

learning process. For this a questionnaire was developed, including the use of animals during the practical training or scientific experiments, reflecting opposing views and neutral attitude to this problem.

The survey covered 100 students from the third and fourth year. Thus, 61% of all surveyed students supported the idea of banning experiments on animals. In order to humane treatment of experimental animals. 11% of the students were not able to express their position on this issue. It should be noted that most of the 3rd year students (58%) and 4th year students (57%) believe that it is necessary to find and apply the humane methods of replacing animal experimentation.

From a scientific point of view, the use of modern information technologies, non-invasive methods of research and the various alternative approaches, avoids the death of laboratory animals, which in turn saves time and money, and improves the accuracy and the reliability of the of data. From the ethical point of view, compliance with the humane treatment of animals indicates the culture of research - ethical and professional, reflecting this trait of personality as the capacity for compassion.

The study of bioethics and the active use of alternative methods in the educational process of students at the International Sakharov Environmental Institute of Belarusian State University, allows you to make a conclusion that the knowledge is more efficient and skills of students as future professionals are more developed in both quantitative and qualitative aspects.

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SOME PROBLEMS OF ECOLOGICAL EDUCATION

Ecological culture is the sphere of human life, where we need to find answers to environmental problems, because it is based on universal values. The main indicator of ecological culture of a person is social and individual environmental responsibility for the events in nature and people's lives. The formation of ecological culture of a person begins in childhood and continues throughout a person's life. It is therefore necessary to cultivate human ecological culture during life.

The basics of environmental education starts in pre-school. Currently, pre-school environmental education in the Republic of Belarus takes stage in its becoming. Children receive primary ecological knowledge about animals and plants, climate and seasonal changes in nature, learn to take care of the wildlife, and energy resources, efficient use of natural resources. However, nowadays this knowledge is not enough to develop skills of observation and care about objects animate and inanimate nature, the implementation of the general strategy of environmental education.

Secondary Education provides a number of academic disciplines for the formation of skills and abilities, but, unfortunately, there is no a special discipline to

study the ecology and management of natural resources in high school. Environmental education takes place here because of academic disciplines which consider issues related to the environment, but the number of hours devoted to environmental issues is small.

A special role in the system of ecological education belongs to higher educational institutions. Exactly at this level of education preparation of specialists of environmental profile starts in the Republic of Belarus. According to the data for 2014 on the profile of "Environmental Science" just over 1% of the total number of students studying in 45 public institutions of higher education were trained. Neither one of 922 private universities and institutions prepare specialists in environmental fields. On a number disciplines of natural-science, pedagogical, technical profile subjects related to environmental protection are taught. Thus, about 3.6% of the total number of students receive a good preparation in the environmental field.

In some institutes it is possible to study at Master's degree in environmental profile: "Ecology", "Geoeology", "Radiobiology". The number of graduate students in these specialties is 1.5% of the total. Unfortunately, there is no demand for depth training specialists in environmental sciences and new specialties with a practical orientation are not opened in our country.

It is obvious that the system of ecological education of the Republic of Belarus has gaps in all its stages. There are many ways to solve this problem, but, in my opinion, to raise the level of responsibility of teachers in the field of ecological culture, the formation of high ecological culture of students, increasing training hours through the introduction of additional subjects, courses or electives environmental profile in schools, vocational and secondary special educational institutions will be the most effective. Also it is worth to pay more attention to environmental education in pre-school educational institutions. It is possible to use the experience of foreign systems of environmental education. For example, in Western Europe special facilities in which children can communicate with animals, care for them are important in the process of environmental education. It is necessary to pay special attention to the training of teachers of pre-school institutions, as is done in Norway, where the workers of kindergartens are required to have special training. They must know the basics of ecology and environmental protection, the condition of the natural resources of their country, to be able to perform techniques of environmental education.