

change together with the change of the community membership. So, for instance, the language of a discipline does not remain constant, but changes with time: research papers in zoology today are not written in the same language as they were 100 years ago.

The changes in the language show the shift in the community membership over time as well as the development of the field. This implies that even in inner circle countries, not all students have access to the language of domains 7&8 – this is something that they have to develop through schooling. Without appropriate teaching of the global specialized discourses, students who only have a control of local varieties of English will have a difficult task in participating in a globally oriented knowledge community that fall in domain 7&8 of the framework. Thus, it is important to expose students to a range of language varieties and variations and to give them access to globalised norms of language use in specialized domains.

So, a broader understanding of language variation presented in the framework above suggests that local varieties may be used in educational contexts, but this should be done without replacing access to the global norms of the language. EIL pedagogy needs to recognize and be inclusive of different ways of using language across the different domains.

In conclusion, we'd like to draw attention to a broader pluricentric approach to language in pedagogical contexts. The present article has elaborated on what a pluricentric approach to language entails and recommends that language teaching should be grounded in such an understanding of language in order for it to meet the needs of learners in various contexts and who are learning English for different purposes.

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SOCIALLY CRITICAL TEACHING FOR MODERN SOCIETY DEVELOPMENT

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In this article we'd like to discuss some issues of education based on the principles and values of critical inquiry, social justice, democracy, care and respect. We believe that good teaching can engage students intellectually and socially by drawing on their interest, posing controversial problems, offering meaningful activities, and encouraging an active role in the society. It's called socially critical teaching. Unfortunately even the best educational institutions do not challenge students to think deeply, to question fundamental social premises, or to discuss real issues with one another. With this in mind, we want to do a number of things in this article. Firstly, to unsettle the taken-for-granted assumptions underpinning conventional educational practices and to explain why they are such a problem for students and teachers.

Secondly, we want to identify some of the key elements informing a socially critical pedagogy of teaching.

Despite decades of research, official inquiries, academic publications and high school reform efforts, students especially those from economically and socially adverse backgrounds are disengaging and switching off studying at alarming and unprecedented rates. We know that doing higher school can be an alienating experience – rigid rules and timetables, hierarchical structures, didactic teaching, punitive discipline, competitiveness, streaming, testing, poor relationships, irrelevant curriculum, and so on. We also know that learning is more likely in contexts where students feel valued, respected and trusted as young adults. Traditional transmission approach to teaching can be described in the following way: a) the teacher teaches and the students are taught; b) the teacher knows everything and the students know nothing; c) the teacher thinks and the students are thought about; d) the teacher talks and the students listen; e) the teacher disciplines and the students are disciplined; f) the teacher chooses and enforces his choice, and the students comply; g) the teacher acts and the students have the illusion of acting through the action of the teacher; h) the teacher chooses the program content, and the students adapt to it; i) the teacher confuses the authority of knowledge with his or her own professional authority, which she or he sets in opposition to the freedom of the students.

We believe it is possible to move beyond the limitations of transmission models of teaching in order to reconstruct a more humanizing pedagogy in modern world. In response to the inadequacy of traditional models of teaching we want to consider some ideas for an alternative socially critical pedagogy of teaching. This kind of critical teaching will help to produce a new generation of intellectuals for modern society development who: a) develop the ability to think critically and analytically, b) cultivate their intellects, c) understand the world as it is, in relation to what it could be, d) interpret and make sense of the world around them by understanding invisible forces at work in shaping particular situations, e) employ their creative ability to get beyond ritualized but failed practices in school and society, f) use their imagination to transcend the trap of traditional racial, gender, sexual, and class-based stereotypes and the harm they can cause in their individual lives and in the larger society, g) reconceptualize the role of ‘good citizen’ in a way that speaks and acts in relation to dominant power and the ways it oppresses those around them, h) develop the ability to teach themselves what they need to know to take on a particular task, i) cultivate a humility that allows them to be both good leaders and good members of diverse learning communities, j) devote themselves to never-ending, life-long growth as citizens, parents, workers, and researchers.

We believe that good teaching is happening whenever students are involved with issues they regard as vital concerns, with explanations of human differences, with applying ideals such as fairness, equity, or justice to their world; whenever students are being helped to see major concepts, big ideas, and general principles and are not merely engaged in the pursuit of isolated facts; whenever students are involved in planning what they will be doing, in a real-life experience; whenever students are asked to think about an idea in a way that questions common sense or a widely

accepted assumption, that relates new ideas to ones learned previously, or that applies an idea to the problems of living; whenever students are involved in re-doing, polishing, or perfecting their work; whenever students are involved in reflecting on their own lives and how they have come to believe and feel as they do.

By way of summary, socially critical teachers are aware of the importance of building relationships founded on trust, respect and care and also inducting students into the process of relating to bigger and more important social ideas, issues and questions. Socially critical teachers connect local community questions, issues and problems to broader global environmental, financial and social concerns, such as climate change, water scarcity, poverty and trade. They appreciate that all students are capable of learning with the appropriate cultural, pedagogical and organizational settings, show a willingness to listen to what students have to say about their life worlds and a preparedness to share power and negotiate the curriculum including more flexible forms of assessment. Socially critical teachers adopt critical literacy strategies to provide students with the capabilities to read, to interpret, and to understand how meaning is made and derived from print, photographs, and other electronic visuals. They use inquiry based and interdisciplinary research methods to identify problems, describe them, and develop action plans including interviews, photography, writing, and videos to develop an integrative, emergent, and authentic curriculum, tap into youth popular culture such as fashion, music, television and movies to probe the cultural complexity of daily life and the ways in which it either limits or enables understandings and actions of young people in society. Socially critical teachers move beyond traditional service-learning pedagogies to promote critical service-learning activities where students reflect upon the forces and structures responsible for injustice, work collectively and teach others about the effects of unemployment, work, technology, consumerism, sexism, racism, poverty, child-labour and so on. They are aware of the potential of youth participatory action research to provide young people with opportunities to explore social problems affecting their lives and then determine social actions to remedy these problems, utilize a wide range of arts based strategies including the performance arts, visual arts, music, poetry, and mixed media as a means of nurturing the imagination and teaching for social justice. Socially critical teachers adopt a problem-posing mindset by asking critical questions and embracing critically reflective practices. They are willing to challenge the beliefs, assumptions and values underpinning the everyday practice of teaching as well as envisaging social just alternatives.

So, in this article we set out to provide a critique of traditional transmission models of teaching with particular regard to the ways in which it leads to conformity, obedience and passivity among students and teachers alike. We argue that traditional transmission education leads to an emaciated view of teaching because of its narrowly conceived and instrumentalist focus on method, technique and content. As a consequence, the broader intellectual, contextual, moral and ethical purposes of teaching are glossed over.

In response, we have advanced an alternative socially critical pedagogy of teaching grounded in the values of critical inquiry, social justice, democracy, respect and care.

We hope that socially critical teaching practices will provide inspiration for ongoing dialogue among teachers in particular educational institutions and contexts.

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**ENVIRONMENTAL EDUCATION: THEORETICAL
AND METHODOLOGICAL ASPECTS**

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Two main problems can be distinguished in the implementation of the environmental education. On the one hand, ecology is an interdisciplinary science. The core of the environmental problems is a variety of reasons which are manifested in different chemical or biological processes. Taking into consideration the diversity and complexity of these reasons, traditional educational approaches do not provide the answer to the questions, determine the symptoms or suggest the ways of avoiding the problem. The second problem lies in the methods of teaching environmental knowledge. "Obvious" environmental problems in the physical, chemical and biological forms are quite understandable with the help of natural science analysis - this analysis is conventional in the science education. The problem is that this knowledge is theoretical and does not develop practice-oriented competence. Practice-oriented approach in the environmental education is realized only when the natural science basics of the environmental issues in the context of professional activity are determined. Tailored to the above mentioned factors strategies are defined as rational knowledge, which is integrated into the content of curricula and programs. Environmental education in this sense is effective only when it is transferred by the teachers of HEI, SVI and secondary schools.

In recent years, several TEMPUS-projects which focus on environmental issues have received the support. Partners from Belarus, Russia and Ukraine were involved in the implementation of these projects. Most of these projects were focused either on the development of individual disciplines or on the issues that are at the point of intersection of ecology and economy. Target priority was to reform the curricula of higher education. However, none of the TEMPUS-projects covering environmental issues in the context of a multi-level educational system has been realized so far. In connection with the aforesaid, the project "Environmental Education for Belarus, Russia and Ukraine", being implemented in **vivo** "VSTU" has the following objectives:

1. to conduct the analysis of the existing curricula in the field of general and vocational education, identify weaknesses and shortcomings;
2. to identify practice-oriented goals and corresponding educational technologies at the seminars within the didactics of environmental education and relevant topics in the field of environmental protection;