THE ROLE OF NATIONAL STRATEGY FOR SUSTAINABLE DEVELOPMENT OF POLAND IN ENVIRONMENTAL EDUCATION SPECIALISTS

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The article analyzes content of the National Strategy for Sustainable Development of Poland and its influence on the formation of the forms and methods of environmental training of future specialists in higher educational institutions of the country. The most promising methods of environmental education in higher education include discussions, simulations, analysis of situations, information technology, excursions and field exercises

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Statement of the problem. Environmental education belongs to one of the most important tools for sustainable development. Analysis of the content of basic legal documents of Poland on Environmental Education states that its purpose should be the formation of a citizen, able to make informed choices, to strive for personal development and improvement, but in such a way as to ensure the safe existence of future generations. We also recommend perception of sustainable development in three dimensions: ecological, social and economic.

Analysis of recent research and publications. The value of the content of the legal framework, documentary and scientific sources to create innovative forms and methods of environmental training future professionals as highlighted in the works of Polish and Ukrainian scientists, including H.Skolimowski, J.Dolęga, L.Tyszyńska, L.Lukyanova, L.Bilyk, O.Bida, S.Sovhira.

The wording of the purposes of article (problem). The main goal of education should be to develop new approaches to environmental issues and environmental awareness of society. Towards achieving these goals is equally revealing fundamental ecological knowledge as a system of educational influence,

shaping the youth respect for nature and its laws. Organized in this way learning process allows students to understand the natural mechanisms and how to prevent negative human impact on the environment. Accordingly, the objective of this article is to review the National Strategy for Sustainable Development of Poland in terms of its impact on vector ecology and educational activities in higher education.

The main material. The content of the National Strategy for Sustainable Development of Poland focused on the conditions of implementation of environmental training in higher education. Analysis of the regulation can distinguish two areas of higher education institutions to implement Strategy objectives - education and research. One of the main recommendations of the Strategy in the field of education is the inclusion of environmental issues in the training of all areas and specialties. Particular attention is paid to the development of training programs to prepare future professionals technological and agricultural areas.

In accordance with the maintenance strategy, training programs should: take into account local and regional conditions compared with the world in the search for a balance between global and local natural processes; focus on specific aspects of sustainable development, depending on the area of knowledge; take into account the evolution of the concept of "sustainable development"; include objectives that include knowledge, skills, understanding, attitudes and values; include in the content of environmental issues, the economy and society; characterized by an integrated approach to sustainable development; break the key issues of sustainable development, including: poverty reduction, civil rights, peace, ethics, responsibility in local and global context, democracy and power, justice, security, human rights, health, equality of sexes, cultural diversity, the development of towns and villages economics, models of production and consumption, collective responsibility, environmental protection, natural resources management, biological and landscape diversity; engage in partnership of community in the educational process, develop respect and understanding in relation to other cultures; consider international cooperation in order to use mutual experience and potential; encourage the systematic and critical and creative thinking and display the results of scientific research in the

local and global context as the initial conditions of sustainable development; refer to the ethical dimension, to include the problems of equality, solidarity and interdependence of present and future generations, as well as the relationship between man and nature and relations between the rich and poor; contain out-of-life and professional experience; encourage dialogue between students, government and the public, which should lead to overcoming the isolation of education from society; promote the adoption of multilateral relations on the environment and significant international agreements related to sustainable development [4].

Recent changes occurring in higher education in Poland, the need for the formation of student research skills, requiring teachers to use these teaching methods that cause full activity and cognitive independence. This situation is not only students acquiring system knowledge and skills related exclusively to the subject, but primarily generates more substantive skills, which is crucial for the further future career specialist.

From the modern institution of higher education is expected primarily in the formation of students over substantive, interdisciplinary skills: free communication; use of library collections, including multimedia; cooperation in the group; of knowledge in different situations; quick decisions.

A characteristic feature of modern civilization is the accumulation of vast amounts of information respectively, the importance of forming social competencies of finding information and determining its value, converting and presenting knowledge. Critical evaluation of information is one of the manifestations of activity that develops critical thinking associated with the organization, analysis, evaluation and description of situations and processes. These skills are important in everyday life, such as the ability to draw conclusions, analyze, combine facts and events in cause-effect relationships, the ability to appropriate behavior in new situations, communication skills, creativity and more.

The basic premise of modern reformed the educational process is to increase efficiency through the use of active methods. Traditional teaching methods, which are based primarily on verbal report to ready information, do not always find listeners

and consumers, and are often ineffective. We know that the focus of the student during class changes, the biggest of its index in the first 15-20 minutes after the start. That is why so teacher should organize the training process and use such teaching methods that do not reduce the attention of students. These methods include, for example, a laboratory method that is based above all on the practice of students and is mainly for self-realization student observations, experiments and practical experiments.

In the center of the educational process in higher education is the student. Therefore, providing information must match its capabilities and characterized a number of advantages. Compliance is essential not only terms of education, but to all forms of communicating knowledge and the conditions in which they are acquired. The basic condition for the learning process is the use of this form provide students with knowledge and skills that will ensure their self acquiring information and solving problems.

During the observation, students examine certain characteristics and properties of objects, phenomena and processes. Highlight important features, compare similar and different objects or phenomena of the common enrichment explanations, is of great importance in the cognitive work of the student. Educational value observation occurs before all of the active and diverse nature of the activating student during surveillance, and the possibility of forming a variety of biological skills, develop independence of thought and activity [2].

It should be stressed that the reform of higher education in Poland to pay a special attention to the formation of research students to life. In the sense of the Strategy for Higher Education of Poland 2020 notes that the crucial element of training is to develop natural abilities and critical thinking skills to explore the natural environment through somehow planned and documented observations and research. Students should understand the concept of "scientific problem", "hypothesis", "test sample" is not only in theory but also in practical terms. It is through observation and research can effectively motivate young people to self-knowledge of the environment

and they form a system of skills, abilities and professional and social competencies [3].

In order to effectively achieve the goals of environmental education researchers, teachers Poland proposes to develop the cognitive activity of students and make learning through active participation in the work [1].

In environmental education is extremely important way of learning, and the role of the teacher as a partner and animator, which offers students the forms and methods of work that require them active and independence, and with it the ability to work in a group. This function is performed by active teaching methods that can be used both in the classroom and in the field, which is particularly important for environmental education [5].

Learning and studying incentives should be limited to the full development of the individual student in uniform formation of cognitive, emotional, motivational and practical areas. Educational activities should take into account the multifaceted human activity and include a ready assimilation of knowledge and self-discovery and research and implementation in practice.

Conclusions and recommendations for further research. Based on these positions, to achieve the objectives of sustainable development in higher education provides for full conversion to active forms and methods of training activities, among which is dominated discussions, simulations, modeling, and analysis of the situation; Information Technology; excursions and field studies; study focused on identifying and solving problems; philosophical analysis.

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