

Современные технологии в сфере сельскохозяйственного производства и образования

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## **РОЛЬ ОБРАЗОВАНИЯ В ОБЕСПЕЧЕНИИ СТАБИЛЬНОСТИ ЭКОЛОГИЧЕСКОЙ СИТУАЦИИ**

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## **THE ROLE OF EDUCATION IN PROMOTING ENVIRONMENTAL SUSTAINABILITY**

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***Аннотация.** В статье рассматриваются основные направления концепции устойчивого развития современного высшего образования. Делается акцент на том, что под влиянием современных глобальных экологических проблем сегодня необходимо развивать системное экологическое образование и в этом контексте понимать взаимосвязь экологических систем, влияние деятельности человека на окружающую среду и необходимость внедрения экологически безопасных методов.*

Higher education should contribute to gaining knowledge, skills and abilities to apply ecological rules for economic development, to increase people's competence of leading a healthy life in harmony with the environment and caring for social values. This statement is reflected in the National Strategy of Sustainable Social and Economic Development of the Republic of Belarus until 2030. The section "Improving the education system" emphasises that sustainable development of the Republic of Belarus depends on the level and quality of education of its population, on their knowledge of legal and ethical norms governing the relationship between nature and society, and their ability to take this knowledge into account in their daily and professional activities [1].

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In this context, the most effective approach will be the use of educational technologies that are based on collaborative learning methods allowing students to express and defend their point of views, develop alternatives, choose the best option and achieve fulfilment of decisions.

The idea of sustainable development in the educational context directs the higher school to the organisation of the educational process on comprehension of promising directions. Among the promising directions for the development of the educational environment are the following:

1. Strengthening the strong links between the components of the educational context (teachers, students, parents) for the purpose of education for sustainable development (joint activities, excursions, etc.);
2. Integration of the efforts of all components of the educational environment in activities for the implementation of the ideology of sustainable development (joint social and environmental projects);
3. Training of teachers for work in the field of education for sustainable development;
4. Pedagogical, methodological and technological support for education for sustainable development (teaching and learning materials);
5. Reinforcement of the role of non-formal education in the popularisation of sustainable development (non-governmental organisations, etc.).

Special attention should be paid to the fact that in modern society it is essential to increase the authority and role of environmental education at universities [2, 3]. It is aimed at the formation and development of environmental, geo-ecological and geographical knowledge and skills, which are an integral part of ensuring sustainable development of nature and society [4].

The educational disciplines of ecological, geo-ecological and geographical cycles, based on an integrated approach to the study and assessment of the complex environmental-human system, have considerable potential and broad prospects for the development of knowledge and skills among students in the field of sustainable development.

In this context, it is necessary to emphasize the importance of environmental education in solving modern environmental problems. At the same time, in accordance with the main objectives of environmental education, it is supposed to:

- «to expand teachers' perception of modern discoveries in the field of ecology, geoecology, geography, ideas about the specifics of anthropogenic development of nature, about the biological diversity of the environment and about the fundamental conditions of dynamic stability of the biosphere;

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- to develop a modern scientific system of views on the problem of the unity of living organisms of the biosphere through trophic interactions of biodiversity and humans;

- to identify the most appropriate methods of work on environmental education of students;

- to promote in-depth study by teachers of innovative approaches in the methodology of teaching ecology, geocology, geography, including in the process of studying natural science disciplines [5, p. 60]».

The role of environmental education will be intensified in the overall education system as the latter transforms first into environmental education for sustainable development and then into a more holistic system of education for sustainable development.

Under the influence of modern environmental problems today it is necessary to develop systematic environmental education in technical universities. The role of environmental education will be strengthened in the overall education system as the higher education system itself evolves first into environmental education for sustainable development and then into a more holistic system of education for sustainable development [6].

Moreover, when receiving environmental education in a technical university, there is a requirement for the interrelation of theoretical and practical knowledge, which can become the practical guide in future professional activities. When defining the strategic lines of modernisation of environmental education and higher education towards sustainable development, much attention should be paid to such approaches as environmental-humanistic, competence-based, personally oriented and system-activity.

Thus, the issue of sustainable development affects all aspects of the relationship between human society and nature. Equipping people with the knowledge and skills to solve environmental problems and to anticipate the consequences of anthropogenic activities in the area of sustainability of natural ecosystems, while preserving social well-being, requires interdisciplinary knowledge and an integrated approach to the development of higher education.

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**ТРАНСГУМАНИЗМ ИЛИ РУССКИЙ КОСМИЗМ: КОЭВОЛЮЦИЯ ИЛИ ПОСТЧЕЛОВЕК?**

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**TRANSHUMANISM OR RUSSIAN COSMISM: COEVOLUTION OR POSTHUMAN?**

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