

Модуль профессионального общения включает в себя тему “The biggest environmental problems”. При ее изучении активно используются такие приемы обучения через творчество как: гипотетические сценарии, импровизация, мозговые штурмы и дебаты. Примеры вопросов, применение которых в различных видах заданий на выбор преподавателя, заставит, по нашему мнению, молодых людей задуматься о будущем – своем и следующих поколений – и, в конечном итоге, повысит уровень их экологической культуры:

– Are there litter laws where you live? If so, what is the penalty for littering? Do you think recycling is an important community service? What are some things which you recycle? Does your local government make it easy or hard for citizens to recycle? Do you have any ideas on how to minimize the use of plastic bags and Styrofoam boxes?

– What can you do to make this world a better place? Which is more important, increasing people’s standard of living, or protecting the environment? What are some things that your community is doing to help the environment? What can you do to help prevent pollution? Who do you think is more responsible for pollution, individual people or the government? What can corporations do to help the environment? What kinds of technologies do you know of that might help stop environmental problems?

– What are some ways energy is wasted? Packaging uses a lot of energy. What ways can you think of to reduce the amount of packaging used? What types of energy are popular in your native country? If you could choose one alternative energy source to develop which one would you choose? Why? Who should pay for the costs associated with renewable energy? Should we make the development of renewable energy sources an economic priority? What is the main problem with renewable energy sources?

– How much difference do you think energy-efficient home appliances and light bulbs make? What energy efficient appliances do you have installed? How do you think we could encourage people to turn off lights and other appliances, such as the television, the radio, etc., when they are not being used? Do you think houses will be more environmentally friendly in the future? Can you get a grant in your country to improve your home insulation? What would the process be? Would you install a solar heating system just to help the environment or would you only do it if you got a lot of financial help from the government?

В заключение следует отметить, что культура – это не просто список праздников или религиозных традиций; это личный опыт, уникальный для каждого человека. Наша задача как педагогов – развивать интеллект и творческие способности студентов, стимулировать их образовательную деятельность путем приближения учебного процесса к реальности, прививать учащимся чувство гордости за культурное наследие родной земли, формировать отношение к другим культурам как к ценности, обогащать собственный моральный, эстетический и экологический опыт.

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TRANSITION OF ENVIRONMENTAL EDUCATION TO EDUCATION FOR SUSTAINABLE DEVELOPMENT AT THE UNIVERSITY

ПЕРЕХОД ЭКОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ К ОБРАЗОВАНИЮ ДЛЯ УСТОЙЧИВОГО РАЗВИТИЯ В ВУЗЕ

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This article focuses on the problem of the transition of environmental education to education for sustainability at a university. Particular attention is paid to the changing roles of teacher and student in the era of modern technology, social networks, and online learning. This work reveals the need for the development and implementation of new methods and technologies in the transition from environmental education to education for sustainable development. The features of traditional and innovative education for sustainable development are considered; methodological, substantive, motivational-value, and activity components are indicated.

В данной статье основное внимание уделено проблеме перехода экологического образования к образованию для устойчивого в вузе. Особое внимание уделяется смене роли преподавателя и студента в эпоху современных технологий, социальных сетей, онлайн обучения. Данная работа раскрывает необходимость развития и внедрения новых методов и технологий в переходе от экологического образования к образованию для устойчивого развития. Рассмотрены особенности традиционного и инновационного образования для устойчивого развития; обозначены методологический, содержательный, мотивационно-ценностный, деятельностный компоненты.

Keywords: environmental education, education for sustainable development, higher education, university, teaching methods.

Ключевые слова: экологическое образование, образование для устойчивого развития, высшее образование, вуз, методика преподавания.

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The topic of environmental education is consistently given high attention. Today there is a rethinking and redesigning of human relations to nature, the transition from the society of consumption to the society of creation [1, p. 21-32].

In 2015, 17 UN sustainable development goals were adopted. This program is aimed at the rational use of natural resources, green development not only of large cities, but also national projects without exception. Research activity in education is the main force in solving the set tasks of life of all living things.

Here it is important the interaction of inter-university and inter-faculty realizations to solve the tasks of the project. For the implementation of project implementation is open to all interested in the rational use of natural resources, as well as in industrialization, in the promotion of production and consumption of resources, in the restoration of ecosystems.

Environmental education in higher and secondary educational institutions of all countries, understanding this problem, together with other universities, is aimed at new and united programs on:

- reduction of atmospheric air pollution;
- efficient waste management;
- improvement of drinking water quality;
- ecological rehabilitation and purification of water bodies;
- preservation of biological diversity and much more [2].

The ideas of education for sustainable development have become the basis for modernization of education in many countries of the world. Researchers note the significant potential of ESD both for improving the quality of environmental education and for the education system as a whole - transition from reproductive to creative learning, development of critical thinking, education of a free personality, lifelong learning, competency-based approach, implementation of values of environmental ethics, social partnership of educational and non-educational (cultural, environmental, industrial, public, etc.) organizations.

It should be noted that in order to realize this task, education needs new didactics, breakthrough educational technologies and implies systemic changes at all levels of education.

At present, environmental education is not a priority in the national education system, but it allows the young generation to be prepared to search for and choose solutions in a rapidly changing world. This is explained by the fact that environmental education has a comprehensive practice-oriented approach to the relationship between nature, economy and society.

It is important to emphasize that environmental education today is represented by a wide variety of poorly interrelated subject environmental knowledge, which is repetitive and fragmentary in nature. The decisive drawback is the lack of a full-fledged formation of world understanding.

Environmental education should be focused on achieving individual environmental culture of sustainable development, which includes sustainable lifestyle and human consumption; personal values, meanings and attitudes of activity in the interests of sustainable development of the family, school, local community.

Environmental education has not yet acquired a high enough status, and its development is slow. And this situation will not change much until the education system moves to education for sustainable development.

It should be added that a significant contribution to the development of environmental education can be a new content of education for sustainable development with an integrated cultural approach. At the moment it is required not only scientific understanding, but also practical implementation of projects and programs focusing on the environmental and socio-economic component of sustainable development.

Education for sustainable development integrates the problems of environment, economy and society, provides for active involvement of students in the process of independent learning, obtaining practical skills to live rationally and ecologically competent, maintain a healthy lifestyle, actively participate in solving local and global problems [3].

Sustainable development is understood as development that meets the needs of the present and actualizes the needs of future generations, taking into account the possibilities of nature.

Sustainable development is a lifelong process, therefore it is necessary to reorient education towards sustainable development and to increase the training of teaching staff in the first place.

It should be noted that education for sustainable development requires focusing the main attention from the transfer of knowledge to the comprehension of problems and the search for their possible solutions, analyzing real-life situations.

Such education allows to form a system of knowledge, skills and abilities that will allow school graduates to make a conscious choice of profession and to work successfully in the conditions of constant modernization of society.

All this should affect the structure of curricula and teaching methods, requiring the teacher and student to make decisions on the basis of dialog with the use of environmentally-oriented activities. Modern methods can help in this.

An important aspect in enhancing student literacy is play activities. In the conditions of game activity, on the one hand, it is supposed to create conditions for group cohesion. On the other hand, it promotes communication and exchange of opinions among all participants.

It has been established that the use of role-playing games, brainstorming, round tables, dialogues reveals the level of mastered knowledge and contributes to its comprehensive expansion.

Game activity allows the student to express emotional state, show interest in the problems of environmental, social and economic nature, as well as to reveal the presence of positive experience in the perception of nature, to accept life values and realize the importance of health, to indicate the system of personal values, personal position [4].

Interactive methods that promote optimal assimilation of new material and consolidation of the studied material in the mode of interpersonal communication deserve special attention: dialog, conversation, discussion, brainstorming.

Interactive methods immerse students in communication, while the dominant position is retained by the students, while the teacher guides and corrects.

Nowadays, “quests, educational excursions” have become popular, which undoubtedly increased the environmental knowledge of students. As for the technology of educational quest, it is characterized by the focus on solving specific educational tasks, setting non-standard search and research tasks, using a variety of resources and tools for their implementation.

It is important to note that in the process of training students get acquainted with and actively use information and communication technologies, acquire personal work experience, form the necessary professional and socio-cultural competencies.

The ability to collect and interpret cultural events of the country of study and the country of the native language, then summarize the information in the form of a presentation, report, communication.

Ability to express one’s point of view in an acceptable form against intolerance and cultural discrimination, gender inequality.

The ability to establish cultural contacts, prevent communicative misunderstanding and possible cultural conflicts [4].

Experience shows that students use Internet technologies with great interest, willingly realizing their intellectual and creative capabilities.

It should be noted that the professional training of a specialist is inextricably linked to the presence of environmental competencies and is currently particularly relevant for universities of the Republic of Belarus.

Thus, it is necessary to take more effective and updated measures.

- to create pedagogical groups in educational institutions aimed at revealing and solving natural problems by means of analysis and observation, research and implementation, questionnaires, testing levels of programs on ecological education of youth;

- to propose an accurate and purposeful model of formation of moral qualities of students on knowledge in the field of environmental protection;

- organize conferences, briefings, Olympiads, quizzes with the solution of environmental problems and analysis of situations;

- to carry out personally-oriented activity of practical work, research in the experimental field with the fulfillment of theoretical and practical norms, using qualitative and quantitative analysis [4].

Unlike traditional education, education for sustainable development is focused on the problems of the future, which is just to come. For this reason, this education dictates the requirement to study the future more than the past in order not only to be able to solve current problems but also to prevent their occurrence.

In this regard, it is important to mention that the components of the methodological structural and functional model of environmental education for sustainable development include:

1. Methodological component - principles and approaches used in the construction of supra-subject content of education for sustainable development. The component is based on the ecological-humanistic approach, the purpose of which is to create conditions for students to adopt ecologically-oriented values (conscious limitation of needs and observance of biosphere-compatible principles of human activity in everyday and professional activities).

2. Content component - ecological knowledge presented in traditional subjects of natural sciences, humanities and technical cycles (basics of general ecology, nature protection and environmental management). The component allows generalizing and systematizing the existing knowledge and incorporating it into a new educational approach.

3. Motivational and value component - positive attitudes that allow to evaluate personal actions. As value-meaning reference points are “I” as a value; nature as a value.

4. Activity component - reorientation of the main attention from the transfer of knowledge to the comprehension of problems and search for solutions with the involvement of knowledge from many subjects [5].

The above leads to the understanding that ESSD should create conditions for students to master the abilities of:

- responsibility to the present and future;
- aspiration to cognition, creativity, design, research;
- the ability to navigate in the latest technologies and the ability to use them;
- information literacy;
- ability to master new types of activity;
- aspiration and readiness to make an informed choice of profession;
- ability to critically examine and adjust one's activity;
- ability and skill to make a decision and realize it;
- ability to self-knowledge and self-development;
- ability to communicate and organize interactions and others [5].

It should be noted that scientists now argue, clearly in itself, - the attitude to nature - is the personal education of everyone. What forms and methods a person uses in real life, how he embodies his aspirations to help nature, put them into practice, how and by what the result is achieved.

Attitude to nature is a personal contact with it, practical and verbal attitude to the living, emotions of joy and excitement, experience and responsibility.

The above leads to the understanding of the importance that if any person was able to give knowledge about nature, to reveal interest in it, to understand the value of our existence, not to harm any living organism, to think about careful, caring attitude to animals, plants, to the preservation of life on earth - this is the result of human life.

Our task, teachers, is to make any method of environmental education as fast, interesting, correct as possible. To try to introduce new technologies for all groups - both youth and age groups, reaching all modules of fixation of changes in nature, to be able to quickly change their behavior, to experience, but to build a harmonious, kind connection with all living things on earth.

It should also be added that in the course of students' training there are significant changes in their attitude to nature, to environmental activities. First of all, much attention is paid to the selection of teaching material: texts, articles, graphs, speech situations.

The content of the material is able to focus students' attention on the search for a new model of society development.

To summarize, we can say that the task of education for sustainable development is the formation of supra-subject knowledge, skills and abilities, the development of conscious motivation for educational-research and socially significant activities aimed at improving the environment and quality of life.

Ultimately, education for sustainable development creates conditions that promote the formation of responsibility for the environment and rational use of natural resources.

There is still much to be revealed for universities in the development of teaching aids, in the creation of innovative programs.

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