

rized into several topics including shopping frequency, preferences to use different types of bags, personal attitudes, awareness of impacts, willingness to stop using plastic bags, and other.

The main findings are as follows: (1) Older generation always reuses disposable bags (100%) unlike the younger one (78,9%); (2) respondents from both generations who reuse disposable bags do it mostly for shopping, garbage, storing; (3) both generations believe that cotton bags have a less damaging impact on the environment; (4) younger generation tends to be more aware of the ecological damage the disposable bags cause; (5) younger generation is more willing to give up using disposable shopping bags for the sake of environmental protection.

To conclude, there is no striking difference between shopping behaviors of generations, but rather a bigger difference in attitudes towards the ecological problems associated with the use of shopping bags. Even though young people are more aware of the negative consequences shopping bags cause, only half of the respondents effectively reuses them. With the increasing overall awareness of the environmental concerns related to the usage and re-usage of disposable bags as well as the new regulations which will call for action, there is a big possibility of conscious ecological consumption growing in Belarus. Most people, however, are still unaware of hidden controversies in the use of bags of any type: a paper bag needs to be reused at least 3 times in order to mitigate its environmental impacts, the cotton bag – 131 times. Paper bags do not decompose faster than plastic, take up more space at land-fills and their disposal needs almost twice more energy [3]. In fact, it is hard to say if one type is preferable over another, which makes re-usage one of the major factors to consider if the bag is damaging the environment or not.

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## IMPACT OF GOVERNMENT AND INTERNATIONAL ORGANIZATIONS ON FOOD SECURITY IN POLAND

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**T. Slapczynski**

*Maria Curie Skłodowska University,  
Lublin, Poland  
tslapczynski@gmail.com*

**Keywords:** Public Policy, Food Security, Economic Strategy, EU Food Policy, FAO.

The paper will analyze food security in Poland, its determinants and effectiveness. The work will try to answer the questions about what is food security and why it is important? How does food security policy look like in Poland and what creates it? The main research problem of work is determining the effectiveness of Poland's food policy on the basis of the methods of "cost-benefit analysis" and "the cost-effectiveness" The article consists of two sections.

The first section, will be divided on few paragraphs: food security as a public policy, Polish national food strategy, The European Union influence on Poland's food security and organizations activities on food security in Poland. It will define basic concepts related to politics, public policy and food security. This section will also describe the role of various organizations in developing food security. Individual activities created by the organization and the government to increase food security will be also described.

The paper in second section will be divided on sections: applied research methods of food security policy in Poland, analysis of the agricultural sector in Poland and general food security policy analysis in Poland. It will contain the methodology and characteristics of public policy, agricultural and general analysis based on described methodology.

The policy concerns on power of society or in specific public policy decisions. It has several different but complementary meanings. It is used for processes in which public policies are formulated and adopted and for the role played by elected officials, organized interest groups, public opinion and political parties. In this meaning it is policy making. Politics can be understood as conflicts in society, such as attitudes towards environmental protection. It is related to social interests or values. The policy in this case refers to problem positions that various groups of people take actions to promote their values. These collections of people with similar interests often become active in policy making. Politics concerns power and influence in society, as well as in policy making processes in government. This applies to who participates and who influences the decisions made by governments, who gains and who loses (Kraft M. E.– Furlong S. R. 2017).

Public policy is what government officials and citizens decide. They decide about public problems. Public problems related to conditions that public opinion generally believes are bad or insufficient and therefore require intervention. Problems such as environmental degradation, insufficient access to health care services can be addressed through governmental action, private activities in which individuals or corporations, or a combination of the two, are responsible. The choice depends on how the society defines the problem and on the dominant social attitudes. Public policy reflects not only the most important social values, but also conflicts between values. Policies represent which of the many different values receive the highest priority in a given decision. Politics is the authoritative division of values for society. Actions by policy makers can determine by law which society is different and sometimes conflicting values prevail. For example, should a carbon tax be introduced for industry to reduce greenhouse gas emissions and address health problems and climate change, even if this increases the cost of products? Should such decisions be left to the market or individual choice (Kraft M. E. – Furlong S. R. 2017).

Food security is a multi-aspect concept, defined and interpreted differently. Food security is certainly one of the public policies, and it is important element of managing the state by providing citizens with adequate food quality and quantity. The spectrum of food security means the availability of appropriate supplies at the global and national level, on the other hand, the problem is adequate to nutrition and well-being of people who consume food. Food security issues at the national level are viewed collectively, in the field of food security, before reviewing approaches to food safety in households – in more detailed level (Morrison, J. A. – Pearce, R. 2000).

## **MOBILE LEARNING AS A WAY TO INCREASE THE EFFECTIVENESS OF THE CLASSICAL EDUCATIONAL PROCESS**

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**N. Smolnik**

*Belarusian State University, ISEI BSU,  
Minsk, Republic of Belarus  
nadyasmolnik1987@gmail.com*

The article discusses the use of mobile learning technologies to improve the efficiency of the classical educational process. This article contains information about mobile learning models. The author gives some rules for creating educational content for mobile learning.

*Keywords:* mobile learning, education.

In recent years, much research has been conducted on mobile learning and on integrating mobile apps into educational settings [1]. The widespread use of mobile devices makes it necessary for educational technologies to become more mobile, and mobile learning should become a full-fledged part of the modern educational process [2]. The teacher's task is to use mobile devices in the classroom and beyond for activating students' learning activity.

The classic form of interaction «Teacher – student» is that the teacher transfers his knowledge to students, and also directs independent work, provides support in the assimilation of new material. The quality of the educational process directly depends on the availability of effective feedback from students. Mobile learning technologies can also be used to increase the effectiveness of the educational process and the student's interaction with teacher.

Mobile learning involves freedom and independence for the student. The main task of mobile learning is to develop students' interest in independent education [3]. There are three models of mobile learning [4]: «Teacher-directed activity», «Teacher-set activity», «Autonomous learning activity».

Mobile learning can be embedded in the classic educational process. It can become both an independent part of it, and an addition. However, in the case of mobile learning, it is important to follow a number of rules. Content should be provided with clear and understandable instructions. The student should have an idea what exactly