

тренінги з усвідомлення і розв'язання психічних синдромів.

Щоб мати ефективні результати, психолого-педагогічний супровід має бути ретельно відпрацьований як з позицій теоретико-методологічного обґрунтування, так і технологічного забезпечення.

1.10 Formation of environmental culture of student youth in higher education institutions

The educational activity of higher education institutions is an integral part of the process of qualitative training of specialists, a holistic dynamic system of higher professional education. Her systemic factor is purpose – the development of the activity of the student's personality, realized in interaction with the educational environment of the institution of higher education; in providing support and assistance to students in self-realization and creativity, readiness to assert their independence and responsibility, in developing their ability to independently solve emerging problems.

At the present stage, one of the important areas of education of student youth is environmental education.

Some kind of experience has already been gained in the environmental education of young people in our country. In pedagogical institutions of higher education, in addition to the study of special subjects of natural-geographical profile, in the educational process is increasingly updated and the demand for environmental information. With the development of ecology as a science, there is a large number of works that reveal the problems of environmental education.

The purpose of the study is to reveal the essence of nature culture and its importance in the education of student youth.

The theoretical basis for understanding the nature of human culture is the proposition that environmental culture is a type of future global culture, a factor in the development of the noosphere.

O. Gnativ [82], N. Hrytsai [83], M. Dyachenko-Bohun [2], A. Zakhlebnyi [94] and I. Suravegina [94], O. Kuchay [87], S. Lyulenko [89], S. Sovgira [90; 91] and others have made significant contribution to the development of conceptual bases of environmental and environmental education at the present stage.

Environmental education is a special, purposeful, organized, systematic, consistent, systematic pedagogical process of forming a system of environmental knowledge, skills, attitudes, beliefs and moral qualities that ensure the formation and development of a responsible attitude to nature [80, p. 254].

Environmental education is a collaboration between the teacher and the students, aimed at preparing the pet as a spiritually rich, caring host of personal and important natural resources.

The following principles of environmental education were highlighted in the context of the study:

- interdisciplinary,
- continuity,
- integrative,
- unity of theory and practice,
- complementarity,
- systematic and systematic [86, p. 47].

Interdisciplinary character involves the inclusion of environmental knowledge and skills in the programs of different cycles of disciplines, when each subject determines the topics and amount of hours of students' classes. The implementation of cross-curricular programs will allow students to develop an understanding of the multifaceted nature and complexity of the problem of environmental impact, its importance for human life, as well as the ability to use the knowledge gained in practice.

The principle of continuity is that the accumulation of diverse environmental knowledge occurs constantly and steadily throughout human life. It is carried out throughout the years of study in preschool, school, secondary and higher education institutions.

The principle of integrativity involves the inclusion in the educational programs of higher education students of the integrated courses «Human and nature», which summarize this problem. They contribute to the synthesis of environmental knowledge, understanding of the integrity of nature, its unity and society, the need to optimize their interaction.

The principle of unity of theory and practice is systematic involvement of students in practical work on nature conservation (landscaping, reforestation, landscaping of green areas).

The principle of complementarity, that is, complementarity, requires a comprehensive solution to the problems of personal education, namely: the selection of environmental aspects in moral, aesthetic, physical education, etc.

Systematicity and systematicity imply the generalization and classification of environmental knowledge at different stages of environmental education.

The purpose of environmental education is the cultivation of a high environmental culture based on universal principles of morality, the formation of environmental culture of personality and society as a set of practical and spiritual experience of human interaction with nature, ensuring its survival and development [88, p. 29].

Academician G. Yagodin defines the goal of environmental education as «the education of man, citizen of the universe, able to live safely and happily in the future world, continuously improving it, without undermining the foundations of development and life of the next generations of people who are practically replacing different resources with other people and other sentient beings by partnering and joining forces to support a harmonious ecosphere, the person responsible for other life forms on Earth» [92, p. 197].

The concept of environmental culture includes the following elements:

- environmental knowledge about the diversity of nature, the interconnection and interaction of its components, society and nature;
- environmental skills to behave properly in nature, to carry out environmental activities;

- environmental beliefs – beliefs in the interconnection, unity and integrity of all parts of nature and society [94, p. 34].

Environmental culture is called the system of knowledge, skills, values in the field of science, art, beliefs, laws, customs and traditions, active environmental activities to preserve and improve the environment [95; 96, p. 112].

Environmental culture is a system consisting of a number of interrelated components:

- environmental knowledge: natural, humanitarian, technical, regulatory, practical, etc .;

- environmental thinking, which includes establishing causal, probabilistic, prognostic and other types of relationships, clarifying the causes, essence and ways of solving problems, making decisions in situations of moral choice and prognosis;

- culture of feelings: "emotional resonance", compassion, empathy, sense of citizenship, patriotism, etc.;

- a culture of environmentally justified behavior, characterized by the realization of environmental knowledge, thinking, and a culture of feelings in the activity of a person who has realized his cosmoplanetary purpose [95; 96, p. 141].

Thus, environmental education is associated with the formation of environmental awareness among students, which includes a set of views and ideas about the problems of optimal correlation of society and nature in accordance with the specific vital needs of people and opportunities of nature. Education in this field is aimed at changing the technocratic style of thinking and creating an emotional and psychological attitude towards nature not only as a source of raw materials, but as a habitat that ensures the social and cultural progress of mankind.

We agree with S. Sovgira that in order to create a society consisting of competent people who are aware of the importance of the environment, it is necessary to solve the following problems in the education system – it is the formation and development:

- individuals who are caring about the environment;

- individuals who are able to find common points of contact with the artificial and natural environment;
- individuals who possess a set of methods and who use them for environmental studies;
- researchers who understand and understand the relationship between environmental sciences and other disciplines;
- researchers capable of solving environmental problems;
- individuals who are aware of the harmony and unity of the person with the environment;
- researchers promoting the philosophy of environmental protection;
- individuals capable of transforming the environment by participating in various types of social activity without destroying the internal unity of the natural environment and protecting it [91, p. 77].

The main purpose pursued by higher education institutions in the process of environmental protection formation is to create conditions for systematic and consistent work on mastering environmental knowledge by students, as well as education of specialists in the field of environmental protection [93, p. 169].

In view of the above, the following ways of environmental work with students in higher education institutions are most effective:

- conducting environmental cultural, mass, physical and sports, scientific and educational events, organizing leisure for students;
- creation and organization of work of environmental creative and scientific associations and collectives, student and teacher associations for interests;
- organization of research work of students of environmental protection;
- assistance in the work of environmental student organizations, clubs and associations;
- information support of students' environmental activities, support and development of student media;
- scientific substantiation of existing methods, search and introduction of new technologies, forms and methods of environmental activity;

- creation of a system of moral and material incentives for teachers and students who are actively involved in the organization of environmental work;
- development of the material and technical base and facilities intended for the organization of environmental measures [91, p. 301].

Thus, analysis of the pedagogical practice of many higher education institutions proves that the formation of environmental protection culture is important in the training of future professionals. It is no accident that higher education institutions, as a rule, carry out extensive activities to involve students in various extracurricular programs and activities, which leads to the expansion and fuller achievement of the environmental goals of teaching and educating student youth.

1.11 Semantic predicates in the business language

In recent years, the interest in the use of language for business has grown. It is recognized that the hidden persuasive linguistic potential improves the company's positioning in the public consciousness. The language of the business world is multifarious: we try to identify its features and behavior, considering the evolution that it has faced primarily with the globalization of markets. Business activities are so complex that they require the application of several disciplines at the same time and therefore the use of specific languages. All known tools are used to get any of comparative advantages and marketing in relation to language is also used. The competition among countries to impose their languages and culture to another countries to widen their market share.

The most spoken languages according to "The Washington post"[95].