

Public communication presupposes a number of participants, one of them is usually the speaker and the rest are the listeners and discussion participants. The communicative role of the speaker is usually given to the participants by the teacher while the roles of discussion participants are assumed by the students themselves. During the discussion the students behave unofficially are free in choosing the language means. Their utterances are spontaneous and unprepared, and in this way they can gain confidence in speaking, listen to others and analyze their mistakes. In addition they also learn to interact and keep to the rules of discussion.

Free conversation (or chat) is the most typical form of interpersonal communication organized in the classroom. It aims to establish contact, mutual understanding and emotional impact on the others. The topics of conversation may be different depending on the theme studied, the program, the level of English, etc.

Free conversations can be held at school or at the university levels. Usually there should not be special stimulus from the part of the teacher to start a conversation. As a rule, the students themselves are full of the ideas what to discuss. But considering the real lack of academic time for learning the topics, the teacher should professionally direct the choice of the topic according to the program.

Thus, the teacher's role in organizing the interpersonal communication in the English classroom is to create in students a motivated need in speaking English, to make the students realize this need, to be concentrated on what to say instead of how to say something.

References:

1. URL: <https://asyavasy1.blogspot.com/>
2. Nesterenko K. V. Non-Verbal Communication and How It Is Worth Considering in English Classroom / K. V. Nesterenko // Іноземні мови у вищій освіті: лінгвістичні, психолого-педагогічні та методичні перспективи. Матеріали ІVВсеукраїнської науково-практичної Інтернет конференції з міжнародною участю. Харків: НЮУ імені Ярослава Мудрого, 20 лютого 2019. – С. 338–342.
<http://nauka.nlu.edu.ua/wp-content/uploads/2015/04/>)

EDUCATION OF SUSTAINABLE DEVELOPMENT – NETHERLANDS EXPERIENCE

Brugt Warnar, Director of NGO “Foundation on Permanent Education”
(Netherland)

Over the past years, sustainable development has gained priority on political and social agendas. ‘Sustainable development requires a coherent approach of the development of economy, society, and careful husbandry of Mother Nature. Sustainable development also applies to long-term developments, and the ways we anticipate these and act upon their anticipation. Many social issues require a

sustainable approach, leading to specific challenges for each particular policy effort. With the interpretation of the policy programme, the government revealed its ambition to take a big step on the road to sustainable development. An innovative economy, a high quality of the living environment, social participation and cohesion, a well-functioning constitutional state and government, both in the Netherlands and abroad, together form the pillars of sustainable development. The government will carefully monitor this cohesion during the implementation of the policy programme and will periodically report the achieve

The term Sustainable Development officially stands for ‘a development in which the needs of present generations are met, while leaving the possibilities intact for future generations to meet their own needs’ . Three important concepts are stated: People, Planet and Profit - in short, the three Ps.

Sustainability in development grows as there is a growing balance between the ecological, economic and social effects of human conduct. For students and pupils, this especially concerns their connection with the world that immediately surrounds them; the world in which they live, learn, work and interact - their living environment.

The pupils’ living environment comprises their school, their home, and their leisure locations. A living environment is all that surrounds people. These environments concern nature (plant and animal life, geology, weather and climate, cycles - in a word: Planet) and culture, both material and immaterial, i.e. all the value added by people (buildings, infrastructure, agriculture, fields and forestry - in a word: Profit). And in this relationship between man and his living environment, the environment affects man, and man affects the environment. And, of course, man affects man (People). The management of this living environment requires the willingness to take responsibility and to act in a righteous and fair manner.

A vision on Learning for Sustainable Development Children occupy their own position in present society and are the bearers of the future one. Both inside and outside of school, they learn to actively contribute to a sustainable future in which they will be able to live and work. Education is partly responsible for the realisation of a sustainable society. The function of education is to teach people the basic knowledge, skills and attitudes with which to be able to look ahead, make responsible choices, and come up with sustainable solutions.

Over the past two decades, Learning for Sustainable Development has become deeply ingrained in a number of other educations, such as citizenship education, world orientation, development education, environmental education, health education, intercultural education, and peace education. It stimulates children in their development and their orientation in a complex world. In addition to this socialising function, it also contributes to the pedagogical function of education by asking ethical-philosophical questions. Leading up to Learning for Sustainable Development, the Netherlands is fortunate in that Environmental education have always received urdent attention. The link between Environmental education and - especially - basic education seems an obvious one. During the first few years of primary education, the child’s orientation on the world around him is

basal, small-scale, and close-by. These young children are oriented upon, surprised by, care for and experience natural and environmental issues close to home and these aspects need to form the basis for lessons in world orientation. As the children's perception of the environment grows and becomes more complex, these lessons can be scaled up to include a wider world view. However, children are also a part of their living environment: they see and hear what is going on around them, on television and in real life. They view a world that is far away and become interested in it. Therefore, a second starting point may be Citizenship Education. Education is meant to prepare people for active participation in society.

Sustainable Development offers youngsters the opportunity to focus upon their future roles as world citizens. Sustainable Development is not possible without the engagement and participation of the population, including youngsters. Learning for Sustainable Development and Citizenship Education share important basic principles.

In fact, one follows from the other. The legal status of Citizenship Education (in schools) seems a logical step in the direction of a broader acceptance of Learning for Sustainable Development. In addition, both traditional and new subject areas, such as Nature, Life and Technology (NLT) and philosophy, offer starting points for Learning for Sustainable Development. This development from the more traditional Environmental education to Learning for Sustainable Development is expressed quite clearly in the domain description for pupils aged 10 - 14, published by CITO, the Dutch Central Institute for Test Development. It describes four basic insights, which together point at the developing content of the concept of Sustainable Development :

1. the organisation of nature, of which man is an inextricable part;
2. the increasing and sometimes excessive use of natural resources by man;
3. the principle of equitable distribution of earthly goods among all people;
4. the combination of the three previous basic insights, which leads to learning for sustainable development.

References:

1. Europese Commissie, (2005) Approaching sustainability from a cultural and Human rights perspective, Brussels/
2. Bron, J. (2006) Een basis voor burgerschap. (A basis for citizenship.) Enschede, SLO http://www.schoolnet.ca/learning/teacher/index_en.html
3. Kerr, D. & Nelson, J. (2006). Active citizenship in INCA countries: definitions, policies, practices and outcomes. Final report. London: QCA & NFER.