

UDC 82.091:504

GAYEVSKA Olena – PhD in Philology, Associate Professor at Research and Education Institute of Philology, Taras Shevchenko National University of Kyiv, 60 Volodymyrska str., Kyiv, 01033, Ukraine (olenasan@gmail.com)

ORCID: <https://orcid.org/0000-0001-6850-8757>

SCOPUS: 57258378500

DOI: <https://doi.org/10.24919/2522-4565.2026.66.3>

To cite this article: Gayevska, O. (2026). The Ecological Aspect of Memory in Comparative Educational Dimension (Based on the 20th Century Literature). *Problemy humanitarnykh nauk: zbirnyk naukovykh prats Drohobyskoho derzhavnoho pedahohichnoho universytetu imeni Ivana Franka. Seriia "Filolohiia" – Problems of Humanities. "Philology" Series: a collection of scientific articles of the Drohobych Ivan Franko State Pedagogical University*, 66, 26–36, doi: <https://doi.org/10.24919/2522-4565.2026.66.3>

THE ECOLOGICAL ASPECT OF MEMORY IN COMPARATIVE EDUCATIONAL DIMENSION (BASED ON THE 20TH CENTURY LITERATURE)

Summary. The article is devoted to the problem of defining and explaining the concept of ecological memory, as well as to the development of a methodological system for teaching philology students through the comparative analysis of twentieth-century literary works. The main objective of the study is to substantiate the necessity of creating a specialized academic course, "The Ecological Dimension of Memory in a Comparative Context: Twentieth-Century Ukrainian and Foreign Literature," which aims to form in philology students a holistic understanding of the ecological dimension of cultural memory, to develop their ability to conduct comparative analysis of literary texts from Ukrainian and world literature of the twentieth century and to foster ecological awareness and a humanistic attitude towards the environment through the interpretation of literary works. The tasks, methods, forms employed in teaching students enable the integration of literature and environmental education into the academic process, thereby promoting the development of students' global thinking towards ecological ethics. The methodological framework of the study is based on an interdisciplinary approach that combines methods from literary studies, comparative studies, ecocriticism and memory studies. Such an approach enables the ecological dimension to be conceptualized as a complex cultural and educational phenomenon formed at the intersection of literary narratives and ecological consciousness. The scientific novelty of the study lies in the fact that the concept of "ecological memory" is substantiated for the first time through the comparative analysis of literary works; and a methodological system for philology students has been developed with the implementation of the course "The Ecological Dimension of Memory in a Comparative Context: Twentieth-Century Ukrainian and Foreign Literature." Prospects for further research include the implementation of the course within the educational process for philology students, the identification of limitations in the methodological system, its subsequent refinement.

Key words: ecocriticism, literary studies, comparative analysis, memory paradigm.

ГАЄВСЬКА Олена – кандидат філологічних наук, доцент Навчально-наукового інституту філології, Київський національний університет імені Тараса Шевченка, вул. Володимирська, 60, Київ, 01033, Україна (olenasan@gmail.com)

ORCID: <https://orcid.org/0000-0001-6850-8757>

SCOPUS: 57258378500

DOI: <https://doi.org/10.24919/2522-4565.2026.66.3>

© GAYEVSKA Olena, 2026



Стаття поширюється
на умовах ліцензії
відкритого доступу (CC BY 4.0)

Бібліографічний опис статті: Гасвська, О. (2026). Екологічний вимір пам'яті в компаративному освітньому контексті (на матеріалі літератури ХХ століття). *Проблеми гуманітарних наук: збірник наукових праць Дрогобицького державного педагогічного університету імені Івана Франка. Серія «Філологія»*, 66, 26–36, doi: <https://doi.org/10.24919/2522-4565.2026.66.3>

ЕКОЛОГІЧНИЙ ВИМІР ПАМ'ЯТІ В КОМПАРАТИВНОМУ ОСВІТНЬОМУ КОНТЕКСТІ (НА МАТЕРІАЛІ ЛІТЕРАТУРИ ХХ СТОЛІТТЯ)

Анотація. У статті йдеться про визначення та концептуалізацію поняття «екологічна пам'ять». Вона спрямована на розроблення методичної системи навчання студентів-філологів через компаративний аналіз літературних творів ХХ століття. Метою дослідження є обґрунтування необхідності впровадження спеціалізованого навчального курсу «Екологічний вимір пам'яті в компаративному контексті: українська та зарубіжна література ХХ століття». Курс спрямований на формування у студентів-філологів цілісного розуміння екологічного виміру культурної пам'яті, розвиток здатності до компаративного аналізу текстів української та світової літератури ХХ століття, а також формування екологічної свідомості та гуманістичного ставлення до довкілля через інтерпретацію літературних творів. Завдання, методи та форми організації навчання забезпечують інтеграцію літературознавства та екологічної освіти в освітній процес. Це сприятиме формуванню у студентів глобального мислення в контексті розвитку екологічної етики. Методологічною основою дослідження є міждисциплінарний підхід, який поєднує різні методи з позицій літературознавства, компаративістики, екокритики та студій пам'яті. Він дає змогу розглядати екологічний вимір пам'яті як складний культурний і освітній феномен, сформований на перетині літературних наративів, історичного досвіду та екологічної свідомості. Наукова новизна дослідження полягає в тому, що вперше обґрунтовано поняття «екологічна пам'ять» саме через компаративний аналіз літературних творів, розроблено підґрунтя методичної системи навчання студентів-філологів. Перспективи подальших досліджень пов'язані з впровадженням означеного курсу в освітній процес для підготовки студентів-філологів, виявлення можливих недоліків методологічної системи з метою її подальшого удосконалення.

Ключові слова: екокритика, літературознавство, компаративний аналіз, парадигма пам'яті.

Statement of the problem. The ecological dimension of memory constitutes a crucial aspect in the formation of cultural narratives (including those in interdisciplinary dimension (Erll, Nünning, 2008; Olick, Vinitzky-Seroussi, Levy, 2011; Olick, Vinitzky-Seroussi, Levy, 2011), as the natural environment functions as a repository of collective experience, historical trauma and cultural symbolism. In this context, memory operates not merely as an individual cognitive category but as a cultural practice that facilitates communities' understanding of the interaction between humans and nature (Wajid, 2025). By addressing such issues as environmental degradation and the interconnectedness of all forms of life, ecocriticism has significantly expanded the scope of literary and cultural studies. Concepts such as “green cultural studies”, “ecopoetics”, “environmental literary criticism”, “ecotext” – further reflect its development and interdisciplinary ethos which aligns with the

perspective outlined by Milevski and Wetenkamp (Milevski, Wetenkamp, 2022) in their Introduction: Relations between Literary Theory and Memory Studies. The rise of ecocriticism corresponds with the growing global awareness of environmental crises and their far-reaching consequences (Milevski, Wetenkamp, 2022).

Until the late 20th century, literary theories predominantly focused on issues of gender, regional identity, frequently overlooking environmental concerns. However, by the end of the 20th century, humanity was confronted with pressing ecological challenges. Environmental problems such as nuclear disasters, resource depletion, overpopulation, pollution and species extinction emerged as an urgent global issue. Foundational frameworks of environmental education and policy, such as the Belgrade Charter (UNESCO, 1975) and the Tbilisi Declaration (UNESCO, 1977), established the principles of ecological awareness and education.

Later global initiatives, including Agenda 21 (United Nations, 1992), the Convention on Biological Diversity (United Nations, 1992), and the United Nations Framework Convention on Climate Change (United Nations, 1992). More recent global efforts, such as the Paris Agreement (United Nations, 2015) and the ongoing initiative Transforming Our World: The 2030 Agenda for Sustainable Development (United Nations, 2015), further underscore the continued prioritization of sustainable development and global environmental responsibility, reinforced the urgency of environmental issues and emphasized the need for sustainable development. At the national level, Ukrainian environmental legislation further reflects this global concern, including the Law of Ukraine “On Environmental Protection” (Verkhovna Rada of Ukraine, 1991), the Law “On Environmental Impact Assessment” (Verkhovna Rada of Ukraine, 2017), and the Law “On Strategic Environmental Assessment” (Verkhovna Rada of Ukraine, 2018).

In this regard, education faces a new imperative: to foster and develop environmental competence among young people within an interdisciplinary framework where literary texts play a particularly significant role in shaping ecological memory in the 21st century. Meanwhile history of the 20th century with its structural important theoretical perspective on memory formation is provided by Burrhus Frederic Skinner in *The Technology of Teaching* (1968), where memory is conceptualized as the result of properly organized learning (Skinner, 1968). His approach is grounded in the principles of behaviorism, emphasizing observable behavior and external conditions rather than internal mental states. According to Skinner, memory is strengthened when correct responses are immediately reinforced through feedback, successful outcomes or progression to subsequent tasks. Skinner argues that knowledge which is not actively used or reinforced is subject to forgetting. From this perspective, memory does not function as a static repository of information but rather as a dynamic process dependent on continuous reinforcement focused on environmental dimension. In this context, literature can be viewed as a medium of sustained reinforcement, particularly in relation to ecological knowledge.

Critical works of Greg Garrard (particularly *Ecocriticism*, 2012) are of significant importance, as the scholar proposes analyzing literature through the lens of key ecological themes such as nature, environment, catastrophe and human – nature interaction (Garrard, 2023). Garrard outlines the fundamental concepts of ecocritical analysis through a range of recurring motifs and tropes that represent pollution, wilderness, apocalypse, animals, dwelling and the Earth. These motifs function as interpretive frameworks through which ecological concerns are mediated and communicated to readers via literary works.

Literary texts preserve and transmit knowledge across generations, allowing it to be repeatedly activated and reinterpreted by readers. Thus, literature contributes to the maintenance and renewal of ecological memory, ensuring that environmental knowledge remains accessible and meaningful over time. And comparative analysis of literary works across different historical periods and cultural contexts enables a deeper understanding of the scale of environmental crises supporting identification of potential strategies for addressing them. Consequently, there is a need to develop a specialized course for philology students aimed at cultivating their skills in comparative literary analysis while simultaneously enhancing their environmental competence.

Analysis of recent research and publications. The ecological dimension of memory has increasingly attracted scholarly attention within interdisciplinary research, particularly at the intersection of Memory Studies and Environmental Humanities. A number of scholars have contributed to the further conceptualization of ecological memory, including Erll, Clark, D’Amato, Evans, Schaberg, and Woodall, Wajid, Satti, Zaib, Mangrio, Rozinkevych, Fontanella Pisa, Garnier, Lahournat and others.

Erll in her article “Transculturality and the Eco-Logic of Memory” outlines four stages in the development of memory studies (Erll, 2024). The first stage (early 20th century) is associated with the formation of the theory of collective memory, particularly in the works of Halbwachs (“On Collective Memory” (Halbwachs, 1992), “The Social Frameworks

of Memory” (Halbwachs, 1992, among others). The second stage (1980s–1990s) is characterized by intensive research on national memory and memory politics. The third stage (starting around 2010), referred to as the “transcultural turn” conceptualizes memory as a process that transcends cultural and media boundaries. The fourth stage (contemporary stage) represents a new direction in research that focuses on the ecology of memory and the interaction between humans and the natural environment. The scholar argues that memory possesses an “eco-logic” that functions as a system of interconnections among various media and environments. She emphasizes that memory is not confined to the human brain or cultural institutions but is formed within a broader network of interactions among people, material objects, media and natural systems. Being practically utilized for educational purposes (Gayevska, 2026).

Clark, D’Amato, Evans, Schaberg and Woodall (2022) examine ecological memory as the influence of previous ecosystem conditions on contemporary processes of vegetation recovery. Their research was conducted within the large-scale experiment New England Adaptive Silviculture for Climate Change, one of the largest forest adaptation experiments to climate change in the United States. The scholars demonstrate that ecological memory represents the interaction between the natural environment and historical processes, serving as a mechanism for preserving information about past ecological events and as a factor influencing the future development of ecosystems.

Satti, Zaib and Mangrio (Satti, Zaib and Mangrio, 2025) explore ecological memory and ecological trauma within the framework of contemporary ecocriticism. The authors analyze how ecological disasters and environmental degradation are reflected in cultural memory and literary narratives. The scholars examine how eyewitness testimonies of ecological disasters, particularly nuclear accidents, shape a specific form of cultural memory, which they term as “radioactive memory.” Their study is grounded in key theoretical frameworks, including Lawrence Buell’s concept of the environmental imagination (*The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*, 1995), Stacy Alaimo’s material

ecocriticism (*Material Feminisms*, 2008), and Cathy Caruth’s trauma theory (*Trauma: Explorations in Memory*, 1995). The researchers demonstrate how literature reflects the interaction between humans and the environment and show that traumatic experiences may be associated not only with wars or social catastrophes but also with ecological crises.

An important contribution to eco-dimensional literary analysis is provided by Dipanjoy Mukherjee (Dipanjoy Mukherjee, 2025) in the article “Ecocriticism in Literature: Re-Reading Texts in Environmental Context”. The author emphasizes that literary texts frequently reflect the relationship between the natural environment and culture. Through artistic representation, writers depict the harmony between humans and nature, the conflicts between civilization and the environment, and the consequences of ecological exploitation. Thus, Mukherjee analyzes Amitav Ghosh’s novel *The Hungry Tide* (2004), whose protagonist, the marine biologist Pia Roy, studies the population of rare river dolphins and advocates for a rational scientific approach to environmental research and conservation (Mukherjee, 2025). The novel thus illustrates the tensions between human settlements and wildlife preservation, particularly through conflicts involving tiger attacks, as well as the complex interrelations between local communities and their environment. Mukherjee highlights that ecological policy often overlooks the perspectives of indigenous populations, thereby revealing the socio-cultural dimensions of environmental issues (Mukherjee, 2025).

Further insights into the practical transmission of ecological memory are provided by Fontanella Pisa (2024), who examines this process within the framework of Japanese culture (Fontanella Pisa, 2024). Her approach is grounded in the well-known thesis of the Japanese geophysicist Torahiko Terada: “Disasters strike when they have faded from memory” (Terada, 1878–1935), which underscores the importance of cultivating ecological memory from early childhood. Community resilience depends on the ability of societies to integrate feedback and accumulated experience into disaster risk management strategies, particularly those shaped by long-term interactions with local ecosystems.

Garnier and Lahournat (2022) focus on an aspect of disasters that is often overlooked by experts – memory as a preventive tool and as a factor contributing to the resilience of vulnerable communities in Japan. They examine a particular source of disaster memory, namely stone monuments related to natural hazards scattered across the Japanese land, which contain warnings about past catastrophes. The authors emphasize that ecological memory may be transmitted across generations through folklore, which functions as a repository of collective memory. Literature, in particular, plays a crucial role in shaping ecological memory, as it preserves representations of natural space as carriers of cultural meaning.

Significant importance for our study is the article by Teichler (2024) “Remembering the ways of the water: Transoceanic memory in anglophone literature”, in which the scholar analyzes the novels *Sea of Poppies* (2008) by Amitav Ghosh and *The Dragonfly Sea* (2019) by Yvonne Adhiambo Owuor from the point of view of the functioning of oceans as spaces of memory and historical connections between different parts of the world, and accordingly, intercultural ones (Teichler, 2024). Teichler proposes the concept of transoceanic memory, in which (through a metaphorical approach in literature) the history and international identity of the authors of the works are shown through oceanic spaces rather than through traditional national or territorial frameworks. In her opinion, oceans are not just geographical spaces, but also material carriers of memory that preserve traces of colonialism, migrations, trade, and cultural contacts (Teichler, 2024). At the same time, one of the main concepts that the scholar analyzes and describes is mnemonic anchoring – a strategy in literary works which consists in the use of material objects or environments that ensure the formation of memory and narratives. Thus, for example, in the context of oceanic literature, such anchors may be ships, sea voyages, currents, and marine ecosystems, etc. They help to unite different historical events (colonialism, slavery, migrations, globalization) within one literary work. According to this study, oceans are the main sources for the formation of the paradigm of memory, in particular ecological memory as an integral part of it.

However, despite the considerable body of research on ecological memory, there remains a lack of comparative analyses of literary texts from different national traditions – Ukrainian and Japanese (our expertise). These analyses are essential for identifying both shared and distinctive features in memory formation. There is a need to develop specialized educational approaches that would enable philology students to understand the paradigm of ecological memory, its development and the importance of fostering ecological competence across generations.

The aim of this article is to develop a methodological framework for philology students within the educational course “The Ecological Dimension of Memory in a Comparative Context based on Twentieth-Century Ukrainian and Foreign Literature”.

Objectives of the study. In accordance with the aim of the article, the following objectives were formulated: 1. to analyse the theoretical and methodological approaches to the study of memory, ecological consciousness and ecocriticism within contemporary humanities discourse; 2. to define and conceptualise the notion of “ecological memory” in the context of literary and cultural studies; 3. to investigate the specific features of representing the ecological dimension of memory in Ukrainian and foreign twentieth-century literature; 4. to substantiate the relevance of employing comparative literary analysis as a methodological foundation for fostering ecological consciousness among philology students; 5. to develop the conceptual framework of a methodological system for teaching philology students through the integration of literary studies, ecocriticism, and memory studies; 6. to determine the content, methods, forms and instructional tools for organising the specialised course “The Ecological Dimension of Memory in a Comparative Context: Ukrainian and Foreign Twentieth-Century Literature”; 7. to outline the pedagogical potential of the proposed course for the development of comparative thinking, ecological ethics and a humanistically oriented attitude toward the environment among philology students; 8. to identify the prospects for implementing the course within higher education curricula and the directions for the further improvement of the methodological teaching system.

Presentation of the material. It is worth noting the study by Svyrydenko and Revin (2022), “The Ecological Dimension of Sustainable Development: Bringing Forth Pedagogics to Safeguard the Global Future,” in which the authors demonstrate the important role of environmental education in ensuring the sustainable development of society for the formation of ecological responsibility and ecological memory (Svyrydenko, Revin, 2022). The scholars convincingly argue that environmental issues should be integrated into various fields of knowledge (humanities, natural sciences, social sciences and economics), and that they should be interdisciplinary. The authors emphasize the effectiveness of active educational methods that contribute to the formation of ecological competences, such as research projects, analysis of environmental case studies, interdisciplinary discussions and others. A similar perspective is reflected in the article by Monem (2024), “Ecopedagogy to Foster Global Perspectives.” In addition, the author proposes educational modules within the framework of ecopedagogy in an interdisciplinary approach, namely (Monem, 2024):

Module 1. “Global Environmental Problems” which is aimed at forming a basic understanding of contemporary global environmental challenges. The main topics of this module include climate change, ecosystem degradation, biodiversity loss and environmental pollution.

Module 2. “The Interconnection of the Local and the Global” which focuses on the analysis of local environmental problems within the context of global processes. The main topics include local environmental issues of communities, the impact of globalization on the natural environment and the interdependence of ecological processes in different countries.

Module 3. “Critical Analysis of Social and Environmental Process” which is aimed at developing a critical attitude toward global socio-environmental issues. This module covers such key topics as inequality in access to natural resources and the impact of economic systems on the environment.

Module 4. “Environmental Responsibility and Civic Engagement” which is aimed at developing environmentally responsible behavior

among students. The main topics of the module include civic responsibility for the environment and participation in conservation initiatives.

Module 5. “Reflection and Personal Development” which involves reflection and reconsideration of one’s own attitude toward nature. At this stage of learning, greater attention is given to students’ reflective essays and group discussions.

The described modules are of particular importance for the further development of a course for philology students aimed at fostering ecological memory through comparative analysis of literary texts in an international context.

It is also important to note the article by Swaradesy et al., “EcoPedagogy Model Based on Dukuh Indigenous Ecological Wisdom for Environmental Education in Climate Crisis” (Swaradesy et al., 2025). The authors present an ecopedagogical model of teaching that they have developed, which integrates the traditional ecological knowledge of the Dukuh indigenous community into the system of formal education through myths, oral narratives, as well as field research, ecological observations and participation in environmental protection activities. Participation of students in such practices helps them to study cultural traditions, understand ethical principles of interaction with nature and form ecological responsibility.

According to the analyzed scientific sources, it is possible to develop a specialized methodological system with a general description of the modules of the course “The Ecological Dimension of Memory in a Comparative Context Based on the Example of 20th Century Ukrainian and Foreign Literature”. The aim of the course is to form in philology students a holistic understanding of the ecological dimension of cultural memory, to develop their ability to conduct comparative analysis of literary texts of Ukrainian and world literature of the 20th century, as well as to form ecological awareness and a humanistic attitude toward the environment through the interpretation of literary works.

The main objectives of the course are:

1. To familiarize students with the theoretical foundations of environmental humanities and literary ecocriticism.

2. To substantiate and help students understand the concept of ecological memory in

literature as a means of interpreting the interaction between humans and nature.

3. To teach students to conduct comparative analysis of literary texts within an intercultural framework.

4. To analyze ecological motifs in works of Ukrainian and foreign literature of the 20th century.

5. To develop skills of interpreting literary texts in the context of contemporary environmental issues.

6. To develop students' critical thinking and research competences.

The methodological foundation of the course is based on the combination of the following scientific approaches: comparative, ecocritical, intercultural and interdisciplinary. The course is implemented on the basis of the following principles: the principle of interdisciplinarity, that integrates both literary and ecological knowledge; the principle of cultural memory, which involves considering literature as a means of preserving the experience of human interaction with nature; the principle of comparative study, that involves analysis of Ukrainian and world literary works; the principle of historicity, which is based on the study of literary works in the context of historical and ecological events of the 20th century. Within the course, the following main teaching methods are applied: traditional methods (lectures, presentations, analytical reading of texts, literary analysis), interactive methods (discussions and debates, comparative analysis of texts, group research projects, case-study analysis of ecological themes in literature) and research methods (textual analysis, interpretative analysis, cultural-historical analysis, elements of ecocritical analysis). The course incorporates a range of instructional formats, including lectures, seminars, round-table discussions, literary debates, the preparation of student research projects and academic essay writing.

The course may include the following modules: "Theories of Cultural and Ecological

Memory", "The Image of Nature in 20th century Ukrainian Literature in the Context of Ecological Memory Formation", "Ecological Motifs in 20th Century World Literature" "Comparative Analysis of Ecological Narratives", "Literary Representation of Memory of Ecological Catastrophes and Media", "Practice of Comparative Analysis of Literary Texts" (Appendix 1).

The structure of the course is flexible; for comparative analysis, the instructor may independently select literary texts according to their research interests or in accordance with students' preferences (Appendix 2).

Conclusions. The comparative approach is expected to foster the development of students' critical and creative thinking, enable them to analyze literary works from different national traditions and ensure their comprehension within the framework of intercultural communication. This approach will also play a significant role in shaping and developing the ecological memory of young people through the reception and analysis of literary texts from diverse periods and cultural contexts.

The proposed course, "The Ecological Dimension of Memory in a Comparative Context: Ukrainian and World Literature of the 20th Century," aims to cultivate in philology students a holistic understanding of the ecological dimension of cultural memory, as well as to develop their ability to conduct comparative analyses of Ukrainian and global literary texts of the 20th century. The objectives, methods and forms of instruction employed in the course facilitate the integration of literary and environmental education into the academic process, thereby fostering students' global thinking and promoting the development of ecological ethics.

Prospects for further research are the implementation of the educational course within the curricula for philology students, the systematic identification of potential limitations in its methodological framework and its subsequent refinement and optimization.

BIBLIOGRAPHY

- Clark P. W., D'Amato A. W., Evans K. S., Schaberg P. G., & Woodall C. W. Ecological memory and regional context influence performance of adaptation plantings in northeastern US temperate forests. *Journal of Applied Ecology*. 2022. № 1. Vol. 1. P. 314–329. DOI: <https://doi.org/10.1111/1365-2664.14056>.
- Erll A. Transculturality and the Eco-Logic of Memory. *Memory Studies Review*. 2024. № 1(1). P. 17–35. DOI: <https://doi.org/10.1163/29498902-20240002>.

- Erll A., & Nünning A.** A companion to cultural memory studies : An international and interdisciplinary handbook. 2008. Berlin : De Gruyter. 449 p.
- Fontanella Pisa P.** Understanding memory transmission in disaster risk reduction practices : A case study from Japan. *International Journal of Disaster Risk Reduction*. 2024. № 100. P. 104–112. DOI: <https://doi.org/10.1016/j.ijdr.2023.104112>.
- Gayevska O.** Methodological aspects of the use of online dictionaries for Japanese language and cultural learning in memory discourse. *Information Technologies and Learning Tools*. 2026. № 111(1). P. 256–272.
- Garnier E., & Lahournat F.** Japanese stone monuments and disaster memory – perspectives for DRR. *Disaster Prevention and Management: An International Journal*. 2022. Vol. 31 № 6. P. 1–12. DOI: <https://doi.org/10.1108/DPM-03-2021-0089>.
- Garrard G.** Ecocriticism (3rd ed.). Routledge. 2023. DOI: <https://doi.org/10.4324/9781003174011>.
- Milevski U., & Wetenkamp L.** Introduction : Relations between literary theory and memory studies. *Journal of Literary Theory*. 2022. № 16(2). P. 197–212. DOI: <https://doi.org/10.1515/jlt-2022-2022>.
- Monem R.** Ecopedagogy to foster global perspectives. *International Journal on Social and Education Sciences (IJonSES)*. 2024. № 6(2). P. 188–199. DOI: <https://doi.org/10.46328/ijonses.668>.
- Mukherjee D.** Ecocriticism in Literature : Re-Reading Texts in Environmental Context. *International Journal of Research in English*. 2025. № 7(2). P. 818–822. DOI: <https://doi.org/10.33545/26648717.2025.v7.i2l.558>.
- Olick J. K., Vinitzky-Seroussi V., & Levy D.** (Eds.). The collective memory reader. Oxford University Press. 2011. URL: <https://rencanaresearch.wordpress.com/wp-content/uploads/2022/07/790b6-jeffrey-k.-olick-vered-vinitzky-seroussi-daniel-levy-the-collective-memory-reader-oxford-university-press-usa-2011.pdf>.
- Roediger H. L., III, Dudai Y., & Fitzpatrick S. M.** (Eds.). Science of memory : Concepts. Oxford University Press. 2007. DOI: <https://doi.org/10.1093/acprof:oso/9780195310443.001.0001>.
- Satti S. M. J., Zaib K., & Mangrio A. D.** Environmental memory and ecological trauma: An ecocritical study. *Siazga Research Journal*. 2025. № 4(2), 84–93. DOI: <http://doi.org/10.5281/zenodo.15776932>.
- Skinner B. F.** The technology of teaching. Appleton-Century-Crofts. 1968. URL: <https://archive.org/details/technologyofteac0000skin/page/n11/mode/2up>.
- Svyrydenko D., & Revin F.** The ecological dimension of sustainable development: Bringing forth pedagogics to safeguard the global future. *Future Human Image* Vol. 18, pp. 74–81. DOI: <https://doi.org/10.29202/fhi/18/7> [in English].
- Swaradesy R. G., Kurniawati Markhmadova Z. K., Hidayana I. S., Mawaddah H N., & Khairullah A. D.** EcoPedagogy model based on dukuh indigenous ecological wisdom for environmental education in climate crisis. *Journal Prima Edukasia*. 2025. № 13(3). P. 452–468. DOI: <https://doi.org/10.21831/jpe.v13i3.90329>.
- Teichler H.** Remembering the ways of the water : Transoceanic memory in anglophone literature. *Journal of Postcolonial Writing*. 2024. № 60(6). P. 833–848. DOI: <https://doi.org/10.1080/17449855.2024.2438739>.
- Wajid Q.** Ecocriticism : Associating Literature and Ecology to Raise Environmental Consciousness. *Journal for Literature and Language Studies*. 2025. 3(3). P. 50–57. DOI: <https://doi.org/10.56961/mejlls.v3i3.1061>.

REFERENCES

- Clark, P. W., D'Amato, A. W., Evans, K. S., Schaberg, P. G., & Woodall, C. W.** (2022). Ecological memory and regional context influence performance of adaptation plantings in northeastern US temperate forests. *Journal of Applied Ecology*, 59(1), 314–329. DOI: <https://doi.org/10.1111/1365-2664.14056> [in English].
- Erll, A.** (2024). Transculturality and the eco-logic of memory. *Memory Studies Review*, 1 (Vol. 1), (pp. 17–35). DOI: <https://doi.org/10.1163/29498902-20240002> [in English].
- Erll, A., & Nünning, A.** (Eds.). (2008). *A companion to cultural memory studies: An international and interdisciplinary handbook*. Berlin: De Gruyter [in English].
- Fontanella Pisa, P.** (2024). Understanding memory transmission in disaster risk reduction practices: A case study from Japan. *International Journal of Disaster Risk Reduction*, 100. DOI: <https://doi.org/10.1016/j.ijdr.2023.104112> [in English].

- Gayevska, O.** (2026). Methodological aspects of the use of online dictionaries for Japanese language and cultural learning in memory discourse. *Information Technologies and Learning Tools*, 111(1), 256–272. DOI: <https://doi.org/10.33407/itlt.v11i1.5809> [in English].
- Garnier, E., & Lahournat, F.** (2022). Japanese stone monuments and disaster memory – Perspectives for DRR. *Disaster Prevention and Management: An International Journal*, 31(6), 1–12. DOI: <https://doi.org/10.1108/DPM-03-2021-0089> [in English].
- Garrard, G.** (2023). *Ecocriticism* (3rd ed.). Routledge. DOI: <https://doi.org/10.4324/9781003174011> [in English].
- Milevski, U., & Wetenkamp, L.** (2022). Introduction: Relations between literary theory and memory studies. *Journal of Literary Theory*, 16(2), 197–212. DOI: <https://doi.org/10.1515/jlt-2022-2022> [in English].
- Monem, R.** (2024). Ecopedagogy to foster global perspectives. *International Journal on Social and Education Sciences*, 6(2), 188–199. DOI: <https://doi.org/10.46328/ijoneses.668> [in English].
- Mukherjee, D.** (2025). Ecocriticism in literature: Re-reading texts in environmental context. *International Journal of Research in English*, 7(2), 818–822. DOI: <https://doi.org/10.33545/26648717.2025.v7.i2l.558> [in English].
- Olick, J. K., Vinitzky-Seroussi, V., & Levy, D.** (Eds.). (2011). *The collective memory reader*. Oxford University Press. URL: <https://rencanaresearch.wordpress.com/wp-content/uploads/2022/07/790b6-jeffrey-k.-olick-vered-vinitzky-seroussi-daniel-levy-the-collective-memory-reader-oxford-university-press-usa-2011.pdf> [in English].
- Olick, J. K., Vinitzky-Seroussi, V., & Levy, D.** (Eds.). (2011). *Science of memory: Concepts*. Oxford University Press. DOI: <https://doi.org/10.1093/acprof:oso/9780195310443.001.0001> [in English].
- Satti, S. M. J., Zaib, K., & Mangrio, A. D.** (2025). Environmental memory and ecological trauma: An ecocritical study. *Siazga Research Journal*, 4(2), 84–93. DOI: <https://doi.org/10.5281/zenodo.15776932> [in English].
- Skinner, B. F.** (1968). *The technology of teaching*. Appleton-Century-Crofts. URL: <https://archive.org/details/technologyofteac0000skin/page/n111/mode/2up> [in English].
- Svyrydenko, D., & Revin, F.** (2022). The ecological dimension of sustainable development: Bringing forth pedagogics to safeguard the global future. *Future Human Image*, 18, 74–81. DOI: <https://doi.org/10.29202/fhi/18/7> [in English].
- Swaradesy, R. G., Kurniawati, Markhmado, Z. K., Hidayana, I. S., Mawaddah, H. N., & Khairullah, A. D.** (2025). EcoPedagogy model based on dukuh indigenous ecological wisdom for environmental education in climate crisis. *Journal Prima Edukasia*, 13(3), 452–468. DOI: <https://doi.org/10.21831/jpe.v13i3.90329> [in English].
- Teichler, H.** (2024). Remembering the ways of the water: Transoceanic memory in anglophone literature. *Journal of Postcolonial Writing*, 60(6), 833–848. DOI: <https://doi.org/10.1080/17449855.2024.2438739> [in English].
- Wajid, Q.** (2025). Ecocriticism: Associating literature and ecology to raise environmental consciousness. *Journal for Literature and Language Studies*, 3(3), 50–57. DOI: <https://doi.org/10.56961/mejlls.v3i3.1061> [in English].

APPENDIX 1

Structure of the Course “The Ecological Dimension of Memory in a Comparative Context: Twentieth-Century Ukrainian and Foreign Literature”

Module 1. Theories of Cultural and Ecological Memory

Topics:

1. The concept of collective and cultural memory in the humanities.
2. Ecological memory as a component of the cultural memory of society.
3. Literature as a media of memory of natural disasters and ecological changes.
4. Motifs of memory of nature in literary texts.

Module 2. The Image of Nature in 20th Century Ukrainian Literature in the Context of the Formation of Ecological Memory

Topics:

1. Nature as a symbol of cultural identity in Ukrainian literature.

2. Ecological motifs in the works of Ukrainian writers of the 20th century.
3. Literary interpretation of catastrophes and ecological changes.
4. The image of landscape and its symbolism in 20th century Ukrainian prose and poetry.

Module 3. Ecological Motifs in 20th Century World Literature

Topics:

1. Nature and civilization in modernist world and the literature of 20th century.
2. Environmental issues in post-World War II literature.
3. The image of catastrophe and ecological crisis in 20th century literary works – towards the “turn” in Memory Studies.
4. Nature as a space of memory in foreign literature.

Module 4. Comparative Analysis of Ecological Narratives

Topics:

1. Methodology of comparative analysis of literary texts.
2. Comparison of images of nature in Ukrainian and foreign literature of the 20th century.
3. Common and distinctive features of ecological themes in different cultures.
4. Intercultural dialogue in the literary interpretation of nature.

Module 5. Literary Representation of Memory of Ecological Catastrophes

Topics:

1. Technogenic catastrophes in literary interpretation.
2. Ecological memory of Chernobyl nuclear disaster in literature.
3. Natural disasters as plot and metaphor in literature.
4. Memory of the loss of the natural environment.

Module 6. Practice of Comparative Analysis of Literary Texts

Topics:

1. Methods of interpretation of ecological motifs in literary texts.
2. Analysis of ecological metaphors and symbols.
3. Student research projects in comparative analysis.
4. Presentation and discussion of research.

APPENDIX 2

Examples of the Selection of Authors and Literary Works for Comparative Analysis

Topic: “The Conflict between Nature and Civilization”

Selection texts for comparison: Ukrainian literature (L. Kostenko, poetry about nature and human responsibility for the environment); Japanese literature (K. Oe, novels with reinterpretation of family history, ecological memory and rebellion reflecting the crisis of modern Japanese identity), etc. Common features that may be identified by students: criticism of the destruction of the natural environment; nature as a moral category; literature shaping the ecological consciousness of society.

Topic: “Nature and the Tragedy of Technogenic Civilization”

Selection of texts for comparison:

Several common features may be identified by students, including the interpretation of ecological catastrophes of the twentieth century, the representation of nature as a victim of technogenic civilization and the role of literature in preserving the memory of such catastrophes” (texts by Y. Pashkovskyi, Y. Shcherbak; K. Oe; M. Ibuse). Ukrainian literature primarily engages with the Chernobyl disaster, whereas Japanese literature focuses on the consequences of atomic bombing. Together with alternative to postmodern strategies of mediating historical catastrophe through distance, irony or aesthetic play, authors insist on lived, ethically charged

perception after disaster. Within this framework, Chornobyl is not reduced to a media event but emerges as a site of existential exposure. Fear is displaced by “prolonged co-presence with damaged yet living environments. For further discussion, it should be noted that the alternative perspective manifested in Ukrainian literature differs significantly from that found in Japanese literary traditions. In postmodern Ukrainian prose, catastrophe is at times subjected to carnivalesque re-coding in conjunction with literary virtualization, frequently expressed through burlesque, sideshow aesthetics and buffoonery, as exemplified in the literary works of Y. Andrukhovych at the end of the twentieth century. Similar performative tendencies have not been identified in the Japanese literary material examined, despite the presence of theatrical traditional performance form, which historically incorporate elements of spectacle in the representation of everyday life in literary works of Japanese writers.

Дата першого надходження статті до видання: 12.03.2026

Дата прийняття статті до друку після рецензування: 10.04.2026

Дата публікації (оприлюднення) статті: 29.05.2026