serednoi osvity (2020).

In the research which is presented, we aim to investigate existing history programs and textbooks, the content of which is approved by the Ministry of Education and Science of Ukraine, and to suggest possible ways of implementing certain elements of environmental education into the topics that are included into the study of history at school.

2. Research Methods

Since most teachers in Ukraine use a common program for the History of Ukraine and World History (these are two separate subjects), we will analyse the text of the 2018 program with 2022 additions and model programs of the National Academy of Sciences approved by the Ministry of Education and Science of Ukraine in 2021 (11 programs in total). We explored their content in terms of the most important events defined by David Christian in ‘The Big History of Everything’ (Christian, 2018). It is worth paying attention to those phenomena and events in the history of mankind and Ukraine that led to global climate changes: the Neolithic revolution, the division of labour, urbanisation, and the industrial revolution (Leinfelder, 2018). Considering the past of the Ukrainian lands, we also focus on the presence in the programs and textbooks of the analysis of the Soviet policy in the field of ecology, in particular, the non-compliance of production and household practices with the norms of law (Bowers, 1993). In our opinion, it is important to reconsider the consequences of the First and Second World Wars, the accident at the Chernobyl nuclear power plant, and the consequences of the Russian-Ukrainian war. When studying this issue it is necessary to analyse the texts (illustrations and tasks if available) in four groups of materials, namely:

- History programs used in Ukrainian schools;
- Model programs for grades 5–6 of the NUS (2021);
- Textbooks developed by 2021;
- Textbooks which were presented in 2022–2023.

Our goal is to objectively examine educational materials highlighting the interaction of nature and man, as well as the consequences of human activity in recently published school textbooks. It is also necessary to identify the positive achievements of historians and teachers of Ukraine, as well as the shortcomings that have been present in the educational environment of Ukraine since the time of the USSR and that have traditionally been preserved in history education.

3. Analysis of History Programs

Currently, there are two groups of programs in Ukraine: a program on the History of Ukraine and World History (their contents are determined by the Ministry of Education and Science of Ukraine), which are used by middle and high school teachers. Since 2023, students of the 5th grade (this is the initial level of secondary school) study according to one of the eleven author programs chosen by the staff of the educational institution. These programs are significantly different, but in the matter of the relationship between man and nature, surprisingly, one can trace a lot in common.

First, the program, approved by the Ministry of Education and Science of Ukraine in 2018 and changed in 2022, in connection with the full-scale aggression of Russia, contains an introductory explanatory part, which talks about the mandatory results of school history education (*Navchalni prohramy dlia zakladiv zahalnoi serednoi osvity*, 2022). In particular, students should think geospatially, comprehend the socio-historical space, and identify the interdependence of society, economy, culture, and natural environment development. All this is defined as spatial competence. Further, at different levels of the study of history, there are pivot points for understanding the historical relationship between man and nature, assessing the impact of man on nature, the consequences of economic activity for modern humans; about the impact of the Great Geographical Discoveries on the worldview, economic and social life of the population of Europe and the New World, and the consequences of the industrial revolution and industrialisation (*Navchalni prohramy dlia zakladiv zahalnoi serednoi osvity*, 2022).

For high school, the authors of the program suggest integrating the materials of history lessons and relevant concepts from ecology to form an understanding of the place of nature in the life of society; stimulate them, explore the features of interaction between society and nature; analyse the consequences of changes, transformations of natural processes and components of natural environment through anthropogenic activity. Also, in the final grade on the program on the History of Ukraine, a practical lesson is provided, dedicated to the accident at the Chernobyl nuclear power plant in 1986 (*Navchalni prohramy dlia zakladiv zahalnoi serednoi osvity*, 2022).

Accordingly, this topic should be integrated with students' research on the problem of pollution of the natural environment and

the geosystem's resistance to anthropogenic pressure. After completing the tasks, students should gain experience in distinguishing the sources and types of environmental pollution and characterising their negative impact on living organisms and human health.

In general, a detailed analysis of the programs confirms that history programs develop an anthropocentric approach to the study of this subject. The program of the integrated course of World History and the History of Ukraine for the 6th grade differs to some extent. Its first chapter is devoted to the most ancient past of humanity, therefore the topic 'Theories of the Origin of a Human. The Origin and Dispersal of Primitive People' should be included (Navchalni prohramy dlia zakladiv zahalnoi serednoi osvity, 2022). By studying the emergence and development of various civilizations, students will be able to expand their ideas about the influence of natural and geographical conditions on economic life, the organization of government, and the mythology of ancient societies.

As for the programs for the civic and historical fields which were approved by the Ministry of Education and Culture as a part of the reform of the National Academy of Sciences their author teams usually use the same wording as in the programs of the pre-reform period.

Indicatively, in the program by O. Gisem and O. Martynyuk for the 5th grade, the interaction of a human and nature is discussed only in chapter I 'Man, Nature, Society and History' (Gisem & Martynyuk, 2021: 7). The authors suggest discussing and investigating the dependence of human life on nature, and the influence of geographical location, climate, and access to natural resources on people's lifestyles and outlooks.

The writing team under the leadership of T. Bakka within the framework of the topic 'My Community and its History' suggests revealing the factors that influence people's occupations, the way of managing the economy, the social system (climate, geographical location, access to natural resources); give the examples of the influence of human activity on the environment in time and space, and the interaction of humankind and nature (Bakka et al., 2021: 12).

The writing team of I. Shchupak deems it expedient, in the 'Development of Humanity throughout History' chapter, to develop in students the ability to give examples of the impact of human activity on the environment in time and space, the interaction of a

human and nature. It also develops relevant attitudes: awareness of the need for responsible management and consumption; and understanding the importance of using specific modes and actions to conserve the environment. In our opinion, this is not an easy task, especially considering the small amount of time and the content component reserved for the topic 'Humankind and the Environment throughout History: Economy, the Problem of Resources' (Bakka et al., 2021: 6–15).

Authors O. Zheliba and O. Mokroguz in the preface claim that the program is aimed at the development of key competencies of 5th-grade students, among which the environmental one is. However, this wording is too general, so it needs meaningful disclosure directly on the pages of the textbook (Zheliba & Mokroguz, 2021).

The writing team, headed by I. Vasylykiv, presented the program designed for 2 years of study. In the 5th grade, children study the topic 'Natural Wealth of Ukraine,' 'Sustainability,' and 'Economy of the Country.' The expected outcomes identified by the developers are extensive in scope: critically think about the risks associated with environmental damage, discuss how citizens and governments can contribute to sustainable development, identify (with the teacher's help) and explain the challenges facing human society in various natural environments, and the preservation of the environment (Vasylykiv et al., 2021).

The tasks for the chapter 'Human, Nature, the World of Tangible Things in Prehistoric and Historical Times' in the program for the 6th grade are just as difficult. Teachers should explain to students such complex topics as 'Changes in Natural Conditions and Adaptation to Them by the First People in the Paleolithic and Mesolithic Eras,' 'The Invention of Fire,' 'Domestication of Animals,' 'Appropriative Economy' (Vasylykiv et al., 2021: 19–20). However, it is worth noting that the program is too vast in scope, and a teacher is unlikely to be able to devote more than 2 lessons of 45 minutes to these issues.

The materials of the team led by O. Pometun were developed according to the same principle as in the above-mentioned program. In the 5th grade, students should study the subtopic 'Economy, Entrepreneurship, Money throughout History' and analyse and synthesise the suggested information to explain the interdependence of human life, society, and natural changes, scientific and technical

inventions, and social circumstances. In the 6th grade, when studying the Ancient History of mankind, it is traditionally necessary to identify factors that influence people's occupations, the way of farming, and the social system: climate, geographical location access to natural resources (Pometun et al., 2021).

M. Kaftan's program tends towards the study of society. The relationship between man and nature is discussed when considering the following topics: 'What Kind of Human Communities Were in the past and Are Now?' 'Historical and Ethnographic Regions of Ukraine,' 'Occupations, Customs, and Traditions of Ukrainians in the past and Now,' and 'The Role of Space in Understanding the Past and the Modern World.' According to the authors of the article, even the wording of the topics is difficult to understand, but to confirm this assumption, we should analyse the textbook materials (Kaftan et al., 2021).

Three more programs are a continuation of the suggested materials for the 5th grade. The authors are also limited to the range of issues provided for consideration in other programs as well. Based on the results of the work, students should learn to think critically about the risks associated with damage to the environment; and to determine the causes and possible ways of overcoming the global problems of our time.

In general, even a brief analysis of all available history programs shows the dominance of an anthropocentric approach. One of the authors of the papers, Olga Dudar, is also the author of textbooks on the history of Ukraine in the Middle Ages and Early Modern Times. In 2021, she tried to present a draft textbook for the 5th grade according to the program of O. Zheliba and O. Mokroguz. The experts who reviewed the draft found one of the suggested tasks inappropriate, namely: to look at the housing of the New Guinea aborigines (an island in the western part of the Pacific Ocean) and to consider why all the buildings were simple and unpretentious before the arrival of Europeans. There were critical comments on most of the materials, which concisely (considering the content of the program) identified the features of the human economy development and their impact on the environment. To confirm that the perception of history by the authors of educational programs and school textbooks is mainly based on an anthropocentric approach and the dominance of political history, we offer a brief analysis of the textbooks currently used in Ukraine.

4. Ecological and Natural Science Topics on the Pages of Textbooks Developed by the Provisions of NUS

The ‘How History and Space are Connected’ chapter of O. Pometun’s textbook provides a brief description of the interaction between a human and wildlife. In particular, the authors note that the latter is rapidly losing its diversity. Enterprises, agriculture, and motor vehicles constantly pollute the environment with hundreds of hazardous substances. An infographic is also included to help readers understand why so many people are concerned about the condition of the environment these days (Pometun et al., 2022: 27–8). However, there is no environmental information in the chapter ‘Why Does a Person Manage and Earn Money.’ In our opinion, it would be appropriate to mention excessive consumption, alternative sources of energy, and other important issues of interest to children in this topic.

The chapter ‘Why and for What Natural Reserves Were Created’ gives a detailed explanation, but there are no tasks that would stimulate children to do real practical activities in the field of research and nature conservation, or researching the state of reserves in their regions of residence (Pometun et al., 2022: 157).

In the textbook by O. Panarin, the writing team offers an interesting task: to investigate temperature changes in the world over 1700 years. Among the questions to the corresponding diagram, there are: ‘Why did the average temperature rise sharply after 1900?’ with ‘What do you know about global warming? What is its reason?’ (Panarin et al., 2022: 28). It would be worth adding such a task or question as an incentive for students to consider what they and their parents can do in modern conditions to optimise the situation at least in their region. However, environmental content is present in only one chapter of the publication.

In the textbook by P. Moroz, two sentences summarise the damage that people cause to nature. After that, the students should look through 4 pictures and decide which of them show the harmonious coexistence of a human and nature, and which prove the negative impact of a human on the environment. After that, students must justify their answers (Pometun et al., 2022: 28). It should be mentioned that one of the illustrations is a reconstruction of irrigation agriculture in Ancient Egypt, which can hardly be called an example of harmonious coexistence. The rest of the images

demonstrate the negative impact of a human on the environment. But, as in the previous textbook, no task could inspire students to take an active part in nature conservation. In the chapter 'Economics, Entrepreneurship and Traditional Occupations of Ukrainians: Then and Now,' the authors state the negative impact of industrialisation and mention the accident at the Chernobyl nuclear power plant. But they offer standard tasks: to investigate what types of economic and entrepreneurial activities are developing in your locality/native land; and find out how it affects community life and the environment. Students traditionally act as passive observers.

In general, I. Shchupak's textbook contains many multifaceted tasks but regarding the chapter 'Geographic Space of the Earth. How Does the Environment Affect a Person?' the authors limited themselves to working with maps. The situation with the material in the paragraph 'Why Is History Necessary' is different. The authors offer to reflect on the role of accidents in history and describe the disaster of 2002 when the Prestige oil tanker sank. The text states that the crew's mistakes led to an ecological disaster, about 300,000 birds died, and financial and physical damage amounted to 5.7 billion US dollars (Shchupak, 2022: 174). In our opinion, speaking about such issues, it is worth talking not about accidents, but about people's careless attitude towards safety rules and imperfect legislation in the field of environmental protection.

In the textbook by I. Vasylykiv, ecological issues are analysed in the chapter 'Economy of our Country.' Students are offered to reflect on the use of various resources, the destruction of flora and fauna, and the need for its rational use, because 'this is a question of our survival.' In addition to the infographics, we also have a quote from the Law of Ukraine 'On Environmental Protection' and some questions that encourage students to think about their behaviour: (1) What is the purpose of the concept of sustainable development? How can students be involved in its implementation? (2) Why do you think corruption harms the economy? (3) What problems do prevent sustainable development? (Vasylykiv, 2022: 44–5).

The authors pay special attention to the homework: Exercise 'Sustainable development in Ukraine.' Draw a poster about sustainable development. Describe in it one of the problems of sustainable development in Ukraine. 'Bloggers' creative exercise: 'Imagine that each of you is a blogger developing an environmental

theme. Create a questionnaire for your classmates about one of the environmental problems in your area. Assess their knowledge on the topic' (Vasylykiv, 2022: 46). In our opinion, among all the analysed textbooks for the 5th grade, I. Vasyliki's materials are aimed at getting students interested in environmental topics and motivating them to take specific actions. However, such work is offered in a single chapter, which is not enough for the systematic development of the environmental competence of students.

The issue of a human and nature relationship is highlighted in O. Gisem's textbook. The authors briefly describe the changes in the human economy from ancient times to the present. Students are offered to think over the statement of the famous scientist V. Vernadskyi: 'For the first time, a man understood that he is an inhabitant of the planet and can – must – think and act in a new aspect, not only in the aspect of an individual, family or clan, states or their unions but also in the planetary aspect' (Gisem & Martynyuk, 2022: 12). Relevant tasks are selected for the material of the chapter, i.e., to discuss what everyone can personally do to reduce the problem of global warming. It also mentioned the Day of Ecological Debt, July 29, 2021, worldwide and August 8 in Ukraine. Readers should consider what this information indicates and how to respond to it (Gisem & Martynyuk, 2022: 12).

Tasks with specific practical components can be found in T. Bakka's textbook 'How Can I Influence the Conservations of the Environment?' In addition to the theoretical material on the human impact on the environment, the concept of sustainable development, and advice on rational nature-preserving behaviour, the students are asked to analyse the need to sort garbage, organise the appropriate disposal of batteries, and conduct the campaign 'Help the Community – Clean Up Your Street' (create an information leaflet, place it on social networks and rally the community together) (Bakka, 2022: 154–9).

It is worth noting that authors try to use materials about ecology and global environmental problems. But in general, they are limited to 1–2 chapters and offer tasks for remembering and analysing information. This way, students will perceive history exclusively as a science of the past. We strongly believe, even the content on the history of Ukraine should focus on the ecological crises of the 19th, 20th, and 21st centuries. The current situation has already been

outlined in a study by Peter Gautschi and Christian Bunnenberg: ‘Current debates related to history do not take place or take place with a delay in the next edition’ (Gautschi & Bunnenberg, 2021).

5. Environmental and Natural Science Topics in Textbooks Created before 2022

As mentioned earlier, we analyse the textbooks and, in particular, pay attention to how the authors describe at least the sixth threshold according to David Christian – the origin of *Homo sapiens*, the seventh threshold – the end of the ice age, and the eighth threshold – the modern revolution of fossil fuels. It should be mentioned that no textbook, which is designed for one academic year, includes an analysis of the period from the beginning of the Neolithic revolution to the present day.

The ancient history of humankind is analysed in the 6th grade, accordingly, all authors who developed textbooks in 2019 described the ethnogenesis of a human, the consequences of the ice age, the formation of the economic system, and the impact of humankind on nature. However, many textbooks suggest students learn specific facts. In fact, no one mentions the crisis of the appropriative economy, caused by the massive destruction of herd animals by humans, which led to the emergence of complicated gathering and resource-saving strategies, which together prepared the transition to a reproductive economy (Stratonova, 2002: 43).

There is also a lack of reinterpretation of the history of agricultural civilizations, although some (like one of the authors of the article, Olga Dudar) outline crisis phenomena in ancient China when the destructive power of stormy river flows increased due to the draining of swamps and changes in the natural environment to expand cultivated areas (Dudar & Huk, 2019: 84).

In our opinion, on the pages of 7th and 8th-grade textbooks (the period of the Middle Ages and Early Modern Times), it would be worthwhile to consider the formation of the peculiarities of the economic system in the lands of modern Ukraine and the challenges that the local population faces, taking into account the consequences of the Great Geographical Discoveries.

The first mentions of ecological problems on the pages of textbooks appear in the content referring to the beginning of the 20th century when the authors describe the development of the

economy of the western regions: How the irresponsible use of forests in the Carpathians led to soil erosion, and as a result, floods became more frequent in mountainous areas (Vlasov, 2017: 248). Content about fires at oil wells is also used, but the authors do not offer tasks that would motivate students to analyse the situation and compare it with today's problems.

The analysis of the industrial development of Eastern Ukraine, where the largest enterprises of the coal mining industry, metallurgy, and mechanical engineering were concentrated, is similar. After all, the 19th century caused the most of modern environmental problems in the industrial regions of Ukraine.

Also, no textbook mentions the environmental consequences of the First and Second World Wars, although it would be worthwhile to familiarise students with J. Huepi's research on soil destruction and pollution in 1914–1918 (Hupy & Schaetzel, 2008). Also 'The Long Shadows: A Global Environmental History of the Second World War' presents the results of the analysis of the environmental history of the Second World War in different areas and different countries (Laakkonen S. et al., 2017).

Authors of textbooks for the 11th grade (describing events from 1945 to the present) had considerable space for the presentation of environmental problems. Characterising the post-war reconstruction, all authors mention the problems and extremely difficult living conditions faced by the citizens of the Ukrainian SSR, who had to overcome the socio-economic consequences of the war. However, no one pays attention to the environmental problems that arose after the renovation or development of industrial giants. There are no tasks on environmental topics before analysing the Perestroika period at all.

The period of the rule of L. Brezhnev (1964–1982) and his successors was a time of aggravation of environmental problems. However, the authors of textbooks limit themselves to a few sentences, as in the work by V. Vlasov: 'Drawbacks in the management of the country's economy have had a negative impact on its ecological condition. In the 1980s, the territory of Ukraine was polluted with waste from the mineral and raw material complex ten times more intensively than the USSR as a whole' (Vlasov, 2019: 130). In the field of ecology, the Soviet government was just as limited to loud slogans as it was in the field of human rights.

Unfortunately, there are no such tasks on the pages of textbooks that would help students better understand the harmful consequences of environmental policy in the USSR.

The accident at the Chernobyl nuclear power plant is a global issue. However, some of the authors, such as O. Gisem and O. Martyniuk, only provide general information: ‘The accident at the Chornobyl NPP that occurred on the night of April 25–26, 1986, caused irreparable damage to the environment. The cause was an explosion at the 4th power unit, because of which the roof and walls of the upper part of the building collapsed. At the time of the accident, there were 200 tons of radioactive uranium and plutonium in the reactor. About 3 % of radioactive substances entered the environment. The radioactive cloud covered an area of 155,000 square kilometres. The explosion caused a large fire. Only thanks to the feat of firefighters, at the cost of their lives, a greater tragedy was avoided’ (Gisem & Martyniuk, 2019: 134–5). Tasks for this topic also mainly direct students to memorise factual material. V. Vlasov’s textbook emphasises the political impact of the events in the spring of 1986.

Students are invited to consider: (1) Why was the KGB’s information from April 29 aimed not at informing the population about minimising the risks from radiation, but at creating conditions for state security during the preparation and celebrations of ‘May 1 – the Day of International Workers’ Solidarity?’ (2) Why did the authorities in the USSR in general and the Ukrainian SSR in particular try to hide the truth about the events at the Chernobyl nuclear power plant both from their citizens and from Western countries? How was it consistent with the policy of glasnost? (Gisem & Martyniuk, 2019: 134–135). As a result, the task does not connect the events of 1986 with the systematic neglect of environmental problems in the USSR.

Unfortunately, we could not find a comprehensive analysis of the environmental policy of the Soviet government and independent Ukraine in any modern textbook.

5. Conclusions

Isabella Jackson and Siyi Du, researching textbooks in China, noted that ‘History textbooks are the only history books that the majority of people read in their lives’ (Jackson & Du, 2022). Although the educational system of Ukraine is significantly different from that of

China, they are common in the determining role of textbooks in the educational process, because students are guided by their content, and teachers use texts, tasks, and illustrative materials for class work and organizing independent work at home. Therefore, the presence of environmental topics and an interdisciplinary approach are important markers that would indicate the relevance of several issues, such as the impact of global warming, analysis of a complex environmental situation, and the development of environmental awareness, which are of interest to young people. Instead, history textbooks remain rigidly anthropocentric. The discussion continues on a different level, taking into account the post-Soviet legacy. Thus, a researcher from Romania S. Musteata (Musteata, 2017: 114) expressed the opinion that ‘Ukraine needs to develop historical education based on tolerance.’ After all, the political history that dominates the pages of Ukrainian textbooks in some places forms the image of ‘enemies’ from representatives of neighbouring nations. We would like to note that it is a political history that is of most interest to researchers from other countries who after 2000, analysed school textbooks in Ukraine.

Among Ukrainian educators, discussions about the content of programs and school textbooks have not subsided since 1991. However, the vast majority of researchers pay attention to the development of critical thinking, work with texts and documents, and the development of political culture. Recommendations offered by teachers for working with ecological material, namely: task-based learning, which can be attributed to: audits (self-examination of one’s way of life (life of the family) with the help of special questionnaires); brainstorming – a collection of thoughts and suggestions; work in pairs – discussion of small tasks with options for answers; work in groups on tasks: discussion of issues, analysis of additional information, formulation of conclusions, group drawings or tables; problem solving; video analysis according to the questions; preparing presentations and projects by students. However, textbook authors do not pay attention to such recommendations. Among the latest editions of textbooks for the 5th grade, only three of the 17 writing groups offer systematic tasks of at least one chapter. The system of work that would reflect the importance of ecological approaches and departure from the traditional politicised presentation of history, unfortunately, is not mentioned in the new programs or the

textbooks. Therefore, discussions and acquaintance with the experience of changes in approaches to history education in other countries, as we hope, will speed up the qualitative updating of the content of educational programs and school textbooks on history in Ukraine.

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