



**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РК  
ЕВРАЗИЙСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМ. Л.Н. ГУМИЛЕВА  
ФАКУЛЬТЕТ СОЦИАЛЬНЫХ НАУК  
КАФЕДРА ПЕДАГОГИКИ  
КАФЕДРА ПСИХОЛОГИИ**

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**В рамках проекта ИРН АР14869631 «Модель «зеленая школа – зеленый колледж  
– зеленый университет» как система развития экологизации образования»**

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**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ КАЗАХСТАН**  
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**МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМ. М.В. ЛОМОНОСОВА**  
**ФАКУЛЬТЕТ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ**

**ОБЩЕСТВЕННЫЙ СОВЕТ БАЗОВОЙ ОРГАНИЗАЦИИ ПО ЭКОЛОГИЧЕСКОМУ**  
**ОБРАЗОВАНИЮ СТРАН СНГ**

**КЫЗЫЛОРДИНСКИЙ УНИВЕРСИТЕТ ИМЕНИ КОРКЫТ АТА**

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## **СБОРНИК МАТЕРИАЛОВ**

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## THE IMPACT OF THE DISCIPLINE ‘COMMUNITY SERVICE’ ON ECO-CULTURE OF THE FL TEACHER TRAINEES

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**Abstract:** *The given article deals with the demonstration of the practical use of the discipline “Community service” as the effective tool for developing eco-culture at teacher trainees using CLIL-approach. The author presents the scope of methods, activities and thematic planning on the discipline, gives the current results of the work.*

**Keywords:** *community, eco-culture, teacher trainee, foreign language, volunteering.*

Eco-culture of the teacher trainees has recently become the most important aspect of the pedagogical education. Research has demonstrated the developing Ecological School Culture Index that is necessary to include the eco-culture of teachers [1] reflects the need for international collaboration [2].

Kazakhstani Higher Educational Institutions reflect the realia and requirements of everyday life. Many educational programmes are aimed at forming the overall performance of teachers as well as their professional skills. Thus, only limited number of programmes are dedicated to the ecological problems and forming ecological culture.

One of the disciplines that reflect the eco-culture of the teacher trainees in Kostanay regional university named after A.Baitursynov is “Community Service”.

Community Service programme in various researches has been treated as “faculty-student engagement” [3], or “the source of experience” [4].

Let us state the main components of the programme:

- 1) Introductory and explanatory notes;
- 2) Thematic plan;
- 3) Practical implementation and didactic materials (Instagram blogs);
- 4) Assessment criteria.

The necessary amendments have been made so that the course could validate the goal of the research – realization of the didactic foundations of ecologically oriented education at teacher trainees.

New information, methods, approaches or linguistic material will be indicated by slashes //.

### **Introductory and explanatory notes**

Here go the basic aspects of the discipline, the scope of requisites as well as the concise description of the course.

**Prerequisites** include the basic disciplines, namely "Introduction to Psychological and Pedagogical Activities", "Psychology", "Social Pedagogy", /Ecology and Life security/.

**Postrequisites** – “Methodology for the formation of social activity of students”, “Tutoring in education”, /Introduction into the Professional activity/.

**Brief description:** The discipline "Community Service" is a complementary in this cycle, contributing to the formation of students' ideas about the volunteer movement, /ecological culture/, and practical skills in organizing various forms of volunteering.

Table 1 – The sample of the Thematic plan on the discipline “Community Service”

<b>Thematic plan (sample)</b>			
<b>Practical classes</b>	<b>Individual work of the students with the teacher</b>	<b>Individual work with the student</b>	<b>Hours</b>
<b>Week 1: Volunteering and Volunteering Activity</b>			
Topic 1: Volunteering and volunteer activities 1. The concepts of "volunteering" and "volunteer activity". 2. Public context volunteering. 3. /Eco-volunteering/	Getting acquainted with the volunteering work in Kostanay (field research) /“Eco-Team” creation Posting in Instagram Eco-blog/	1. Compile a glossary of the following concepts, supplement it with other concepts on the topic: voluntariness, empathy, tolerance, mercy, support, social protection institution, volunteer. 2. Develop the theme, goals and objectives of the /eco-volunteering group/	2

The plan contains both volunteering work basics and ecological culture perspectives of teacher trainees.

**Practical implementation and didactic materials**

The use of the theoretical aspects in the field of ecological culture of teacher trainees can be tracked by the live digital content in the form of the blogs and news report.

Consequently, the social media have become the source of information proliferation, as well as its resource for the freshmen.



Figure 1 – The screenshots of the Instagram posts on Ecological Volunteering in Kostanay, creation of the Eco-Team (promotion posts)

The language of the messages addressed to the young audience might include some extra-linguistic and sub-standard vocabulary to reach the desired goal – expanding the ecological literacy and developing of ecological culture of the teacher trainees.

#### **Assessment criteria**

Volunteering work as well as other types of social service/ community service is difficult to be assessed or measured. As it was studied that ‘volunteering motivation can be shaped beyond content approach’ [5] the assessment criteria for the discipline must be based on two sides – volunteering as a demand for the discipline, and volunteering as a pure action.

Theoretical part of the summative assessment includes the following issues to be discussed in the form of the ecological cases on the basis of the textbooks and scientific researches [6-8], the percent of the ecological situations is 25:

1. Volunteering: definitions, approaches, problems.
2. The main categories and concepts of volunteering.
3. The place of volunteering in social life.
5. Socio-economic /and ecological/ aspect of volunteering.
6. Moral and ethical aspect of volunteering.
7. Organizational aspect of volunteering /cases on ecology in Kostanay/.

As the discipline proceeds, so the students acquire the basics of both volunteering work as well as the ecological culture.

The content of volunteering work must be unambiguous – the ecological component must not be imposed or artificially inserted.

Within the framework of the discipline (the initial stage of the study) the survey among 1<sup>st</sup> year students (172 students) containing the following questions was organised:

1. Have you ever participated in the eco-volunteering activity?
2. Do you know any current Kazakhstani eco-teams?
3. Would you like to be the part of ecological volunteering teams?
4. Is the ecological culture important for the teachers? Why?

The results of the survey were the following:

1. 87 per cent of students have never taken any active part in ecological volunteering activities (school cleaning day excluded);
2. Students are aware of the ‘Zhasyl El’ movement, ecological organisations in Kazakhstan, but not the local ones;
3. 90 per cent of students expressed their willingness to be the part of the ecological volunteering teams;
4. Students consider the importance of the ecological culture of the teacher, as ‘knowing how to save nature will lead to effective and eco-friendly future of the humanity’.

The emphasis on the ecological volunteering work must be put forward on the regular basis; it must carry the fixed character lacking the fragmentarily defined aspect.

Summing up, the discipline “Community service” can be effectively modernized so that to create the ecological teams of teacher trainees, having the following characteristics / requirements for the organization:

- Choosing appropriate eco-content;
- Excluding external motivation to participate in eco-volunteering activity;
- Following the volunteering character to work as an eco-volunteers;
- Treating the will of students to voluntarily participate as pure motivation supporting and scaffolding it;
- Knowing theoretical basis for volunteering work as the inseparable part of teacher profession based on diachronic and synchronic approaches;
- Involving the teacher trainees into the process of co-organising eco-teams, promoting the social media proliferation and visibility;
- Organizing real face-to-face meeting with ecological volunteers and teams in the local area;
- Assisting writing the eco-projects and eco-programmes on the start-up levels.

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## ФИЗИКАНЫ ОҚЫТУ ҮДЕРІСІНДЕ МЕКТЕП ОҚУШЫЛАРЫНА «ЕСО-PHYSIC» ЭЛЕКТИВТІ КУРСЫН ЖҮРГІЗУДІҢ МАҢЫЗДЫЛЫҒЫ

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**Аңдатпа:** Бұл мақалада Назарбаев Зияткерлік мектебінің 9-10 сынып оқушыларына физиканы оқытуда мектеп оқушыларына экологиялық білім беру аясында жүргізілген «ЕСО-PHYSIC» элективті курсы туралы баяндалған. Элективті курс жоспары бойынша физика, химия, биология, география пәндері өзара кіріктірілген қызықты тақырыптар қарастырылған. Оқушылардың бойында экологиялық мәдени танымдық элементтерін қалыптастыруда экологиялық білім берудің маңыздылығы көрсетілген.

**Түйін сөздер:** экология, экологиялық мәдени таным, экологиялық білім беру, элективті курс.

Оқушылардың тұлғалық дамуының жас кезеңдерін талдай отырып, оқушылардың экологиялық мәдениетінің қалыптасу деңгейінің артуына табиғатты қорғау шаралары, қоршаған ортаны қорғау туралы ғылыми түсініктердің толықтығы әсер ететінін атап өткен жөн. Экологиялық қауіпсіздікті қамтамасыз ету мүмкіндіктері, қоршаған табиғи кеңістікті бақылай білу дағдылары, экологиялық мониторинг жүргізу қабілеті, жеке тұлғаны жасылдандыру саласындағы оқу-тәрбие жұмысының тиімділігін арттыруға мүмкіндік беретін іс-шараларды, жобаларды және басқа да іс-шараларды ұйымдастыру тәжірибесінде маңызы зор [1].

Бұл курстың негізгі мақсаты - заманауилығы мен техниканың дамуына жаңа технологиялардың адам өміріне, өндіріске кеңінен қолданылуынан қоршаған орта табиғатпен тығыз