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**THE FORMATION OF ECOLOGICAL COMPETENCIES AT
STUDENTS AT TEACHING THE DISCIPLINE "FODDER
PRODUCTION"**

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Summary. In this article the approaches of foreign students are discussed and formed the competences in system of preparation of I, II steps of the higher education.

Key words: foreign students, educational standards, competences.

**ФОРМИРОВАНИЕ ЭКОЛОГИЧЕСКИХ КОМПЕТЕНЦИЙ У
СТУДЕНТОВ ПРИ ПРЕПОДАВАНИИ ДИСЦИПЛИНЫ
"КОРМОПРОИЗВОДСТВО"**

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Аннотация. В статье обсуждаются подходы формирования компетенций у иностранных студентов в системе подготовки I, II ступеней высшего образования.

Ключевые слова: иностранные студенты, образовательные стандарты, компетенции.

The formation of environmental awareness and profession-forming competencies among students studying approaches to efficient forage procurement has a number of difficulties [1 – 3].

In the field of agriculture, the primary structural unit where human interaction with nature occurs is the functional units – agroecosystems (or agrobiogeocenoses). A distinctive feature of these ecosystems is the high biological productivity and the dominance of one or more selected plant species.

In agroecosystems, the ability to self-regulation is weakly expressed and the phytomass used in fodder production partially returns to the soil of agrobiogeocenoses in the form of organic fertilizer - manure. However, macro- and micronutrients removed from the soils with the crop are not fully returned to it, and only about a quarter of the chemical elements are reimbursed with organic fertilizers. They are excluded from the biotic cycle

of agricultural ecosystems, as they are removed beyond the boundaries of agricultural landscapes.

Students are given information that the biotic cycle is also disrupted as a result of the entry into agricultural systems of not only mineral fertilizers, pesticides, but also other substances resulting from bioconversion, namely the conversion of vegetable feed protein into animal protein of one or another type of product. Of particular note is the information on the adverse effects of xenobiotics, which is associated with the accumulation and migration of toxic substances along ecological chains: air – man; water – person; human food; soil – water – man; soil – plant – man; soil – plant – animal – man, etc.

If the standards and violations of the methods of applying mineral fertilizers to the soil are not observed, adverse effects are observed on the growth and development of the feed crops used to obtain feed, disturbance of the circulation and balance of nutrients, deterioration of agrochemical properties and soil fertility; the deterioration of the phytosanitary condition of crops and the development of plant diseases, a decrease in the productivity of crops and the quality of the products obtained.

Evaluation of the soil cover as an agroecosystem, according to indicators characterizing the ecotoxicological state, avoids the use of poor-quality raw plant materials when harvesting haylage, silage, and feed additives for feeding animals.

The student presents the results of studies that not only a deficiency, but also an excess of introduced mineral fertilizers disrupts the transformation of organic substances in soil biota and is accompanied by the formation of mycotoxins by pathogenic fungi.

It is advisable to provide information on the invisible effects of pollutants on plants. They can be absorbed by parts of plants, or accumulate inside, and also stick to their surface. Being chemical or physical stimuli, they affect the biochemical reactions of the ongoing metabolism in the plant cell and to structural changes inside the cells. On the other hand, a number of pollutants adhering to the surface of plants may not cause disturbances in the growth of plants themselves or their individual organs, but when plants are subsequently used along trophic chains, especially with first-order consumers, they can have an adverse effect.

To assimilate the information on the importance of essential chemical elements for the normal functioning of pedosphere organisms, it is necessary to give explanations using technical means (visual aids, presentations) to explain the basic terms and concepts that characterize the environmental component in feed production.

In order to assimilate and master the necessary scientific information, we practice working with a computer at each lesson to obtain new information from scientific libraries, which are necessary for compiling glossaries in sections and then using the acquired knowledge to write essays, crossword puzzles, and test tasks. Modern scientific and educational films, as well as email addresses for sections of the studied discipline, are also formed on the topics. This makes it possible to optimize cognitive activity and increase time in the form of independent work for the analysis of scientific and technical information regarding a future profession.

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**КОНЦЕПТУАЛИЗАЦИЯ ПРОБЛЕМЫ ЭКОЛОГИЗАЦИИ
ОБРАЗОВАНИЯ КАК МЕТОДОЛОГИЧЕСКАЯ ОСНОВА ЕЕ
РЕШЕНИЯ**

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Аннотация. В статье определена сущность экологических проблем и процесса экологизации образования как одного из факторов их решения. Рассмотрены векторы экологизации образовательного пространства, указаны направления качественного изменения содержания и организации образования, позволяющие сформировать экологически ориентированный тип личности.

Ключевые слова: экологические проблемы, экологизация образования, окружающая среда, система «человек – общество – природа», векторы экологизации образования, экологически ориентированный тип личности.