

Nature and School Gardens as a Learning and Educational Environment in Ukrainian Educational Institutions (Late 19th – Early 21st Century)

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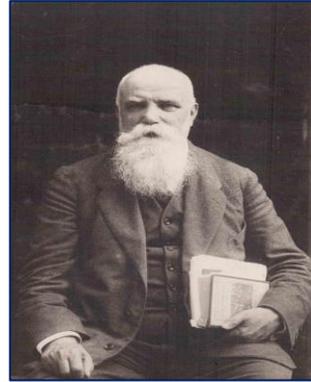
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Alla Fridrikh

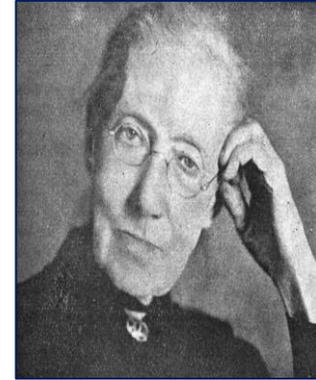
Rivne State University of Humanities, Ukraine

Ukrainian Educators About Nature

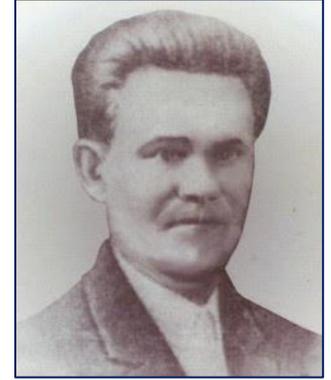
The role of nature in the upbringing and education of children is one of the important aspects of Ukrainian pedagogy at the end of the 19th – beginning of the 21st century.



**Tymofii
Lubenets**
(1855-1936)



**Sofiia
Rusova**
(1856-1940)



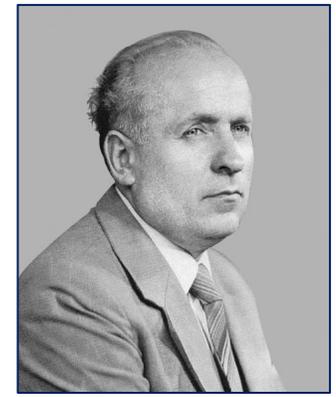
**Yakiv
Chepiha**
(1875-1938)



**Vasyl
Sukhomlynskyi**
(1918-1970)



**Ivan
Tkachenko**
(1919-1994)



**Oleksandr
Zakharenko**
(1937-2002)

Historical Contexts of Ukrainian Education

The natural environment was used as an educational space in various contexts throughout the development of education in Ukraine.

- the Imperial Era (late 19th century – 1917)
- the Ukrainian Revolution (1917 – 1921)
- the soviet period (1921 – 1991)
- Independent Ukraine (1991 till present)

Katerynoslav Two-Class Urban School (1890–1912, Katerynoslav, now Dnipro)



The building of the school

<https://lib.iitta.gov.ua/id/eprint/745584/>

Gardening and horticulture activities
(soil preparation, growing vegetables and plants, caring for them, and learning about their properties and practical uses)

Caring for beehives

Summer agricultural work

Oleksandrivsk Homestead-School for Children with Hearing Impairments (1903–1917, Oleksandrivsk, now Zaporizhzhia)



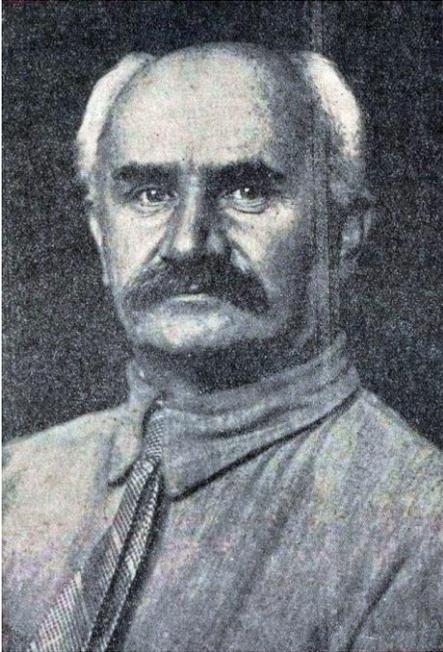
**Felix
Movchanovskyi**
Founder of the school
<https://esu.com.ua/article-68201>

Observation of natural phenomena

Exploration of flora and fauna

Practical lessons in the garden, biological station,
and meteorological station

First Ukrainian Gymnasium Named After T. Shevchenko (1917–1930, Kyiv)



**Volodymyr
Durduktivskyi**
Founder of the
gymnasium
<https://surli.cc/jedhrl>



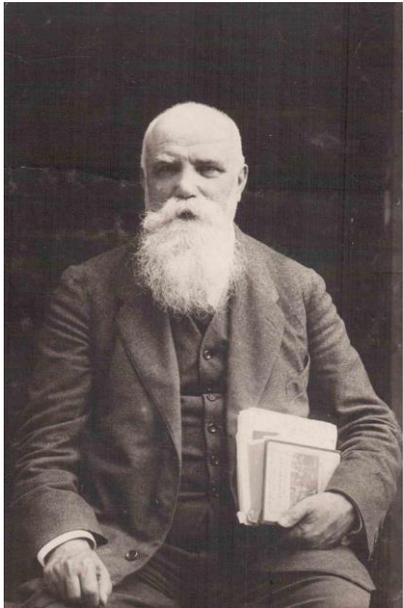
Students of the gymnasium
<https://lib.iitta.gov.ua/id/eprint/745584/>

Visiting natural sites, parks, and botanical gardens

Observation of natural phenomena

Conducting thematic lessons
(natural science knowledge was integrated with literature, history, and art)

Experimental Labour School No. 4 in Pushcha-Vodytsia (1920s, Kyiv)



Tymofii Lubenets
Founder of the school
<https://surl.li/eigerw>



Students of the school
<https://lib.iitta.gov.ua/id/eprint/745584/>

Observation of natural phenomena

Gathering natural materials for
classroom activities

Nature excursions

Involving students in work in the
vegetable garden and in the field

Pavlysh Secondary School

(1948 till present, Pavlysh, Kirovohrad region)



Vasyl Sukhomlynskyi
Headmaster of the school
from 1948 to 1970
<https://surl.li/kkwovq>



Students of the school
<https://surl.li/jgkqic>

Activities in the school garden,
including tree planting, plant care, and
crop harvesting

Conducting 'thinking lessons' in nature

Organization of 'green classrooms'

Involving students in creating
shelterbelts, clearing springs, and caring
for flowerbeds

Bohdanivka Secondary School

(1944 till present, village of Bohdanivka, Kirovohrad region)



Ivan Tkachenko
Headmaster
of the school
from 1944 till 1982
<https://pmu.in.ua/nogroup/tkachenko/>



School building
<https://www.onz-bgd.ml/>

Daily work in the garden and vegetable patch (caring for plants, participating in seasonal tasks)

Observation of natural phenomena

Organization of student work brigades and labour and recreation camps

Sakhnivska Secondary School

(1966 till present, Sakhnivka, Cherkasy region)



Oleksandr Zakharenko
Headmaster of the school
from 1966 till 2001
<https://esu.com.ua/article-15756>



School premises
<https://sahnivka.school.org.ua/>

Functioning of the dendrological park

Organization of a 'Green Pharmacy'
(studying medicinal plants, collecting herbs,
preparing teas)

Operation of a dedicated ecological
education system (clubs for young
naturalists, foresters, ornithologists; traditional
celebrations: Forest Day and Harvest Festival)

The Impact of Covid-19 and the russian War Against Ukraine on Student Learning

With the spread of the COVID-19 pandemic (2020–2021), outdoor learning practices began to decline.

The full-scale war of the russian federation against Ukraine caused the destruction of schools and the loss of their green spaces.

Currently, students are forced to study in shelters and underground schools, which deprives them of the opportunity to interact with nature.



Destroyed school, Chernihiv, Ukraine
<https://surl.li/wvbsqc>



Educational process in a shelter, Ukraine
<https://surl.li/finvjr>

Conclusion

- The historical experience of Ukrainian pedagogy convincingly demonstrates that nature and school gardens have played an important role in shaping a holistic, morally responsible, and healthy individual.
- Today, amid the difficult conditions of the full-scale Russian war against Ukraine and the loss of natural learning environments, we keenly feel the value of that pedagogical experience that connects the child with the living world.
- The restoration of school gardens, the development of "green classrooms," and the integration of environmental education into curricula should become one of the priorities in the post-war reconstruction of education in Ukraine. After all, fostering a love for nature is fostering a love for life, peace, and the future.

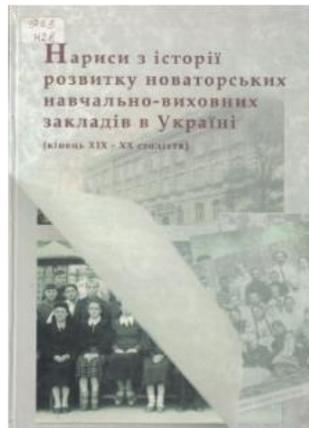
Source Research Heuristics



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Thank you for your attention!
Děkujeme za pozornost!