

DEVELOPING STUDENTS' ENVIRONMENTAL AWARENESS IN FOREIGN LANGUAGE CLASSES AT AGRICULTURAL HIGHER EDUCATION INSTITUTIONS

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Integrating ecological topics into language education not only develops students' linguistic and communicative competencies but also promotes sustainable thinking and responsible attitudes toward the environment. Modern challenges such as climate change, resource depletion, and environmental degradation require future agricultural professionals to possess not only scientific and technical expertise but also a high level of environmental awareness. In this regard, foreign language classes in agricultural universities serve as an effective platform for shaping ecological values and sustainable behavior.

The use of English as the language of international communication allows students to access global environmental knowledge, exchange ideas with peers worldwide, and follow the latest trends in sustainable agriculture and ecology. Foreign language learning can significantly contribute to the formation of ecological consciousness through: exposure to international environmental discourse such as reading authentic texts about global environmental problems and sustainability initiatives; development of critical and reflective thinking, analyzing environmental issues, discussing possible solutions, and comparing global and local practices; motivation for professional responsibility, encouraging students to see themselves as part of the global effort to preserve the planet's resources. Language classes thus become a means of shaping students' personal values and environmental ethics, connecting professional agricultural knowledge with humanistic and global perspectives. Effective integration of ecological themes in foreign language teaching requires the use of profession-oriented and problem-based learning approaches. The following methods have proved most efficient: project-based learning, as students create environmental projects, such as sustainable farming plans or biodiversity conservation campaigns, and present them in English; case studies, which is an analysis of real-life agricultural and environmental problems, focusing on sustainable practices used in different countries; role plays and discussions simulating international environmental conferences, debates, or negotiations on ecological issues; digital learning tools using online resources, environmental reports, and videos to enhance understanding of global ecological challenges. Such activities promote both communicative competence and ecological responsibility, aligning language education with the goals of sustainable development. Integrating environmental awareness into foreign language instruction helps students: improve their English proficiency through meaningful and relevant content; expand their professional vocabulary related to ecology and sustainable agriculture; develop teamwork, leadership, and problem-solving skills; form positive attitudes toward environmental protection and sustainability. Ultimately, this approach prepares students to act as environmentally responsible professionals who can participate in international dialogue on ecological issues.

Foreign language classes at agricultural universities represent a powerful educational space for nurturing environmental consciousness among future specialists. By combining linguistic training with ecological education, teachers can foster students' personal responsibility, professional ethics, and readiness to contribute to sustainable agricultural development. The integration of language and environmental education thus reflects the broader mission of higher education – to prepare globally minded and ecologically aware citizens.

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