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https://doi.org/10.52269/22266070_2024_2_120**PRACTICAL BASICS OF ECO-ORIENTED EDUCATION OF FUTURE TEACHERS**

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The research relevance is stemmed from problems of introducing aspects of greening of education in the process of learning a foreign language at pedagogical universities. The research purpose is to develop a model for forming an eco-oriented worldview through a pedagogical approach in training future English language teachers. The main method for investigating this issue is the "Diagnosis of Personal Life Values" testing method developed by Sopov V.F. and Karpushina L.V., which allows for determining an individual's personal attitude towards various aspects of life based on their priorities in defining value orientations as an important component of their essence. The paper presents a model of the establishment of the foundations of personal eco principles based on fostering an internal ideology of respect for nature and environment within the framework of teaching a foreign language in pedagogical universities.

This paper introduces a model for cultivating eco principles in individuals by fostering an internal ideology of respect for nature and the environment, integrated into the teaching of foreign languages at pedagogical universities. This model promotes an appreciation for living nature and all its components, including various natural elements and species, encouraging self-identification as a friend of nature. It includes both personal and social life, with a focus on value-driven motivations aimed at enhancing the quality of life for all living beings at every level. The development of an eco-oriented worldview in future English teachers is supported by engaging with authentic online presentations on nature and environment, including conferences, documentaries, and TV programs.

Key words: eco-oriented education, greening of education, ecological worldview, English language, pedagogical education.

**БОЛАШАҚ МҰҒАЛІМДЕРДІ ЭКОЛОГИЯЛЫҚ-БАҒДАРЛЫ
ТӘРБИЕЛЕУДІҢ ПРАКТИКАЛЫҚ НЕГІЗДЕРІ**

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Тақырыптың өзектілігі педагогикалық жоғары оқу орындарында шет тілін оқыту кезінде білім беруді экологияландыру аспектілерін енгізу проблемаларына негізделген. Зерттеудің мақсаты – болашақ ағылшын тілі мұғалімдерін оқыту кезінде педагогикалық көзқарас негізінде қоршаған ортаға бағытталған дүниетанымдық көзқарасты қалыптастыру моделін жасау. Осы проблеманы шешудің жетекші тәсілі В.Ф. Сопов пен Л.В. Карпушина әзірлеген «Жеке адамның өмір сүру құндылықтарын диагностикалау» тесті болып табылады, ол адамның өмірдің әртүрлі құрамдас бөліктеріне жеке басының қатынасын өзінің өмірінің маңызды құрамдас бөлігі ретінде құндылық бағдарларын анықтауда жеке басының басымдықтары негізінде айқындайды. Бұл мақалада табиғат пен экологияға ұқыпты қараудың ішкі идеологиясын қалыптастыру негізінде, тұтастай алғанда, педагогикалық жоғары оқу орындарында шет тілін оқыту шеңберінде тұлғаның экологиялық қағидаттарының негіздерін қалыптастыру моделі ұсынылған. Бұл модель тірі табиғатқа және оның барлық компоненттеріне, әртүрлі табиғи объектілерге, жануарлар мен

өсімдіктер дүниесінің өкілдеріне қатысты қабылдауды тірі табиғаттың досы ретінде өзін-өзі айқындау нысанында дамытуды болжайды. Бұл модельге сондай-ақ оның жұмыс істеуінің барлық деңгейлерінде тірі табиғаттың барлық объектілері мен субъектілері өмірінің құрамдас бөлігін жақсартуға бағытталған құндылықтық уәждер арқылы көрінетін жеке және қоғамдық өмір кіреді. Болашақ ағылшын тілі мұғалімдерінің экологиялық бағдарланған дүниетанымын қалыптастырудың осы процесіне конференциялар, деректі фильмдер мен телехабарлар шеңберінде табиғат және экология туралы нақты онлайн баяндамаларды көру ықпал етеді.

Түйінді сөздер: экологиялық бағытталған білім беру, білім беруді экологияландыру, экологиялық көзқарас, ағылшын тілі, педагогикалық білім беру.

ПРАКТИЧЕСКИЕ ОСНОВЫ ЭКОЛОГООРИЕНТИРОВАННОГО ОБРАЗОВАНИЯ БУДУЩИХ УЧИТЕЛЕЙ

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Актуальность темы обусловлена проблемами внедрения аспектов экологизации образования при изучении иностранного языка в педагогических вузах. Цель исследования – разработать модель формирования экологически ориентированного мировоззрения на основе педагогического подхода при подготовке будущих учителей английского языка. Ведущим подходом к решению данной проблемы является тестирование "Диагностика жизненных ценностей личности", разработанное В.Ф. Соповым и Л.В. Карпушиной, которое определяет личностное отношение человека к различным компонентам жизни на основе личных приоритетов в определении ценностных ориентаций как важного компонента собственного существования. В данной статье представлена модель формирования основ экологических принципов личности на базе становления внутренней идеологии бережного отношения к природе и экологии, в целом, в рамках преподавания иностранного языка в педагогических вузах. Данная модель предполагает развитие восприятия по отношению к живой природе и всем ее компонентам, различным природным объектам, представителям животного и растительного мира в форме самопроявления в качестве друга живой природы. В данную модель также входит личная и общественная жизнь, выражающаяся в ценностных мотивах, направленная на улучшение составляющей жизни всех объектов и субъектов живой природы на всех уровнях ее функционирования. Данному процессу формирования экологически ориентированного мировоззрения будущих учителей английского языка способствует просмотр аутентичных онлайн выступлений о природе и экологии в рамках конференций, документальных фильмов и телепередач.

Ключевые слова: экологоориентированное образование, экологизация образования, экологическое мировоззрение, английский язык, педагогическое образование.

Introduction

Currently, questions about the importance of restoring ecology are increasingly being raised in modern society. However, existing trends show their low level of effectiveness, considering current critical parameters of climate change, natural disasters, and other factors that disrupt the ecosystem [1, p.532]. Thus, to consider the issues of restoring ecology, it is important to understand its integral system at the level of the planet, where a person lives on an equal basis with other living beings, natural objects, flora, which together provide ecological balance on the planet. In such a balance, a person occupies a dominant role based on the level of their vital activity, which affects all natural objects and factors of ecology [2, p.141]. Considering that the teacher has a great responsibility for teaching and educating the younger generation, it is their duty to form an ecological world outlook among children and young people, which will dictate the course in personal and professional activities of the future generation based on careful attitude to all components of nature based on ideological values and principles [3, p.9].

The teacher shows an example based on their professional personality, which will be traced in every action, word, attitude, explanation of the teacher to the student, the factor of discussion and explanation in the work of teachers occupies the largest part of their professional activity. This dictates that at the level of

training of future teachers, during their pedagogical education, they themselves initially formed an ecological world outlook at the level of preservation and restoration of all natural objects of the planet, understanding the important essence of the ecological balance of the Earth, within the framework of considering the ecosystem of the entire biosphere of the planet [4, p.1].

The given research is **aimed** at developing a model for the establishment of the environmentally oriented world overlook in the process of training future teachers of English.

The following **objectives** were identified to highlight the stages of the research:

1. To evaluate ecological value orientation through the implementation of the "Diagnostics of personal life values" testing developed by V.F. Sopov and L.V. Karpushina to systematically identify and quantify individual predispositions and priorities concerning ecological values among participants;

2. To examine ecologically-oriented decision-making processes based on the analysis of the influence of prioritized ecological values on participants' decision-making processes and behaviors, with a focus on actions related to ecological balance restoration and social relationships with nature;

3. To develop behavior modification protocols namely to formulate evidence-based behavior modification protocols based on diagnostic data, aimed at enhancing ecological responsibility and proactive environmental behaviors in future teachers of English;

4. To investigate ecological awareness in social interactions as well as to present and systematize the gained results that includes conducting comprehensive studies on the impact of personal ecological values on social interactions with the natural environment, promoting ecologically conscious behavior in the process of teacher training.

Literature review

The culture of social communication is currently known at the level of preserving the well-being of society, but a person also lives in a society of natural objects and subjects. Thus, for the restoration and preservation of ecology, it is important to expand the boundaries of human social culture, which would spread at the level of attitude to what surrounds a person, namely to nature in its natural environment, which is commonly called wildlife. It is the wildlife that allows preserving the factors of ecological harmony that ensure the prosperous existence of human life on the planet [5, p.104].

Thus, the expansion of cultural prerequisites should be within the framework of respect for nearby nature, flora and fauna, which would be formed at a deep value level of understanding the importance of its preservation in its natural form on the planet. Considering the international level of environmental problems, they can be solved only within the framework of a global consideration of restoration and preservation of huge parts of the planet with its natural wildlife and with all its components. Thus, the international English language would allow students to get acquainted with relevant aspects in this area in a timely manner, which will strengthen the factors of its study. Furthermore, at a more detailed level, it would allow learning about the features that preserve and restore ecology on the planet, and the introduction of this parameter would contribute to the greening of pedagogical education in general [6, p.21].

The study involved a pedagogical experiment, using the diagnostic testing method "Diagnostics of personal life values" developed by V.F. Sopov and L.V. Karpushina. It allows identifying personal predispositions according to more important criteria of significance, which are for the respondent in the priority of values and come to the fore when there is a choice. Based on such criteria, the respondent will build many lines of their life, make a choice in their behaviour, and purposefully act based on the existing tasks and features of their behaviour, including the social relationship with nature within the framework of restoring the ecological balance as a whole.

Materials and Methods

The chosen testing method (V.F. Sopov and L.V. Karpushina) has 112 statements, which the respondent rates using the scoring system. It allows estimating the level of development on a deep personal understanding along with the value factors of moral development reflecting the position of social attitude to the world, business orientation based on the moral component of actions, satisfaction with their development of value priorities, and the factor of development at the level of importance of material goods based on the area of their achievement. The concept of sociological dependence, personal achievements, the individuality of perception of reality at the level of preserving own line of understanding, which, in a generalised way, also reveals the presence of internal conflict or wholeness of harmony in relation to the wellbeing component of life with influencing factors, as well as at the level of internal properties of adaptation to reality. Thus, the chosen testing determines the relationship of parameters such as attitude to own power and factors regarding safety and favourable attitude to people and the world around them, ecology at the level of personal activity, and the surrounding society.

Ready-made keys were used in the analysis of diagnostic testing data, which determined the level of value motivation, considering personal aspirations and factors of important achievements within the framework of preserving the well-being of the surrounding life. A standard method of mathematical calculation and graphical representation of the results was used when estimating the overall results of the study.

The pedagogical experiment was conducted at U.Sultangazin Pedagogical Institute of A.Baitursynuly Kostanay Regional University, Republic of Kazakhstan. Diagnostic testing was conducted among 89 undergraduate students majoring in "Foreign language: two foreign languages", aged from 20 to 26 years.

The study was carried out in three stages. The first stage included a theoretical analysis of the existing scientific and methodological literature on the creation of pedagogical approaches for the establishment of the foundations of an environmentally oriented worldview; the problem, purpose, research methods, and work plan were highlighted. At the second stage, students were tested, including the experimental work itself with the analysis of the results and the formulation of conclusions. The third stage allowed formulating conclusions and systematising results.

Results and Discussion

The results of diagnostic testing, based on its analytical and semantic analysis allowed identifying personal prerequisites of the manifestation of the influence of personal factors on the preservation of the prosperous criterion of the world around, considering social interaction, and based on the parameters of the attitude to the preservation and restoration of the wellbeing component of life in general. It is pedagogical education that allows learning the basics about the state of the situation in the world and from the perspective of natural science, the surrounding world, geography, social studies, and ecology. These are some of the main subjects that future teacher's education to tell their basics in the future and answer their future students' questions at a deeper level [7, p.47].

Thus, a certain level of knowledge that pedagogical students acquires based on competent consideration allows implementing the global meaning of preserving the integral system of the biosphere with its factor of preserving the picture of the ecosystem, where everything is interconnected and mutually complemented by others. Such a model of the world view in its academic consideration should be presented from the standpoint of ecology, in which any aspect matters and the level of influence in the integral system of the development of natural objects, in their natural form of development, exerting its huge influence on a particular area of ecology. The missing parameters of the ecological balance that exist at the moment can be replenished only when preserving this within the framework of natural wildlife at the level of all its abodes in a healthy and natural form, as a plant and the animal world [8,p.1]. In this issue of ecological restoration, it is the fact of globalisation of the problem that is important for restoring the general background of the ecological balance of the entire planet. The huge territorial areas should be restored to their natural form of wildlife and habitat within the framework of the integral concept of nature, as the basis of the biosphere [9,p.852].

The understanding that a person lives next to the natural world and those territories where active human activity takes place should be ennobled by natural objects within the framework of restoring the natural balance, which would allow the lines of the natural plant world to be inseparable. This requires active, dense, saturated landscaping of all areas where a person lives, and thus, a background of environmental safety for the life of the living world of the planet in which human life is to be in priority. However, at the same time, it is on which the preservation of this life as a whole of all living things depends, and that at the moment, due to the threat of an upcoming ecological catastrophe, it is under threat, the consequences of which already on a large scale in the form of natural disasters disrupt the prosperous background of human life in different parts of the globe [10, p.1308].

Thus, the greening of education is an important component that should initially train specialists and teach the younger generation to live in peace and harmony with the surrounding nature, treating it with respect at the level of preserving its natural form. The development of this factor as an ideological concept is one of the important components of education, which should form a respectful attitude to nature, all its components, flora, fauna, and all natural objects while preserving their natural course of development and reproduction. Such an approach will restore natural life in its initial, ecological form, in a factor based on the principles of development and flow of life in the wild, to which it itself belongs. The creation of conditions for this should be on all parts of the planet in a total consideration of the position of ecological restoration, considering the preservation of all aspects of the vast territories of the planet, and multilevel, diverse landscaping of all areas of human settlements, as close as possible to the natural environment [11, p.102].

There are many factors that come from the personal and selfish motives of people who transform the life of nature and the surrounding world based on their material and territorial capabilities and the sphere of their influence. The planet is currently in critical condition, which is conditioned by all factors and elements of the violation of the existence of wildlife on the planet [12,p.107]. It is important to understand that the solution of the issue should be not only an important factor in the urgent restoration of the plant part of the vast territories of natural wildlife with its natural inhabitants of the animal world, but also in the factor of revising personal attitude to respect for nature, which should be active from the position of this restoration and its subsequent conservation.

A large role in this is also imposed on the younger generation. Therefore, it is important in the educational environment to form initially ideological principles for caring for nature based on the elements of harmonious coexistence next to wildlife and its inhabitants. It is so important to teach the younger generation the parameters of this respectful life in relation to nature, which will create prerequisites for the successful future of its conservation and the continuation of consistent restoration of all natural parameters of the

biosphere, where wildlife is the fundamental basis [13, p.229]. Thus, it is the parameters of the ecological world outlook that come to the fore in ecological-oriented education, which will be the key to preserving and restoring the ecological balance.

The study of foreign languages opens borders for the study of various relevant and important information at the world level. In this case, it will have successful feedback of listening practice and lexical meaning, which will strengthen the conversational component in language learning, thus solving many problems of language education. At the level of ecologisation of education, the study of international English would cover issues of global knowledge about the world of wildlife and ecology on the planet, based on important criteria for perception at the personal level of natural components of wildlife, as one of the main elements that need to be maintained within the framework of their successful natural development and reproduction [14, p.686].

Thus, based on the above, the necessary components, semantic details of knowledge will be selected, which, when introduced into the educational process, will create the basis for the flow of educational activities when learning a foreign language with the development of effective self-realisation of the individual, which plays one of their most important roles in restoring ecology as a whole on the planet [15, p.128]. Thus, considering the above, all the criteria and parameters identified during this study were considered and its effective components were analysed in detail, which in its entirety opens the process of developing a model for the establishment of an ecological world outlook in the process of learning a foreign language in higher pedagogical institutions.

The findings represent a model for creating conditions for the establishment of an ecological world outlook when learning English by future teachers. The developed model was introduced into the educational process in several stages, which included determining the criteria of the subjects reflecting their personal prerequisites of motivational and effective processes at the level of life priorities, including pedagogical observation and clarification of the necessary respondents, and final statistical processing of the results obtained. Subsequently, at a further stage, the development and implementation of the above-mentioned model of the establishment of an ecological world outlook for its subsequent implementation in the field of practical education took place.

The survey covered 89 students, and as the findings showed, the main value motivations were distributed within the main spheres of life: professional life – 54%; education –69%; family life –97%; social activity –27%; hobbies–24%. Thus, the revealed data, reflected in Figure 1, suggest that for the majority of respondents, the component of their family life is important, which indirectly reflects their desire for a happy life, in second place are indicators reflecting the factor of professional self-realisation, which is reflected both in obtaining professional education and self-realisation in the framework of future work. Indicators that something depends on the subject and factors of free time and opportunities for the implementation of personal interests that make life more qualitative and saturated are in low limits. Such indicators need correction, since initially, future teachers are in the criteria of those professions that significantly affect the development of society due to their personal contribution to the upbringing of the future generation. The parameters of environmental orientation depend on the position in which each member of society should consider them, their vital activity, behavioural reactions, and elements of professional activity within the framework of their work with a high level of environmental safety will overshadow the ecological balance [16,p.505].

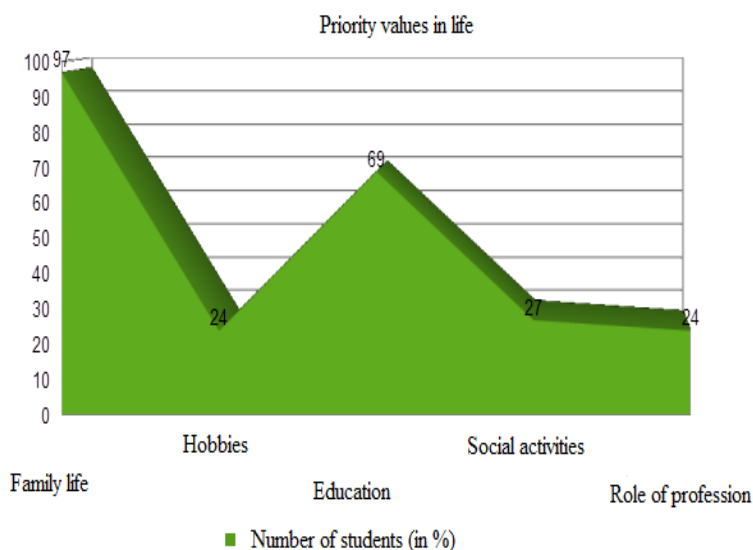


Figure 1. – Distribution of students depending on the priority of values in their lives after the analysis of the questionnaire data

Data analysis suggests that, given the fact that students have a great desire to have a prosperous family life, explaining to them the fact of the influence of ecology and nature in its natural existence on their line of successful family life will affect the fact that their social activity towards the respect for nature will increase significantly. Thus, detailing and associative analysis based on the data and pedagogical refinement allowed for the conclusion that students strive for personal behavioural regulation regarding the restoration of the natural component. More than half of them have creative commutative and moral potential, which, against the background of environmentally-oriented education, will be expressed in stable parameters of adaptation to the greening system, which will affect their behavioural reactions with respect to all components of wildlife and ecology in general, as shown in Figure 2.

The basics of the perception of environmentally-oriented education

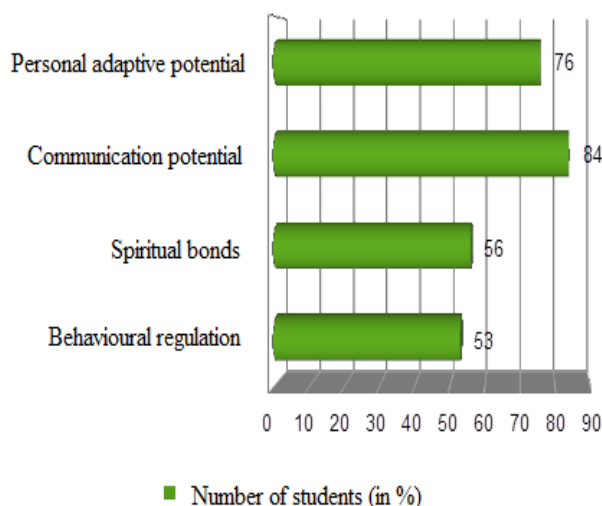


Figure 2. – The basics of the perception of environmentally-oriented education based on personal characteristics

Figure 3 shows the degree of understanding of the ability of each individual to influence the environment, which, during pedagogical clarification, was revealed within the framework of ignorance (93%) of environmental fundamentals. The students do not know what the ecological balance depends on, how to restore it, and how each of the interviewed responders could influence it. This ignorance requires clarification of the situation by the inclusion of knowledge about the environmental component in the educational process at all levels. And at the same time, all respondents noted the importance of restoring ecology (100%). It shows the moral aspirations of the personality of the respondents, thereby bearing the factor of positive adaptation to the introduction of environmental knowledge into the education system.

Assessment of environmental knowledge

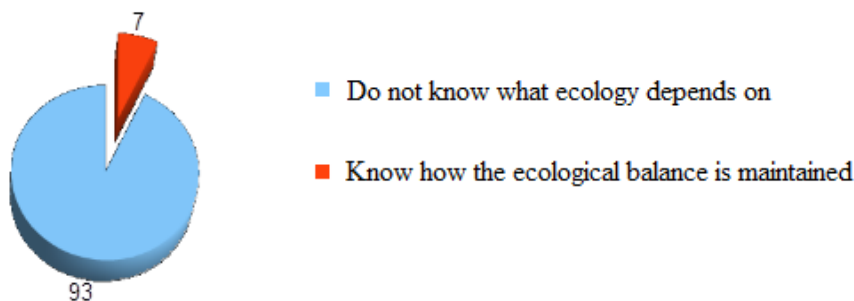


Figure 3. – Assessment of environmental knowledge among the surveyed students

The survey data indicated a pattern that should be corrected. The results show that almost all students do not realise the impact of ecology on their lives, do not know what factors and parameters it depends on, do not realise that their professional life can harm the environment. Students do not know that nature is a natural environment on earth, and one of its examples is the factor of natural overgrowth of all abandoned buildings, which, in the conditions of self-restoration of nature, eventually become covered with vegetation

against the backdrop of the restoration of wildlife, which is the habitat of the animal world. Humans, as higher beings, need comfortable living conditions with a high level of life support, but their life goes on in the neighbourhood with wildlife and its inhabitants.

Thus, the natural balance of urbanised areas must be maintained when building settlements, it is necessary to create a vegetation cover that would preserve the green territory, ensuring the maintenance of a normal ecological balance. This knowledge in the framework of the introduction of environmental education, including the learning of the English language, will improve the skills of environmental culture by creating the foundations for the establishment of an ecological way of thinking, which will help future teachers in their professional activities [17, p.502].

Consequently, based on the data obtained, the implementation of the research conditions was carried out to develop a model for the establishment of an ecological world outlook within the framework of studying English in pedagogical universities, which required detailed methodological work on the data obtained during the study. Step-by-step analysis of the results allows identifying the main components of this process and determining the main components depending on the establishment of environmental knowledge and skills among students. It is the main task of environmental-oriented education, allowing students to understand the importance of preserving the ecology and caring for it, preserving the natural habitat on the planet and the ecological balance in the world [18, p.1621].

The Model of the establishment of an ecological world outlook within the framework of studying English in pedagogical universities (hereinafter referred as Model) includes the following components:

- **goal-oriented component;**
- **organisational and content-based components;**
- **reflection-oriented component.**

Goal-oriented component deals with the setting the purpose of the study – developing the ecological outlook at students of the pedagogical majors.

Reflection-oriented component reflects the in- and of-actions analysis of the implementation of the Model.

Organizational and content-based components are presented below (see Table 1):

Table 1 – Organizational and content-based components of the Model

Stages of the Model introduction	Organisational and content based components	
	Lecturer’s content	Student’s content
<i>Introductory</i>	Introduction to the core concepts of environmentally-focused education; exploration of the methodological underpinnings, guiding principles, and ethical values inherent in environmentally-oriented pedagogy.	Educational endeavors focused on acquiring knowledge, skills, and foundational principles for instilling a value-based perspective towards the environment and humanity's role within it, utilizing core academic subjects.
<i>Formative</i>	Cultivation of the groundwork for recognizing environmental challenges within the immediate surroundings through practical case studies; fostering the growth of essential qualities and attributes in prospective educators through student-led independent initiatives.	Semi-professional engagement involving the planning, coordination, and assessment of environmentally-driven instruction via dynamic methodologies and project-based initiatives.
<i>Summative</i>	Enhancement of competencies in designing, coordinating, and assessing environmentally-centered instructional approaches via the implementation of micro-teaching sessions and the tandem method during cross-disciplinary production and teaching practicums	Educational and vocational undertakings entailing the cultivation of tangible competencies in planning, organizing, and evaluating environmentally-centered education during teaching and professional internships.

Considering all the above details, a model was developed for the establishment of an environmentally-oriented worldview among students based on the creation of ideological principles of behaviour with active factors of personal and professional life based on teaching the basics of ecological safe life activity, which will be enhanced by the cognitive part by listening and viewing online speeches in English, broadcasts and documentaries dedicated to this.

Further, at the control stage of the study, parameters reflecting dynamic indicators were identified, considering the results obtained during repeated testing of students and the clarifications necessary for them after the introduction of the developed model for the formation of ecological thinking at the level of personal

perception as a friend of wildlife and the acquisition of environmental knowledge, which showed an improvement in personal attitude to all components of the biosphere, nature, and improved indicators of knowledge and skills in ecology with a tendency to build personal and public life at the level of environmental safety and an active attitude to the conservation of natural objects. Thus, repeated testing determined an increase in the factor of social activity in terms of awareness of the importance of personal contribution to the conservation and restoration of wildlife and ecology, the indicators of which and others are reflected in Figure 4.

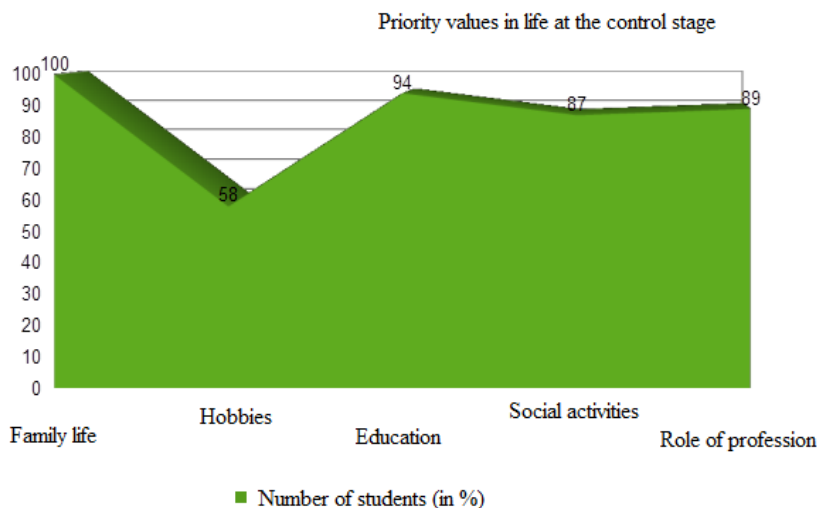


Figure 4. – Distribution of students depending on from the priority of values in their lives at the control stage

In addition, an increase in activity within the priorities of importance in the main spheres of life, and the parameters characteristic of personality properties are within the perception of an important component of the greening of education, which would allow taking care of the natural environment of the planet, its natural component at all levels, both the wildlife of the flora and fauna, and the greening of human settlements, which in general, forms an ecological chain of restoration and preservation of ecological balance [19,p.437]. These parameters are shown in Figure 5.

The basics of the perception of environmentally-oriented education at the control stage

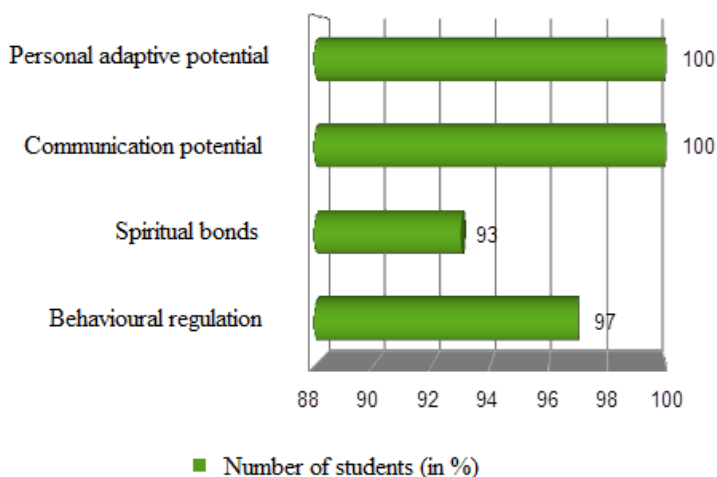


Figure 5. – The basics of the perception of environmentally-oriented education based on personal characteristics at the control stage of the study

The data suggest that the selected parameters and criteria, and the developed model for the establishment of an ecological world outlook that form an important component of understanding at the internal level of respect for nature and create conditions for restoration and preservation of ecology, proved to be successful and effective, significantly transforming the educational process of learning a foreign language with elements of practical environmental orientation.

The developed model of the establishment of an ecological world outlook can significantly improve the educational process for the preparation of future teachers.

The considered approach in the system of teacher education allows obtaining relevant environmental knowledge, which is regularly covered in the framework of thematic conferences or programmes. This creates the basis for learning the language, both from listening to the dialogues of native speakers, and from the standpoint of the considered topics. Thus, the relevance of environmental safety is maintained, allowing at a deep internal level to realise the importance of all processes occurring at the level of restoration of wildlife and ecological balance, which is currently in a critical state and poses a threat to life due to particular manifestations of strong natural disasters [20, p.136]. Based on the developed model, an environmentally-oriented approach is being created in education at the level of pedagogical universities. This can be implemented within the framework of studying international English, where the most relevant environmental conferences are held [21, p.275].

Thus, the developed model of the establishment of an ecological world outlook has shown itself at a high level within the framework of studying English at the higher pedagogical institutions and can be used in practice to form value motivation for the restoration and preservation of ecology.

Conclusions

In modern society, there is a tendency to actualise the factors of greening the educational process at all levels, but this is especially important for future teachers, whose professional duties include teaching and educating the younger generation, who must build their future life within the framework of restoring and preserving the ecological balance and natural wildlife to create possible conditions for the development of a prosperous life of the world's population.

The developed model of the establishment of ecological thinking creates conditions for the ecological inclusion of many components in the educational process based on strengthening the information base of environmental knowledge and teaching practical skills of greening. This model facilitates the study of the environmental safety of any active component of life while increasing the knowledge of a foreign language within the framework of listening and watching recordings of dialogues of experts in the field of ecology, speeches at thematic conferences on ecology and wildlife restoration, as well as educational programmes and documentaries, which, on the basis of examples, will form an ecological outlook and attitude towards the conservation of the natural environment of the wild nature and all its components, and the ecology directly dependent on it, which is of practical importance for the education system and the successful development of society.

The study materials are useful for workers in the field of education, teachers and methodologists, and for workers in the field of environmental supervision, and can be applied in practice, which would contribute to solving important tasks in the field of education.

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ГЕНЕЗИС ПРОБЛЕМЫ ФОРМИРОВАНИЯ СОЦИАЛЬНОЙ АКТИВНОСТИ ПОДРОСТКОВ В ПОЛИКУЛЬТУРНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ ШКОЛЫ

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В статье авторами рассматривается актуальность развития понятия «социальная активность» в условиях поликультурности современного образования и необходимость существования поликультурной образовательной среды в школе. Целью данного исследования является изучение проблемы формирования социальной активности подростков в поликультурной образовательной среде школы. Авторами проведен сравнительный анализ понятия «образовательная среда», в зависимости от различных методологических подходов к изучению образовательной среды. Отражены и научно обоснованы социологический, педагогический и психологический подходы к изучению данной темы. Основываясь на существующих методологических подходах и результатах многочисленных исследований, авторами представлена историография проблемы формирования социальной активности подростков в поликультурной образовательной среде, выявлены четыре периода. Проведение историко-педагогического анализа позволило авторам показать эволюцию проблемы формирования социальной активности подростков в поликультурной образовательной среде школы, тем самым определить направление дальнейшего исследования и практической работы в данной области. Выделены ключевые характеристики и компоненты основных понятий. Отмечено наличие значительного количества авторских трактовок дефиниции «социальная активность», установлено, что общим в исследованиях феномена социальной активности является наличие целенаправленного, осознаваемого, мотивированного воздействия личности на социум.

Ключевые слова: подросток, формирование, социальная активность, поликультурность, поликультурная образовательная среда.

МЕКТЕПТІҢ КӨПМӘДЕНИЕТТІ БІЛІМ БЕРУ ОРТАСЫНДА ЖАСӨСПІРІМДЕРДІҢ ӘЛЕУМЕТТІК БЕЛСЕНДІЛІГІН ҚАЛЫПТАСТЫРУ ПРОБЛЕМАСЫНЫҢ ГЕНЕЗИСІ

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