

ятные условия для экологического развития и воспитания благодаря применению эффективных форм, методов и средств обучения.

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### **Education for Sustainability**

Fomicheva T. P.  
Belarus National Technical University  
Minsk, Belarus

*The article is devoted to the importance of higher education in sustainable development. Attention is paid to preparing the students for life increasing the awareness and knowledge, skills and values needed to create sustainable future in the lessons of English at the BNTU.*

Education for Sustainability (EfS) is an educational approach that aims to develop students, schools and communities with the values and the motivation to take action for sustainability – in their personal lives, within their community and also at a global scale, now and in the future.

Education for Sustainability (EfS) aims to build awareness and knowledge of sustainability issues but also to develop students and schools that are able to think critically, innovate and provide solutions towards more sustainable patterns of living [1].

Education for sustainability is based on the following principles:

– *transformation and change*. Education for sustainability is not simply about providing information but involves equipping people with the skills, ca-

capacity and motivation to plan and manage change towards sustainability within an organization, industry or community;

- *education for all and lifelong learning*. Education for sustainability is driven by a broad understanding of education and learning that includes people of all ages and backgrounds and at all stages of life and takes place within all possible learning spaces, formal and informal, in schools, workplaces, homes and communities;

- *system thinking*. Education for sustainability aims to equip people to understand connections between environmental, economic, social and political systems;

- *envisioning a better future*. Education for sustainability engages people in developing a shared vision for a sustainable future;

- *critical thinking and reflection*. Education for sustainability values the capacity of individuals and groups to reflect on personal experiences and world views and to challenge accepted ways of interpreting and engaging with the world;

- *participation*. Education for sustainability recognizes participation as critical for engaging groups and individuals in sustainability;

- *partnerships for change*. Education for sustainability focuses on the use of genuine partnerships to build networks and relationships, and improve communication between different sectors of society [1].

In order to prepare graduates as active and responsible citizens, institutions of higher education must not only change for education for sustainability but also in their practice become models for sustainability themselves and in this respect, they have to change in many ways [2].

In the process of teaching English at the BNTU education for sustainability students' work should be based on active, participatory, process and solution-oriented educational methods. English assists students to develop the skills necessary to investigate, analyze and communicate ideas and information related to sustainability, and to advocate, generate and evaluate actions for sustainable futures.

In this learning area, students may interrogate a range of texts to shape their decision-making in relation to sustainability. They develop the understanding and skills necessary to act responsibly and create texts that inform and persuade others to take action for sustainable futures.

Besides the traditional ones, such methods as discussions, value clarification, scenarios, modelling, role-playing, information and communication technology, surveys, case studies, projects, good practice analyses, workplace experience should be used. The quality of the educational material at all levels is an important factor for promoting and facilitating the work with educational programs and modules for sustainable development.

Learning and teaching for EFS require access to various resources including textbooks, cases studies and good practices as well as media, web-resources. The priority of sustainability provides rich and engaging contexts for developing students' abilities in listening, speaking, reading, viewing and writing.

It is clear that sustainability issues should be integrated within the main functions of a university: education and research processes, different operational activities of the university and its community as well as the relations of the university with the external community.

Thus, a primary educational mission for sustainability should be to teach students to take responsibility for their actions and to influence public decisions where environmental issues are very important.

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### **Формирование экологической компетенции будущих специалистов деревообрабатывающей промышленности средствами учебной дисциплины «Иностранный язык (английский)»**

Янушкевич Л. М.<sup>1</sup>, Трухан Е. В.<sup>2</sup>

<sup>1</sup>Белорусский национальный технический университет,

<sup>2</sup>Белорусский государственный университет  
Минск, Республика Беларусь

*В статье анализируются учебные пособия «Английский язык. Профессиональная коммуникация. Деревообработка (с электронным приложением)» и «Английский язык. Профессиональная коммуникация. Деревообработка. Практикум» (авторы Е. В. Трухан, Л. М. Янушкевич) как средства формирования экологической компетенции у студентов деревообрабатывающей промышленности.*

В 2015 г. для развития международного сотрудничества Генеральной Ассамблеей ООН была принята Декларация, известная как «Преобразование нашего мира: Повестка дня в области устойчивого развития на период до 2030 года» [1], включающая 17 комплексных целей, обеспечивающих сбалансированность экономического, социального и экологического ком-