

high level of self-organization, the development of cognitive processes and, in general, susceptibility to learning [1, p. 44].

In education, the goal-setting problem always remains relevant, directly related to the desire to consolidate the knowledge gained and the acquisition of skills. At present, a formative (projective) approach prevails, according to which training is reduced to meeting the requirements of the state for a future specialist who is able to solve domestic problems in the development of economics, science and technology. The needs of the individual are of secondary importance. Preferred is the balanced application of several approaches, avoiding the narrow focus of training and the conservatism of the methods used. It is about creating an innovative learning environment [2, p. 69–70]. Innovative technologies can significantly affect the professional and personal development of a trained specialist. The formation of non-standard, critical thinking in jurisprudence is possible thanks to the training of a specialist by introducing him into the process of effective communication. The legal clinic as a structural unit of the Faculty of Law, which provides free legal assistance to citizens, is primarily guided by the goal of the need to develop communication skills with the client and quickly process the information received. This is ensured by the participation of students in the resolution of situational cases developed on the basis of information obtained in the course of personal communication with the client. An even more progressive form of training is conducting educational mediation by modeling a legal dispute with the distribution of roles between students [3, p. 178–179].

An innovative educational environment is formed by students of the Legal Clinic, including through systematic and active participation in educational trainings and projects, including interdisciplinary ones. As an example, let us cite the experience of students of the Legal Clinic participating in the talk show “Time to Arrange”. The event was organized by the GRU named after Yankee Kupala and the Aarhus Center of Grodno. The event was held as part of the Eco-Monitoring project, funded by the European Union and UNDP in Belarus together with the Ministry of Natural Resources and Environmental Protection of the Republic of Belarus. The master class on pre-trial settlement of environmental disputes using mediation allowed to improve the skills of interaction with opposing parties, as well as to confirm the mediocrity (possibility of resolution) of environmental disputes through alternative methods of dispute settlement. We believe that the creation of an innovative learning environment is a logical necessity, caused by increased requirements for the level of training of specialists. Otherwise, we predict the emergence of a clear dissonance between the demand for specialists with over-professional skills and the training of specialists through regressive teaching methods.

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ENVIRONMENTAL COMPETENCE DEVELOPMENT OF SENIOR PUPILS IN EXTRACURRICULAR ACTIVITIES THROUGH RESEARCH PROJECTS

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The paper presents the results of experimental work on the use of project method on extracurricular activities as an effective way to develop environmental competence of senior pupils.

Keywords: environmental education, project method, environmental competence.

Today mankind has faced a number of global environmental problems, leading to deterioration in the quality of life and human health. This is due to the appeal to environmental education with the task of educating a person

with a new eco-oriented thinking, able to realize the consequences of their actions in relation to the environment and able to live in harmony with nature. Project technologies are endowed with great opportunities in the context of educating environmental competence, which allow one to assimilate not only the sum of knowledge and information, but also the development of skills allowing acting in a variety of real situations.

In this regard, our study was to study the possibilities of using project method in extracurricular activities as an effective way to develop the environmental competence of senior school pupils.

We studied the levels of environmental competence of the subjects before and after they completed a research project. The survey was attended by 32 students of grades 9–11 from the State Educational Institution “Secondary School No. 121 of Minsk”. An experimental group of 16 pupils carried out research projects in biology and ecology in elective classes.

Methods to determine the components of environmental competence were used for the study. In order to study the cognitive component, testing was conducted aimed at determining the level of environmental knowledge. To study the value-semantic component of the environmental competence of a high school student, diagnostics were used, which made it possible to give self-esteem to oneself as part of nature and society. The active component of a teenager was studied using a questionnaire aimed at identifying educational research and reflective-evaluative actions [1].

A stating experiment showed a clear predominance of medium and low indicators of the formation of environmental competence in high school students. The initial levels in the experimental and control groups did not differ significantly. 31 % and 63 % of schoolchildren had low and medium levels, respectively.

We compared the results obtained in the experimental and control groups. As a result of the control stage of the study, senior pupils of the experimental group showed more noticeable differences in the results of the survey than the subjects of the control group.

So, if the respondents of the experimental group had indicators of a high level of ecological culture formation, 31%, the average level – 69 %, then in the control group, after repeated questioning, the above indicators were as follows: a high level of environmental culture prevailed in 6 % of respondents, which is 25 % lower than the values of the experimental group, 63 % of the subjects had an average level, which is 6 % again lower than that of the experimental group. A low level of environmental culture formation in the control group prevailed among 31 % of high school students, while it was completely absent in the subjects of the experimental group.

A comparative analysis of the data of the ascertaining and control stages of the experiment showed positive dynamics in the growth of environmental competence among senior pupils of the experimental group. The results obtained allow us to consider project methods effective for the development of environmental competence.

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PUBLIC OPINION ABOUT BASIC TRENDS IN THE FUEL AND ENERGY SPHERE

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Ensuring energy security in our country is connected, inter alia, with public awareness of the main trends in the fuel and energy sector. The study of public opinion in the energy sector was conducted in the form of a sociological survey, the results of the survey were analyzed.

Keywords: energy security, public opinion, opinion poll.

At present, the development of the economy has reached a level at which the energy sector plays a key role in its influence on other components of the economy. Ensuring energy security is becoming one of the paramount tasks for creating conditions for the normal functioning of society.

One of the most important factors of energy security is to increase the level of security of energy demand at the expense of our own energy resources. Increasing energy independence should be carried out taking into account the maximum possible involvement of local energy resources, primarily renewable energy sources, in the fuel and energy balance. A key role in this will be played by public awareness of the main trends in the development of the fuel and energy sector.