Zukorlić, M., Nikolić, I., & Milosavljević. P. (2024). Possibilities of an integrative approach in the implementation of environmental education in the younger primary school classes, *SCIENCE International journal, 3*(2), 51-57.
doi: 10.35120/sciencej0302051y UDK: 373.3.016:502/504(497.11)

POSSIBILITIES OF AN INTEGRATIVE APPROACH IN THE IMPLEMENTATION OF ENVIRONMENTAL EDUCATION IN THE YOUNGER PRIMARY SCHOOL CLASSES

Mirsada S. Zukorlić[1], Ivko A. Nikolić[1], Predrag D. Milosavljević[1]*

[1]University of Belgrade, Faculty of Education, Serbia,
e-mail: mirsadazukorlic@hotmail.com; ivko.nikolic@uf.bg.ac.rs; predrag.milosavljevic@uf.bg.ac.rs

Abstract: Among the series of global crises of the modern world, one of the most pronounced is the one caused by the low ecological awareness of man – the ecological crisis. The need to humanize the relationship between man and man, but also towards the entire living and non-living world in which he lives and works, is becoming more and more pronounced, and organized and comprehensive upbringing and education for the preservation of the environment is gaining more and more importance. In this sense, we see ecological education as an integral part of an individual's personality (educational field) whose contents belong to different subjects, so elements from almost all subject areas can be united around them. The aim of this paper is to point out the importance of the development and implementation of systemic presence in environmental education in the younger grades of primary school. Accordingly, the paper asserts that the achievement of the goals and tasks of environmental education, in the younger grades of elementary school, will be more successful and complete if environmental content is not separated into separate subjects, but integrated into teaching subjects. The contribution of this work is reflected in the concretization of aspects, program activities and within the framework of which it is possible to develop and implement a multidisciplinary approach to environmental content as well as the education of students in terms of environmental preservation.

Keywords: ecological upbringing and education, integrative approach, students of younger school age

Field: Social sciences

1. INTRODUCTION

Ecological education represents a necessary basis when it comes to the complete development of the personality, and as such it is one of the prerequisites for the successful preparation of young people for life in the future - especially when it comes to an environment imbued with modern, highly sophisticated technical and technological achievements. With the aim of an organized and system-oriented approach to the development of the complete personality of young people, in and out of school, in addition to the physical-health, intellectual, work, moral and aesthetic areas, it is necessary to develop an ecological educational component through concrete educational tasks. Environmental education is defined as "the acquisition of modern knowledge, skills, habits and attitudes about ecological features, processes and laws in the environment; learning about the impact of man on the environment in different forms and dimensions; understanding of modern aspirations and possibilities of science, technology, social sciences and arts for comprehensive protection and improvement of the environment; accustoming students to maintaining personal hygiene, hygiene and aesthetic arrangement of school environments, as well as accustoming them to a proper attitude towards objects in nature, cultural values, values created by work, especially towards overall interpersonal relationships" (Pedagogical encyclopedia 1, 1989, p.171). Although environmental education and environmental education are often seen as synonyms, in education the emphasis is on changing visible (external) behavior. Namely, ecological education refers to the acquisition of modern knowledge, skills and attitudes about ecology, as well as the proper relationship of man to the environment. On the other hand, "ecological education should provide knowledge about the basic ecological issues of modern society, develop a critical attitude towards the growing degradation of the environment and indicate the necessity of rational use of natural resources" (Minić & Jovanović, 2019, p.127). It is about processes that complement and permeate each other, i.e. "they tend to make a person aware, and in a more developed form they affect the change of his consciousness with adequate ecological behavior" (Andevski, 2002, p.29). For this reason, and primarily because of the purpose and importance, i.e. the goal and tasks on which it is based, we perceive environmental education as an inseparable, integral part and area of comprehensive education, while we consider environmental culture as an indispensable

*Corresponding author: mirsadazukorlic@hotmail.com

part of the culture of every individual and society in general - because there is no development of general culture without the growth and development of ecological culture. Ecological culture is discussed in Agenda 21 - Action Plan for Progress (Chapter 36), a document adopted at the UN Conference on Environment and Development, held in 1992 in Rio de Janeiro (Biočanin, & Bektasević, 2011, p.13). In Chapter 36 ("Program of measures and activities for the 21st century") of the aforementioned Agenda, the need for planned and long-term development of interdisciplinary knowledge about the environment during the entire lifespan of a person is emphasized. In this regard, within the educational process in elementary school, it is necessary to ensure and improve a higher degree of interdisciplinarity and multidisciplinarity for the sake of a better and more complete understanding of the relationship between the factors and contents of modern life (nature and society, man and technology/advanced technologies, culture and industry...). In addition, in the field of environmental education, a special contribution is reflected in the awareness and orientation of young people towards the preservation of the environment and biodiversity, especially in an environment with the dominant role of highly sophisticated technologies, but also at a time when the whole world is facing a global crisis (economic, political...). In order to achieve awareness and build a critical attitude of young people regarding ecological sustainability, it is necessary to enrich the curricula and programs at all levels of upbringing and education with ecological content.

In this regard, it should be emphasized that in our country there is a whole series of documents, conceptual and legal decrees and acts that regulate environmental education. The basic goals of environmental education and training are stated in the "Regulations on the Curriculum and Program of Basic Education and Education" (Službeni glasnik RS, no. 10/2004, 12/2018), among which are the following: developing basic concepts about the immediate natural and social environment and connecting them into a system; integration of sensory impressions acquired during research activities in order to achieve proper experiential knowledge; systematization, correction, expansion and connection of experiences and knowledge with new knowledge about nature; building the basis of a scientific view of the world, while enabling students to understand the connection, dependence and conditionality of the development of nature; getting used to maintaining personal and general hygiene; developing the ability of systemic thinking, flexibility when making decisions; developing civic participation and activities.

2. ECOLOGICAL EDUCATION IN CORRELATION WITH OTHERS AREAS OF EDUCATION

Ecological upbringing and education represent an integral part of the overall development of the personality as well as its culture of living, which must be connected with all other developmental components. If we take into account that physical education implies proper growth and development of children, strengthening health and physical abilities, as well as mitigating the consequences of long-term stay indoors (with reduced physical activity and improper diet), accompanied by the development of hygienic habits and familiarization of young people with harmful and health by the dangerous effects of psychoactive substances (cigarettes, drugs, consumption of toxic substances and plants, such as poisonous mushrooms, etc.), integrating physical, health and environmental education in this regard would include encouraging respect and love for the living world", as well as those aspects that refer to "understanding the influence of the environment (air, water, light) on the growth, development and survival of living beings; awareness of man's influence on the environment and the place of man (a rational being – homo sapiens sapiens) in the food chain; knowledge of man as a part of the biosphere; understanding the consequences of the (negative) reckless attitude of man towards nature for human health and sustainable development", and also approaches that include understanding the needs of "a harmonious relationship between man and nature, building a child's attitude towards a healthy lifestyle, the ability to make ecological decisions in cooperation with others" (Omerović & Zukorlić, 2019, p.25).

Intellectual education is "one of the most important areas of personality development - education - whose main goal is to ensure the adoption of knowledge systems, truths, different value systems, awakening and developing intellectual curiosity and the desire to learn; development of intellectual properties, abilities and personality characteristics; developing and fostering a culture of intellectual work, critical and creative thinking; training for self-education; creating a basis for building one's own (personal) view of the world" [Pedagogical Lexicon 1996]. Connected with ecological education, it is aimed at the development of "abstract thinking; students' ability to think spontaneously, interest and research curiosity about the world they live in; developing the ability to ask questions (with the word why? the child tends to determine the reason for the existence of things and phenomena)", especially when it comes to natural phenomena and man's attitude towards them, while linked to education for a sustainable society, it "implies competencies such as: critical thinking, imagining future scenarios and making decisions in cooperation with others" [Omerović & Zukorlić, 2019, p.25], which constitute one of the important aspects when it

comes to joint approach and cooperation in the field of nature conservation.

When it comes to moral education, as an important component of educational work in the field of environmental awareness development, it is realized through the following tasks: acquiring knowledge about morality (rules, norms, principles, values); building moral awareness (unity of intellectual, emotional and conative components); building moral convictions (a higher level in the development of morality); education of moral feelings; building moral conscience (awareness of an individual's moral responsibility for his own moral behavior) and moral behavior - action (Jovanović, 1998). The correlation of moral education with ecological education can be explained as follows: "ecological thinking directly grows out of a person's interaction with the social and natural environment, that is, from the way a person perceives his environment and relates to it; development of empathy, solidarity, social and ecological responsibility, maturity and autonomy, competence, ability to self-shape and strengthen personality (education for a sustainable society)" (Omerović & Zukorlić, 2019, p.26).

The positive attitude of man towards nature, as well as ecological awareness, represent an act of moral cognition and an action framework, important for the preservation of the environment and its biodiversity.

In addition to intellectual and moral education, an important aspect of ecological culture is work education, which is achieved through "getting to know work as a basic human activity, training for work (for a specific field of work), nurturing and developing a work culture, developing a complete personality through work refers to any work (physical, manual, production, as well as spiritual)" [Pedagogical Lexicon, 1996]. In correlation with ecological education, work education contributes to "the understanding of man's influence on the environment and the observation of changes in it; the understanding of the consequences of man's work with a reckless attitude towards nature; understanding the alienation of man from nature and from people due to technological progress and individuality" (Omerović & Zukorlić, 2019, p.26).

When it comes to the process of aesthetic education, "the abilities to observe, experience, value and create beauty in art, nature, life and work are developed systematically and systematically" (Jovanović, 1998, p.71). At the same time, it also means "developing respect for national heritage; encouraging the development and enrichment of the culture of speech as well as the culture of oral and written expression" (Omerović & Zukorlić, 2019, p.26]. In correlation with ecological education, aesthetic education affects "getting to know (noticing) and experiencing nature", as well as "awakening emotional sensitivity [which] arouses a sense of concern for its preservation, on which ecological action (creation) as well as living in harmony is based with nature; strengthening the empathetic relationship towards nature and nature research" (Omerović & Zukorlić, 2019: p.26).

It is quite certain that ecological education, like all other fields of human personality development, has its starting point in the family. However, when it comes to the systemic approach, we should not ignore the importance and role that schools play at all levels of educational work. The school is an irreplaceable link when it comes to an organized approach to environmental upbringing and education, which with its program content provides wide opportunities in terms of acquiring knowledge about environmental issues and expanding the environmental awareness and culture of students. In the younger grades of elementary school in the Republic of Serbia, teaching content that includes environmental topics is represented in almost all subjects, which is why the following work will show some organizational forms of school work and teaching subjects that permeate relevant teaching content in which the topic of environmental education is dealt with and education.

3. ENVIRONMENTAL EDUCATION AND EDUCATION THROUGH ORGANIZATIONAL MODELS OF SCHOOL WORK AND CURRICULUM SUBJECTS IN YOUNGER PRIMARY SCHOOL CLASSES

According to the recommendations for achieving the goals of environmental education, presented within the framework of the United Nations conference on the environment and the functionality of education in the context of this issue (Stockholm 1972, Belgrade 1975, Tbilisi 1977, Rio de Janeiro 1992, Johannesburg 2002, etc.), it is necessary to - connect the educational process with real life; to realize content about the environment in nature; through different methods of active learning to develop own initiative, critical thinking and problem-solving abilities (Lexicon of educational terms, 2014). According to the above, it is quite certain that nature cannot be learned in a better and more complete way in any other place than in nature itself. The concept of teaching in nature is one of the best organizational models of teaching in the function of realizing ecological education, which offers the possibility of integrated realization and connection of educational goals related to the development of the whole personality of students with those goals that include the ecological education of young people (Omerović & Zukorlić, 2019). Teaching in nature provides excellent opportunities for innovation and modernization of various

forms of educational work related to ecological content. As part of classes in nature, students have the opportunity to get to know the natural environment directly and work on the preservation and improvement of the natural environment. Spending time in nature, activities in it and a strong concern for the living world (plant and animal species) that students encounter in the natural environment creates a good mood and a basis for the correct formation of attitudes and values that form a good foundation for future ecological action and coexistence.

In contrast to teaching in the classroom (classroom teaching), teaching in special conditions - outside the classroom and outside the school, requires a significantly different approach and special, more complex requirements regarding the realization of teaching activities. Namely, it depends on the ability of the teacher, his will and motivation, but also on his knowledge in the field of ecology, how much importance will be given to ecological contents and how their correlation with other teaching subjects, as well as the previously acquired experiences and knowledge of students, will be achieved.

The curriculum in the younger grades of primary school foresees special contents in the field of environmental protection and improvement. In this regard, the teacher is allowed to concentrate, actualize and concretize the program contents, so that the students are provided with information about the relationship between man and the environment in a more adequate way. In the first cycle of primary education and upbringing, ecological content is correlatively permeated through almost all subjects, and the most prominent are the subjects The world around us (in the first and second grades) and Nature and society (in the third and fourth grades of primary education and upbringing), as well as the optional subject Guardians of Nature. Also, the mentioned contents are represented to a considerable extent in numerous extracurricular activities that are mainly realized through environmental sections.

The greater degree of representation of ecological content within the mentioned teaching subjects (The World Around Us and Nature and Society) is logical especially for the reason that they (unlike other more narrowly focused subjects) are largely integrative in nature. The general goal of the integrated subject The world around us is aimed at children getting to know themselves and their environment, developing empathy towards nature as well as the ability to live responsibly in it. Due to their specific nature, ecological topics are suitable for work within leisure activities - such as ecological excursions, ecological workshops, etc. As stated by the authors of the book Informatics basics of integrative teaching, “the integration of content in primary school should be realized within the framework of three themes - nature, man, society” (Vilotijević et al, 2019, p.97). According to them, this does not mean that it is only necessary to integrate teaching activities and content within the subject, but that in addition there is a whole range of opportunities and needs for the integration of environmental topics throughout the entire vertical of primary school education. In this regard, it is important to emphasize that the contents of environmental education belong to different areas around which elements from almost all teaching subjects can be combined - including physics, chemistry, biology and geography, which in the cognitive sense represents a more comprehensive, diverse and potentially more successful approach to environmental education. education than those that are realized only through separate courses (Vilotijević et al, 2019).

Depending on the plants that are cultivated together with the students, it is necessary for the teacher to prepare informational material that focuses on the appearance and characteristics of certain types of plants (photos, drawings, description of the environment...), all for the reason that the students through concrete and obvious examples, they could learn to recognize plants and notice their basics and specifics. In contact with nature and concrete examples of plants, students can observe the appearance and structure of leaves, the shape of the crown or the bark of a tree, they can collect and feel (tactile experience) their leaves/fruits/seeds/flowers, all depending on the type of plant and the time of year in which classes are held. As part of the mentioned teaching activities, students can sort plants into appropriate boxes/containers or keep a type of herbarium and notes (with a description of the properties of the plants), categorizing them in relation to the place and method of collection, the appearance of the plant in relation to the root, stem , leaf, flower and fruit, while classifying them into deciduous, coniferous, bushy or herbaceous plants, etc.

In the conversation with students, it is necessary for the teacher to emphasize the importance of environmental protection, specific reasons for the preservation of plant species, introducing students to desirable and undesirable (responsible and irresponsible) behavior in nature, such as those related to the destruction of tree branches and uprooting of plants , trampling green areas, unsafe lighting of fire, soil and water pollution by throwing waste and spilling toxic liquids, etc. In this regard, the teacher can also prepare certain excerpts from the “Red Book” (which talks about the wealth of biodiversity) and at the same time present a list of the most endangered plant and animal species in the region, and at the same time lead a separate discussion about it with the students. In a special class in nature, students can organize a field cleaning action through different types of activities: collecting different types of waste

in the environment (organic origin, metal, plastic and glass) and sorting them into special ecological bins in which different types of materials are separately recycled, such as and afforestation (planting fir, pine and other conifers, planting flowers and collecting leaves) and improving and caring for the living space (hoeing, watering and fertilizing plants, whitewashing trees, etc.). Students can involve their fellow citizens in common environmental actions, and in this way, by personal example, have a positive impact on people's awareness of the importance of environmental protection. Among the proposals (tasks) that can be planned on the topic of "The Plant World" are the following activities:

– Observe differences in abundance (equality or inequality, plant population density, height, etc.) of different types of plants in a certain habitat (coniferous, deciduous, shrubby, herbaceous, cultivated and wild);

– Observe the roots of large trees and think about the answers to the following questions: In the event of a flood, would the rising water be able to wash away the surface layer of the soil? What is the role of roots in this? What would happen if we cut down the forest? Do floods wash away nutrients from the soil? How do we influence the preservation of trees by participating in paper recycling? What is responsible behavior towards the protection of natural resources?

– Connect the orientation in space (side of the world) with examples from nature (e.g. the bark of trees on the northern side is rougher and usually overgrown with moss, the walls and roofs of buildings are colder and darker on the northern side and overgrown with moss; on conifers from the south significantly more resin appears on the north side than on the north side; on the stump of a felled tree, the rings are narrower on the north side and wider on the south side, etc.).

In order to get to know the animal world in the habitat where they live, students can be given the following tasks:

– With the help of the teacher, they prepare a documentary film or a short video about the animal species that inhabit a certain habitat, and then bring drawings or photos of the animals they considered;

– Make photo or video material (with the help of a mobile phone) about which animals they observed in a certain environment (species of birds, squirrels, etc.) and make a short report about it;

– To pay attention to the appearance and other characteristics of animals (color of birds, wingspan, claws...);

– Audio-recording of advertising of birds or other animals;

– They draw, photograph or make a video record of the specific habitat of animal species (nests, burrows...) and make a short report about it;

– Depending on the number of animals that will be processed with the students, it is necessary for the teacher to prepare shorter informative material, so that the students can group them into certain categories (reptiles, mammals, birds, insects, etc.);

– Students can keep a diary of observation and monitoring of certain animal species, in which they will record all observed characteristics and differences between animals and compare them with informative material (made by the teacher), and later present them to other students in the class;

– Depending on the season, the teacher and the students can have a conversation about migratory birds and resident birds. Students know that migratory birds go to warmer regions (stork, swallow, nightingale, cuckoo, starling), while resident birds (wild duck, pigeon, sparrow, crow, magpie, woodpecker) stay in the same area during the winter period;

– In a conversation with students about the protection of the environment, specifically birds, mammals and other animal species, the teacher points out the harmful aspects of the devastation of bird nests and cutting down trees as habitats for certain animal species In accordance with the aforementioned, the teacher can raise the issue of the approach to the protection and care of certain animal species, i.e. the way in which a person can help animals overcome unfavorable winter conditions (for example, make a wooden house for birds; feeder and shelter for animals, and. fig.);

– Upon returning to school, from the collected material, audio-visual recordings, comments and answers to the tasks and responsibilities that they realized during the lessons in nature, the children can organize an exhibition and in this way introduce the other students, teachers and parents to the ecosystem and its condition biodiversity in their environment (Zukorlić & Mirić, 2015).

Environmental contents can be connected (integrated) with other teaching subjects according to the selected topic. The program content of the native language and literature can be realized in such a way that, first of all, there will be repeated texts whose contents relate to the life and work of people in their environment. Among the topics related to the culture of oral and written expression, which are suitable for the realization of the content from ecology, there are those in which there are descriptions of the forest, park, river, lake, sea, favorite flower, afforestation of bare trees, planting flowers and trees , saving birds, participating in the ecological section, etc. Grammar and spelling classes, in which texts with ecological

content can be chosen, are also beneficial for the aforementioned, and in this way indirectly influence the development of ecological awareness and culture among students of younger school age (Minić & Jovanović, 2019).

Mathematics is a subject that also provides various opportunities for integrating tasks from the field of environmental education. In this regard, one of the possibilities is to bring the contents into connection with natural data and the life and work of people from the environment when composing text tasks. For example, in the fourth grade, measurement and measures, a set of natural numbers, surfaces, with which certain ecological concepts can be learned and understood (Zarupski, 2017).There is also the possibility that by means of different regular geometric bodies, students can learn to recognize different forms of leaves, and at the same time, plant species, etc.. On the other hand, through examples of tasks with mathematical sets and subsets, students can also acquire certain knowledge in the field ecology and plant and animal life, especially when it comes to the way of grouping plant and animal species, land and river animals, deciduous and coniferous trees, etc. After the completion of the mentioned tasks, the teacher can initiate a discussion from which, in addition to mathematical information, certain information and messages related to environmental content can be extracted.

It is also possible to integrate environmental content through the teaching of Musical Culture through thematic units that contain an ecological component - for example, through songs about animals, seasons, nature (natural phenomena and landscapes), feelings (happiness, love...) in relation to natural factors, etc. A large number of musical compositions, intended for listening or performance, contain a certain ecological dimension, i.e. they can serve as a segment of indirect environmental education. Among others, such songs include: “It rained a little”, “I sowed flax”, “Butterfly and flower”, “Behind the seven hills”, “The branch lilac branched”, “The bumblebee swore”, “The cherry blossom gave birth”, “Autumn is coming”, “How beautiful this world is”, “I planted basil”, “Carnival of animals”, “On the meadow”, “Summer has arrived”, “Autumn symphony”, “Birds are returning”, “Sparrow and cat” and others. (Minić & Jovanović, 2019).

In Art classes, students from first to fourth grade can, with the help of various art techniques, present content from ecology – such as painting motifs from nature (landscapes, etc.), differences between urban and natural environments, plant and animal life, as well as showing the differences between a clean and polluted environment. Also, by analyzing works of art whose content is reduced to an ecological component, students can be additionally shown the importance of nature and its preservation (Buzaši & Marganić, 2009), i.e. develop awareness of the role that man and his scientific and technological development have in terms of damage and protection of the environment and biodiversity.

Also, the subject of Physical Education has multiple effects on the creation and development of the ecological culture of students of younger school age. It reminds students of the importance of the correct attitude of the individual and the community towards their own health, such as the need to breathe fresh air and be active in nature, as well as the beneficial effect of sunlight. Students should be guided in the direction of building an active lifestyle, i.e. of a lifestyle that includes active exercise, as well as the knowledge that it is far more beneficial to stay in an open space than in stuffy (unventilated) and dimly lit rooms. Content from the field of physical education must be realized with a greater degree of implementation of games, where the development of skills important for finding one’s way in nature comes to the fore, as well as those related to self-protection and safe stay in different natural environments. In this regard, it is necessary to train students to orientate themselves in nature (with and without a compass), and also direct them towards proper and safe provision of first aid in case of unforeseen situations (natural disasters, fires, injuries, etc.). Sports games, regular physical exercises, as well as taking care of mental health must be implemented in accordance with the place of residence and the season. And finally, it is necessary to clarify to the students that the use of natural benefits is not unconditional, and at the same time direct them to the necessity that during every activity, the individual and the community have a responsible attitude towards nature – which implies that through the educational process, a systematic step forward is made towards the development of an active approach of young people its sustainable improvement, all with the aim of preserving natural resources as a basis for the healthy and complete development of future generations.

4. CONCLUSION

Environmental education is an integral part of the overall development of the personality. In order to provide purposeful and purposeful education, it is necessary to approach and develop ecological components through concrete educational tasks, in addition to the physical, intellectual, work, moral and aesthetic areas. Namely, the ecological culture needs to be understood and seen, and at the same time

it must be built as part of the general culture of each individual and society, considering that there is no development of general culture without the development of ecological awareness. An ecologically literate and conscious individual is able to contribute to overcoming the environmental problems that surround him. In order to achieve this, environmental education and upbringing should not be reduced only to those contents related to understanding and solving environmental problems, such as environmental pollution, but it must also contain components of improving moral principles and the value system of man in in relation to nature conservation and biodiversity protection. It is necessary for man to be aware and understand his role and responsibility regarding the use of natural resources. Although ecological education should be started from the youngest age (family, kindergarten), the school nevertheless forms an irreplaceable link that, with its program contents, enables the acquisition of broader knowledge in the field of ecology and, at the same time, which, with a systematic approach, directs students towards the acquisition of ecological awareness and the importance of developing an ecological culture in general. Therefore, the first and most important task of educational institutions is reflected in the improvement of curricula (at all educational levels), as well as the expansion of cross-curricular correlations, the focus of which are contents from the field of ecology and environmental protection. Also, in this regard, it is necessary to take adequate measures when it comes to providing support for the professional development and training of teachers, first of all, in the field of integrative approach in the implementation of environmental education. Only with a well-organized and system-based educational approach to the development of ecological culture can the quality of life be improved in the present, without harming the environment and the quality of life in the future.

ACKNOWLEDGEMENT

This work is supported by the Ministry of Science, Technological Development and Innovation of the Republic of Serbia – Agreement on the transfer of funds for financing the scientific research work of teaching staff at accredited higher education institutions in 2024, Registration number: 451-03-65/2024-03/ 200138.

REFERENCES

Andevski, M. (2002). Introduction to environmental education. Novi Sad: Faculty of Philosophy. [in Serbian]
Biočanin, R., & Bektasević, S. (2011). Ecological encyclopedia. Belgrade: Center for Strategic Research of National Security. [in Serbian]
Buzaši, M., & Marganić, S. K., (2009). Art culture (for the third grade). Belgrade: Eduka. [in Serbian]
Cifrić, I. (1996). Ecological literacy between cultural tradition and ecological everyday life. Social Ecology: Journal of Environmental Thought and Sociological Environmental Research, 5(3), 403-421. [in Serbian]
Jovanović, B. (1998). School and education. Jagodina: Faculty of Teachers. [in Serbian]
Pijanović, P. /ed./ (2014). Lexicon of educational terms. Belgrade: Faculty of Teachers. [in Serbian]
Minić, V., & Jovanović, M. (2019). Environmental education and education in younger grades of primary school. Proceedings of the Faculty of Philosophy in Priština 49(4), 125-144. [in Serbian]
Nikolić, R. (2002). The contribution of the nature school to environmental education: environmental awareness and environmental education of children and youth. Šabac: Higher school for teacher education. [in Serbian]
Omerović, M., & Zukorlić, M. (2019). School in nature: pedagogical-ecological foundations. Tuzla. OFF-SET.
Potkonjak, N. (Ed.). (1998). Pedagogical encyclopedia. Belgrade: Institute for textbooks and teaching aids. [in Serbian]
Rulebook on the curriculum for the first and second grade of primary education. Prosvetni glasnik. Službeni glasnik RS, no. 12/2018. [in Serbian]
Vilotijević, N., Mandić, D., Nikolić, I., & Vilotijević, M. (2019). Informatics basics of integrative teaching. Belgrade: Faculty of Teaching, University of Belgrade / Belgrade: Institute for Textbooks and Teaching Aids.
Zarupski, S. (2017). Mathematics (for the fourth grade). Belgrade: Eduka. [in Serbian]
Zukorlić, M., & Mirić, B. (2015). School in nature: from caring for the environment to ambient learning. Educational Technology, 15(1-2), 37–42. [in Serbian]