

To convey to the students, the future specialist, maximum of scientific information, to ensure the production of these qualities he needs a teacher of the university through various training sessions. Lecture among them a special place. It introduces students to the course, leading them on the course, learn to use the book awakens an interest in science studies, is the desire to be creative. It contains a theoretical foundation in the field of science or engineering techniques, rules, methods, norms of practical problem solving, it contains a summary of the laws of nature and society, dissected and summarized in this branch of science laws.

It acts on the thoughts, feelings and will of the listener. Lecturer affects the listener's belief and his convictions.

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### **MODERN ENVIRONMENTAL EDUCATION THROUGH LANGUAGE LEARNING**

#### **Abstract**

While countless themes can spark the interests of language learners and teachers, one of the most critical issues affecting people globally is the environmental degradation of the planet. Themes such as global warming, deforestation, and water pollution are regularly featured in the news, thereby raising our awareness of the troubled state of the Earth. When educational institutions - from elementary schools to university-based English foundation programs – recognize the value of environmental education, language teachers will be in a unique position to promote environmental awareness while teaching English.

**Keywords:** *environmental education, ecological problems, global warming, air pollution, biodiversity, environmental awareness, “green” resources, content and language-learning needs*

Many of today’s educators understand the importance of protecting our planet; others, however, might be skeptical about introducing environmental awareness in the classroom because of its political overtones and controversies. Moreover, language professionals generally do not see themselves as science teachers, nor do they, like the general public, always completely understand the environmental issues plaguing the planet, many educators wish to remain neutral about environmental topics and withhold their personal opinions from their students.

English language teaching professionals have seen how English contributes to their students’ education, economic status, and competitiveness. We have also seen firsthand how globalization has made nations more interconnected and interdependent. In the late 90’s, in response to the changing world, important topics including human rights and peace education were embraced by teachers around the globe and introduced into language classrooms. Today, issues related to the environment (e.g. global warming, air pollution, biodiversity) are interlinked with fundamental human rights. In some parts of the world, people’s basic rights are already being diminished because of food and water scarcities, home and job loss, and intensifying diseases, all of which affect the peace and security of individuals and their communities.

Of possibly greater interest to student populations might be local environmental issues that can be brought to life in the language classroom. They include desertification in North Africa, acid rain in Eastern Europe, air pollution in Asia, soil erosion in South America, mud flows in Indonesia, overconsumption in the United States, and radiation exposure in Japan, to name just a few possible themes that could be as springboards for language and content learning [1].

With the number of challenges that our planet faces today, raising students’ environmental awareness and teaching them about grassroots movements that they could engage in have never

seemed as pertinent or necessary as they do now. By integrating environmental education into the language classroom, educators can heighten students' interest in contemporary issues that might directly influence their futures; teach students how to contribute to a healthier, more sustainable world; and promote language learning and meaningful communication.

The results of several studies, synthesized by Zhangir khan West Kazakhstan Agrarian-technical university, further support such educational agendas by suggesting that environmental education can improve students' academic achievement in science, reading and writing and foster students' critical thinking skills, motivation, and attitudes about learning. Although these findings stem from the first language classrooms, they suggest that integrating environmental education into second or foreign language instruction can deliver or be accompanied by additional advantages for our students.

They describe three levels of environmental education: 1) environmental awareness that is, general familiarity with key environmental issues; 2) personal conduct knowledge, which translates awareness into action to preserve the environment; and 3) environmental literacy, which enables students to learn underlying principles and gain skills for carrying out their own hands-on projects. Of course, to provide learners with a heightened understanding of environmental topics, language educators need to familiarize themselves with the environmental issues that become the focus of their classrooms and examine available instructional materials that can be used to achieve content and language-learning goals.

After teachers commit to integrating environmental education into the language classroom, the subsequent steps of gathering materials and lesson planning may seem daunting. However, locating instructional materials to support environmental education is no longer as difficult as it used to be. Recently, though, as concerns for the environment have increased worldwide, it has become easier to find instructional materials for the language classroom. Many language textbooks now include chapters on environmental topics. Furthermore, teachers can use the Internet to find environment-related resources that can be adapted to meet their students' content and language-learning needs [2].

To help time-pressed language educators gather information and materials about environmental topics, we have compiled a list of "green" resources – including environmental curricula, songs, videos, graded readers and art projects. Some of the materials can be used without modification; others will likely need adaptation to meet the needs of particular student groups. Finally we showcase three sample activities that teachers can adapt – taking into consideration their own students' language abilities, ages and background knowledge, and the language emphases of the classroom – to integrate language and "green" content learning.

- Activity №1 involves a classroom scavenger hunt, during which students practice reading and speaking while learning about a variety of environmental topics.
- Activity №2 highlights a group paragraph-writing task that recycles green content introduced through reading and / or listening activities.
- Activity №3 revolves around a song that reinforces the importance of the three "Rs": Reduce-Reuse-Recycle.

The incorporation of environmental topics into the language classroom promotes content learning, language learning and personal responsibility inside and outside the classroom.

Environmental topics can also be used to teach discrete skills. For example, to practice grammar, we suggest integrating simple facts about the environment into exercises that focus on imperatives (e.g. *Don't waste water!*) verb tenses (e.g. *Polluted rivers are making people sick.*), and Wh-questions (e.g. *What happens to our trash?*).

Similar texts may be used to promote critical thinking skills, as intermediate and advanced learners learn to distinguish fact from opinion, recognize bias, and provide oral responses to potentially controversial information. Statistics and numerical data about "green" topics can be used in dictations to help students practice numbers. Teachers can use "green" texts to guide students in analyzing paragraph patterns, essay types and writing styles. Moreover, error identification exercises focusing on, for example, punctuation, capitalization, or sentence structure can center on environmental topics [3].

Environmental awareness can be raised and language skills improved when students engage in process and product-oriented projects that oblige skill integration and connections between what students are learning in the classroom and their lives outside of it. Environmental topics can come to life through a variety of reading and writing projects that involve researching topics of interest and writing academic papers; writing and illustrating books or comic strips; creating posters, brochures or bulletin board displays; and writing stories or opinion pieces for the newspaper. Additionally, listening and speaking projects may involve students in debating an important environmental topic, giving a persuasive presentation that encourages group-mates to engage in more earth-friendly habits, and engaging in role plays that explore provocative environmental topics.

In addition to promoting language and content learning, environmental topics give educators the opportunity to help students understand how changes in daily behaviors can benefit Mother Nature. Teachers can organize field trips to local recycling centers, if they exist, to learn how important recycling is, how the process works, and what items can and cannot be recycled. Invited guest speakers – both native and non-native English speakers – can educate students about local environmental issues and help students understand what can be done to make a difference. Prior to such activities, the theme and pertinent vocabulary can be introduced and students can prepare questions to ask the speakers. During field trips and guest speaker presentations, students can take notes. Afterwards, they can prepare an oral or written response in which they explain both what they learned and what they can do to be more environmentally responsible.

Environmentally friendly actions naturally lend themselves to meaningful language use. While it may not appear that reducing waste promotes language practice, classroom discussions about the importance of “green” habits lead to authentic communication and, at the same time, increase the likelihood that students will put their newly acquired knowledge into practice. For example, before encouraging students to print homework assignments and handouts on both sides of the paper, teachers can introduce the topic on conservation and the importance of saving trees as part of a speaking-listening activity; the topic can be further exploited as part of an elaborated project. Other daily habits that students can be encouraged to embrace include turning off classroom / computer lab lights when not in use, using reusable beverage containers instead of disposable plastic water bottles or coffee cups, and submitting homework assignments digitally, whenever possible [4].

Role plays can also be used to link classroom learning with personal responsibility. Carefully crafted role-play activities highlight topics of relevance to students and their communities and give students opportunities to demonstrate their knowledge of environmental topics, motivate students to discuss and express opinions on controversial issues, encourage students to connect what they have learnt about the environment to their daily lives, and help students determine when it might be appropriate to take action and possibly persuade group-mates, family members, and their communities to be more environmentally responsible.

Language teachers have many opportunities to heighten students’ awareness about the environmental problems plaguing the planet while remaining committed to improving students’ English skills. In addition to supporting meaningful language instruction, such theme-based instruction encourages students to think critically, provides them with real world knowledge, increases motivation, and promotes learner autonomy.

Given teachers’ busy schedules, some may feel hesitant about developing and incorporating environmental education into their already jam-packed curricula. Optimistically, however, we believe the ideas, activities and resources provided here allow educators to adapt information and incorporate activities that are best suited for their own learners and specific teaching contexts. Teachers should not feel obligated to revamp their entire curricula in an effort to bring environmental awareness into their classrooms. Instead, they can begin by developing a single activity that builds upon established language-learning objectives and incorporates information about a local environmental issue. Later, those committed to “going green” can develop additional materials that support project work or even an entire theme-based unit that promotes environmental education.

There are no rules that dictate exactly how educators should incorporate environmental awareness into the language classroom. The only requirements are that educators recognize the importance of raising students’ environmental awareness, encourage their students to take personal responsibility for protecting the Earth.

### REFERENCES

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### ТҮЙІН

Бүгінгі қоғам алдында тұрған негізгі мәселелердің бірі экологиялық мәселелер, табиғатты қорғау және табиғи байлықтарды үнемді пайдалану болғандықтан елімізде қоршаған ортаны қорғау үкіметіміздің саяси, экономикалық және әлеуметтік міндеттерінің негізі болып саналады. Аталған мақалада экологиялық білім беру мәселелерін шет тілін, атап айтқанда ағылшын тілін оқыту барысында шешу жолдары, жалпы табиғат туралы, оның тұтастығы және қоғаммен бірлігі хақындағы ғылыми негізделген білімді меңгеру, оған ықпал етуге байланысты туындайтын практикалық шараларды дәлелдеп орнықтыру, қоғам мен адам үшін табиғаттың құндылығы шексіз екенін ұғындыру, табиғат пен қайта түлеген ортаны жақсарту жөніндегі қызметті сауатты ұйымдастыру жөнінде айтылған.

### РЕЗЮМЕ

В данной статье представлен опыт творческой организации формирования экологической культуры студентов в процессе обучения иностранному языку. Специфика экологической подготовки будущего специалиста средствами иностранного языка состоит в том, что она позволяет расширить его технологическое поле, вводя в него нетрадиционные мониторинговые технологии, технологии моделирования и проектирования, позволяющие сформировать как экологическую культуру, так и лингвистическую компетентность. В целом для достижения целей экологического образования пригодны практически все методы обучения, воспитания и развития личности студента, так как в структуре каждого из них имеются возможности для формирования ответственного отношения к природе.

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### **ИССЛЕДОВАНИЕ ОСОБЕННОСТЕЙ ОРГАНИЗАЦИИ ФОРМАТИВНОГО ОЦЕНИВАНИЯ В ОБУЧЕНИИ СТУДЕНТОВ ТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ**

#### **Аннотация**

Оценивание – это контроль качества образования; инструмент, который позволяет определять развитие, прогресс в преподавательской деятельности; способ коррекции деятельности обучаемых, с помощью которого преподаватель определяет уровень подготовленности обучающегося. Формирующее оценивание относится ко всем видам деятельности, которые осуществляют преподаватель и обучающийся. Оно обеспечивает обратную связь, позволяющую регулировать обучение и учение в интересах обучающегося.

**Ключевые слова:** обучение, оценивание, формативное оценивание, особенности организации, студент, качество образования.

В XXI первом веке, для того чтобы студент смог добиться успеха он должен на высоком уровне владеть такими навыками, как критическое мышление, решение проблемных ситуаций,