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Belarusian State Pedagogical University named after Maxim Tank
Education for Sustainable Development Association

EDUCATION FOR SUSTAINABLE DEVELOPMENT FOR ALL GENERATIONS AS SOCIAL AGREEMENT

Book of III International Symposium abstracts

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The book of abstracts includes materials submitted by participants of III International Symposium "Education for Sustainable Development for All Generations as Social Agreement", which demonstrates positions of Belarusian and foreign experts in the field of ESD practices implementation and their impact on the processes of sustainable development. The book is addressed to the broad community interested in strengthening the image of education as the leading mechanism for achieving the Sustainable Development Goals.

The materials of the book are published in the authors' edition.

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PREFACE

*«If you want to go fast, go alone;
if you want to go far, go together»*

International Symposium Education for Sustainable Development for All Generations as Social Agreement is a traditional meeting place for the representatives of continuing education system and all areas of sustainable development. The overall aim of Symposium is summarizing and expertise of the best practices and mechanisms of the continuous education which have impact on ensuring ecological integrity, economical sustainability, social welfare and development of the human resources in the regions.

In 2020 **III International Symposium "Education for Sustainable Development for All Generations as Social Agreement"** in the Republic of Belarus was held under the patronage of the National Coordinator of Achieving the Sustainable Development Goals with assistance from the Ministry of Foreign Affairs and support from the UNDP project "Support for the National Coordinator on Implementation of Sustainable Development Goals and Strengthening the Role of the Parliament in the Implementation of Sustainable Development Goals", funded by UNDP, UNICEF, UNFPA in the Republic of Belarus.

The Symposium is included in both the Action Plan of the Council for Sustainable Development of the Republic of Belarus for 2020-2021 and the Action Plan of the Youth Campaign "The Future We Want", implemented by the Ministry of Education of the Republic of Belarus and the Office of the UN Resident Coordinator in the Republic of Belarus with the support of the UN agencies.

The Symposium participants are representatives of legislative and executive authorities, ministries and departments, educational institutions, scientific and expert communities, public organizations, organizers of local, regional and national practices of education for sustainable development (ESD) from Belarus, China, France, Germany, Poland, Russia, Romania, Serbia, Spain, USA.

The initiators of III International Symposium are the Belarusian State Pedagogical University named after Maxim Tank (BSPU) and Education for Sustainable Development Association. They invited Symposium participants and representatives of state and public structures to unite their efforts in the framework of the plenary session "Education in the interests of sustainable development: vectors of change" and six open discussion platforms working in the following formats:

- a round table "Educational component as a driver for achieving the Sustainable Development Goals";

- a problem laboratory "Responsible Research and Innovations" as a methodology for involving people in the processes of adaptation to climate change: best European practices";

- panel discussions "Social partnership as a resource for the lifelong teacher education development" and "Youth SDG ambassadors: the role and participation in the national architecture for managing the SDG achievement process";

- a meet-up "Education for Sustainable Development Goals: successful experience in organizing ESD practices for all generations and promoting SDGs in local communities and regions";

- a thematic discussion platform "Towards the future we want: youth position".

The Symposium participants contributed their ideas and recommendations to the final Resolution of the Symposium, which is addressed to:

- policy-makers in the field of education;

- participants in regional development processes;

- organizers of Science Shops as a framework for providing targeted educational and expert support for the processes of sustainable development of local communities and regions;

- the broad pedagogical community interested in strengthening the image of education as the leading mechanism for achieving the SDGs.

We encourage everyone to get included in the multilateral dialogue on the issues of increasing impact of education on the activities aimed at achieving Sustainable Development Goals.

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ABSTRACTS OF SYMPOSIUM PARTICIPANTS

EDUCATION SAFEGUARDING THE ENVIRONMENT: TERRIFICA GREEN DIARY

Tanja Adnađević,

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Resume. The article is devoted to the TeRRIFICA project in Belgrade and touches the ideas of effective combination of scientific capacity and hands-on activity regarding successful climate action with a variety of stakeholders.

Key words: climate action, citizens' engagement, capacity and awareness building, TeRRIFICA, climate change adaptation.

The TeRRIFICA project (Territorial RRI Fostering Innovative Climate Action) is rooted in the co-creative multi-stakeholder approaches in which participants have the opportunity to expand their knowledge around climate change and innovative climate action and to identify opportunities, drivers and barriers of implementation. TeRRIFICA is about gathering all different actors within the territorial ecosystem and co-create competence for this global problem. The baseline of the project is that climate and climate change are a perfect use case for the territorial aspects of RRI. When we talk about climate change we are talking about a common problem in different places or different territories. The TeRRIFICA project is establishing new ways in order to exchange and develop climate change adaptation solutions based on the local, personal experiences by setting up the pilot regions across Europe.

Belgrade is one of the pilot regions, coordinated by the Centre for the promotion of science. The Center for the Promotion of Science (CPN) is a public institution with the mission to bridge the gap between science and society by bringing together all relevant actors and the general public in the research and innovation process. The ultimate goal is to integrate society into research processes in order to gain a better understanding of citizens' needs and to deal with societal challenges more adequately.

The CPN mission is in line with the citizen science concept, opening up science to society as a necessity to enrich research. Citizen science can be described as the voluntary participation of non-professional scientists in research and innovation at different stages of the process and at different levels of engagement, from gathering, processing and analysing data, assessing the outcomes of the research to shaping research agendas and policies.

By combining the TeRRIFICA goal and CPN mission we are trying to create a sustainable regional network and set up new forms of citizen engagement focused on preventing or adapting to climate change. As one of the important stakeholders on the national level, we mapped the formal education system especially Belgrade school kids. By educating youngster regarding complex issues such as climate change, we are not only trying to raise awareness about the topic but also educate them about the importance and the usage of the scientific method. Giving the opportunity to participate in the research and propose the solutions, makes them important in every part of the research process.

In cooperation with external experts from climatology and pedagogy, we created the school diary and the school contest addressing the climate change issues. The Green Diary is intended for schools, teachers and students who are going to participate in the competition "Green, greener, greenest schoolyard". The Green Diary is a kind of guide for use of the scientific process by which meteorologists get data on weather conditions using the customised meteorological station set. In this guide, you can find a detailed explanation of the basic terminology. Some of the addressed questions are:

What is the difference between weather and climate?

What is climate change?

What causes instantaneous global warming?

How does climate change affect us?

What can we do to adapt to climate change and save our planet?

The information regarding the scientific methodology follows the general introduction. The detailed explanation of the usage of the meteorological station set: how to use it, what to measure, measurement dynamics and recordings of the results. To better understand the weather in their schoolyard, one of the tasks is to briefly describe what the environment around school actually looks like, whether it is an urban or rural school, surrounded by paved streets or greenery, near a river or lake, etc. As a final step, the school kids have a task to propose the solution for the adaptation of the schoolyard to climate conditions based on the collected data.

Looking to the Belgrade pilot region, data collected from Belgrade schools together with the proposed solutions will be a massive contribution to the preparation of the microclimate map of Belgrade. Up to this date, this kind of map does not exist and the Green diary citizen science project is a unique opportunity and an excellent example of the citizen science project.

DEVELOPMENT OF STRATEGIC AND INNOVATIVE MANAGEMENT BY MASTERS OF PEDAGOGICAL SPECIALTIES

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Resume. In the context of updating the content of pedagogical education, which is the guarantor of sustainable development of the entire sphere of education and the individual, the development of strategic and innovative management becomes relevant. The article discusses specifics, forms and content of masters' degree training course in the field of education from the aspect of management processes at the general, special and individual levels.

Key words: educational management, strategic and innovative management, master's training, pedagogical specialties.

The innovative orientation of the development of society actualizes the management function of future specialists who have received the qualifications of masters. It is fundamentally important that the future master, studying in the pedagogical specialties of the second stage of higher education, gain experience not only in research activities. It is important for him/her to form a system of knowledge, skills and competencies in the field of effective management of the pedagogical process at its various levels. At the same time, the analysis of completed master degree paper made it possible to establish that master degree students have multiple difficulties. Difficulties of undergraduates are associated with understanding of:

- structure of the management cycle,
- structures, organization of educational processes at various levels,
- development of pedagogical systems and processes,
- content of pedagogical management,
- organization of innovative activities in education,
- application of management methods in a modern educational institution,
- use of methods of pedagogical monitoring and assessment of the effectiveness and quality of educational processes, etc.

The discipline "Strategic and innovative management in education" is designed to enrich future masters with procedural knowledge and competencies in the field of pedagogical systems and processes management.

This academic discipline is included in Module 1.2. "Innovation Management in Education" of the state component of obtaining higher education at the second stage. The following learning objectives of the discipline have been identified:

- to form the knowledge of the theoretical and technological foundations of management in education among undergraduates;

- to develop skills and methods of activity in the field of organizational processes in educational institutions based on scientific principles and methods of management;
- to form in undergraduates managerial competence that ensures the success of their professional activities in the field of education [1].

The content of the discipline is structured so that through its development an actual personally significant task is solved. The task should be connected with the approach of undergraduates to the modern practice of educational management, immersing them in the context of the subject area (in close connection with their main specialty, profiling).

Such content is being updated, which is aimed at developing students' skills to solve typical professional tasks (strategic management), and on their basis go to creative, non-standard professional tasks (innovative management) in the field of educational management [2]. Moreover, the solution of typical professional and creative tasks is associated with management processes at the following levels:

- general (mechanisms and processes of education management, ensuring social well-being and sustainable development of the sphere);
- special (management of an educational institution in a modern social, scientific, pedagogical and technological context);
- single (effective organization and management of pedagogical interaction between the subjects of educational processes).

When studying this academic discipline, an understanding of the context of education management is of great importance. Key issues of the course are theoretical and methodological foundations of management, organization (educational institution) as a system, quality management of education, communication in management, psychological and pedagogical foundations and innovations in the field of management.

Theoretical material and practice-oriented tasks in the academic discipline are not offered linearly (from topic to topic), but systematically, uniting them with a cross-cutting concept. In this course, as a concept, we have proposed, defined and used the Quality Management System (hereinafter QMS).

QMS is a relevant phenomenon both in theory and practice of management, including educational one. Having studied the history of the QMS emergence, its essence, structure, components, types and options for implementation in the field of education, a holistic picture opens up for undergraduates. This picture brings together the history, theory and practice of managing an educational institution in modern social, scientific, pedagogical and technological contexts. The QMS essence and components (objectives, mission, vision, strategy, program, subjects of relations, results, processes, both in theoretical and practical aspects) are constantly updated during the study.

An important systemic moment in the process of studying the QMS is the study of the QMS of higher educational institutions, for example comparison of the university where undergraduates previously studied and where they are studying at present. Using

this example, the student correlates how theory is transformed into practice, and experience into theory. He gains experience in comparative management. This experience allows him to observe, analyze the QMS processes. For example, strong and weak, unsatisfactory QMS processes, the degree of subjects' satisfaction with the quality of educational services, options for setting and achieving the University's goals within a certain period of time, transferring an educational institution from a functioning mode to a development (innovation) one.

The main pedagogical forms and teaching methods that correspond to the objectives of the course are:

- problem-based learning, implemented in lectures (monographic lecture, lecture-discussion);
- educational and research activities (micro-research, reflective learning, business game, computer training) in practical classes and when organizing independent work;
- development of a project of the educational process based on the organizational structure or process management map.

The development and defense of the final personal project in the field of educational management is the result of studying this academic discipline.

The academic discipline "Strategic and innovative management in the field of education" was implemented at the Pedagogy Department of BSPU with undergraduates, who study in various special that are part of the specialty 1-08 80 02 Theory and methods of teaching and upbringing (by areas and levels of education). The results obtained made it possible to determine the objectives, the developed content, teaching methods and mastering of this academic discipline showed sufficient efficiency. Studying the course allows you to holistically, systematically and at various levels to consider the processes of educational management in the context of the mechanisms of education management influence on ensuring social well-being and sustainable development.

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STUDY OF CONTINUITY IN PEDAGOGICAL TRAINING OF SCHOOL LEARNERS AND PEDAGOGICAL UNIVERSITY STUDENTS

Alexey Bednov,

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Resume. The article presents the results of a qualitative and quantitative study of the continuity in pedagogical training of school students and students of pedagogical specialties in the Republic of Belarus.

Key words: profiling, pedagogical training, specialized pedagogical classes, continuity, lifelong learning

The modern dynamically developing educational system needs an inflow of motivated, modern and competent teachers capable of providing relevant teaching and educating for new generation of young people. One of the solutions to this problem is the introduction of profiling as a part of lifelong education, to ensure individualized, functional and effective learning. One of the tasks of profiling is to create a system of specialized training in the senior grades of a general education school, focused on the individualization of learning and socialization of students, including taking into account the real needs of the labor market, working out a flexible system of cooperation of the senior school with institutions of primary, secondary and higher professional education.

The concept of "lifelong education" goes back to the second half of the 20th century. For the first time, the holistic concept of lifelong education was presented in 1965 at the UNESCO international forum by Paul Lengrand, who combined two points of view on this problem and proposed a broader definition of this term. The concept was based on the idea of humanistic education, according to which in the center of all educational processes there is a personality, who needs special conditions for personality development throughout his life. The definition of the concept of "lifelong education" was seen as a lifelong learning process, an important role in which the integration of the individual and social aspects of a person and human activities plays an important role. The idea of continuity, implemented over a fairly long period of time, has established itself as fundamental in the development of education systems in many countries of the world.

One of the main conditions for the implementation of the idea of continuity in the training of teaching staff is the introduction of profiling of the educational process in institutions of general secondary education. Since the 2015/2016 academic year, a network of specialized classes of a pedagogical orientation, or pedagogical classes, started to develop in Belarus. The first 102 pedagogical classes with 1350 enrolled students. Over the five-year period of work of specialized classes of a pedagogical

orientation, it was possible to achieve positive dynamics in a quantitative aspect. The number of teaching classes has increased by 4 times. In the 2019/2020 academic year, 438 pedagogical classes / groups operate in the republic, in which more than 4000 students study.

The qualitative aspect can be assessed by analyzing the qualitative composition of pedagogical classes graduates who study in Belarusian universities. It can be stated that applicants who have undergone specialized pedagogical training are well-trained young people, and, most importantly, motivated and highly interested in mastering pedagogical profession. Currently, most of such students of the final year have already formed an approach to teaching and own pedagogical style.

Considering the given context, the study of the continuity of the training of specialized classes graduates of a pedagogical orientation in the "school – university" system becomes relevant.

To substantiate the relevance there is a need in comparative analysis of students from among graduates of pedagogical classes and students who have not obtained pre-university pedagogical training. At the beginning of 2020, the Center for Teacher Education Development of the BSPU completed a questionnaire survey of these categories of students studying in pedagogical specialties at universities of the Training, Science and Innovation Cluster for Continuing Teacher education (hereinafter referred to as the Cluster). In this regard the survey results of 1st year students need closer consideration.

2184 respondents took part in the Cluster survey. 319 students (which is about 15 % of the total number of respondents) are the graduates of pedagogical classes. The survey was carried out via cloud service Google Forms [3] and consisted of 3 logical blocks: general information, satisfaction with the quality of educational services and adaptation to the educational process. The geography of the survey covers all regions of the republic and all types of educational institutions, on the basis of which specialized training of a pedagogical orientation was carried out. The demographic basis of the study of students who graduated from specialized classes of a pedagogical orientation is 17-year-old students, and 86 % of the respondents are female. The average score of students who graduate from pedagogical classes in comparison with the other students is on average 6 % higher and is 8.6 points. It can also be noted that among graduates of pedagogical classes there are 3 % more students honored by the medals for excellent studies, and every fifth student had a contract indicating a conscious choice of the profession and a desire to return to their "native walls".

In the final block "Adaptation to the educational process" to the question "Are you still confident in the right choice of teaching profession?" about 80 % of the students answered positively. The number of those who doubt and are disappointed in the choice among graduates of specialized pedagogical classes is significantly less than among students who did not study in pedagogical classes. More than 93 % of the respondents of pedagogical classes graduates note the importance of the competencies they acquired

and emphasize that teaching in a pedagogical class helped them adapt to the university educational process.

The data obtained indicate that pedagogical profiling at school meets the challenge preparation of motivated and trained graduates, the formation of a conscious professional choice among high school students. It is also obvious that the tremendous work carried out by teachers of the elective course "Introduction to the teaching profession" brings positive results. Therefore, a pedagogical university should understand the full degree of responsibility for providing high quality education, creating an educational environment for training teachers of a new generation, as well as ensuring the continuity of training graduates of specialized classes of pedagogical orientation in the "school – university" system.

However, in spite of the positive dynamics given above, the survey revealed some flatness of respondent answers. In the assessment block measuring satisfaction with the quality of educational services, which considered the indicators: university work processes (dean's offices, curators, student tutors); availability of information about ongoing events and projects; providing an electronic educational environment created at the university (the university and faculty websites, online learning platforms), no statistically significant difference in the responses of two categories of students was revealed. And in general, the degree of satisfaction, in the block, among the pedagogical classes graduates was only 2 % higher. No significant differences were found in the answers of the compared groups to the question "Do you handle with the academic load?" in the third block of the study "Adaptation to the educational process". Also, according to the results of the marks obtained as a result of the first session among graduates of specialized classes of a pedagogical orientation, the average score is only 0.2 points higher.

Based on the information presented above, it is obvious that in teaching first-year students from among the graduates of the pedagogical class, in addition to positive aspects, there are certain difficulties in the transition from the third stage of general secondary education to higher educational institutions. This confirms the need to ensure the continuity of the training of graduates of specialized classes of a pedagogical orientation in the "school – university" system.

EDUCATIONAL PROCESS ON THE SUBJECT "BIOLOGY" IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT IMPLEMENTATION

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Resume. The article reflects features of organizing educational process on the subject "Biology" in the context of sustainable development implementation. General issues of sustainable development integration in the content of education are considered. The author offers recommendations for ESD implementation in educational process.

Key words: educational process; curriculum subject; biology; content of biological education; ideas of sustainable development.

One of the most important way of secondary school educational system modernization is implementation of sustainable development ideas into educational process. Meanwhile sustainable development is considered to be a model of society's growth, where society interacts with nature and relies on science and education, as the main mechanisms of sustainable development implementation.

Conversion to the new educational paradigm, like learning instead of teaching; not absorption of prepared knowledge, but development of student's abilities, which give opportunities to acquire themselves, to refine creatively, to create something new, to implement it into practice and to be responsible for his acts, is assumed to be realized till 2030 [1].

As S.B. Ignatov notes "... education, as the most important sphere of production of the intellectual and moral potential of society, is the dominant factor in education of a new generation of people who have an ecological mentality and are able to implement the ideas of sustainable development in practice" [2].

The implementation of sustainable development ideas into the educational process (ensuring a healthy lifestyle and promoting well-being for all at any age; preserving water ecosystems; preserving land ecosystems, etc.) will contribute to the formation of students qualities such as appropriate natural needs, motives and attitudes; value perception of the world; moral qualities; correct, scientifically based principles of attitude to nature, their health and the health of people around them.

The analysis of the content of education on the subject "Biology" for grades VI–IX of general secondary education institutions shows that while studying many topics it is possible to illustrate environmental, economic and social problems and ways to solve them [3]. For instance, the interconnectedness and interdependence of the whole life on the planet; the importance of biological diversity in environmental sustainability; the importance of the natural environment in human life; human impact

on the natural environment; nutrition and health; reduction of biodiversity; rational use of biological resources; protection of flora and fauna, etc.

There are several structural elements of the content of education, they are:

- system of knowledge about the ideas of sustainable development, mastering of which provides the formation of students' holistic outlook;
- creative activity, suggesting a willingness to find solutions to the problems (global, regional, local) related to sustainable development of society;
- experience in the implementation of emotional-volitional relations, which is a necessary condition for the formation of personal attitudes and priorities (his beliefs, ideals, values) [4].

Introducing the idea of sustainable development into the educational process, the teacher should remember that students with their life experiences, abilities and aptitudes need to be able to grasp the laws of development and existence of nature, to deeply understand the role and man's place in it, to form the correct, research-based attitude to the nature, their health and the health of all other people.

Students should understand the vital need to achieve the Sustainable Development Goals (SDGs), learn to consider modern problems from different points of view and think over these problems not only in the classroom, but also in everyday life. Therefore, firstly the teacher requires a lot of creative and mental efforts to determine the place and time of including the ideas of sustainable development in the educational process.

Secondly, the teacher does not need to create new curriculum, to allocate additional hours to study the ideas of sustainable development, to prepare open lessons on certain topics and write special didactic scenarios for training sessions. It is enough to realize, rethink and submit the usual information in the lesson with different accents.

Thirdly, the integration of sustainable development ideas into the educational process will only be possible if the presentation of the training sessions content is systematically implemented through the prism of the sustainable development principles and the problems highlighted in the concept of sustainable development are raised and searches of their solution are carried out in the process of cooperation between students and teacher during lessons or extracurricular time.

In order to determine the ways and means of integrating sustainable development ideas into the content of the subject «Biology», we have developed the following algorithm of actions:

- to understand and choose the SDGs, which can be illustrated in the content of the subject;
- to analyze the content of the curriculum and identify a list of topics demonstrating the potential for achieving the SDGs;
- to expand goals of the lesson, which reflect the content in the context of sustainable development, focusing students on issues of strategy and tactics of ensuring the sustainability of natural systems (biosphere), complex technical

systems, the system "man – society – nature" at the global, national, regional and local levels;

- to select additional information on the topic of the lesson related to environmental, economic and social problems and their solutions;
- to choose innovative pedagogical technologies which provide interactive real and/or virtual interaction in the process of individual and group activities (solving competence-oriented tasks, performing creative projects, conducting educational research, etc.);
- to develop didactic materials which will include the subject content of the lesson topic and ideas of sustainable development of nature, society and people;
- to develop diagnostic materials to determine the degree of students' sustainable development ideas assimilation.
- to develop guidelines for conducting lessons.

The following recommendations should be followed in order to implement the SDGs into the educational process:

- to develop students' knowledge, skills and abilities that will allow them to make individual or collective decisions in the future to improve the quality of life without threatening the future of our planet;
- to use modern pedagogical technologies in the classroom and in extracurricular activities in order to understand and systematize the knowledge and skills previously acquired by students in order to implement the principles of sustainable development;
- to encourage students to develop knowledge, skills and abilities that can be applied to understand environmental, economic and social problems and find ways to solve them in the interests of sustainable development.

Summarizing all the above, we note that the feature of the educational process organization is to establish links between the structural components of the content of the subject "Biology" and the ideas of sustainable development, which are aimed at forming a system of values, a holistic outlook, a harmonious understanding and perception of the world around us.

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E-SCHOOL AS A MEANS OF OVERCOMING UNEQUAL CONDITION IN OBTAINING A QUALITATIVE GENERAL SECONDARY EDUCATION

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Resume. The author analyzes the conditions and reasons for the emergence of inequality for obtaining general secondary education. The possibilities of introducing elements of an e-school to ensure an all-encompassing quality education are explored. The result of the work is a number of proposals for creating a favourable environment for overcoming inequalities in education.

Key words: inequality in education; PISA; electronic school; distance learning.

In 2018 with the World Bank support Belarus joined the International Program for Assessment of Educational Achievements of Students (PISA). It is implemented by the Organization for Economic Cooperation and Development (OECD) in a consortium with leading international scientific organizations.

As part of PISA, besides the tests, additional research is being conducted on the socio-economic situation in families, outlook on studying, level of school and assessment satisfaction, cases of discrimination at schools; representatives of the school are being interviewed and the educational system on the whole is being analysed [5]. Not only does it help us to assess the students' academic performance, but to define the factors that contribute to high results, to examine how the educational system deals with the modern challenges and to find the shortcomings that exist at national level.

On the whole, the Ministry of Education of the Republic of Belarus positively assessed the results of the first research. We have underlined the fact that high results (in China and Singapore) are achieved mainly by the students of gymnasiums and lyceums [2]. Moreover, 46 % of students from the families with the lowest income and 40 % of students from the countryside perform below the basic level. It means that they are functionally illiterate. The gap between the students' results considering their socio-economic status is 111 points, which is equivalent to 3 years of studying. This is based on the analysis of the data of the World Bank representative in the Republic of Belarus [5].

Analysing the reasons for such inequality based on the place of residence, we should take a look at the national studies. Back in 2015, in the National Report on Human Development in the Republic of Belarus (hereinafter NRHD-2015) a trend was discovered, that secondary education institutions that had fewer students (especially in Vitebsk, Mogilev and Gomel regions) became multifunctional [4]. On the one hand, it was made to optimize the educational network of the region and it considered economic purposes, as well. But, on the other hand, the reduction

of the teachers' workload resulted in the reduction of specialists in country schools. As a result, a specialist has to combine the functions of subjects teaching, in which they have no education and qualification and this phenomenon is spreading. The lack of qualified teachers in country schools leads to unequal conditions in the access to qualitative general secondary education. The consequence is the presence of a population that is not competitive on the labour market (country residents, people with low level of income and education, convicted and released from prison, the elderly, challenged people etc.), which was mentioned in the NRHD in 2015 [4]. PISA-2018 research proves that the situation with the equality in education remains unchanged since 2015 [5].

As for the gap in the results, considering the socio-economic situation in the families, it is hard to imagine that a school-leaver applies to the university without the help of a tutor, a tuition centre or a private school. Their success often depends on their parents' income.

It should be mentioned, that the Ministry of Education of the Republic of Belarus is rather critical to the current situation, which is confirmed in the "Concept of the digital transformation of processes in the education system in the Republic of Belarus for 2019–2025 years" (hereinafter "the Concept") [3].

One of the most important goals of digital transformation in education, as stated in the Concept, is ensuring the quality and mobility of educational services at all levels of education.

The problem of the educational services mobility and their coverage of any regions with any amount of the population can easily be solved by distance learning (or e-learning) as a part of electronic school. Distance education has been rapidly gaining popularity in recent years. This is due to the economic efficiency of using electronic media, the ability to reach a big amount of students located at a considerable distance from each other, flexibility and independence from the place and time of study, economic wealth in the family.

Belarus has already taken certain steps to introduce elements of the e-school. Attention is paid to improving the qualifications of teachers in the field of ICT, the material base of the schools is constantly growing [3]. As for 2019, 97,8 % of educational institutions have Internet access, including 91 % of institutions that have access to broadband channel [6]. Moreover, according to the official statistics, the difference between rural and urban schools the provision with Internet access and computer classes does not exceed 2 % in favour of the city [6].

On the national education portal, as part of the "e-school" concept implementation, one can find electronic copies of textbooks, services for monitoring the progress, services for eliminating knowledge gaps, services with additional education content in electronic form. It means that, considering the level of Internet and mobile Internet coverage in the country (which is close to 100 %) [1], the access to

the knowledge is not a big problem for the students, regardless of their level of income or their place of residence.

However, the problem still exists. We see a way out of the situation through the solution of two main tasks: the training of qualified teachers who are ready to use information technologies in education on an ongoing basis, and the specification of the status of distance education at the legislative level.

Improving the quality of teaching staff can occur not only at the state level with the help of the courses. Attention should be paid to creating the productive environment for the development of online interaction between the teachers, so that they could exchange their experience. The creation of a market of educational services for teachers might be helpful. This has long become a trend among our closest neighbouring countries, where teachers can be trained not only with the help of the state educational development institution, but through a network of private institutions of professional training for teachers.

As for the development of distance education, it is not yet sufficiently integrated into the official educational process. The concept of "distance education" is not included in the regulatory framework. The issues of labour relations (in case the schools use this form of education) for teachers are not regulated. The use of information technologies in modern secondary schools is an important, but not the primary component of education.

At the same time, digital technologies actively penetrate all levels of the education system and contribute to more effective involvement of the students into the educational process. Digital technologies also help us to personalize the education by producing the students with the materials, that correspond their level of knowledge and their interests.

The public demand for mobile, affordable, high-quality education contributed to the emergence and the implementation of the concept of "e-school". Distance learning methods are now becoming especially popular because of the pandemic situation in the world. According to some researchers the shock, caused by COVID-19 might become an impulse for the rapid development of the sphere in the next years.

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DIRECTIONS FOR IMPROVEMENT STATISTICAL EDUCATION OF MANAGEMENT STAFF IN THE INTERESTS OF SUSTAINABLE DEVELOPMENT

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Resume. In the article the problems of statistical education are considered in the economy digitalization conditions. Directions of curricula re-erecting for teaching of specialists are selected in the area of management.

Key words: statistical education, educational standards, educational process.

A steady state case frame is created in the Republic of Belarus. Development of digital economy and informative society is put before the system of efficiency increase of state administration and the information analytical providing. In these terms for specialists in the area of management the value of statistical education increases.

The tasks of the national statistical system are set to 2022. The national strategy is developed taking into account measures on development of statistical account not only for the organs of state statistics but also for other producers of statistical information. It is possible to carry out directions set in the program only by transformations of statistical education to the country.

By the Decree of the Ministry of Education of the Republic of Belarus dated December 17, 2018 No. 122, Amendments No. 27 were made to OKRB 011-2009 "Specialties and qualifications" [1]. Preparation of specialists in the area of statistical account is plugged in the large-sized group of "Science about society", and specialty is marked "Statistics and analysis". This adjustment is justified from the standpoint of the fulfillment of the state management task, it is a statistical assessment of the efficiency of the economy.

Directions of higher education in the country are determined by a professional standard which is formed on the basis of demand from the side of employers. Presently not only the national statistical system needs specialists in the area of selective inspections, owning the untraditional sources of information collection, but there is demand from the side of other organizations. The resulted arguments testify that students graduating from of administrative specialties must be geared-up to positions and projects at a greater degree depending on statistics and increasing value of statistical methodology and methods of analysis.

Analysis of educational standards of the students who are getting administrative specialties rotined that statistical disciplines were studied only on the first stage of teaching economic specialties. The curricula of the second stage of higher education, retraining and traineeship are not included by disciplines of statistical analysis.

For the increase of the professional training of administrative personnel in the area of information statistical estimations re-erecting of curricula of all multilevel system of preparation, retraining and in-plant training is needed:

- for students at the first stage of higher economic education statistical science must be presented in two separate disciplines. They are the "General theory of statistics" and "Socio-economic statistics". It is necessary to include in the curriculum hours of laboratory studies for the study of statistical data processing programs and to ensure the passage of training practices at the bases of statistical offices;

- for students of the first stage of higher legal education to include "Legal statistics" in a curriculum;

- for students of the second stage of higher education, retraining and traineeship in the field of management in curricula to include discipline of "Statistics of activity types" which must cover such themes as:

1. National model of statistical information production;
2. Scientific bases of national economy classifications;
3. Statistics of producing goods and services;
4. Statistics of labour expenses indicators;
5. Overvalue in the permanent prices of assets of producers;
6. Statistics of financial and insurance risks of producers;
7. Statistical assessment of the effectiveness of the national economy functioning in the context of activities.

Faculty advisors, having the proper education, must be taught statistical disciplines, which must be obliged periodically to pass internship in the National statistical committee of the Republic of Belarus. It is advisable to involve practicing specialists in conducting lectures.

The idea of lifelong learning as a form of permanent actualization of knowledge must become dominant in the area of state administration. Following a global trend on demand of specialists with knowledge of statistical methods of analysis, we suggest extending the scopes of statistical education to a large-sized direction such as "Management of data and statistics".

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OPPORTUNITIES FOR SELF-ACTUALIZATION OF STUDENTS AT THE SDGs VOLUNTEER TEAM

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Resume. This article discusses the features of the BSPU SDGs volunteer team for the Sustainable Development Goals of BSPU, describes the main meanings, ideas and forms of its work.

Key words: sustainable development, volunteer movement, self-determination of students, Sustainable Development Goals (SDGs), localization of SDGs.

It is considered that in the conditions of higher education, the formation of a person is a process of self-development, and the existential desire for self-determination is the leading life intention. The desire for self-determination as the leading internal task of the individual is resolved through the mechanism of self-realization [1]. The process of self-changes that follows self-consciousness in culture is actually the process of self-realization as finding not so much yourself for yourself, but yourself for others, for society as a whole.

The main components of university self-realization of students are personal involvement in the learning process, the implementation of learning abilities, as well as social integration in the educational process of the university [3].

Volunteer activities help to increase the success of the latter component in the implementation of various projects and various forms of non-formal education. Quality increments of the individual, which students receive in the process of volunteer activities include:

1. The necessity to give and help others.

Most people want volunteers to improve the situation or help others. The same applies to student volunteers. The vast majority of student volunteers are motivated by a desire to improve the situation or help people.

Volunteering provides students with a unique opportunity to contribute to the development of the local community while studying at the University.

2. Develop personal skills and gain experience.

For some people volunteering while studying at the University can be a path to employment or a chance to try something new and develop certain skills. Volunteering can help students understand which career they are more or less well suited to because of the huge variety of volunteering opportunities currently available in various settings.

3. New acquaintances.

Finally, volunteering provides a great opportunity to meet people with similar interests and feel part of the community.

Student volunteers make a significant contribution to the organization of socially significant projects aimed at the wider community, thanks to the skills and enthusiasm they bring to their activities, as well as the time they volunteer with interested groups of people and organizations. More than half of the volunteers carry out their activities both during the semester and during the holidays, and a third-at least once a week.

Volunteering, being a volunteer choice, reflecting personal views and position, shows the active participation of the volunteer in society, improves quality of life, personal growth, a balanced economic and social development, creating new jobs and professions. In world practice the main feature of volunteering is that a volunteer spends part of his free time, effort, energy, knowledge and experience voluntarily, without coercion or instructions from above, on performing useful tasks for individual citizens and society as a whole. It should be noted that a significant number of organizations are united in the global volunteer movement, and this activity is supported by the world community [2].

In modern conditions, the university is one of the leading platforms for the development of competencies that allow promoting the ideas of sustainable development (SD) in society. It is generally accepted that environmental care is a key aspect of sustainable development, it also focuses on developing life skills, including leadership, communication and management. All this is extremely important for personal development. By equipping young people with appropriate abilities in addition to their environmental knowledge, students can succeed in a life that not only promotes the development of humanity, but also cares for and respects the resources of our planet.

Education for sustainable development can help change our future. Continued support from the authorities, appropriate policies and laws, responsible actions by individuals and communities, deep compassion for our planet will all work together to prevent the global environmental crises we face today.

The principles of education for sustainable development (ESD) are primarily implemented in the context of non-formal education, which makes it possible to apply the acquired skills in practice in the student community, being included in socially significant initiatives.

That is why activities of the SDGs volunteer team formed at BSPU plays an important role in the process of self-development of students and contributes to their involvement in the SDGs localization among young people.

The SDGs volunteer team of BSPU is a youth movement aimed at creative potential realization, professional skills development, receiving invaluable experience of communication with interesting people, inclusion of joint implementation projects in different fields (human rights, ecology, gender equality, inclusion, partnership, etc.). Team members are students from various faculties and institutes of the university,

who independently realized the need to increase their awareness in SD issues and involved in this initiative.

The key work directions of the BSPU SDGs Volunteer team are presentation of the UN structure and significance, anti-discrimination, gender equality, prevention of bullying among young people, a healthy, eco-friendly lifestyle. The relevance of these issues is of great interest to students, motivates them to actively participate in the work of the BSPU SDG Volunteer team and implement practical activities aimed at achieving the SDGs.

Meetings of the SDGs volunteer team are held in various formats, for example in the form of trainings, workshops, educational quests, forum theaters and master classes. This variety makes it possible not only to acquaint volunteers with the SDGs values, but also to give them the opportunity to analyze the advantages and disadvantages of various forms of educational activities, which contributes to improving their professional competence as future teachers. The BSPU SDG volunteer team is included in the international educational project "Project for Future Teachers – Knowing Our Students; Knowing Ourselves", held in cooperation with American colleagues and aimed at creating practical manuals on teaching SDGs to schoolchildren, which allows students to improve their professional competencies, cross-cultural communication skills, and adapt the principles of the ESD methodology to different age categories.

The activities of SDG volunteers contribute to professional self-realization, development of personal qualities, socialization skills and productive communication with people of different ages and social characteristics.

It is assumed that the result of the SDG volunteer team trainings will be their own practical seminars and trainings on the SDGs, which will be conducted by the volunteer team members at their faculties, during teaching practice at children's health camps and various educational institutions in order to promote the ideas and values of SD and involve young people in socially significant activities to achieve the SDGs.

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COME ALONG TOGETHER: INSPIRATION AND INFORMAL EDUCATION ARE THE KEYS TO EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Resume. The article illustrates youngsters' reflections on the SDGs and stresses the role of ESD principles in teaching.

Key words: sustainable development, education for sustainable development, Sustainable Development Goals (SDGs), localization of SDGs.

Part of education to achieve *Sustainable Development for All Generations* is to listen to students primarily. In the quote above, Yi Yangqianxi—aka “Jackson Yee”, a 20 year-old Chinese superstar—succinctly articulates what matters most for young people and it might surprise you that gender equality is first on his list.

It doesn't surprise me though. In teaching 300+ first-year college students this semester at a toptier university in Central China, when allowed to give a speech about any “inconvenient truth” they saw operating in their world, the most common topic was gender discrimination, with environmental pollution—especially caused by non-biodegradable plastics—was a close second. The other top choice was educational disparity between students in urban and rural districts (essentially, a rich/poor distinction).

Yi went on to state that “among the 17 Sustainable Development Goals (SDGs) of the United Nations (UN) 2030 Agenda, he is most interested in good health and well-being” [1]. Like the 20 ear-olds who I have taught in China for 15+ years, Yi deserves a voice in our curriculum and the education we provide to students. This is an essential part of educating millennial students: acknowledging and respecting, and most importantly, including what is of the greatest interest to them. The 17 SDGs mainly concern themselves with seeking equality, repairing the planet, and personal and societal well-being [2]. This is what I've heard from thousands of Chinese students since I started teaching there, many of whom are now in their 30s and are still committed to social, economic, and environmental justice.

ESD is an “interdisciplinary approach to learning that covers the integrated social economic and environmental dimensions of the formal and informal curriculum” [3]. With his in mind, I develop curriculum that students will be most interested in and which will help them meet their goals in making the world a place they want to live in. This is exactly the intended purpose of the UN Youth Campaign “Towards the Future We Want” and educators have a responsibility to help prepare students to shape that future. The first principle of ESD is to make the curricular materials highly relevant. This is accomplished by letting students choose topics in the beginning of the term that are most relevant to them and using this as a needs assessment to gather information. This requires

the teacher has a high level of flexibility in the curriculum and is comfortable adapting it to each set of students. We should put behind us the days when a teacher of college students will try and predict, unilaterally, what the students are most interested in.

The second principle of ESD is to foster both formal and informal learning, but inside and outside the classroom. There has never been a generation of students – across the globe, from many economic strata – who have such easy access to information through their smartphones. In the field of language learning alone, we are finding that the online informal learning of English is happening at a surprising pace but not because of anything English teachers are doing in the classroom, but because students are spending a few hours/night, most nights, watching videos in English and interacting with online communities around the world in English [4].

Finally, the third principle is to integrate topics from economics, sociology, environmental science, etc., under the umbrella of critical thinking. We must assume that our students are already engaged in critical thinking and nurture them in this regard. The days of simply spoonfeeding facts to students, a la Dickens’ “Hard Times” [5], is over. The most important thing that teachers can impart on students is *Inspiration*. We must inspire students to take charge of their own education, which will help them show some ownership over their futures. Young people need to become actors, instead of allowing themselves to be acted upon. At the end of his speech at the United Nations, Jackson Yee said “yi qi lai ba” (伊奇来巴): “Come along together...let’s go!” This is the most important part: teachers and students are in this endeavor together. Teachers must seek *solidarity with* students as opposed to *authority over* them. For over a decade, in teacher trainings all over the world, I have tried to stress that the teacher is the coach, and the students are the players. We must foster the attitudes of self-directed, and lifelong learning. In some ways, it is more difficult to be responsive to individual classes of students, but in other ways, it is more rewarding. There’s a popular proverb these days: *If you want to go fast, go alone; if you want to go far, go together*. We certainly have a long way to go in terms of creating a sustainable future for young generations, but we can get there if we work together.

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SUSTAINABILITY OF PROFESSIONAL SELF-FULFILLMENT OF TEACHERS IN THE MODERN SOCIOCULTURAL CONDITIONS IN THE REPUBLIC OF BELARUS

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Resume. The article analyzes the problem of the sustainable professional self-fulfillment of teachers, identifies groups of competencies that ensure the sustainability of professional self-fulfillment: building a career trajectory, gaining advanced knowledge in the profession, constructive engagement.

Key words: sustainability of teachers' professional self-fulfillment, professional sustainability, professional self-fulfillment, competencies.

Despite the dynamically changing socio-cultural, economic and other conditions for the development of the Belarusian society, the teacher remains a key figure in the modern school and an "agent" of sustainable development. The speeds of potential changes in various aspects of human life, the popularity of the lifelong learning approach create the preconditions for successful self-fulfillment in many areas of activity. At the same time, the variety of difficult and controversial situations arising in the process requires the development of the teacher's competencies, namely, sustainable professional self-fulfillment, which will ensure a long and successful pedagogical career.

The concept of sustainable professional self-fulfillment overlaps with the concepts of "professional sustainability" and "professional self-fulfillment". Professional self-fulfillment of a teacher as an individual process and the result of revealing the essential forces of a teacher's personality in pedagogical activity determines their ability to adapt to various conditions of professional activity, develop social, personal and professional competencies, ensure a high level of readiness for their use in non-standard professional situations, reach the top in pedagogical activity [1].

The most significant signs of a teacher's professional self-fulfillment are personal competence, subjective activity, achieving significant goals, mastery of professional problem-solving strategies, the ability to overcome intrapersonal, interpersonal, and regulatory barriers, satisfaction with professional achievements, a vision of prospects. Professional self-fulfillment also includes the ability to set goals, plan and regulate one's activities, freedom of choice, the ability to manifest creativity through professional activity, combined with responsibility for the end result [2]. Connection between the importance of professional activity and the degree of the individual realization in the profession was established in the study of V. V. Komarov and D. B. Osokin. The authors have proved that the higher the importance of professional activity, the higher the degree of self-fulfillment in the profession. There is a convergence

of the requirements of the profession and individuality manifestations, as a result professional activity becomes the most important condition and sphere of individuality manifestation [3].

An analysis of modern educational practice in the Republic of Belarus indicates that teachers do not fully demonstrate their professional capabilities in various areas of pedagogical activity. As noted by S. V. Krivykh, O. A. Tyulina, the realization of the teacher's professional and pedagogical potential is often intuitive, spontaneous, unpredictable, which indicates, first of all, the insufficient level of formation of their culture of self-fulfillment in pedagogical activity [4].

The basic mechanism of a teacher's self-fulfillment is their attitude to pedagogical activity and to their place in it, which ensures the transition from the dominant desire "to be like everyone else" to pedagogical creativity, research activity in the educational sphere. However, the cultural and educational environment that has developed in educational institutions does not sufficiently ensure the solution of the tasks of activating and more optimal use of the teacher's internal resources and capabilities. Teachers, as a rule, act following the developed patterns, since reproductive actions are always easier than creative ones. However, a growing number of teachers are showing an active desire to be creative.

The analysis of modern educational practice also indicates that graduates of pedagogical specialties of universities at the initial stage of their professional activities do not withstand the loads that they are subjected to in modern conditions, cannot keep up with the requirements of the time, and ensure effective socialization of students. That is why it is necessary to ensure the formation of the competencies of sustainable professional self-fulfillment in future teachers already at the stage of university education. Researchers (O. V. Andronov, V. A. Belikov, M. V. Malyutina, P. Yu. Romanov, G. M. Sibaeva) define professional stability "as a personality quality, including components in the relationship: professional orientation, professional reflection (self-awareness) and willingness to creatively solve professional problems" [5].

Thus, sustainable professional self-fulfillment of a teacher is a purposeful process and the result of the most complete manifestation of the teacher's professional and personal potential, which ensures adaptation and dynamic development of the personality in the profession by updating her career building abilities, mastering advanced knowledge and skills in the profession and constructive engagement with the subjects of the educational process and social partners.

To lay the foundations for sustainable professional self-fulfillment at a university, it is necessary to determine which competencies define it, and then to form and develop them at various stages of training, retraining, and advanced training of teaching staff. The use of an integrative approach made it possible to identify groups of competencies that ensure the sustainability of professional self-fulfillment of teachers, identified on the basis of the most important types of activity for professional self-fulfillment:

building a career path, obtaining advanced knowledge in the profession, constructive engagement.

Competencies in the field of building a career trajectory are based on the ability to build a career trajectory, which is equally important from the point of view of both the employee and the employer since it helps to successfully solve the problems facing the educational institution. I.A. Pavlovskaya identifies two directions in the career development of a teacher: a vertical career (movement in the organizational hierarchy), and a horizontal career (movement within the profession, comprehension of various types of professional activity). [6]. These two areas of possible professional development can intersect, providing each teacher with a choice of the most appropriate options for realizing oneself in the profession. "The essence of a teacher's career lies in professional growth, which determines professional confidence and increases the teacher's responsibility for the result of their activities, which makes them competitive and affects the quality of the organization and the effectiveness of the educational process" [7].

Competencies in the development of advanced knowledge and skills in the profession are becoming an important factor in achieving success, as the very role of the teacher has changed significantly. It is no longer enough for them just to know the subject well, they need to be a creative person, constantly improve themselves, encouraging their students to self-development, acting as an example for them. They have ceased to be a bearer/source of knowledge and have transformed into a guide, a mentor who must, among other things, form students' skills of obtaining this knowledge necessary in life. A modern teacher should focus not only on the implementation of the educational process but also on the challenges of our time, which involve systematic work, first of all, on oneself, the ability to independently develop one's readiness for various pedagogical situations, to improve personal qualities and other professional skills and abilities. All this ultimately allows the teacher to achieve sustainable professional self-fulfillment.

Competencies in the field of constructive engagement skills allow ensuring the implementation of such important labor functions of a teacher [8] as organizing the process of teaching, upbringing, and the implementation of social interaction for educational purposes. Teachers are traditionally organizers of the subject-subject interaction at school (with students, parents, colleagues) and outside when they present their educational institution or their pedagogical experience, the initiative to the teaching community. Therefore, they need to have a high level of communicative culture and deep knowledge in the field of pedagogical interaction, possess the qualities of an organizer in order to build relationships with students, their parents, colleagues on the principles of cooperation, creating an atmosphere of mutual respect and trust in the school.

Thus, the sustainability of professional self-fulfillment is formed in reliance on the teacher's motivation, their desire for self-fulfillment through increasing their

qualifications, building a vertical and/or horizontal career, etc. The formation of future teachers' competencies for sustainable professional self-fulfillment at the stage of training allows at the same time to satisfy their need for self-development, reduce the outflow of personnel from the education sector and improve the quality of education.

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CLIMATE ACTION RIGHT AT YOUR OWN FRONT DOOR – THE GERMAN TERRIFICA PILOT REGION

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Resume. In the German pilot region of the TeRRIFICA project, we developed a two-step action entitled “Climate-friendly gardens in the Oldenburger Muensterland”: The action is based on the idea of identifying existing good-practice examples in local private gardens. The garden owners of these outstanding examples can then support us – together with further educational material – to motivate and empower more people to take action and reshape their gardens towards an enriched biodiversity, being near-natural and insect-friendliness. Using a personal topic such as one’s own garden as a door opener gives us the chance to further engage with these people and may lead to the empowerment of local climate change makers. This combination of capacity building and hands-on activity regarding a topic right at the front door of the citizens may support successful climate action with a variety of stakeholders.

Key words: climate action, citizens’ engagement, capacity and awareness building.

“It is time to act!” At the latest, this exclamation has gained popularity through the Fridays For Future movement. However, the step from realizing and accepting that changes have to happen and actually becoming active themselves seems to be a big challenge [1]. Within the EU-funded TeRRIFICA project, we support this process in six European pilot regions. The Oldenburger Muensterland in the Northwest of Germany represents one of the rural pilot regions besides metropolitan areas and cities such as Barcelona, Belgrade and Minsk. Thus, a focus is set on agriculture and its related industry since this is the dominating economic sector in the German pilot region. In addition, given the fact that the percentage of home owners is almost double as high (above 80 %) in the Oldenburger Muensterland as in all Germany (46,5 %) [2], we decided to reach people by addressing the relationship of private gardens and climate change and climate change adaptation. As a starting point within the action phase of the TeRRIFICA project, we therefore developed a two-step action entitled “Climate-friendly gardens in the Oldenburger Muensterland”: The action is based on the idea of identifying existing good-practice examples in local private gardens. The garden owners of these outstanding examples can then support us – together with further educational material – to motivate and empower more people to take action and reshape their gardens towards being closer to nature and insect-friendliness.

During summer 2020, we have conducted a contest searching for the “best” climate-friendly gardens in the pilot region and received a variety of outstanding ideas and implementations. With the support of a professionally grounded jury (with representatives from local communities, academia, horticultural business and local

environment organisations), we identified the most extraordinary submissions, which will be presented in detail in a newspaper series and via social media channels. The aim of these dissemination activities is to focus the following questions: What major steps were performed to reach this level of climate-friendliness and what tips can be given to others in order to reshape their own gardens? Based on the results of the contest in 2020, we plan a campaign to motivate garden owners to “accept the challenge” and start reshaping a part of their own garden towards a higher degree of climate-friendliness in spring 2021. For this, we will additionally provide professional technical advice and background, tips and suggestions via a brochure, short videos and a website to make sure that the people are sufficiently equipped with the necessary information about what climate-friendly gardens actually means. Furthermore, we encourage the participants of the first contest this summer to take over a “garden sponsorship” to personally support others in the reshaping phase. This peer-to-peer learning and exchange might also increase the overall motivation and lead to the formation of a community motivated to further engage with the project.

With this set-up, we combine awareness and capacity building with hands-on activity as this connection seems to be crucial for motivating and engaging people in climate action. This finding was made in our Delphi Study, which we performed in the first phase of the TeRRIFICA project and fits with other research results [3, 4, 5]. In addition, it might be supportive that these redesigns of their own gardens show direct benefits for the people in their everyday life such as cooler areas during heat waves, less water consumption or even less needed time investment. Such positive experiences in personally taking action and seeing direct results lay the ground that these people are willing to invest more time and personal resources in additional climate actions – thus operating as climate change makers. Together with these multipliers, the topic “climate change adaptation and mitigation” can then be up-scaled from the individual level to sectors such as the communities and industry.

Find more information about the TeRRIFICA project and the actions in the six pilot regions on <https://terrifica.eu/>.

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THE HUMAN LIBRARY AS A PROJECT OF DEVELOPING YOUTH ANTREPRENORIAL COMPETENCIES

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Resume. Promoting an entrepreneurial mindset is one of the goals of education systems around the world. Young people who develop their entrepreneurial skills are more likely to be integrated into the labour market. At the same time, in our digital age, for young people, freedom of action is a highly valued state, therefore the development of their own business could fulfill this desideratum. However, young people are not well enough informed or do not know how to look for information about opportunities and ways to succeed in business. The purpose of this article is to present a method designed during the activities of conference No. 8 of the project "E + got better – a road to successful entrepreneur" in Serbia, by a joint team of students and professionals from Eastern Europe countries. Originally designed to reduce discrimination, this method has been transferred in the context of entrepreneurship education and is intended to be a means of motivating youth through other young people who have become successful entrepreneurs. Three key elements that must be taken into account in the implementation of this project are discussed in turn: human books (successful young entrepreneurs), the venue and readers (young people willing to grow their own business). Others factors that may arise ongoing and the ways to manage them are also mentioned.

Key words: youth, education, entrepreneurial competencies.

INTERNET PROJECT "TRACE OF MAN – TRACE OF LIFE" AS CONTRIBUTION TO THE HISTORY OF SUSTAINABLE DEVELOPMENT

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Resume. This work was designed for educational institutions, which are trying to enroot ideas of sustainable development in their work. The internet project enables them to exchange experience and to form general personal vision that may have an influence on sustainable development at different levels.

Key words: personality of the epoch of sustainable development, research activity, history of sustainable development.

The priority condition of the development of the society at a contemporary stage is education, facilitating students' engagement in processes of identifying and solving social, ecological, economical and other problems both at a local, national and global levels. In their turn innovational processes play the main role in education, where the major criterion of success is its demand in the field of developing educational institution.

Shchuchin State Gymnasium has been setting strategic goals of progressive motion based on a systematic integration into educational process full of ideas of sustainable development for several years. According to the experience of innovative activity, developing needs of the gymnasium community members, challenges of time and specific educational space of the regions from 2017 to 2020 students and teachers of the Gymnasium have been involved in the republican innovation project called "Introduction of model of organizing educational practices involving the interests of sustainable development with the aim of formatting creative potential of students".

As a result of the innovative project realization new educational practices were involved into the work of Shchuchin State Gymnasium in the interests of sustainable development: "Science shop", media center, school business company "Educational tourism", mini-projects of an up-brining orientation, children and adults research camps, children business ideas, discussion club "The quality of life: man, community, region".

However at the final stage of the innovation project teachers came up with the idea that it is necessary to "break" institutional boundaries and combine the efforts of national general secondary education institutions in order to make a common contribution to the history and the aims of sustainable development. It became possible thanks to realization of the internet project "Trace of Man – Trace of Life: creating a gallery of faces of sustainable development together". Sofia Savelova, an expert of Education for sustainable development Association, has become a consultant of the internet project.

It should be noted that the project is aimed at developing learning skills while doing research. Practical result of the internet project has become a gallery of sustainable development persons.

Seven teams from Shchuchin State Gymnasium (2 teams), Baranovich Secondary school № 7, Verkhnedvinsk Gymnasium, Volkovysk Gymnasium № 2, Volkovysk Secondary school № 8 with Polish language, Shchuchin Secondary school № 1 have taken part in the project. All of them are the members of Education for sustainable development Association.

Initiative group of teachers and students of the Gymnasium has spot the following human criteria for the era of sustainable development at the initial stage of the Internet project implementation during the discussion club meeting:

- to be aware of the ideas of sustainable development, SDGs, education for sustainable development;
- to be educated in the field of SD, SDGs, ESD;
- to serve as an example for others and acts correspondingly;
- to organize and coordinate activities;
- to establish interaction with partners in the field of ESD;
- to demonstrate and share work experience;
- to teach others;
- to take pride in the achieved results/

These criteria are posted on the project blog, where every concerned participant can get acquainted with them <https://shchuchingymnasiumsledcheloveka.blogspot.com/>.

It was important for coordinators of the Internet project to identify features of character which a personality of the sustainable development era should possess. They have chosen such characteristics as modern, tolerant, being a public figure, a leader, a patriot of his/her country, successful, self-confident, assiduous.

Each team prepared a video greeting (https://shchuchingymnasiumsledcheloveka.blogspot.com/p/blog-page_57.html), where the opinions of the teams were voiced.

All the participants agreed that this personality must be a person of action, contributing to social economic ecological development, who keeps up with the times by taking concrete steps able to be the leader. The students also noted that a person of sustainable development is a person of the future. This stage contributed to the specification of the criteria by which you can find the right person.

The next most important stage of the Internet project was the research activities of the teams looking for those who have a significant impact on the existence of ideas for sustainable development at any level of development in their history as well as among the people around (those important historical figures who contributed to the emergence or the SDGs formation). Further, the students studied in detail the origins of the influence of a particular person and their contribution by conducting their own

research: the formation of the hypothesis, collecting relevant material, analyzing it, generalizing, forming the proofs and conclusions.

Participating in the internet project has given the opportunity for the teams to get their own idea of a Person of sustainable development and identify the characteristics that make him or her different from others, prepare a summary with illustrations (using media files as well) and make it accessible for anyone in the project gallery of People of Sustainable Development: https://shchuchingymnasiumsledcheloveka.blogspot.com/p/blog-page_3.html

Currently 7 people are included on the list of People of the sustainable development era. They are *S. Yundzil*, a botanist, educator and diarist who lectured at the University of Vilnius; *G. Pekh*, the founder of the Museum of Bagration, *Z. Prokhor*, the former biology teacher at Shchuchin secondary school №1 in; *M. Gumnenkov*, the director of the Open Joint Stock Company “Shayterovo”; *A. Lichik*, director of the Volkovysk Gymnasium № 2; *A. Pasyuta*, deputy Chairman of the Shchuchin District Executive Committee; *V. Zuyev*, Senior Lecturer of the Department of Natural Sciences of Baranovichi State University.

Therefore, gymnasium activity within the internet project has allowed to widen the boundaries of influence and to involve the secondary education establishments of the Republic of Belarus in this process. Coordination of internet projects in the sphere of sustainable development gives the impulse for further transformation of the learning environment and turning the institutions of general secondary education into educational and leadership centers. And in the end it becomes a way to extend the abilities and mobilize students and the youth for giving a helping hand in achieving the SDGs.

INTERNET PROJECTS IN THE CONTEXT OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Resume. The article presents the experience of implementing educational internet projects of Gymnasium No. 1 in Dyatlovo, describes the most successful internet projects, proves the effectiveness of this educational technology and compliance with the principles of education for sustainable development.

Key words: internet projects, sustainable development, quality of education, active citizenship.

The main goal of education for sustainable development is to give people of all ages the opportunity to influence the quality of life by acquiring appropriate competencies and to take responsibility for building their future, while also taking care of the quality of life of future generations. At the same time, the basic value of education for sustainable development is the development of each individual.

The possibility of solving this problem is seen in the transition to a new paradigm of education: learning instead of teaching, which is not based on the assimilation of ready-made knowledge, but on the development of students' abilities that allow them to independently assimilate knowledge, creatively acquire it, create something new, realize it in practice and take responsibility for their actions. The main task of this stage will be the formation of a person with a systematic worldview, critical, socially and environmentally oriented thinking and an active civic position.

One of the ways to solve this problem is to actively use the technology of educational Internet projects in the educational process. A network project is a place where students and teachers meet for joint activities, where co-creation and mutual learning take place, where students exchange information, the results of their own and joint activities, and collectively edit documents, tables and presentations, thus obtaining network products. The method of Internet projects has got unlimited opportunities for the use of innovative technologies and creative self-realization.

Gymnasium no. 1 in Dyatlovo has a large experience in realization educational Internet projects: "*The streets of the city are named in their honor*" (<https://sites.google.com/site/dyatlovoname/home>), "*Streets of an old town*" (<https://sites.google.com/site/dyatlovomytown/home>), environmental project "*Energy saving school*" (<http://shebgimnazia.blogspot.com>), the literary project "*Reading with passion*" (<https://sites.google.com/site/knigadetskaya/>), family reading project for primary school pupils "*Visiting a fairy tale*" (<https://sites.google.com/site/yskazkivgostyax/>).

The district Internet project "*Holy objects of the small Motherland*" (<http://svdyatlovo.blogspot.com.by/>) was implemented in order to develop local religious history, to form moral qualities, love for the small Motherland and a sense of respect for fellow countrymen who preserve and transmit the history, shrines and traditions of their ancestors from generation to generation.

The purpose of this project is to study the spiritual heritage of the Dyatlovo region through the history of the origin and development of Orthodox and Catholic churches and the activities of priests in different historical periods, collect stories and legends, and get acquainted with sacred relics.

The Internet project "*The legends of the land under white wings*" (<https://sites.google.com/site/legendyipadanni/>) was realized in the process of implementing the Republican innovation project "Introduction of a model for the formation and development of students' research competence based on spiritual and cultural heritage" in the 2017/2018 academic year. It allowed students to get acquainted with the history and cultural traditions of their native land, to imagine their future in an inseparable connection with the future of their region. The goal of the project is to create conditions for students to develop a sense of love for their homeland by joining the cultural and historical heritage of their native land. 14 teams from Grodno, Brest, Gomel and Minsk regions participated in the project. They searched for legends about rivers, lakes, natural monuments, and made tourist routes in their area. On May 17th, 2018, the full-time stage (final) of the project was held on the basis of the "Academy of postgraduate education" (Minsk), which became a partner of the project. Teams protected the developed routes. Participants presented their products creatively. The introduced Google map can be used by teachers both in the classroom and extracurricular activities.

Project "*Faces of the past war*" (<https://sites.google.com/site/licausedsejvojny>) was realized to celebrate the 75th anniversary of Belarus liberation and the great Victory, together with the Institute of History, Academy of Sciences of the Republic of Belarus.

Like-minded people from all over the Republic joined the project. During the implementation of the first stage "*Veterans community*", participants of the Internet project collected information about living veterans of the Great Patriotic War. A virtual book "*Veterans in the ranks*" was created, each of the 78 pages of which contains photos and brief information about a veteran (date of birth, rank, type of troops, combat path).

At the second stage of the project, which was called "*Children of war*", the participants came into contact with the tragedy of childhood scorched by war, felt the pain and sufferings of children during the war years.

The teams had to find people who were children during the great Patriotic War and record their video interviews. All the collected videos are posted on Youtube. Through the efforts of the teams, the top 5 films that reveal the fate of war children were compiled. To do this, the guys organized a collective viewing of films, wrote reviews about them.

The third stage of "*Girls went to war*" was dedicated to creating a bibliographic portrait of a woman who participated in the Great Patriotic War, who lived or lives on the territory of Belarus. The result is the creation of a virtual book "*Such different destinies*", which contains the stories of women-countrymen.

The memory of the war is carefully preserved by the Belarusian people, and passing it on from generation to generation is one of the most important tasks of our project. The fourth stage of our project invited teams to create video tours "memory roads". The video was supposed to reflect a tour of memorable places (monuments, obelisks, sculptural groups, memorial plaques) of the Great Patriotic War of your city or district.

The final stage of the project, which took place on May 4th in Minsk at the "History Institute of the National Academy of Sciences of Belarus" was held in the form of exhibition "*War in a suitcase*". It was attended by 11 teams that scored the highest number of points based on the results of remote tours.

The karaoke club "*Songs of the war years*" worked in the hall. After the award ceremony the finalists were given an excursion to the Museum of History of the National Academy of Sciences of Belarus.

All the participants of the final stage got diplomas and valuable gifts. The gymnasium museum was replenished with the most valuable exhibit. It is land of the Brest hero fortress with the corresponding certificate, which was presented to the project organizers by the team "Masherovtsy" of the Brest regional Lyceum named after P. M. Masherov.

The implementation of Internet projects improves applied and technical skills, increases motivation to learn, expands the boundaries and opportunities for cooperation and partnership, instills values, educates behavior and lifestyle necessary to ensure a sustainable future.

ERASMUS+ PROGRAMME AS A SUSTAINABLE DEVELOPMENT GOALS IMPLEMENTATION STRATEGY IN THE REPUBLIC OF BELARUS

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Resume. The article focuses on the fact that the Sustainable Development Goals are interconnected and addressing them in combination provides more efficient way of their implementation. The author considers Goal 4 (Quality Education) and Goal 9 (Industry, Innovation and Infrastructure) as closely connected.

Key words: the Sustainable Development Goals, IT education, the Erasmus+ Programme.

*«Using the transformative power of Education
to build a better future for all»
UNESCO*

The Sustainable Development Goals (SDG) are considered as a plan to achieve a better and more sustainable future for all. They address the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice [1]. These goals are interconnected and addressing them in combination provides more efficient way of implementation.

In this way, Goal 4 (Quality Education) and Goal 9 (Industry, Innovation and Infrastructure) are closely connected. Everyone should benefit from the transformative changes that technological progress enables in many areas, including education. Moreover, innovation and technological progress are key elements in finding lasting solutions to both economic and environmental challenges.

Belarus is one of the leading information technology (IT) centers in Eastern Europe. This is mostly due to the high level of IT education. The quality of education in Belarus is determined by the advanced state educational system as well as by the creation of the necessary conditions for students and teachers (laboratories, access to technologies).

In addition IT companies participate in educational process. They provide special courses, open branches and create joint laboratories with educational institutions. This activity is funded by the Hi-Tech Park residents, which thus invest in the educational system and improve the quality of the graduates [2].

Hi-Tech Park (HTP) was established in 2005 for the development of software, information and communication, and other new and high technologies aimed at improving the competitiveness of the national economy, providing its residents with a large number of advantages. HTP has more than 960 companies among its residences that develop software products and provide IT services to customers from more than 70 countries [3].

The most significant factors affecting the competitiveness of the Belarusian IT-industry are:

- geographical and cultural proximity of Belarus to Europe;
- well-developed infrastructure;
- high level of education;
- significant tax preferences.

At present the main regulatory legal act governing the activities in the IT-field is Decree of the President of the Republic of Belarus № 8 "On the development of digital economy" dated December 21, 2017. The Decree created favorable conditions for product-based businesses. HTP provides its residents with minimal taxes, instruments of "English law", possibility of free movement of capital, transparent regulations for block chain and crypto currency, and other benefits.

Over the past 10 years universities in Belarus were building their courses in tech around current needs of the industry, developing new courses and introducing novel degrees. Belarus has created opportunities for young people to discover and fulfill themselves in IT sphere. Technical education has become very popular in the country with the development of the Belarusian IT industry and growing labor market demand for IT specialists.

Besides the technical component, other new specialties, training in legal and managerial support of the IT-sphere, have been introduced in the educational institutions, such as new speciality 1-26 02 02-07 "Management with IT Specialization" at the Private Institute of Management and Business. The opening of this specialty was co-funded by the Erasmus+ Programme of the European Union (Capacity Building in Higher Education "Innovative ICT Education for Social-Economic Development" (IESED) 574283-EPP-1-2016-1-LT-EPPKA2-CBHE-JP). The course "Law in IT-sphere" has been developed and successfully implemented as a part of Erasmus+ Programme. The aim of the course is to provide students with the theoretical foundations of law in the field of IT for further application of theoretical knowledge of law in the IT environment in the creation, application and promotion of IT-products.

There are several outcomes of the course. After completing course student are able to:

- demonstrate research skills (apply online jurisdiction rules);
- contrast the arguments and criticize independently (examine relevant sections of regulatory law, participate and contribute to class discussion, study relevant cases, reports and articles from the journals, have creativity to write essay);
- organize and apply the legal process of contracts (how legally-enforceable contracts are made online, production and sales of a software product);
- appraise and inspect the issues of cyber-crime and privacy protections.

Such projects and international collaboration with other universities (Belarusian State Pedagogical University named after Maxim Tank, Minsk; University of Economy, Bydgoszcz; University of Lille; De Montfort University, Leicester) and researchers and

lectures in Europe, allow us to actively pursue Goal 4 (Quality Education) and Goal 9 (Industry, Innovation and Infrastructure).

GOAL 4 TARGETS:

4.A By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

4.B By 2020, substantially expand globally the number of scholarships available to developing countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.

4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries [4].

GOAL 9 TARGETS:

9.B Support domestic technology development, research and innovation in developing countries.

9.C Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet by 2020 [5].

According to the Resolution adopted by the General Assembly on 15 October 2019, article 27 (h) in order to achieve the Sustainable Development Goals, UN member States commit to harnessing science, technology and innovation with a greater focus on digital transformation for sustainable development: we will promote research, capacity-building initiatives, innovation and technologies towards advancing the Sustainable Development Goals and promote the use of scientific evidence from all fields to enable the transformation to sustainable development. We will promote and support quality education and lifelong learning to ensure that all children, youth and adults are empowered with the relevant knowledge and skills to shape more resilient, inclusive and sustainable societies that are able to adapt to rapid technological change. We will foster international cooperation to support developing countries in addressing their constraints in access to technologies and education [6].

Education and industry, innovation and infrastructure are tightly connected. Only providing quality and modern education we can further develop industry and innovation. At the same time novel technology and development of infrastructure allows us to introduce new ways and methods of teaching and to make education more accessible. And the best way to achieve these two Sustainable Development Goals is international collaboration.

High quality education, sustainable technology and innovation are beneficial to all of us and it is our joint responsibility to achieve Sustainable Development Goals for better future for everybody.

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ECOWINDOWGARDEN – GREENS WITH US ALL YEAR ROUND

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Resume. The article reveals one of the approaches to the formation of sustainable development competencies among the educational process participants on the example of implementing environmental projects in a general secondary education institution. The experience of the school in improving the students' level of knowledge at the first stage of general secondary education is devoted to growing ecologically clean plants at home.

Key words: Sustainable Development Goals; environmental and economic literacy; growing environmentally friendly plants at home; garden salad greens; microgreens; environmentally friendly lifestyle.







Today the phrase "Children are our future!" [1] can be heard from a person of any age. Children are strongly influenced by adults, both in positive and negative ways. Children borrow from their elders knowledge, habits, behavior. Due to the modern life speed few parents remember the observance of healthy habits and their inculcation in children. A healthy lifestyle for them is a fundamental factor in the physical and moral development of a child, his harmonious existence in society. The use of vegetable garden herbs plays an important role in the system of healthy habits.

Currently, students are not sufficiently informed about the types of plants for food that can be grown at home using eco-technologies, pupils of primary school often lack the skills to grow vegetable garden greens. In addition, children in the urban environment do not come into contact with growing plants. Children have a low level of knowledge about the benefits of salad greens and the dangers of fast food. It should be noted that parents do not pay enough attention to the formation of children's eating behavior. It is one of the reasons for increased incidence of the digestive system.

Even now the teaching community is observing a number of consequences of the current state of the world: the isolation of children from nature, a decrease in the life quality of the population. The teachers assume that in the future there will be a decrease in qualified specialists in the field of agriculture.

The project "*Ecowindowgarden – greens with us all year round!*" is being implemented in the state educational establishment "School No. 3 Pinsk" in order to increase the level of knowledge among students of the first stage of general secondary education about the methods of growing ecologically clean plants at home, as well as to reduce the level of diseases of the gastrointestinal tract of children. The target audience is primary school pupils (boys and girls) (6–10 years old).

A number of the following Sustainable Development Goals are being implemented as a part of the project (table 1).

Goal	Implementation means
 <p>No povetry</p>	<p>Consumption of vegetable salad greens rich in vitamins stimulates reduction of the level of vulnerability to diseases. Adaptation and modification of the content of educational material in the context of increasing environmental and economic literacy leads to obtaining the skills of organic farming, promoting self-employment of children and long-term perspective.</p>
 <p>Good health and well-being</p>	<p>Eating environmentally friendly vegetable salad greens contributes to reducing the incidence of the gastro-intestinal tract, developing skills in environmental habits and eating behavior, improving the quality of life of the population.</p>
 <p>Quality education</p>	<p>Learning types of vegetable salad greens, microgreens, methods of seasonal forcing, peculiarities of growing plants develop the ability to cultivate plants from the moment of soil preparation to harvesting.</p>
 <p>Gender equality</p>	<p>Participation in the project for both boys and girls.</p>
 <p>Decent work and economic growth</p>	<p>Practice-oriented structure of events stimulates the emergence of interest in professions in the field of ecology and agriculture.</p>
 <p>Partnerships for the goals</p>	<p>Interaction with the Brest regional ecological public association "Green Initiatives of Polesse", the Brest youth public association "Earth Time" and other non-governmental associations, public sector organizations of the economy.</p> <p>The use of vermicomposting, produced during the implementation of school-based environmental business project "Waste in income", as a fertilizer, as well as the provision of seedlings grown in the school to private household plots.</p>

The implementation of ecologically oriented projects allows to form a sustainable interest of society in environmental problems, to inculcate an environmentally friendly way of life for both the younger generation and adults; develops the social activity of representatives of the school community, which corresponds the National Strategy for Sustainable Development of the Republic of Belarus for the period up to 2035 [2].

"School No. 3 Pinsk" as Brest regional resource center for comprehensive support of educational practices for sustainable development creates conditions for the formation of competencies in sustainable development among all participants in the educational process, disseminates promising pedagogical experience that ensures the solution of priority areas education system of Pinsk and region.

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INTERCOLLEGIATE CLUB OF SUSTAINABLE DEVELOPMENT GOALS FRIENDS AS A FORM OF INCLUDING YOUTH IN THE PROBLEMS AND PROCESSES OF SUSTAINABLE DEVELOPMENT

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Resume. This article examines the features of the activities of the Intercollegiate Club of the Sustainable Development Goals Friends, describes the main forms, analyzes the effectiveness of its work.

Key words: sustainable development, youth potential, the Intercollegiate Club of the Sustainable Development Goals Friends, localizations of the Sustainable Development Goals.

The inclusion of young people in the achievement of the Sustainable Development Goals (SDGs) in the Republic of Belarus is carried out everywhere, because increasing their knowledge and understanding of the SDGs, the development of leadership qualities creates favorable conditions for more active use of the potential and creativity of young people, aimed at finding opportunities to meet modern challenges both local and global.

The Sustainable Development Goals are a strategy for the mankind, the mission of which is to pass the planet on to future generations in a fit condition and create conditions for the development of both human potential and the economic foundation. All goals are interconnected and universal. The main approach is to leave no one aside. On the one hand, this is the observance of the interests of everyone, on the other hand, everyone should be involved in the SDGs implementation.

The Intercollegiate Club of the Sustainable Development Goals Friends is a unique platform for the implementation of the initiatives of students and teachers at the Belarusian State Pedagogical University named after Maxim Tank (BSPU). The Intercollegiate Club of the Sustainable Development Goals Friends is a community that brings together young people who want to immerse themselves in understanding the processes of the SDGs achieving, the ideas, values and essence of the SDGs, who meaningfully act in the interests of localizing and achieving the Sustainable Development Goals in the student community.

The Intercollegiate Club of the Sustainable Development Goals Friends was created on September 6, 2018, when the first meeting of active students, teachers and university staff took place at BSPU. The Club members discussed the very idea of creating a community and possible areas of their inclusion in the processes of achieving the Sustainable Development Goals. Students of 2–4 years of Belarusian State Pedagogical University, Belarusian State University, Belarusian State Technical

University and Belarusian State University of Arts and Culture, specialists of the Coordination Center "Education for Sustainable Development" of BSPU became members of the Club of the SDGs Friends.

The goal of the community is to involve students in the processes of the SDGs popularization in the Belarusian society and to implement their ideas in the interests of sustainable development of the country.

Each member of the Club has an exclusive opportunity to discuss their ideas and projects and implement them. Club experts help to choose an effective methodology and develop guidelines for project participants for a more conscious understanding of the meanings, ideas, values and Sustainable Development Goals.

To achieve the set goals throughout the academic year the participants hold regular meetings of the Intercollegiate Club of the Sustainable Development Goals Friends, where they gradually think over their initiatives, outline each step in the planned projects implementation.

Members of the Club take an active part in the events initiated by the Coordination Center "Education for Sustainable Development" BSPU and involve students, teachers and everyone who is not indifferent to the future of our planet in their activities.

With the participation of members of the Intercollegiate Club of the Sustainable Development Goals Friends, a series of Internet games ("One Day of Peace: OUR rights to development in the world of the Sustainable Development Goals" (October 2018), "Our Belarus: Sustainable Development Goals-2" (March 2019), "Sustainable Development Goals: Think and Act" in Action (September 2019), "One Day of Peace: UN 75" (September 2020)) was organized and conducted. Pupils and students of various educational institutions from all regions of the country became their participants. In 2019-2020 members of the Club acted as experts of the Youth Media Festival "Voices of Young People for Sustainable Development". They initiated the educational quests "Sustainable Development Goals: The Way Forward" (2019) and "Sustainable Development Goals: The Way Forward 2.0" (2020), in which freshmen of BSPU traditionally take part. The involvement of the SDG Friends Club members in the preparation and implementation of these initiatives contributed to:

- comprehension of the concept "education for sustainable development" as a leading method of supporting and ensuring sustainability of the development of human resources, people, organizations, regions;
- defining themselves as future teachers, multipliers of ideas and principles of sustainable development among students, parents and colleagues;
- the emergence of new ideas and directions for the development of the youth movement in the interests of the SDGs achievement in the Republic of Belarus.

The experience of the Intercollegiate Club of the Sustainable Development Goals Friends was presented during the Decade "Education for Sustainable Development for

All" (2019) and contributed to public participation in the Sustainable Development Goals localization.

The Club members strive for maximum integration of sustainable development issues into the life of the country and the local community, involve schoolchildren and students of various educational institutions in their initiatives.

The result that the activities of the Intercollegiate Club strive for is to convey to people that sustainable development is our present and future, which will give us a chance for a better life.

**ACTIVITIES OF THE RESOURCE CENTER FOR COMPREHENSIVE SUPPORT
OF SOCIAL ACTIVITIES FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT
TO ENSURE INCLUDED PARTICIPATION IN THE ORGANIZATION
OF EDUCATIONAL PRACTICES FOR THE SUSTAINABLE DEVELOPMENT**

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Resume. Recognition of the key role of education in meeting the SDGs and achieving them by all participants of the educational community is generally accepted and contributes to the understanding of the general public of the principles and prospects for the realization of sustainable development. Only through education a person and society can fully realize their potential.

Key words: education for sustainable development (ESD), pedagogical classes, resource center, humane and personal pedagogics.

The analysis of the experience of education in sustainable development provides a practical model for ESD, which includes the preparation of students for activities related to sustainable development in their daily lives. And this is a change in approaches to pedagogical education itself, which at the level of a general secondary education institution involves varied transitions. For students it is transition from passive assimilation of information to its active search, critical understanding, use in practice, communication and activity. For the teacher it is transition from the transfer of knowledge to the creation of conditions for active knowledge and the acquisition of practical experience by students. For the establishment of education it is changing the policy of management of the team of adults and children, using the resource of organizing interaction with the local community [3].

The activity of the resource center for comprehensive support of social activities in the interests of education for sustainable development of the state educational institution "Gymnasium No. 2 of Volkovysk" (hereinafter – the resource center) is aimed at ensuring the possibility of including each participant in the gymnasium community (students, teachers, parents) in improving the quality of their own life and the life of the local community. In the process of coordinating this activity aimed at realizing the ideas of sustainable development the key role of the teacher and pedagogical education in general becomes clear. That is why the focus group of the resource center are school leavers, students of pedagogical classes of the III stage of general secondary education, who consciously decided on the choice of their future profession. The mission of the resource center (in the educational practice of which almost all representatives of the younger generation are included today) is to create conditions for the formation of a person as a responsible agent of change, capable of becoming

the leader of successful changes in the situation, lifestyle and quality of life of people [3].

A key condition for ensuring the involvement of students in pedagogical classes (grades X, XI) in ESD processes is the involved participation, which ensures their inclusion in the processes of making and taking vital decisions at the gymnasium level and suggest ways forward, taking responsibility as agents of change in problematic situations. The involved participation promotes necessary competencies development: "what students will know, understand and be able to do after the successful completion of the learning process" [2], which in general plays a key role in the development of both students and other people qualities related to future professional activities (the value of education/knowledge and respect for them; experiences that enable young people to learn to understand others; capacity for reflexive activity). One of the key mechanisms in the context of the deep immersion of students in ESD practices is the integration of humane pedagogy methods into the organization of the resource center. Humane and personal pedagogy is based on the following pedagogical approaches used in ESD:

- 1) personal-oriented, where emphasis is placed on the independence of the trainee and his active accumulation of knowledge, in contrast to the formal transfer and/or passive absorption of experience. Previously accumulated knowledge and social experience serve as a starting point, stimulating the educational process in which trainees are engaged in replenishing their knowledge. A personally oriented approach assumes that students critically evaluate their knowledge and the process of obtaining, independently controlling and managing it. The teacher only needs to stimulate and support these efforts of the student;

- 2) practice-oriented approach in which students are involved in the practice and evaluation of their knowledge in terms of learning goals and personal growth. The experience gained may be the result of participation in a project (community-based activities), internship, workshop, awareness-raising campaign, etc. Practice-oriented learning goes back to Kolb's theory, which is based on a cycle of empirical learning, which includes the following stages: obtaining specific experience; reflexive observation; abstract conceptualization for theoretical generalization; application of new knowledge in practice (Kolb, 1984);

- 3) transformative learning gives trainees the opportunity to critically understand and reconsider their worldview and beliefs in the light of a better understanding of the world around them (Slavich and Zimbardo, 2012; Mezirow, 2000).

Humane and personal pedagogy includes SDG-oriented learning methods, contributes to the development of a common picture of professional pedagogical vision among students through joint projects related to solving global problems, for example, through "learning through public service," and the SDGs campaigns support; sessions aimed at creating a clear idea of the prospects: workshops, scenario analysis, writing utopian/dystopian stories, offering science fiction ideas, fore-casting and retropology; analysis of complex

systems based on research projects and case studies related to community issues, analysis of parties and stakeholders' interests, modeling forecasts, systemic business games, etc.; development of critical and reflexive thinking using the interactive method of "aquarium" training, keeping a reflexive diary, etc. [4].

Hence, the goal of the teacher is paradigmatically changing. The teacher must help them learn, teach to learn through involvement and creativity, organize situations of student participation in building the tracks of their own education, to increase the share of the practical component of education.

The system of comprehensive support and development of subjects of the educational process is based on a humane and personal approach to students (S.A. Amonashvili). With this approach of raising "upbringing" and "education," there is no concept of forming individual external qualities, but there is the essence of the manifestation, development, ascension of the inner spiritual and mental state of the person, the state that is the source and guiding force of the whole human life, and knowledge, especially higher knowledge about the structure of the universe, the laws of nature and the composition of substances, the strength of the psyche, can ennoble a person only if, if he accepts, assigns them through the already ennobled heart, mind and soul [1].

Education becomes the process of child development by all the best and spiritualizing practices of human culture and civilization. Education becomes the environment with images, the best models of development of humanity, environment based on humanization, humanitarization, search of personal development systems. With this approach, the emphasis is not on standardizing meaningful knowledge and mastering routine skills, but on flexibility, risky experimentation, creative approaches, solving specific problems by introducing new methods and forms of organizing the educational process: joint group training, development of the professional community, etc. The expected result is the development of conceptual understanding among students, solving problems, emotional development and the development of multiple types of intelligence, communication and skills of constructive interpersonal relationships. The institution of education becomes a creative environment where it is interesting to teach and it is interesting to learn because the participants of the educational community themselves develop high standards and goals that need to be met [1].

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THE INFLUENCE OF GROUP COHESION ON TEACHERS' PROFESSIONAL PERFORMANCE

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Resume. This article aims to analyze how the group cohesion of teachers in pre-university education influences the level of professional performance of teachers.

Key words: cohesion, teachers, professional performance.

The study of the group cohesion of teachers in pre-university education influences the level of professional performance of teachers has two basic directions. First, it analyzes the cohesion phenomenon of a school with 63 teachers, if the group is attractive to its members, and want to remain members of the group, and secondly, the study analyzes the level of individual professional performance of each teacher in part. At both European and national level, there is a growing importance for continuing vocational training. It is not only seen as a way for the personal development of teachers, but becomes a superior investment in increasing the quality of work and life. The basic tool in determining the influence of group cohesion on teachers' professional performance was the questionnaire. Preliminary results of the study show that the group cohesion of teachers is very important when discussing institutional performance, because it is an essential factor for the existence of a pleasant working environment.

BOLOGNA PROCESS AS A PERSPECTIVE FOR SUSTAINABLE DEVELOPMENT OF EDUCATION IN BELARUS

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Resume. The paper examines the phenomenon of Belarus integration into the European educational space. There is a threat to the preservation of the country's intellectual potential in the face of growing competition for highly qualified personnel. In this regard, the authors express concern and consider the positive and negative consequences of a radical deformation of domestic higher education.

Key words: Bologna process, credit system, academic mobility, intellectual resource, bachelor, master.

Among the innovative processes in higher education, the so-called credit system is becoming increasingly attractive. The current stage in the development of this credit system in Europe is associated with the Bologna process, which initiated the integration into a single system of higher education on the continent. Currently, this agreement includes more than 40 countries. Disputes about whether it is harmful or useful for Belarus to enter the common educational space immediately became practical [1].

The Bologna Agreement is primarily a partial solution to the problem of mutual recognition of diplomas. For the leading universities of the country, the problem of diploma recognition is not acute. However, it should be noted that the recognition of a diploma is not only a matter of agreement between countries. In all developed countries of the West and East there are professional associations – the association of bankers, the association of physicists, mathematicians and so on. And very often the employer cannot accept a specialist diploma without the approval of the relevant association. Therefore, one of the parties to the Bologna Agreement is to guarantee the quality of higher education. There is a fundamental difference in the certification of a specialist in Europe and Belarus. In our country the state, represented by the ministry, creates a university, gives the right to teach, and in five years when the first graduation comes it also certifies a specialist. Certification in our country is considered as a stage of quality confirmation. Moreover, this consists of two parts: internal attestation of the university and external, which is headed by an official from the ministry. In America, in the East and in Europe, there is a third stage of certification of a specialist – external certification, which is carried out by trade unions of doctors, lawyers, engineers and so on, independent of the ministry. But since the state must control the quality of

specialists, it must listen to the opinion of trade unions. That is why the priority of trade unions in the West is very acute.

The Bologna Declaration presupposes the unification of the intellectual resource of Europe. Indeed, Europe was forced to conclude an integration agreement for a simple reason: there was a large labor shortage in the West in the 90s. At the same time, France, Holland and a number of other countries made a mistake when citizens from their former colonies were invited in order to fill the labor market. But now there are big demographic problems associated with population growth, with the concept of nationality, and so on. Then this mistake manifested itself. And in order to use specialists of the same qualifications from any European country, or even if not European, but meeting the requirements of Europe, the Bologna Process was conceived for this.

There is one more problem that the participants intend to solve on the basis of the Bologna Agreement. Europe is trying to somehow compete with America in the provision of education services. A student who comes to another country not only increases to a certain extent the intellectual potential of this country, he pays for his education, he lives, eats, buys clothes, actively participates in the economy of the country where he lives. According to some experts, only foreign students in the United States receive such an amount of money that exceeds the amount of the budget spent on education in Russia. The figures confirm what has been said: there are now more than 650 thousand foreign students in America, about 250 thousand in all of Europe, of which 140 are in the UK, the rest are in continental Europe. These are the results of "transnational education".

Reckless accession to the Bologna Agreement will lead to the fact that the middle and best students from Belarus, thanks to the free flow, will be able to easily move and leave for European countries or spend more time there, which can cause tangible damage to the interests of Belarus [2].

The aforementioned credit system is effective if many universities are included in it, preferably the entire educational system. The purpose of the system is to create the so-called academic mobility. In other words, credits allow the student to study in completely different locations. In this case they talk about an educational trajectory that a person builds himself, entering a particular educational institution and acquiring the appropriate profession. Credit is needed for simplified professional transformation.

At the same time, the credit system transforms specialist training into a kind of mosaic educational structure. In the existing education system, the curriculum provides for a strict sequence of mastering courses, with a credit system, the student himself chooses which disciplines to take and when. To be convinced of the seriousness of this problem, it is enough to imagine how we would react to the qualifications of a doctor who has chosen an individual training path for himself. Our traditional system of sequential education, when a student goes through certain courses at certain stages and completes the course with an exam or offset, is quite effective.

Summing up, it is necessary to highlight the positive and negative qualities of the credit education system. Positive qualities are the following ones:

- the student receives a greater degree of freedom, he feels responsible for his own education;
- the student finds and engages in his own educational trajectory;
- there is an economy of vitality and, to a certain extent, optimization of education;
- mobility involves the inclusion of the individual in the system of multicultural development of the world;
- it is easier to coordinate and improve curricula and content of individual courses.

Among the negative qualities we can mention such qualities as:

- the credit system resembles the notorious "pyramid": the one who controls the movement of its resources wins;
- additional degrees of freedom – an attractive perspective for a young person can in fact turn out to be an instrument of manipulation in the hands of the organizers of the "pyramid";
- universities remove responsibility for the quality of training a specialist who has switched to their own educational trajectory;
- there is a rejection of the student from his university, he finds himself in a kind of educational space.

The specialist is rejected from his own home, his country. As an impersonal intellectual resource he is included in someone's production, and this is done completely free of charge for the employer.

READINESS OF FUTURE TEACHERS TO THE ORGANIZATION OF EDUCATIONAL PRACTICES FOR SUSTAINABLE DEVELOPMENT

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Resume. The article considers the problem of readiness of future teachers to organize educational practices in the interests of sustainable development. The author presents the directions of improving the training of teachers for organizing educational practices in the interests of sustainable development.

Key words: future educators, readiness, ESD practices, sustainable development.

Over the past years, the issues of implementing the ideas of education for sustainable development in the practice of teacher training have been the subject of discussion at numerous events of the UN, UNESCO and others. Back in 2013, the UNESCO General Conference formulated proposals for a Global Program of Action on ESD for the period after 2014 [1]. According to this program, teachers as agents of promoting sustainable development ideas are assigned a special role. It was recommended to integrate educational practices for sustainable development into the process of professional training of teachers: first, to include ESD in specific subject areas, and then to come to the implementation of ESD as a cross-cutting theme of the teacher education content. The ideas of sustainable development should also be reflected in the content of educational programs for postgraduate education, retraining and advanced training of teachers.

The implementation of these recommendations requires improving of future teachers training, revising the list of professional competencies and approaches to their formation. Experts at the international level have developed exemplary teacher competencies that allow him/her to carry out professional activities in the context of sustainable development ideas. These competencies correspond to three main characteristics. They are "a holistic approach focused on integrative thinking and practice; anticipation of change, which involves exploring alternative futures, learning from previous experiences and striving to participate in modern life; implementation of transformations". In this regard, in the process of future teachers training it is necessary to ensure the formation of a universal, cross-cutting competence, "penetrating" all academic disciplines for all categories of teachers. The cross-cutting competence of a teacher in the field of organizing ESD practices can be represented by a set of interrelated components of all groups of teacher competencies, united by common ontological, epistemological and axiological foundations of a culture of sustainable development, which ensure the readiness and ability of teachers to formulate worldview, methodological and value-semantic tasks of self-identification, self-

determination, self-actualization, self-development in society and offer alternative options for their solution in the context of sustainable development methodology.

In the course of studying the problem of future teachers' readiness to organize ESD practices, conversations were held with teachers of the educational institution "Belarusian State Pedagogical University named after Maxim Tank". More than 75 % of the respondents demonstrated their awareness in the field of Sustainable Development Goals, noted the importance of developing students' key competencies in the field of sustainable development, as well as their readiness to develop students' skills in the field of sustainable development through the use of modern methods, teaching and education technologies. For this, it is necessary to make changes in the content, forms, methods, technologies of future teachers training, which will contribute to the formation of the worldview of the individual, the upbringing of morality through universal human values.

The problem of updating the content of universities education is the subject of discussion by many scientists. Thus, V. A. Sadovnichy, N. S. Kasimov proposed the following changes in curricula, content and the learning process: "from the curriculum as a final scheme to the curriculum as experience, situational learning; from fixed knowledge to changing knowledge; from abstract knowledge to real knowledge; from a unified learning model to multivariate learning models; from passive education to active learning; from the absence of the concept of sustainable development to teaching the ideas of development" [2].

According to D. S. Ermakov, the significant potential of ESD will make it possible to give education an orientation towards the future, relative freedom, independence from current trends [3]. S. V. Alekseev outlined the key ideas of education for sustainable development, on which the content of education should be based on "the value of human life and safety in all environments around him (natural, social, technogenic, cultural, educational, etc.); the idea of the quality of a person in all manifestations of his life; the idea of environmental quality; the idea of the value of human health and the health of the environment; the idea of the quality of human life in the environment" [4].

Updating the content of academic disciplines with information that allows teachers to form competencies in the field of education for sustainable development makes it necessary to select productive methods, methods and technologies for organizing educational activities. Such methods include the use of research and interdisciplinary approaches in conducting training sessions; cooperative, project-based, problem-based, transformative learning; maximum use of the possibilities of educational activities, etc. Ensuring the practice-oriented nature future teachers training involves the development of differentiated tasks by teachers, in the process of performing which students are involved in practical activities, learn to assess their knowledge in terms of learning goals and personal growth. To ensure the effectiveness of the educational process in terms of implementing the ideas of education for sustainable development, it is necessary to

develop teaching materials for teachers and students, prepare catalogs, reference books, including using electronic educational resources on ESD.

In solving the problem of forming teachers' competence in the field of ESD, it is of particular importance to study the experience of general secondary education institutions in the implementation of ESD practices. Currently, schools have the opportunity to present a unique experience that can be used in the process of organizing training sessions in pedagogy, teaching methods of teaching subjects, in the course of students' pedagogical practice. This will allow students to form an understanding of opportunities diversity for implementing ESD practices in work with students, their parents, etc.

Thus, the formation of future teachers' readiness to organize ESD practices will contribute to the development of educational, cognitive, social, behavioral competencies, which will allow students to participate in solving specific problems provided by the Sustainable Development Goals.

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PEDAGOGICAL PROFILIZATION IN GENERAL SECONDARY EDUCATION INSTITUTIONS: HUMANITARIAN CONTEXT

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Resume. Pedagogical profiling at school is considered as a phenomenon of personality-oriented education, developing in the humanistic educational paradigm. The humanistic educational paradigm sets the humanitarian context of pedagogical profiling at the 3rd stage of general secondary education and is normatively set by the regulations of the philosophical-anthropological, systemic, environmental and competence-based approaches.

Key words: education profiling, pedagogical profiling, pedagogical classes, humanistic paradigm.

Pedagogical classes have been successfully functioning in the Republic of Belarus since 2015. Their activities are organized within the framework of specialized training at the 3rd stage of general secondary education. The methodological basis of pedagogical profiling at school is the ideas and attitudes of the humanitarian educational paradigm. In general, the profiling of education as a phenomenon that arose at the beginning of the twentieth century has gone through several stages in its development. The study of the genesis of profiling allows us to trace how the key attitudes, ideas and mechanisms of organizing the educational process as a means of life and professional self-determination of students have changed over the past century, and what were the prerequisites for these changes. The genesis of the profiling of general secondary education can be traced in the context of general trends in the development of ideas for pedagogical support of professional self-determination of the individual in history and at the present stage of education development. At present, attention to the internal, psychological, factors of the individual's life self-determination (his motives, goals, interests, needs, inclinations) determines the vector of development of school pedagogy in the field of profiling the educational process.

The tendency of functional changes in the development of profiling ideas from satisfying the utilitarian need for qualified personnel to creating an environment for self-development and self-determination of a growing person allows us to talk about a humanistic vector of transformation of this phenomenon and build scientific and methodological support for pedagogical profiling at school within the framework of the humanistic paradigm. By the beginning of the XXI century, the humanistic paradigm as a system of ideas, values, views, concepts, approaches and methods of mastering life occupies one of the central places in the methodology of science. In the conditions of transformational processes at the turn of the century, it is the humanistic paradigm

that makes it possible to search for ontological sources and foundations of the productive formation and sustainable development of the individual and society.

At the end of the XX – beginning of the XXI centuries, thinkers noted the transition to the ecological-futurological paradigm of social knowledge and the formation of a new ideological setting – the co-evolutionary one (N. N. Moiseev, I. R. Prigozhin, S. N. Rodin, etc.). This concept is the core of post-nonclassical science, which includes a person in a self-organizing Universe and thereby affirms a new worldview setting – anthropobiospherocentrism [1]. In the modern sociocultural situation, the anthropobiospherocentric attitude is manifested in the evolution of meaning, which for several centuries was invested in the concept of civilizational development: from a utilitarian-consumer attitude to the ideas of sustainable development and co-evolution. Since the end of the 20th century, a new socio-cultural context has been formed – human potential becomes a strategic resource of stable and productive existence, the development and enhancement of which is the main task of the education system as a sphere of spiritual reproduction of man and civilization.

Attention to the "internal environment" of a personality, to the possibilities of coexistence of its world with the world of others and the natural world is the basis of the modern humanistic paradigm. Humanistic thinkers of the 20th century (M.K.Mamardashvili, J. Maritain, H. Ortega-i-Gasset, A. Peccei, K. Rogers, P. T. de Chardin, I. T. Frolov, E. Fromm, A. Schweitzer and others). In the writings of humanists, the thought that a person will never come to terms with the picture of the world that is created by the science of external reality, indifferent to him, runs like a red thread. A. Peccei, analyzing the ideological attitudes of the twentieth century, wrote: "Exploring the complexity of the infinitely large and penetrating the secrets of the infinitely small, man comprehended the unity of the Universe and discovered individual elements of a different natural order, which unites everything in the world. However, in this process of cognition, he did not pay enough attention to what is between the two extremes and what is actually the most important for him – his own world and his place in it" [2].

In modern human studies, the concept of "new humanism" is firmly established as a kind of universal unifying principle. He manifests himself in the pursuit of a conscious ideal that inspires us with a deep and consistent affirmation of life and the world. "The new humanism," wrote A. Peccei, "must not only be in tune with the power acquired by man and correspond to the changed external conditions, but also possess resilience, flexibility and the ability to self-renew... in order to bring salvation to a person and again make him the master of his destiny, – it must turn into an integral, organic basis of the outlook of the broad masses of the population of our world" [2]. The change in socio-cultural attitudes leads to a change in the ideal of education, which is characterized by a transition from an educational paradigm to a culture-creative one, from an "educated person" to a "cultured person" (V. S. Bibler), which in turn determines the renewal of approaches in the education of the younger generation.

According to M. P. Arutyunyan, "... the worldview paradigm of education is authentic to the ontology of man. It removes the key points of tension of modern education: the dominant of the "knowledge paradigm", established in the praxeosphere of education "the logic of abstract humanism" and "methodology of mechanism", consolidating the techniques of working with complex self-organizing systems, methods and methods characteristic of the functioning and management of simple systems" [3]. In the National Strategy of Socio-Economic Development of the Republic of Belarus for the period up to 2030, which determines the directions of stable development of a person as a person and a generator of new ideas, a competitive economy and the quality of the natural environment in conditions of external and internal threats and challenges of long-term development, a special role is given to education as factor of strengthening the role of man in social life [4]. On the basis of the humanistic vector of transformation of ideas for the profiling of education, pedagogical profiling of the educational process in institutions of general secondary education is today organized in the context of the humanistic paradigm of scientific knowledge, which is concretized in the provisions and ideas of the philosophical-anthropological, systemic, personal activity, environmental and competence-based approaches that focus on creating conditions for the formation of students' professional and socio-personal competencies, readiness for a conscious choice of a future professional trajectory in the process of developing their own life strategy, constant self-knowledge and self-development, the acquisition by a person of the experience of an active search for his life position, the meaning of his life.

Thus, pedagogical profiling, on the one hand, corresponds in its essence to a humanistic attitude towards the search for mechanisms for the most complete development of a person, his potential. On the other hand, it is the key to the formation of a new generation of teachers capable of being agents of sustainable development of society, possessing a systemic humanistic worldview, critical, socially and environmentally oriented thinking, active civic position and national identity in an open multicultural society with an uncertain development scenario.

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ACTIVITIES OF BSPU STUDENTS ON THE WAY TO ACHIEVING THE SUSTAINABLE DEVELOPMENT GOALS AS A FUNDAMENTAL FACTOR OF TRAINING HIGHLY QUALIFIED SPECIALISTS

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Resume. The article examines the activities of structural divisions of the Belarusian State Pedagogical University named after Maxim Tank, which allow students to implement their ideas and initiatives in the interests of sustainable development. These structural units provide an opportunity for students to be heard, express themselves and implement their own projects with the help of experts and develop basic professional skills and qualities. A special place in the article is given to the role of cooperation between universities and academic mobility programs.

Key words: sustainable development, socially significant activity, active citizenship, education for sustainable development, training of highly qualified, competent teaching staff.

Modern universities are the basis for training specialists of a new formation who are able to think systematically and strategically, make informed intersectoral decisions, take an active civic position and adequately solve urgent problems associated with the transition to sustainable development.

In this context, the Belarusian State Pedagogical University named after Maxim Tank (BSPU) isn't an exception, because the need for such specialists is acutely felt at the present time and will increase in the future.

Article 91 of the Education Code of the Republic of Belarus in the basic requirements for the organization of the educational process indicates the need to create conditions for the development of students' creative abilities, their involvement in various types of socially significant activities.

The significance and relevance of this activity in BSPU is due to the state policy of the Republic of Belarus in the field of education.

BSPU presents great opportunities for the development of the creative potential of students in many directions, spheres and types of activity, which is especially important in the context of training teachers.

In addition to the variety of creative, research, sports and public departments available at BSPU, a special place is occupied by structures that allow students to engage in sustainable development processes.

So, in 2017 on the basis of BSPU by decision of the Ministry of Education of the Republic of Belarus the Coordination Center "Education for Sustainable Development" was created.

The Coordination Center is an independent structural unit aimed of scientific, methodological, informational and organizational support of the coordination processes of activities in the field of promoting ideas and practices of education for sustainable development (ESD) in the education system, as well as in the spheres of economy, ecology and social development of the Republic of Belarus at the national, regional and local levels of government.

BSPU cooperates with Education for Sustainable Development Association, which is the official representative of the International Initiative "Earth Charter" in the Republic of Belarus.

The activities of the Education for Sustainable Development Coordination Center, organized events, ongoing projects, interaction with the UN Office in the Republic of Belarus and other international organizations, the availability of state support create a solid foundation and have great prospects for the university students, since their activities in the process of achieving the Sustainable Development Goals (SDGs) is an important factor for the preparation of highly qualified, competent teaching staff.

In this regard, it is necessary to note the project of the Coordination Center "Intercollegiate Club of the Sustainable Development Goals Friends", the purpose of which is to include students in the processes of not only popularizing the SDGs in Belarusian society, but also the implementation of their ideas by the student community in the interests of sustainable development of the country.

Each club participant has an opportunity to realize their ideas, to receive advice and assistance from experts in the field of ESD, who help in choosing a modern methodology for sustainable development activities and making recommendations to the Club's projects for a deeper understanding of the meanings, ideas and values of the SDGs.

The participation of BSPU students in projects organized by the Coordination Center, the development of initiatives and their further implementation have great prospects both for the student community and for the students themselves.

Students have an opportunity to be heard, to express themselves, to develop basic professional qualities, such as the ability to think critically and systematically, to make collective decisions and take responsibility for present and future generations, to engage in student self-government, to increase their level of erudition, to contribute to a common cause, as well as to gain unique experience and knowledge, which will be in great demand in their future professional teaching activities.

One more department dealing with the SDGs is Green Office BSPU. It was created in 2017 on the basis of the Faculty of Natural Sciences.

Thanks to the activities of the volunteers and coordinators of the Green Office BSPU, ideas of sustainable development are integrated into everyday life, projects are launched to stimulate the sustainable development of the university. Green Office BSPU

initiates various charity events, round tables, educational quests on sustainable development and social programs.

The participation of the Green Office BSPU in the annual youth festival in the field of sustainable development "VuzEcoFest" makes it possible to popularize the theme of sustainable development, attract people interested in this issue and conduct dozens of additional environmental events in order to improve the environment.

The introduction of the concept of "green" universities and the integration of sustainable development principles into the activities of universities through the disclosure of the leadership potential of young people in the implementation of environmental initiatives helps to improve the environment in the Republic of Belarus and develop habits of "green" and sustainable behavior.

Participation in such events helps find partners, like-minded people, establish contacts and start cooperation in the field of sustainable development. Cooperation between universities, academic mobility programs are an important part of the modern scientific and educational process. The student research laboratory of the History faculty of BSPU "Spadchyna" can serve as an example. Student research laboratory works in conjunction with the Faculty of History of the educational institution "Eurasian National University named after L.N. Gumilyov" (ENU) over the international research topic "Natives of Kazakhstan in the partisan movement of Belarus during the Great Patriotic War (1941 – 1944)" on the basis of the Belarusian-Kazakhstan cultural and educational center of BSPU and the Belarusian State Museum of the Great Patriotic War History.

The project includes the search, collection and systematization of information, materials and documents about the natives of Kazakhstan who took part in the partisan movement on the territory of Belarus during the Great Patriotic War. The result of the project is the publication of a joint Belarusian-Kazakh collection of materials and documents on the above topic. This project strengthens the cultural and historical ties between Belarus and Kazakhstan and contributes to further productive cooperation between our universities in various directions. So, in February-March 2020, students of the History Faculty within the academic mobility program between BSPU and ENU studied at the History Faculty of ENU (Nur-Sultan, Republic of Kazakhstan).

In addition to the educational process, cultural, scientific events, collection of information and materials for the above-mentioned project, students got acquainted with the activities of the Environmental Volunteering Club at the Faculty of Social Sciences of ENU.

The purpose of the Club is to organize a platform as a structural component of the "green university" for informal communication between students and teachers on topical issues of environmental education in the development of the "green university". The Environmental Volunteering Club initiates various eco-events and actively cooperates with various environmental organizations.

Despite its recent creation, it is possible to note the desire of students to implement environmental initiatives. The relevance of this task allows the Club and join more global processes. Cooperation, academic mobility programs, joint projects, participation in festivals and events allow you to receive and exchange experiences based on the characteristics of a particular culture, area, level of socio-economic development.

The active socially significant activity of BSPU students, their participation in the processes of achieving the SDGs is a fundamental factor in the training of highly qualified, competent teaching staff. BSPU welcomes student mobility, supports youth initiatives and projects, promotes the inclusion of students in numerous actions aimed at achieving the Sustainable Development Goals.

**THE MEDIATING ROLE OF SOCIAL MEDIA CONTEXT AWARENESS
ON THE RELATIONSHIP BETWEEN AUTONOMY NEED FRUSTRATION
AND BEHAVIORAL DISENGAGEMENT AS COPING MECHANISM
IN CURRENT COVID-19 SOCIO-DISTANCING CONTEXT**

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Resume. The article is devoted to the mediating role of social media context awareness on the relationship between autonomy need frustration and behavioral disengagement as coping mechanism in current covid-19 socio-distancing context.

Key words: mediation, social media context awareness, autonomy need frustration, behavioral disengagement, coping mechanism, COVID-19 socio-distancing context.

Based on self-determination theory, the present investigation aimed to analyze the potential mediating effect of social media context awareness on the relationship between autonomy need frustration and behavioral disengagement as coping mechanism in current COVID-19 socio-distancing context. According to self-determination theory, there are three universal psychological needs autonomy, competence, and relatedness, and these must be constantly satisfied for people to maintain optimal performance and well-being. In current pandemic socio-restriction context, when people go massively online for various reasons, the socio-digital realm becomes a massive behavioral shaping tool. This has both positive and negative effects over the general wellbeing of its utilizers. We presume that high levels of autonomy need frustration will also provide incentives for a behavioral disengagement in current socio-distancing context. Social media context awareness competence refers to a new emerging skill regarding to the trust load we give to specific social media context we interact with. We have operationalized the competence of social media context awareness in terms of: social media literacy, social media communication process understanding, social media content impact awareness and social media confidence. Our research team has designed a multiple specific sections online questionnaire addressing 403 Romanian respondents, selected based on an online opportunistic sampling method. This research is looking at the relationship between autonomy need frustration (ANF) and behavioral disengagement (BD) in current pandemic socio-restriction context. Our focus is not only on the direct effect, but in this research we are testing weather the effect of ANF on BD may in part, flow through the mediating variable social media context awareness (SMCA), reflecting an indirect effect within our model. Specifically, autonomy need frustration (ANF) was positively associated with behavioral disengagement (BD), and this relationship was mediated by social media context awareness (SMCA). Results depict a total mediation effect of social media context awareness (SMCA) on the relationship between autonomy need frustration (ANF) and behavioral disengagement (BD). Conclusion and discussion are presented in the light of emerging digital behavior theory.

EDUCATION FOR SUSTAINABLE DEVELOPMENT: THE BEGINNING OF THE CREATIVE PROCESS AT SCHOOL

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Resume. The article presents the basic principles of sustainable development and the foundations of the SDGs integration into the educational process of general secondary education institutions. It is addressed to teachers, students, as well as anyone interested in sustainable development issues.

Key words: sustainable development, competence, youth initiatives, Sustainable Development Goals (SDGs).

*I find that the great thing in this world is not so much
where we stand as in what direction we are moving.*

O.W. Holmes

In the time of technology socio-economic development of a country is impossible without education. We live in the time of transformation. "Smart home", "Smart city", "Smart...". Everything is smart. The schools must become smart, as well.

Education creates the environment for sustainable development, problem field for the formation of human capital, for the realisation of the national strategy for sustainable socio-economic development of the Republic of Belarus and for the country to achieve all the 17 SDGs. Highly educated, active, competent youth is the priceless potential for the future of any country. Thus, the new outlook on education represents the process of learning how to make decisions, which are necessary for the future of economics, ecology and equality of all communities.

Nowadays, a reorientation of the educational system is taking place. Schools, whose graduates possess high level of knowledge, are now in the past. The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, "underlearn", and "overlearn". Modern schools task is to form the basic competences of the students for their successful interaction in the modern world. How can it be done? New upbringing means new generation.

The methods focused on obedience, copying and imitation are in the past. The development of creativity, individuality and the ability to apply the knowledge in practice are of current interest. Education considering sustainable development has become a crucial point in the work of *State educational institution "Secondary school №40, Grodno"* (SSN№40). A school that has almost 3000 students is responsible for the generation of youth who attend it. The future of this youth depends on their values and priorities, behaviour skills and decision-making skills. That is why the formation of knowledge about the SDGs is a matter of first importance for our school. Considering

this, a group of our students and teachers have created an educational programme "SDGs: Learn. Think. Act" for senior students.

In September, 2020 927 students from our school and their parents took part in the programme. This initiative is supported by other schools in Belarus. Now a bank of children's initiatives to implement SDGs is created in our school. Not only do our children know about SDGs and share these values, but they are ready to implement the SDGs by means of their own initiatives.

Learning the SDGs has been the beginning of the creative process in our school. Both teachers and students took part in Youth media festival "Youth voices for sustainable development – 2020" within the youth campaign "Towards the future we want", dedicated to the 75th anniversary of the UNO creation. A video clip "The future we want" created by our students was recognised to be one of the best in its nomination. In this media product children reflected their outlook on the SDGs and their role in achieving the future that we want.

In order to create a favourable environment for the improvement of children, balanced physical development of our students we decided to launch an educational online project "Smile and be happy". This project is to be implemented via TikTok and Instagram. Students from different classes make video to support healthy lifestyle: groups of physical exercises, entertaining breaks and 5-minute activities. They tell about healthy food and products, organise different contests and challenges for the students and teachers of our school.

The school pays a lot of attention to various projects and takes part in lots of international projects. One of them is "My school. Your school". We have already started cooperating with AlYasat private school in the United Arab Emirates. The project is focused on comparing school life all over the world by means of students' communication. Students cooperate with their peers to describe their schools and to show the daily life of their educational institutions, they find similarities and differences between the schools, strengthen their sense of school identity. This project helps students form all the crucial competences.

Our students have created a video presentation of our school and wrote an article-interview with the principal, describing the aspects of our school life. In response we have got a video-interview from the students of AlYasat school with the principal Doctor Jake. At this level the project has been temporarily put off due to the pandemic situation in the world. But we plan to carry on the project online.

Teachers and students of our school take active part in the project "Cultural Package Exchange". It is a project for exchanging packages between different countries. The packages contain objects that characterize the culture of one's country. Our partner in this project is an African school from the capital of Mali, Bamako. We have already sent our package and, in response, we have got a signed carpet of friendship from Africa, with an inscription "School №40 is a heaven, where there are all the necessary conditions and opportunities for the development and formation of

a personality". Another charity project "Do good things for the sake of the others" is successfully implemented within our school together with a social charity organisation "SCRA Centre". This project aims at helping and supporting children facing cancer and their families.

Prior to the New Year the students together with their parents and teachers get their gifts ready (they make little boots, fill them with souvenirs, sweets and sign cards). These gifts are eventually sent to the Belarusian research center for pediatric oncology, hematology and immunology in Borovlyany, Minsk region. 16 schools from Grodno joined our initiative. Together we have sent 1095 gifts to 219 children. These projects helped us focus the attention of our students, their parents and teachers on the problem of children, facing oncology and hematology diseases.

In 2020-2021 academic year our school joined an educational project "Green schools". Eco-group from our school plants trees near the school every spring within a State movement "Eco-world". Every year on April, 19 we celebrate The Day of Snowdrop. For this holiday we organise a drawing and poster competition "Don't pick snowdrops" which is aimed to preserve the biodiversity of our town. The teachers of our school do research work aimed at preserving the primroses of Grodno. Teachers and students take part in the internet project called "SDGs: think and act 2.0". The creation of this project and the participation in a media festival is a great opportunity for the children to express the opinion of their generation on how to solve all the modern local and global problems.

Education considering sustainable development at our school pays attention to trans-disciplinary, holistic approach. It helps children of different ages from our school form a better understanding of the world they live in. It helps them solve difficult and interconnected problems that threaten our future, such as unreasonable water and electricity consumption, the degradation of the environment, health issues and conflicts.

The most important topics for the children are the issues of biodiversity, water consumption, preservation and protection of the environment, human rights, ensuring peace and international understanding. The development of future-oriented thinking has become an important task for our school.

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INTEGRATION OF SUSTAINABLE DEVELOPMENT IDEAS IN THE TEACHING OF PEDAGOGICAL DISCIPLINES OF THE MASTER'S DEGREE COURSE

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Resume. The article reveals the possibilities of integrating the ideas of sustainable development in the teaching of pedagogical disciplines of the master's degree course.

Key words: integration, pedagogical disciplines, master's degree, sustainable development.

Integration processes currently taking place in science, culture and public life set the national higher education system guidelines for the formation of a competitive, intellectually developed individual with a holistic, systematic view of the world, understanding the deep interrelationships of phenomena and processes occurring in society. Therefore, the integration of the ideas of sustainable development in the content of educational pedagogical disciplines of the second stage of higher education (master's degree) program will become particularly relevant and urgent. In this regard, in our opinion, to increase the effectiveness of training of future master's teachers, it is necessary not only to change existing programs but innovative approaches as well to designing the content of educational pedagogical disciplines, improving technologies and teaching methods. Among the directions of sustainable development the social sphere is important for us to care for awareness of social problems, preservation of cultural and social stability, reduction of the number of destructive conflicts, tolerant coexistence, etc. Innovative teaching of pedagogical disciplines of the master's course involves establishing links between the structural components of the content of the disciplines "Pedagogy and psychology of higher education", "Social and communication technologies in professional activity" and the ideas of sustainable development aimed at forming a system of social values, holistic pedagogical thinking, harmonious understanding and perception of the world around us [2].

This direction of sustainable development involves a creative approach in presenting the content of educational material and defining the study of sustainable development ideas in the context of these courses. However, this approach does not require the construction of new master's degree programs and the allocation of additional training hours. It is enough to understand, rethink and submit the usual educational information with other accents. Integration of the sustainable development ideas into the educational process of the University can be carried out under the following conditions: the content of academic disciplines should be based on the principles of sustainable development; in the context of classes, it is necessary to

raise and cultivate the problems addressed in the concept of sustainable development and find solutions to them in joint activities with undergraduates.

When studying each topic, without changing the content of the curriculum of disciplines, you can involve the entire audience in an active process of obtaining and processing knowledge to address issues of integrating the principles of sustainable development in the teaching of master's courses. At the same time, the work on this problem indicates the need to adhere to a certain algorithm of actions:

- determine the topics of the curriculum disciplines that will cover the ideas of sustainable development;
- identify intra-subject, inter-subject and meta-subject relationships in the content of the teaching material of the subjects taught;
- identify the number of links between the integration of the content of the educational topic with the ideas of sustainable development;
- structure and systematize the content of the educational material of the topic in the context of integrating the ideas of sustainable development;
- identify the social orientation of creative search in solving issues of sustainable development.

For example, when studying the discipline "Pedagogy and psychology of higher education", the integration of sustainable development ideas can be applied in the disclosure of the content of the following topics: "The system of higher education in the world. Creating a single European higher education area", "the Bologna process as a process of convergence and harmonization of higher education systems in Europe and other countries", "Interaction between teachers and students in the pedagogical process of higher education institutions", etc. In the discipline of masters series "Socio-communication technologies in professional activity" the disclosure of the ideas of sustainable development will be appropriate in the study of such topics as "Nature and significance of socio-communication technologies in activity of the teacher", "Communicative culture of the teacher of the higher school as a condition of successful professional activity", "Social-communicative project-based learning technology in professional activities", etc.

Including sustainable development in the master's course content, the teacher must understand that students must be provided with a possibility based on life experience, abilities, aptitudes, to ensure understanding and assimilation of regularities of social sphere development, the awareness of the role and place in communicative abilities, as well as the formation of a scientifically based attitude to society, nature, own health and the health of other people [1]. For innovative and productive inclusion of sustainable development ideas in the content of educational pedagogical disciplines of the master's cycle, it is important to follow certain recommendations:

- to form knowledge, skills and abilities of undergraduates that will allow them to solve future important pedagogical tasks in practice;

- use innovative pedagogical technologies to implement the principles of sustainable development;
- to focus the attention of undergraduates on understanding social and environmental issues.

Thus, it should be noted that the integration of the content of educational pedagogical disciplines of the master's course and the ideas of sustainable development is quite complex and dynamic, which can be successfully implemented with the following opportunities: the subject content will include didactically adapted educational material about the Sustainable Development Goals; the study of sustainable development ideas will be associated with various activities of undergraduates, which creates opportunities to involve them in the study of global problems of society.

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BETTER FUTURE STARTS TODAY ... AT SCHOOL

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Resume. The article presents the experience of integrating the principles of sustainable development into the educational process at school. It's addressed to educators, students, as well as anyone interested in sustainable development issues.

Key words: education for sustainable development, youth initiatives, Sustainable Development Goals.

*If you are planning for a year, sow rice;
if you are planning for a decade, plant trees;
if you are planning for a lifetime, educate people.
Confucius*

"Modern societies and individuals must learn to live together sustainably. We need to take action responsibly based on the understanding that what we do today can have implications on the lives of people and the planet in future" [2].

Education for Sustainable Development (ESD) empowers people to change the way they think and work towards a sustainable future. Nowadays world needs education for sustainable development more than ever.

"A new global framework on ESD is currently under preparation with the aim of building education systems that support learners of all ages to be active contributors to more peaceful and sustainable societies and develop a sense of responsibility for our planet in line with the 17 Sustainable Development Goals" [1]. There is growing international recognition of school education as the main element of quality education for creating better future. Better future starts today...at school. School empowers learners to take informed decisions and responsible actions for present and future generations.

School № 40 in Grodno has always been environmentally friendly. Teachers have always taught their students different ways of protecting the environment. But very few of students in our school know what SDGs are. Therefore, building knowledge about the SDGs has become a top strategy for our school.

For this purpose, a group of students and teachers has created an Educational program "SDGs: Know, Think, Act" which provides framework to help educators integrate sustainability principles into educational process. It offers tools for students to evaluate their own knowledge and develop their solutions.

The educational program "SDGs: Know. Think, Act" is an initiative which encourages young people to take actions to protect their environment and to be the change for sustainability. At the beginning and at the end of the program there is a survey-form to monitor the knowledge and desires of students about the SDGs.

The program itself consists of 5 stages. In the process of working through all stages of the program, participants go from getting to know the SDGs to creating their own

initiatives. Thus, the participants not only learn what the SDGs are, select the most actual problems for Belarus, but also put forward their own initiatives for their further realizing.

The results of participation in the Educational program "SDGs: Know, Think, Act" are the following ones:

927 students and parents of our school took part in the program in just 2 weeks. Moreover, other schools in Belarus have taken up this initiative;

90 % of our students express interest in continuing the program;

94 % of our students said that they would recommend it to their peers and parents.

The results also include desire to contribute to a positive, global mission and create sustainable impact or change in their community and country; an opportunity to engage with students; an opportunity to expand knowledge on the SDGs; prior interest in global education and sustainability; passion for transforming own lives and communities; prior experience in initiative work.

Knowledge of the SDGs has become the beginning of the creative process at school. The School Bank of Initiatives for achieving SDGs has been created.

Now the children of our school are able to initiate own activities aimed at protecting the environment, for example, sorting of wastes, organizing book crossings, charity fairs, etc. When children take part in these activities, they understand their own impact on protection the environment.

“At home, I put into practice what I have learnt at school. My parents don’t know much about environment issues. Therefore, I teach them the importance of preserving the environment. I have shared a lot of interesting information that I’ve learnt at school” (Polina Tselovalnik, a student of 10).

Anyone or any educational institution can take part in the Educational program "SDGs: Know, Think, Act". We believe that this media product will make more people who know what the SDGs are and are willing to take part in their implementation.

In order to build a sustainable world community, every individual and every society must be provided with knowledge, skills and values. We need to have a clear understanding of how to achieve these changes. The beginning of this process starts at school. School provides students with opportunities for transforming their life-style and community.

Better tomorrow starts today ... at school.

Reference:

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SOCIALLY-ORIENTED EDUCATION AS A FACTOR OF SUSTAINABLE DEVELOPMENT IN THE ERA OF DIGITAL REALITY

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Resume. The article touches upon the problem of preserving the moral principle in a person in the era of digital technogenic development of the environment, describes the experience of socially oriented education in higher education as a factor of sustainable development.

Key words: socially oriented training, sustainable development, inclusion, volunteering.

The modern era of the triumph of the digital, virtual and simulated world displaces to the periphery of human consciousness and the age-old traditions of being, and, along with them, the ecstasy of new technologies and achievements of science that has recently visited an educated or student subject. Few things cause surprise and an emotional response in the soul of new generations who have been mastering all gadgets since childhood: they are deprived of the reverent, almost sacred, reverence for personal computers and smartphones in any modifications, which is characteristic of the older generation. Even the coronavirus, which has so shaken the psyche of residents of various countries, does not seem to have such a strong impact on young people who ignore it. Perhaps, for her, this is also an imitation, something akin to the virtual misfortunes of computer games, just "zaseyvitsya" – and everything will be fine. This gradual disappearance, transformation of human experiences, escapism in the virtual world are distinctive features of the younger generation.

The problem of blurring the boundaries of the virtual and the real, the weakening of deep human experiences is alarming to all who observe such a denigration, because it is to some extent the loss of the truly human foundations of existence. This does not mean that we urgently need to abolish all modern technologies and go back to nature, as J. J. Rousseau called for. Although this remains relevant and would be useful in relation to the moral education of a person. Any development is a negation of what was before. Yes, by changing the environment to a technologically virtual one, we develop it, and the person corresponds to the environment, but regression is also development. And we see, along with the technical breakthrough, the negative consequences of the new era: "It is a planning and programming world... a world of subordination, in which people, materials, and markets are interconnected for the production and distribution of goods. This is the world of organization – hierarchical and bureaucratic, in which people are treated as things" [1].

The idea of sustainable development as truly humane, based on the positive role of science and education, suggests that technology will ensure that there are no crises, or at least mitigate them. Based on the fact that sustainable development, literally translated from English, is a model for the development of civilization and interaction between people, in which the satisfaction of the life needs of the current generation is not achieved at the expense of future generations [2], we believe that the education of a truly human moral principle is a prerequisite for the transition to sustainable development. The moral that is socially oriented consciousness provides an implementation of the principles of rational use of resources, their savings, and build a society in which developed mutual aid and charity. One of the parties to the current crisis is that the person in fact performs two opposite functions. As noted by modern philosophers Lezgin D. V., Puyu Yu. V. and others, the new technological society requires the inclusion of a person as a kind of soulless depersonalized force in the production system, this is related to his function as a responsible employee, his task is to contribute to the progress of production and technology [3, 4, 5]. It is the task of education to prepare such a competent employee. But there is also a second, personal function that carries the moral aspects of being-subjective assessments, emotions and attitudes, according to which a person should strive to free himself from rational formality, to limit it, to the opposite. As a specialist and employee, he is included in the production system. But as a person and a person, you must preserve your spiritual nature. This is also an important task of education.

Modern education, in an effort to match the information age, the pace of distribution and the variety of information sources, abandons the classical canons of the past in favor of new technologies. This is an unavoidable process. But, rejecting the educational traditions of the past, it is important to take into account that, in addition to arming information, they formed the truly human qualities in a person: intelligence, hard work, perseverance, creativity, morality. Since culture and social education play a crucial role in the development of the human personality, questions arise: how can we compensate for the rejection of previous traditions, such as University education? What can be done by the pedagogical community to prevent the degradation of a person and society under the influence of a new technological and information environment, and serve as one of the factors for achieving harmony and sustainable development of both the individual and society?

From our point of view, such a factor can be socially oriented education. In this case, new technologies of professional training, which are based on the capabilities of modern teaching tools and the characteristics of information consumers, are supplemented by creative socially significant activities of students and teachers. These can be public civil initiatives in various areas of everyday life: protection of children and families, environmental and historical projects, social and cultural tourism, assistance to veterans, and much more. This form of socially oriented education seems to us the most appropriate for the task of educating humane values: it does not impose,

but offers voluntary, feasible participation in common affairs, along with special training for the implementation of a number of projects. However, the most significant educational result is the activity itself and communication with other people in a real socio-cultural environment, not virtual. Over the past three years, socially oriented education in the field of inclusion has become very popular at our University. Inclusion in a broad sense as inclusion in society and acceptance by society on equal terms of people with racial, cultural, age, national, mental, physical and other characteristics, allows you to prevent possible social problems and ensure the sustainable development of society.

Starting with small voluntary initiatives and projects to develop the values of inclusion in the faculty of education, we have now come to the need for a broad educational movement. It is possible to change society for the better both in a revolutionary and non-violent way, changing the consciousness of each person. This path was chosen by the great enlighteners of the past, and this path – through the dissemination of knowledge, values and experience-has become preferred in our activities. Today, the University operates the regional center for training volunteers of the Abilimpix movement, a School of social inclusion volunteers in the Moscow region, where every year 300-400 young people and girls from all over the region receive the necessary training for volunteer work with people with disabilities. a variety of initiative projects of students are supported throughout the school year, creative meetings, forums and competitions in the field of socially significant activities did not stop with the onset of quarantine, but now we meet on online platforms. Young people actively monitor social problems, both domestic and cultural, discuss them on our forums, put forward and implement projects that help resolve contradictions and ensure sustainable development.

Volunteer activities are active in many universities. a distinctive feature in our case is the preliminary training of students in the subtleties and experience of interaction with disabled people, which takes place at the volunteers school of social inclusion. Both the knowledge that students receive and the context of their learning are important. For students of pedagogical profiles, School is a great value that allows them to improve their professional and personal preparation for future teaching activities in an inclusive education. But those students of regional universities and colleges who are far from pedagogy also note the importance of the experience gained in the course of socially-oriented education. Assistance in the implementation of their projects is provided by network interactions with institutions of urban and regional infrastructure, with public organizations: the public Council under the administration, centers for assistance and assistance to disabled people and people with disabilities, social centers for veterans, associations of parents with many children, as well as special correctional institutions (in modern terminology, compensatory institutions).

According to our observations, two other factors play a great role in the formation of a culture of sustainable development and motivation for socially significant volunteer

activities among young people. The first is a personal example of adults and senior mentors. We employ enthusiastic and competent teachers who enrich students' lives with creative findings and masterfully show the best examples of interaction with various groups of people, professional communities, administration, experts, and people with special needs. The second is the organization of creative competitions and competitive moments at the initial stage of inclusion of young participants in socially oriented education. As a rule, students themselves hold these competitions, but they already have a certain experience of volunteering, and cause many emotional responses. For example, the regional competition "Best social inclusion volunteer", held annually at the University, is very popular and allows you to see socially oriented education not as a mandatory and boring attribute of studying at a University or College, but as a creative, lively and exciting action.

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PRESERVATION OF THE CULTURAL HERITAGE OF BELARUS AS A COMPONENT OF SUSTAINABLE DEVELOPMENT OF SOCIETY

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Resume. The article is devoted to the importance of the social component of sustainable development of society, and in particular, the preservation of the Belarusian cultural heritage. The article shows the activities of the Belarusian University of culture and arts in this direction.

Key words: social component of sustainable development of society, cultural heritage.

At the end of the XX century, due to the fact that the possibility of self-destruction of mankind has become a threatening reality, scientists of various branches have realized the need to form a new model of civilization development that can withstand the challenges and problems of the modern world.

The main ideas of the sustainable development concept can be summarized as follows:

- sustainable development means qualitative transformations in all spheres of human life;
- sustainable development is a synthesis of global and local development, since it is impossible to ensure the sustainability of global development if its individual elements are unstable;
- the transition of the world community to sustainable development is directly related to globalization processes, and it is the constructive elements of globalization that serve to achieve it; since there are quite a lot of destabilizing elements in the structure of globalization processes that violate the stability of world development, their elimination is an urgent task [1]. As you know, the concept of sustainable development has emerged as a result of combining three main points of view: economic, social and environmental.

The social component of sustainable development is human-oriented and is aimed at preserving the stability of social and cultural systems, including reducing the number of destructive conflicts between people, preserving cultural capital and diversity on a global scale, and making better use of the practices of sustainable development available in non-dominant cultures. To achieve sustainable development, modern society will have to create a more effective decision-making system that takes into account historical experience and encourages pluralism.

A special feature of the sustainable development concept is the interpretation of environmental problems, primarily as social problems. The social component of sustainable development is aimed at fully meeting the basic needs of people around the world in education, health, social security and, what is very important, preserving the spiritual heritage and cultural diversity of mankind.

In the period of globalization, this aspect of sustainable development is particularly important, when cultural borders are blurred, cultural assets of different peoples disappear and are forgotten, and, as a result, the world's cultural heritage is impoverished.

The Belarusian State University of Culture and Arts is working hard in this direction. So, the University has created folk group "*GUDA*", which is aimed at the study, imitation and popularization of folk arts, demonstration and propaganda of the best samples of Belarusian art and culture; student folk theatre "*Folk-art*"; ensemble "*Valachobniki*", which is well known for its creative activity in the Republic of Belarus and abroad where they successfully represented the Republic of Belarus, its national traditions and culture; folk ensemble "*Gramnitsy*", whose members strive to study and creatively embody Belarusian musical folklore, set the task of integrating traditional folk culture in the system of modern art; folk ensemble "*Balamuty*", whose main direction of creative activity is the development of musical folklore, as well as the return to performing practice of original folk instruments – accordion, pipes, zhaleyki, bagpipes, etc., as well as many others.

The University annually hosts an international scientific conference "Authentic folklore: problems of preservation, study, imitation", which is attended by scientists from Belarus, Russia, Poland, Lithuania, etc.

The Department of Belarusian and world Philology also promotes the Belarusian language as the Foundation of national culture. Thus, the Department has a literary and creative Association "*Bouquet*", whose activities are aimed at identifying and revealing talents, searching for new forms of work with the involvement of representatives of other creative associations and well-known Belarusian writers as literary consultants and critics. Also, every year the Department organizes and conducts "mother language week" for students of all faculties, teachers and staff, which includes a variety of events (dictation, creative competitions for the best poetry and prose works, the Best musical work, a competition of Belarusian dishes, etc.). The Educational process is continuous, relevant and urgent in any society, in any sphere of life. Linguistic sciences contribute to the formation of the best personal qualities through language, develop and consolidate aesthetic speech abilities, patriotism, and therefore honor, love and respect for national culture and history.

Thus, the preservation of the cultural heritage of Belarus as a component of the sustainable development of society is an urgent issue, the importance of which cannot be overestimated. The Belarusian State University of Culture and Arts, as a leading institution in the field of culture, strives to purposefully implement a program of recording, studying, preserving and broadcasting traditional and modern Belarusian culture in the widest variety of its manifestations.

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FROM LOCAL TO GLOBAL – PUBLIC ENGAGEMENT AND PARTICIPATION IN CLIMATE CHANGE ADAPTATION

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Resume. The article presents the experience of the EU funded project TeRRIFICA (Territorial Responsible Research and Innovation Fostering Innovative Climate Action) aimed to influence climate change mitigation and adaptation policies and to foster competence for climate change adaptation and mitigation in six European regions.

Key words: climate change adaptation, project TeRRIFICA, responsible research and innovation, climate change mitigation and adaptation policies.

“Climate change is the defining challenge of our time. Mitigating its impacts and adapting to changes already taking place or impossible to avoid will require fundamental changes to societies and behaviours all over the world – as well as scientific breakthroughs, both technological and social” (Climate Change Adaptation – Directorate-General for Research and Innovation, European Commission). It is in this context that the EU funded project TeRRIFICA (Territorial Responsible Research and Innovation Fostering Innovative Climate Action) has emerged with the aim to influence climate change mitigation and adaptation policies and to foster competence for climate change adaptation and mitigation in six European regions.

The growing interest of citizens all around Europe to engage not only in social movements and voluntary associations, but also in science-related activities such as citizen science are clear signs of their willingness to be active players in the field.

No question, citizens often pay the highest burden of environmental issues; therefore, they are the most appropriate actors to have a voice on the topic. They also have an untapped potential to address environmental issues through their everyday behaviours or through engaging in science.

The project TeRRIFICA applies so called crowd-mapping. Crowd-mapping tools are useful in citizen knowledge gathering and simultaneously identification of stakeholders and key players in a given thematic context. Stakeholders participate in the identification of regional needs and priorities by putting a mark on a digital map. By doing so they support the visualization of social robust information on climate change in local environments.

TeRRIFICA structurally involves stakeholders and citizens during the entire process ranging from problem identification to implementation of measures. The project’s interaction is based on community action across sectors, allowing cross-fertilisation from local to regional, national and global. Only such a joint-learning approach, rather than the more traditional top down approach by much current research, can result in effective implementation practices of corrective, innovative climate action.

TeRRIFICA makes a combination of actions that include knowledge sharing, co-creation of knowledge at the core of research and innovation. Much knowledge is

already available to initiate activities on the ground with practical results that can be experienced and implemented by citizens.

“Can you hear me” – Main obstacles envisaged during TeRRIFICA’s engagement phase. But how to deal with outreach and public engagement activities in times of COVID when face to face encounters are not or only partly possible and pre-prepared methods and concepts are no longer applicable? Especially for the difficult task of reaching out to persons and engaging them in discussion and awareness raising activities on societal relevant topics such as climate change adaptation this is an important question which affects all the projects which are addressing a quadruple approach in the field of climate change.

In TeRRIFICA the co-created developed activities were planned to be held in a non-virtual environment. Therefore, being no longer able to stick to initial concepts, the pilots had to be flexible and creative to change the formats of the activities. Additionally, they had needed more time for the preparation of the (revised) events, some of the events had to be cancelled or postponed, the teams had to struggle with missing technical skills, both of the audience but (in the beginning) also of staff, and constantly, they had to face an increasing number of online events from many projects which meant a competition on time and attention. Furthermore, less personal interaction with the targeted groups was complemented by online “multitasking”, meaning the poor presence and focus of participants to just a single activity in front of the computer.

How to catch this attention and how to engage participants? In TeRRIFICA, but not only in our project, partners revised the structure of their events, shortened them, put fewer topics in it and tried to make them more interactive.

Somehow unexpected, the Corona induced switch to online formats not only caused difficulties, but also offered new opportunities. Saving time and money for travel was one of these advantages, also being able to reach out for remote areas, interlink different countries or enable the participation to events which would have been less accessible otherwise. Also, events could be recorded and as such be accessible to a wider audience after the event as well. In general, all partners learned new skills and created flexible ideas.

All in all TeRRIFICA’s recommendations to more often use different styles, different subjects, different channels to connect, different techniques and tools found a clear echo by the pilot’s stakeholders, also agreeing to accept that things will go wrong.

What’s next? Setting up Roadmaps for the Implementation of Climate Change Adaptation Activities

In Summer Schools – still to be decided if virtually or face to face – participants from each pilot region will develop climate adaptation scenarios that correspond to their competences and the local findings. The resulting patterns will then projected into the near future and set up with "what if" scenarios. The aim is to develop ideas for a positive future vision of the cities’ climate landscape 2030 and to model these in the following. This vision of a climate landscape 2030 will be published as a result of the Summer School and feed into the political discussion.

OUTDOOR EDUCATIONAL GOOD PRACTICES AS SUSTAINABILITY DEVELOPERS OF COMMUNITY RELATIONSHIPS WITH EDUCATIONAL INSTITUTIONS ON LOCAL LEVEL

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Resume. The article is focused on outdoor education and sets the theoretical frame of outdoor learning as a modern teaching and learning strategy within the formal educational system.

Key words: sustainability, local community, outdoor education.

Outdoor education has become a topic used in many of the 21st century educational systems. It is a broad term that includes discovery, experimentation, learning about and connecting to the natural world, and engaging in environmental and adventure activities. It is based on the national curriculum and follows the contents of it, being used as a modern interactive teaching learning strategy. Especially in times of special educational times, such as times of pandemics, outdoor education steps in as an important tool that can be used as a sustainability developer at the level of a sense of place, leading to greater engagement with the community and an appreciation of the opportunities available to live, learn and work in the local area. Professionals in outdoor learning create, manage and run activity and outdoor learning programs that deliver progressive learning and change in the outdoors. They apply outdoor leadership judgement in order to facilitate safe and effective individual and group learning using a wide variety of teaching, development, reflection, feedback and coaching strategies. Open air learning includes the whole scope of learning encounters attempted outside. Regardless of whether it is perusing a book outside or taking an interest in an abroad campaign, the educational program plan standards apply. Educational program organizers and chiefs ought to perceive the spot of the full range of outside learning encounters and ought not decipher the advancement of the utilization of school grounds and neighborhoods an option in contrast to outside private encounters yet as a major aspect of a range of learning openings. Each sort of outside learning experience should supplement the other and should shape a reformist and sound scope of encounters for kids and youngsters. Specialists need to know how the experience benefits their students. The nature of learning and instructing is of fundamental significance paying little mind to the place in which it happens. The present article, sets the theoretical frame of outdoor learning as a modern teaching and learning strategy within the formal educational system, also to present a package of good practices in the primary school, on the use of outdoor educational activities as the main developer of community

relationship with schools belonging to the local level. Each activity has attached an evaluation instrument based on the competencies that can be developed during the outdoor learning activities. Even if the activities planned are mostly for primary school teachers and students, the basic structure of both the instruction and the evaluation instrument used, are suitable for a more enlarged area of work. The activities are mostly conceived in an integrated manner, leaving openness for adaptation to area, subject and student age groups.

FORMATION OF PROFESSIONAL SELF-DEVELOPMENT COMPETENCE IN A FUTURE TEACHER OF HIGHER SCHOOL AS THE BASIS OF ITS FORMATION IN PROFESSIONAL ACTIVITY

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Resume. This article reflects the role of the formation of competence in the professional self-development of a higher school teacher on the basis of a modern competence-based approach. The formation of this competence is based on the ability to reflect, analyze and generalize. It seems possible for the author to form these skills during the master course in the process of implementing the program of pedagogical practice.

Key words: professional self-development, higher school teacher, master's degree, competence, competence-based approach.

Serious structural changes are taking place in the education system of the Republic of Belarus at present. An intensive reform of educational practice, the development and implementation of new projects, innovations are becoming widespread. The content of education, methods and means of teaching are changing.

Belarusian education system is trying to integrate into the world educational system by joining the Bologna process. In the content of the general pedagogical training of a modern teacher in higher education in Western European countries, the idea of the personality development of the teacher himself dominates, and it reflects the main progressive trends in the reform of pedagogical education in the modern world.

In this situation, modern Belarusian society needs a new generation of specialists who are able to creatively approach the solution of professional tasks aimed at constant self-education, personal and professional self-improvement and self-development.

Thus, modern education requires a teacher to develop his ability for professional creative growth. Nevertheless, the formation of professionally significant qualities, knowledge, skills and abilities of pedagogical activity, the actualization of the conviction of teachers in the correct choice of profession, the development of creative thinking, the desire for constant self-improvement are not always reflected in the professional activities of teachers. In this situation the problem of developing ways, conditions and methods of successful professional development of a teacher acquires special relevance. According to V. I. Slobodchikov, three images of education or three of its fundamental interpretations are clearly revealed in modern society:

1. The sphere of society, an independent form of social practice (a system of activities, organization structures and management mechanisms), a special social infrastructure that permeates other social spheres.
2. A universal way of broadcasting cultural and historical experience, a gift from one generation to another; general mechanism of social inheritance.
3. The universal cultural and historical form of developing the essential forces of man, his acquisition of the image of the human in the time of history and in the space of culture [1].

The anthropological mission of modern education is the formation of fundamental needs and abilities in a person, the main of which are the needs and abilities for self-education, and thereby for self-development.

Understanding modern education as a source and conditions for the full development of all its participants is also one of the foundations in the National Strategy for Sustainable Development of the Republic of Belarus until 2035 [2].

Here, the constructive possibilities of socio-pedagogical and psychological-pedagogical design are manifested as a methodology and technology for the purposeful construction of innovative developing educational practices.

One of these areas can work with future teachers of higher education in the framework of training courses, including the study of technologies of personal and professional self-development.

In the curricula for the specialties of training in the master course, practice is provided, but often it is carried out rather formally. Practice becomes a source of professional growth only to the extent that it is the result of structured analysis. Practice that is not reflected is useless and, over time, does not lead to professional self-development, but to stagnation. Reflection is an important mechanism of productive thinking, a process of introspection and active comprehension of the state and actions of an individual [3]. Using pedagogical tools aimed at helping to understand the difficulties that a teacher has in the process of professional life, it is possible to offer future teachers of higher education, undergraduates, to acquire reflective professional experience. Considering pedagogical support as a multidimensional phenomenon, which includes informational, psychological, scientific and methodological support of future teachers, using it, we see an opportunity, to activate the reflection of the future teacher, aimed at realizing his difficulties in designing the educational process and problems in pedagogical activity, search for ways to overcome them. For this purpose, we have developed a methodology for pedagogical support for the professional self-development of a future teacher.

The methodology of pedagogical support for professional self-development presented in our dissertation research involves the implementation of four stages: orientational-research, problem-search, operational-effective and diagnostic-reflexive. The implementation of this technique, in the course of the master's training, will allow future teachers to form competence in professional self-development and thereby contribute to their successful professional life in the future.

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INCLUSIVE ORIENTATION OF THE EDUCATIONAL PROCESS OF STUDENTS WITH PECULIARITIES OF PSYCHOPHYSICAL DEVELOPMENT

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Resume. The article is devoted to the inclusive orientation of the educational process of students with peculiarities of psychophysical development. It presents topics and forms of events that contribute to the development of inclusive processes in education and the formation of an inclusive culture among participants in the educational process.

Key words: peculiarities of psychophysical development; inclusive orientation of the educational process; socialization; adaptation; sustainable development.

The correctional orientation of the educational process, the creation of special conditions for students with peculiarities of psychophysical development are an important component of special education, which is implemented in institutions and establishments of general secondary education of the country.

The inclusion of students with peculiarities of psychophysical development in the educational space of the school does not always contribute to their successful socialization and adaptation in society. Therefore, one of the priority directions in the State Educational Establishment "School No. 3, Pinsk", which implements educational programs of special education at the level of general secondary education, is the development of inclusive processes in education and the formation of an inclusive culture among all participants of the educational process. For this purpose, teachers-defectologists, in agreement with the school authorities, on a permanent basis conduct inclusive activities aimed at drawing public attention to the problems and needs of students with peculiarities of psychophysical development.

The events are held within the framework of the National Calendar of the Decade "Education for Sustainable Development for All", the week of elementary school and the week of tolerance. These events coincide with such calendar dates as World Day of People with Down Syndrome (March, 21), World Day for the Dissemination of Information on the Problem of Autism (April, 2).

Competitions and entertainment programs, exhibitions, concerts, quizzes, excursions, flash mobs at the school and city level are a small part of the inclusion, organization and conduct of events with the participation of students with peculiarities of psychophysical development.

These events are structured, have a specific topic, depending on the problem presented. Educators, students with peculiarities of psychophysical development and their parents are active participants of these events. Moreover, they are responsible for

their implementation. The purpose of the week is to promote the formation of a tolerant attitude towards students with developmental disorders as a conscious life position of the individual. Such events as exhibition of books in the library, dedicated to the International Day of Tolerance; photo exhibition "Hailing from Polessie", drawing competition "Children are friends on the Planet", workshop "Flower of Tolerance", collage "School of the Future" and others are included in the program of the week.

The categories of students with peculiarities of psychophysical development in School No. 3, Pinsk are different in structure and severity of their violations, but each student, depending on his capabilities, is an active participant in the events, showing direct interest and revealing his creative potential [1].

The effectiveness of the inclusive orientation of the educational process has been tested by time. Six graduates with peculiarities of psychophysical development received a vocational education, work in construction organizations of our city and are full-fledged citizens of our country, accepted into society.

Continuity in the transition of students with peculiarities of psychophysical development from I to II stage of general secondary education in the 2020/2021 academic year indicates a high level of adaptation of all students with peculiarities of psychophysical development.

Therefore, the inclusive orientation of the educational process is of great importance not only for its participants, but also for society as a whole, since it forms a number of spiritual and social competencies, and, therefore, contributes to the interests of sustainable development for all.

Thus, we do our best to create conditions for the realization of the personal potential of each person, including students with peculiarities of psychophysical development, and to ensure an inclusive and fair quality education, encourage learning opportunities for all.

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STUDENT CLUB "PROFile+" AS A FORM OF SELF-LEARNING COMMUNITY OF PEDAGOGICAL CLASSES GRADUATES

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Resume. The article presents activities of a student club organized on the basis of the principle of "self-learning communities". It shows the role of the club in the realization and development of the potential of pedagogical classes graduates.

Key words: pedagogical classes, student club, self-learning community.

In 2015 the national system of continuing teacher education was switched to a cluster model of development in the Republic of Belarus. This made it possible to combine the efforts of all subjects involved in the training of modern teachers and belonging to different levels of education. Specialized classes of pedagogical orientation, which carry out specialized pedagogical profile at the third stage of general secondary education act as an important link in this system.

Today after five years of pedagogical classes, we can talk about significant results and effects of pedagogical profiling.

First, the number of pedagogical classes has more than quadrupled: every year, about 450 pedagogical classes and groups are formed in the country, in which more than 4 thousand students are trained. The number of teaching classes has been stable over the past four years.

Secondly, an important result of pedagogical profiling is the influx of motivated, academically successful and socially active applicants to pedagogical specialties in higher education institutions. So, in 2020, 649 graduates of pedagogical classes entered the pedagogical specialties. This is 35.6 % of the total number of graduates of pedagogical classes (1825 people). The average score of their certificate is 8.5 points.

Thirdly, we can state the presence of competitive qualities in this category of applicants. Graduates of pedagogical classes are well-performing students with propaedeutic psychological and pedagogical knowledge. They are socially active. Almost all of them are engaged in volunteer work, they are group leaders involved in the implementation of educational and social projects, and often come up with various initiatives.

So, at the beginning of the 2020/2021 academic year Tatiana Kolodich and Daria Ostapchuk, former graduates of the pedagogical class and now 1st-year students of the Philology Faculty of BSPU, applied to the Center for Teacher Education Development. The girls told that when they were in the teacher's class, they had a lot of questions about choosing a specialty, preparing for an interview, and there were also concerns about studying at the university. Then they thought: "It would be great if we

could ask all our questions to a peer who has successfully passed the way from a graduate of the pedagogical class to a student of BSPU."

It turned out that not only Tatiana and Daria thought so. Today, every fifth student of BSPU is a graduate of the pedagogical class. It means that there are more than 700 students who have graduated from the pedagogical class in the 1-4 courses of the university. Therefore, the guys decided to unite and create a student community that can be useful to students who are currently studying in pedagogical classes.

The Center for Teacher Education Development has supported this idea and acted as a coordinator of the club "PROFile+". The center sees its role as a coordinator in the implementation of organizational support for the Club's activities, the implementation of supervisory functions, creating conditions for the formation of a vision of common goals, joint planning, and exchange of views. And the main responsibility and authority are delegated to the students-members of the Club.

This approach is based on the concept of "self-learning communities" by Peter Senge. In particular, Senge spoke of a "self-learning organization." According to him, people achieve much greater success in achieving goals if they combine their efforts and constantly engage in mutual learning: "organizations where people continuously expand their opportunities to achieve desirable results for themselves, where new, capable of developing models of thinking are created, where collective aspiration is free and where people continuously learn the possibilities of joint learning" [1].

This idea, which initially became popular in business circles, has found followers among educational professionals. Therefore, if at the first meetings the club members saw their main task in providing assistance and support to students of pedagogical classes, then while discussing the goals and objectives from the perspective of "self-learning communities", it turned out that participation in the club can be extremely useful for the students themselves. Reflecting on the question "What opportunities do you see for yourself in the Club?", the guys called such metaphors as "community", "skill development", "cooperation", "support", "exchange of experience", "implementation of ideas", "mobility and self-organization", "popularization of the teaching profession", "interaction", "communication", "self-promotion", etc. It is an opportunity to "learn by teaching an equal", it is a new, already professional experience that will allow you to feel confident in your future professional teaching activities.

The members of the Club decided that they will work in the following areas: "teach", "advise", "inspire", "develop". Accordingly, four groups were organized: educational, consulting, volunteer and promotion group.

The main forms and methods of the Club work were defined as:

- ✓ meetups, round tables, discussion platforms, presentations;
- ✓ educational seminars, webinars, trainings;
- ✓ group and individual consultations, tutoring, coaching;
- ✓ the project method, the "peer-to-peer training" method;
- ✓ networking in a virtual environment, etc.

The club has been working at BSPU for only two months. But even in this short time each group has already managed to prove itself.

For example, the work of an Educational group is a response to a specific educational request through the development and implementation of various educational activities (webinars, seminars, trainings, etc.). For example, in response to the query "How to create a portfolio?", the participants of the educational group developed a webinar for students of pedagogical classes "ProPortfolio". At the request of students of the pedagogical class of the 10th grade of secondary school No. 2 of Novolukoml for a career guidance meeting-acquaintance with BSPU members of the Club held an informal meeting on equal terms online-meetup with students.

The main direction of the Volunteer group is career guidance work with future applicants and their parents; holding events and popularizing the teaching profession. So the children from the volunteer group took part in meetings with students of pedagogical classes of secondary schools in Belarus, who came to BSPU as part of the project "Learn with us, learn from us". also, the "club members" visited schools where teacher classes are open, inspired by their example, shared their knowledge, experience, and motivated through their success story.

The Promotion group provides informational and creative support for the Club's presence in social networks, promotion of various projects. The group members have already developed survey forms for students and teachers working in pedagogical classes, as well as for BSPU students. Filling in the form in the special section "PROFile+" on the website "Pedagogical Classes", you can ask any question or formulate your difficulty.

Members of the Consulting group are engaged in responding to requests received. They advise students of pedagogical classes on issues related to the choice of a pedagogical specialty, admission to the university, the design of the portfolio "I am a Teacher", etc.

Thus, the organization of the activities of the Club "PROFile+" on the principle of "self-learning communities" allows you to solve several important tasks:

- ✓ meet the needs of students, administrators and teachers of schools where teaching classes are open, as well as students studying at BSPU;
- ✓ to realize and develop the potential of the community of pedagogical classes graduates;
- ✓ ensure continuity of pedagogical profiling in the system "school-university-first workplace»;
- ✓ to carry out a socially significant mission to increase the prestige of the teaching profession in society.

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YOUTH CAMPAIGN "TOWARDS THE FUTURE WE WANT" IN THE CONTEXT OF THE UN YOUTH STRATEGY

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Resume. The article examines the role of the UN as a driver of youth participation in the development of society and culture of peace, presents the priorities of the UN Youth 2030 strategy, describes the activities of the Youth Campaign "Towards the Future We Want" dedicated to the 75th anniversary of the UN.

Key words: UN strategy "Youth 2030", United Nations Organization, socially significant activities, youth initiatives.

Futurists call the 21st century the century of youth and pin great hopes on young people in preserving and saving the planet, hoping that young people can become a driving force in supporting development and promoting peace and security. The enormous creative potential that young people possesses will help achieve change: for yourself, for your communities and the world. In order to ensure peace, security, climate resilience and sustainable development for all in the near future, the international community needs to actively involve young people in society today, interact with young people and provide them with comprehensive assistance.

Significant support for youth and youth organizations in the context of creating the necessary conditions for ensuring joint work, youth participation in the development of society and a culture of peace is provided by the United Nations (UN), which supports all young people, regardless of social, religious or cultural background.

Bringing together the efforts of thousands of young people to ensure socially significant transformations, the UN has become a platform for discussing the pressing problems of young people and strengthening their potential for the good of peace. Through thematic youth forums, engaging young people in local youth initiatives and building strong youth networks, the UN engages young people in active and meaningful joint activities for the sustainable development of the planet, fosters partnerships, recognition and visibility of youth initiatives at the international level.

Youth 2030 the UN strategy [3] was presented by Antonio Guterres, UN Secretary-General, on September 24, 2018 at the UN headquarters in New York on the eve of the general political discussion at the 73rd session of the General Assembly. The strategy is designed to leverage the impact and scale of efforts at global, regional and country levels to meet the needs of youth, in all their diversity, around the world, and to ensure their participation in the implementation and review of the 2030 Agenda and other agendas and frameworks and follow up on them.

Along with supporting youth in gaining wider access to quality education and health care, expanding the economic rights of young people through decent work, the priority tasks of the UN Youth Strategy are advocacy, involvement and participation of youth in civic and political activities in order to achieve peace, justice and environmental security on our planet, supporting young people as catalysts for peace, security and humanitarian action.

The identified priority areas are designed to improve the lives of young people. They are directly related to the 2030 Agenda for Sustainable Development and SDGs [1] and one of the platforms for accelerating the achievement of the SDGs in Belarus – focusing on future generations. In addition, these priorities are reflected in the national strategic documents of the Republic of Belarus, for example, in the concept of the National Strategy for Sustainable Development of the Republic of Belarus until 2035 (NSDS 2035) [2], which emphasizes the special role of youth as an engine of sustainable development in the long term.

On the eve of its 75th anniversary, the UN took the initiative to start a global dialogue and involve young people in it as much as possible. The Republic of Belarus actively supported the UN initiative, having made a decision to hold open national discussions with the participation of young people on issues relevant to Belarus and the UN.

Realizing that the key driver of the leading parameters of the society development (health, well-being, economy, environment) is education, which makes it possible to transform one's vision of society into reality, and contributes to the most effective investments in sustainable development, this initiative was supported by the Ministry of Education of the Republic of Belarus. The plan of joint events within the framework of the Youth Campaign "Towards the Future We Want" was signed in March 2020 at Belarusian State Pedagogical University named after Maxim Tank. A number of joint educational events for the youth of Belarus were identified there.

The key events of the Youth Campaign in Belarus were open discussions "The future we want: our ideas and actions", which took place in all regions of the country. The main participants of the Youth Campaign were students of regional universities – members of the Continuous Pedagogical Education Cluster, students of specialized classes of pedagogical orientation, students and teachers of schools – resource centers of Education for Sustainable Development Association. In the midst of the COVID-19 pandemic, guided by relevant World Health Organization guidelines and local health regulations, open regional discussions were held online. Representatives of all UN agencies in the Republic of Belarus took part in those discussions.

Besides, Belarusian youth joined the global poll "The Future We Want, The UN We Need". The part of young people (aged 16 to 30) to all respondents was 77.2 %.

The majority of Belarusians named the strengthening of solidarity between people and states and the rethinking of the global economy mechanisms as absolute priorities for recovery and overcoming the crisis situation associated with the pandemic. According to survey participants, support is needed for the most affected countries and communities, and human rights should be at the center of recovery plans.

The citizens of Belarus mentioned that climate change, environmental problems and health risks will have the greatest impact on the future of the planet, but they believe that in 25 years the countries of the world will reduce the number of conflicts, achieve better medical care and the state of the environment. They also hope for greater respect for human rights and improved access to education.

When asked about global trends that will most affect the future of our planet, Belarusians underlined the problem of ecology and climate change, health risks, armed conflicts and politically motivated violence. The survey also showed that it is very important for Belarusians to cooperate with other countries of the world to manage the above tendencies. And finally, the citizens of the republic are optimists, as most of them are confident that in 2045 they will live better, or at least not worse than today.

An optimistic vision of the future was also presented in the works created by the participants of another Youth Campaign event – the Voices of the Young for Sustainable Development media festival. Young people from all regions of the country tried to answer the questions of their concern with the help of the media language: What is sustainable development? How to make your educational institutions inclusive? What to do with the changing climate?

The next event of the Youth Campaign was a series of youth actions and initiatives “Nobody left aside”. It was held in all regions of the country in order to stimulate volunteerism and youth activity; to promote a positive lifestyle and the SDGs values among various groups of the population; manifest an active life position and strengthen the influence of youth on organizing activities within the framework of NSDS 2035 and accelerators of the Roadmap for achieving the SDGs. A number of youth initiatives on the most actual problems of modern society such as climate change, popularization of a healthy lifestyle, entrepreneurship support, culture of memory, patriotic education of youth, prevention of deviant behavior in children and youth were realized throughout the country. The authors of the most significant regional projects and youth initiatives received the opportunity to take part in the work of the thematic discussion platform "Towards the future we want: a youth position" in the III International symposium "Education for sustainable development for all generations as social agreement".

The participation of Belarusian youth in the Youth Campaign "Towards the Future We Want" ensured the expansion of social opportunities for young Belarusians, the manifestation of their active life position and the implementation of initiatives at

the local and national levels directly related to the 2030 Agenda for Sustainable Development and one of the platforms for accelerating the SDGs achievement in Belarus – focusing on future generations.

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