mentation in the educational process is also in their competence. This is required already in children of younger school age with regard to the improvement of their level of environmental literacy. Children at this age need professional guidance in order to develop their competences through experiences or by building a positive attitude towards nature through direct contact with nature.

Since the level of selected aspects of environmental literacy is directly proportional to the amount of time pupils spend in nature, we recommend that teachers should visit nature with pupils as part of the educational process, so that pupils have a direct contact with nature. It is advisable to hold lessons directly in nature, for example on the school grounds, in a meadow or in the woods. We would recommend frequent walks in the countryside. When meeting with parents, it is advisable to encourage them to go outdoors with their children and to encourage their children to spend as much time outdoors as possible. Outdoor learning also provides a great deal of inspiration for environmental education, which can make it much easier for teachers to integrate this cross-curricular subject into the education process. We recommend that teachers use elements of experiential pedagogy and activating methods and concepts such as discovery methods, cooperative learning, integrated thematic teaching, project-based learning and problem-based learning in environmental education. These methods and concepts make it possible to shape and influence pupils' views and attitudes towards nature and the environment. In addition, pupils will learn more naturally and remember more. We recommend that primary schools include after-school clubs in their extra-curricular activities, during which pupils can spend time in nature and which will encourage them to behave in a pro-environmental way. In this way, it is possible to fill the free time of pupils in a meaningful way and to guide them towards love of nature and the environment.

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