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## ECOLOGICALLY-ORIENTED TEACHING OF ENGLISH TO STUDENTS OF PEDAGOGICAL SPECIALITIES

### Abstract

The relevance of the study in this paper is due to the problems of ecology in the modern world and the formation of ecological culture among the younger generation within the framework of the educational process to introduce them the ecological values in their future professional activities to preserve and restore the ecosystem of the planet. The purpose of the study is to form a model for the didactic foundations of ecologically-oriented teaching of English to students of pedagogical specialties. The leading method for the study of this issue is the a survey using the M. Rokich test for diagnosing personal value orientations, which makes it possible to determine social values, psychological aspirations by identifying the existing self-tasks of the person under survey, features of his or her self-determination and self-regulation of behaviour within the framework of ecological culture. The study presents didactic foundations of ecologically-oriented teaching of English to students of pedagogical specialties with formation of value orientations including value-motivational, cognitive-informational and modeling of creative ecological-cognitive professional activity on the basis of which the level of ecological culture of students can be created. The formed didactic foundations model of ecologically-oriented teaching of English to students of pedagogical specialties enables to create ecological culture with value standards of careful attitude to the environment and all levels of nature, which will allow them to introduce it in the educational process in their future professional activity to educate students about high ecological culture and creative behavior concerning natural objects and the whole ecosystem of life in general, which has practical significance for the education system and well-being of society.

*Keywords:* ecological culture, didactic foundations, ecologically-oriented teaching, education, pedagogy.

**Introduction.** Important aspects of the modern world affect different areas of life, including education, and this dictates the importance of training personnel with the already formed competencies of teaching specialists who will be able to develop the necessary values in their future students (Demikhova & Chebotareva, 2018). Given the numerous problems in the world associated with ecology, currently there is an urgent need to introduce an ecologically-oriented approach in the educational process at all levels, to form an ecological culture at the level of psychological perception of this model with motivational and value behaviour in relation to the entire ecosystem at the cognitive and informational levels to apply in their life activities implemented ecologically-saving behaviour models with a formed value-based ecological culture with creative approach for restoration and conservation of nature and ecology in the world, importance of this was repeatedly proved in the studies by professor M.N. Sarybekov, and his associates G.K. Dlimbetova and E.N. Dzyatkovskaya (Dzyatkovskaya et al., 2020). They believe that the introduction of ecologically-oriented education should begin at the level of teaching students, which in the future will enable the creation of a fundamental approach to the methodology of the information educational environment to create a value-motivational, environmentally important integrative-personal attitude of students to the very process of education itself, in which issues of respect for the environment will stand as the norm in the education and presentation of information with the implementation of such an attitude in the life of both specialists and their students with a clear positive personal example that will reinforce this positive perception to form an environmental culture of students at all educational levels, which will make the most important contribution to the well-being of life and the preservation of a healthy ecosystem on the planet.

Thus, when introducing an ecologically-oriented education at the level of training specialists of the educational sphere, there will be created an educational and pedagogical system providing profound informational

value of the concepts related to ecology and all its components which include all natural objects forming all levels of the ecosystem, since only with their natural interaction can the ecosystem exist at the standard level, which will guarantee good ecology and thus will solve many issues and problems of modernity related to this area (Butt et al., 2016). Thus, when introducing ecologically-oriented education into practical education, an ecological culture will be formed among the young generation and this will provide them with a valuable motivation and future actions within any sphere of their life activities in the future, which will allow to preserve and restore ecology and the environmental balance of the planet, by inculcating a valuable ecological awareness and behaviour among students, which will be presented to them within different disciplines, including the foreign language in the form of special knowledge, skills and abilities, as well as models of environmental-saving behaviour (Widodo & Rozak, 2016).

Research conducted by Kong Lingdan has shed light on the benefits of integrating ecological perspectives into the English language instruction within the information educational environment. This approach not only enhances language learning but also fosters environmental awareness, sustainability, and global citizenship among students. In this study the author explored the role of multimedia resources, educational apps, and online platforms in incorporating ecological themes into English language teaching. By leveraging these tools, educators can expose students to a diverse range of content related to environmental issues, thus enriching their educational experience and deepening their understanding of ecological concepts (Kong, 2024).

The contemporary educational paradigm increasingly emphasizes the need for integrating ecological consciousness into various disciplines. This shift is particularly relevant in the field of language education, where English language teaching (ELT) can play a pivotal role in fostering ecological awareness among future educators. Ecologically-oriented teaching of English to students of pedagogical specialties is not merely an addition to the curriculum but

a transformative approach that aligns with the broader goals of sustainable development and environmental stewardship.

The integration of ecological perspectives in ELT necessitates a comprehensive theoretical framework that incorporates value orientations essential for fostering a deep-seated ecological consciousness. This framework encompasses three core dimensions: value-motivational, cognitive-informational, and the modeling of creative ecological-cognitive professional activity.

Value-motivational orientation is foundational in shaping students' attitudes and commitment to ecological principles. This dimension focuses on cultivating intrinsic values such as respect for nature, responsibility towards the environment, and a sense of stewardship. Researchers such as Richard Kahn (Kahn, 2013) emphasizes the importance of embedding these values within the ELT curriculum to inspire students to adopt and advocate for sustainable practices both within their professional roles and personal lives.

The cognitive-informational dimension involves equipping students with the necessary knowledge about ecological issues and sustainable practices. This includes understanding the impact of human activities on the environment, recognizing the interdependence between ecosystems, and appreciating the importance of biodiversity. As Fritjof Capra (Capra, 2021) highlight the role of education in fostering ecological literacy. English language instruction can incorporate ecological content through thematic units, authentic texts, and project-based learning activities that highlight global environmental issues and solutions.

Modeling creative ecological-cognitive professional activity involves practical application and problem-solving within real-world contexts. This dimension encourages students to engage in experiential learning, critical thinking, and innovative practices that address ecological challenges. For instance, students might participate in projects that require them to design sustainable lesson plans, conduct environmental awareness campaigns, or develop educational materials that promote ecological literacy.

Motivation to preserve ecology will be presented as an element of education, which will be taken for granted by students and all this will create a whole ecological education and training, in which any educated person will understand his or her responsibility for their livelihood, on which directly depends part of the ecosystem, biosphere, which only by a set of factors can be healthy and harmonious, depending in turn on the welfare of human life, and all life in general on the planet (Saito & Akiyama, 2018). Such training will enable students to take a conscious approach to the conservation of the biosphere, to make ecologically friendly adjustments in the relationship between humans and nature, thinking about and designing new developments in all areas of life within the framework of the conservation of natural health and well-being of the entire ecosystem and the biosphere (Cella et al., 2016).

So, the *purpose* of this study is to investigate the effectiveness of an ecologically-oriented approach to teaching English to students of pedagogical specialties, focusing on the formation of value orientations. *Objectives* are as follows:

1. To assess the impact of value-motivational orientation on students' attitudes towards ecological issues.
2. To evaluate the effectiveness of cognitive-informational orientation in increasing students' ecological knowledge and awareness.
3. To analyze the role of creative ecological-cognitive professional activity in developing students' problem-solving skills related to ecological challenges.
4. To identify the most effective teaching methodologies for integrating ecological themes into ELT for pedagogical students.
5. To measure the overall enhancement in ecological consciousness among students as a result of the ecologically-oriented ELT approach using M. Rokich value-oriented test.

The *hypothesis* of this study is that an ecologically-oriented approach to teaching English, which incorporates value-motivational, cognitive-informational, and creative ecological-cognitive professional activity orientations, will significantly enhance the ecological consciousness and teaching readiness of students in pedagogical specialties.

**Materials and Methods.** The present study employed a detailed methodological approach to examine value orientations impacting the psychological functioning of individuals, using the M. Rokich test. This methodological choice was motivated by its capacity to assess personal attitudes towards the world, nature, and the biosphere as indicators of life manifestations. The research methodology encompassed several distinct components, as outlined below.

The research model was structured around the M. Rokich test, designed to evaluate value orientations crucial to understanding individual motivations and life directions.

The study involved 120 students from Akhmet Baitursynuly Kostanay Regional University and L.N. Gumilyov Eurasian National University. Participants were selected from 2<sup>nd</sup> to 4<sup>th</sup> year students studying pedagogical specialties, comprising 84 females and 36 males aged between 19 to 23 years.

Data collection relied on the M. Rokich test, a diagnostic instrument featuring two lists of values with 18 parameters each, total in 36 values. Participants were instructed to rank these values based on their perceived importance, providing insights into cultural-psychological behavioural manifestations.

The data collection process involved administering the M. Rokich test to participants, followed by systematic recording and analysis of their responses. This process was critical for determining the intensity and quality of value hierarchies, thereby elucidating participants' attitudes towards the environment and ecological culture.

The qualitative nature of the test results necessitated a meticulous analysis of value hierarchies, focusing on content characteristics such as specific objectives, abstract values, professional fulfilment, and ethical considerations. This analysis provided a comprehensive view of participants' psychological inclinations towards environmental preservation and altruistic values.

Quantitative analysis of the collected data employed standard mathematical calculations and graphical representations to derive meaningful insights into participants' psychological orientations and their predisposition towards environmental conservation.

The study proceeded through three distinct stages:

1. Theoretical phase that involved a comprehensive review of methodological approaches in relevant literature, culminating in the formulation of research objectives and the experimental plan.

2. Experimental phase that is aimed at participants' active taking part in the M. Rokich test, with a focus on developing a model for ecologically-oriented teaching of English within pedagogical specialties resulting in obtaining the findings that were rigorously analyzed to refine the research model.

3. Final phase encompassing the synthesis of theoretical and practical conclusions drawn from the experimental data, resulting in the systematic organization and interpretation of findings.

In summary, the methodological framework adopted in this study facilitated a nuanced examination of cultural-psychological aspirations relevant to environmental preservation. The integration of theoretical insights with empirical findings underscored the robustness and validity of the research outcomes, thereby informing the development of didactic foundations for ecologically-oriented English teaching in pedagogical contexts.

**Results.** Based on the systematic-activity approach, a detailed analysis of the obtained test data on the selected method of students studying pedagogical specialties was carried out, taking into account the elements reflecting the respondents' personality indicators: motivational, performance and structural. Through a detailed analysis of their personality characteristics including a hierarchically ordered set of values it is possible to conclude about their psychological qualities, which are reflected in their social life, and as a result affect their attitude towards nature, ecology within the framework of creative ecological conservation based on the intellectual, behavioural and emotional properties of the personality. This fact relates to the motivation-target direction, and is within the necessary formation of the psychological ecological conservation culture, being one of the main indicators that will guide and coordinate the actions, and behavioural

reactions of future specialists in pedagogy within the ecological education process when teaching subjects, including English to students based on their own attitude to nature (Edwards et al., 2019).

Professional activity is a very multi-dimensional and multi-level system and the result of actions in which lies the multi-dimensionality of personal qualities, properties, special and systemic reproduction of personal emotions, and associations that motivate the specialist to act in relation to the surrounding world, an integral part of which are all levels of the biosphere including plants and animals that constitute the ecosystem, and on whose well-being the ecology directly depends (Botterell et al., 2020). Thus it has been found that the personal motivational function will be determined by individual thinking, which is transformed into certain actions, and therefore cognition of the individual should be focused on a detailed analysis of their aspirations, motivational values, visions of the future world and future life in general. Considering that ecological issues cannot be local, it is an interconnected harmonious sphere of life on the planet, which depends on each constituent member and any structure of the planet, hence the issues of ecology, its conservation must necessarily be considered as a set of unique, inimitable, individual features of life of each nature structure with its preservation and necessary restoration (Klippel et al., 2019). Therefore, the qualities of students, future specialists of pedagogical specialties should be within the framework of psychological culture of ecological conservation, nature conservation, which will determine their ability to teach this important area of the educational process in the field of ecologically-oriented education in their professional activity to educate in their students the culture of psychological ecological conservation, aimed at restoration and conservation of nature within its health. Thus, a detailed analysis of the test enables the identification and prediction of further results regarding students' personal perceptions of the ecological education process and the culture of ecological conservation, as has been revealed by the content component of the test analysis.

Attention was also drawn to analysing the consistency and comparisons of responses within the framework of the importance of value concepts to the student's personality. These sequential actions reflect the future pattern of perception and actions in possible situations arising in life or during the learning process in relation to the nature of the planet, which was reflected in the resulting component of the analysis of the obtained test results and pedagogical observation. This allows for further correction, identifying the levels of formation of motivational reactions towards the preservation of ecology and the well-being of nature, as well as subsequent skills in this area, expressed in actions based on the highlighted criteria and indicators. These research components in interaction reveal the organisation of the formation process of the didactic foundations model for ecologically-oriented teaching of English to students studying pedagogical specialties on the basis of indicators for psychological ecologically-friendly culture.

The result of the functioning of the study under consideration is understood as a certain level of ecological criteria, which allows forming a model of didactic foundations for ecologically-oriented teaching English to students of pedagogical specialties. Implementing a structured model of outcome analysis involved conducting the following stages of the research work:

1. Determination of the initial indicators and criteria for forming the level of psychological ecological conservation culture of students studying pedagogical specialties using testing methods, pedagogical observation and statistical processing of the research results.
2. Development and implementation of the didactic foundations model for ecologically-oriented teaching of English to students of pedagogical specialties, promoting the formation of the psychological ecological conservation culture for the conservation and restoration of the ecosystem based on the research results analysis for their subsequent implementation in the field of practical education.
3. Determination of the effectiveness of the developed didactic foundations model for ecologically-oriented teaching of English to students of pedagogical specialties.

The study covered a total of 120 students studying pedagogical specialities. The analysis of the results of diagnostic testing and clarifying dialogue led to the conclusion that only a third of future pedagogical specialists have the psychological prerequisites to preserve and restore ecology, the biosphere with its structural units and a caring attitude towards nature. Since everything is inherently interdependent and cannot exist within the framework of health separately, this parameter was considered as a set of mutually important structural units

of the planet’s biosphere with a focus on ecological conservation. Thus only 37 (30.8%) of the students demonstrated value indicators of careful attitude towards nature and society as a whole as biosphere and ecosystem; another 32 (26.6%) of the students did not understand that the ecological condition of the planet depends on their actions and they did not see any sense in careful attitude towards nature; and 57 (47.5%) of the students showed negligent indifference to the state of the environment (Figure 1).

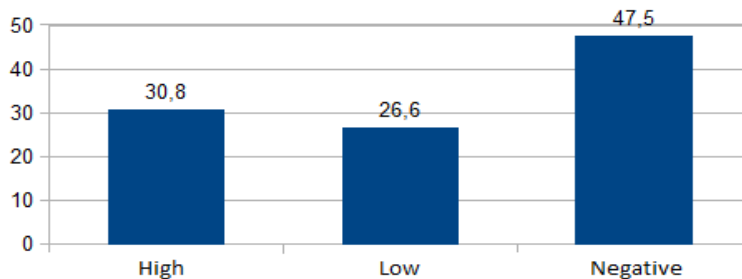


Figure 1: Distribution of pedagogy students by ecological conservation attitudes

A detailed analysis of the test results showed the following distribution of values among the students of teacher training institutions: active working life (54 (45%)), life wisdom (48 (40%)), health (69 (57.5%)), interesting work (86 (71.6%)), the beauty of nature (37 (30.8%)), the beauty of art (34 (28.3%)), love (46 (38.3%)), material wealth 120 (100%), having good friends (72 (60%)), social recognition (54

(45%)), acquisition of knowledge (69 (57.5%)), self-actualisation (54 (45%)), self-development (54 (45%)), freedom (120 (100%)), happy family life (46 (38,3%)), happiness of people around or society (29 (24%)), creativity (62 (51%)), self-confidence (72 (60%)), personal pleasure (120 (100%)), the features of which were clarified during individual interviews (Figure 2).

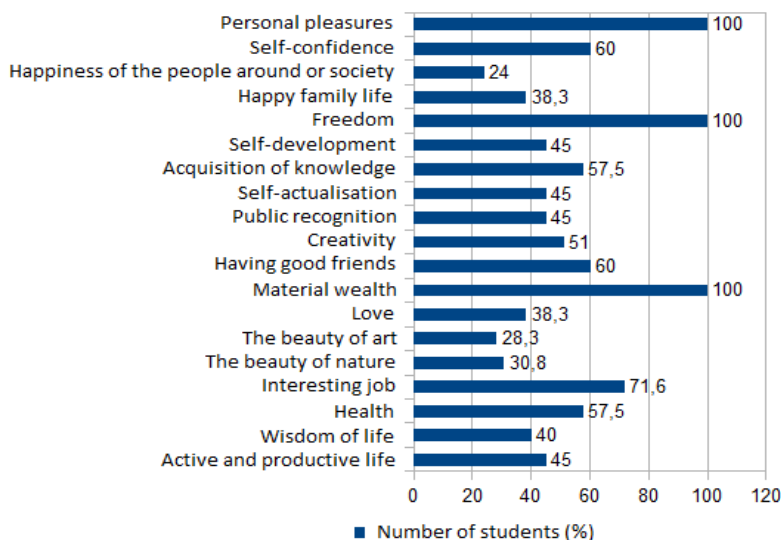
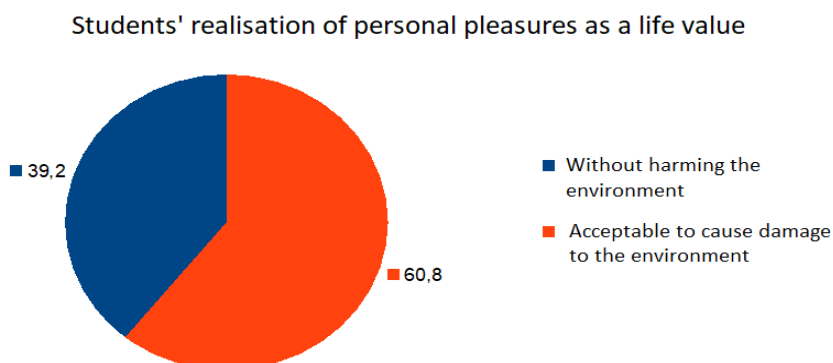


Figure 2: Distribution of students according to core life values based on test data

During the conversation with the respondents in order to clarify their attitude towards nature, living with the focus on well-being and public health, it was revealed that personal pleasures, which were one of the important values of all those surveyed according to the majority (73

(60.8%)) should be realised, despite the fact that they can harm the health of both personal and other people, nature and the environment, creating conditions for deterioration of the environmental component (Figure 3).



**Figure 3: Students' Harm Distribution in Pursuit of Pleasure (Test Data)**

The analysis revealed that only 30.8% of those surveyed have a sufficient level of ecological conservation culture and are able to make a positive contribution to the educational process by having and forming among students a respectful attitude towards nature and the ecosystem. Considering that students at this stage of education in the information environment of pedagogical universities do not have true values within the framework of ecological conservation, this determines the relevance and value of this study for forming a model of didactic foundations of ecological-oriented education for its further implementation in the field of practical education.

The implementation of the research conditions in the process of developing the model of didactic foundations of ecologically-oriented teaching of English to students of pedagogical specialties on the basis of psychological ecological conservation culture indicators required methodological work on the obtained data in the course of the research. A step-by-step analysis of the results made it possible to distinguish the main components of this process and identify the main ones depending on the level of formation of the environmental conservation culture to form a respectful attitude towards nature and ecology for its preservation and restoration.

Also, given the basic values necessary for forming the culture of psychological ecological conservation, creating, on the basis of the teaching and educational process, forms of understanding and knowledge of the importance of conserving nature, ecology, and in general the entire ecosystem, in which humans are one of the structural units, and whose well-being depends on the health of all other structural units of the biosphere, which include all natural factors, flora and fauna, with the understanding that any human activity can affect the level of ecosystem well-being, and especially given that students of pedagogy will be involved in the educational work of the younger generation, they simply need to have an established level of ecological conservation (Silva & Topf, 2020).

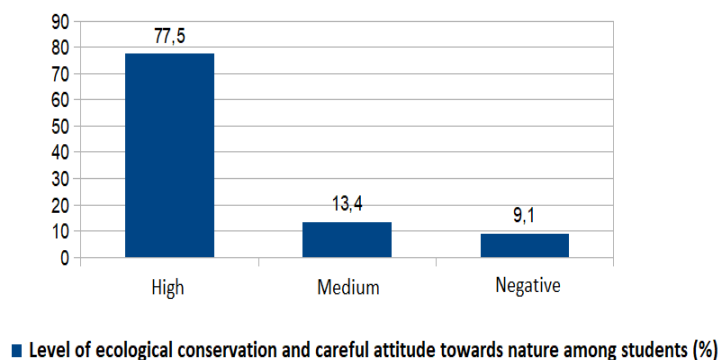
Considering all the details of the study and the aforesaid, the model of didactic foundations of ecologically-oriented teaching of English to students of pedagogical specialties with formation of value orientations including value-motivational, cognitive-informational and modeling of creative ecological-cognitive professional activity on the basis of which the future specialists will have a level of ecological culture has been developed.

At the control stage of the study, the developed model of didactic foundations of ecologically-oriented teaching of English to students studying

pedagogical specialties with formation of value orientations, which will allow future educators to form the level of culture of psychological ecological conservation, was tested.

Thus the findings of the second survey of 120 students led to the conclusion that it was successful and effective. This is because after the interview, the lessons, using ecologically-oriented education in the subject of English, which is an international language, and within it the importance of all structures of the biosphere, ecology, caring attitude towards nature, its flora and fauna is presented on a global level of the whole planet, which can affect any part of it, and in this way orienting and enabling the student to understand the importance of preserving the ecological healthy life balance of all the structural units of the planet ecosystem, to maintain a prosperous life on earth of all its inhabitants, as structural units of the entire ecosystem, which is also dependent on all factors of human activity at any level (Tagliolatt et al., 2020).

Thus, after the implementation of the formed didactic foundations of ecologically-oriented teaching of English, the majority of students (93 (77.5%)) noted that their level of understanding and awareness of the importance to care for nature and the whole ecosystem was realised at the level of their single important value to preserve well-being in the world, which is an international priority in life, and includes all major forms of life activities of the whole ecosystem. And 16 (13.4%) students expressed their thought about the consequences of their life activities and said that they would try to deepen their cognitive sphere to create a model of proper environmental-friendly behavior and 11 (9.1%) students expressed their indifference to life in general, and in their opinion, they do not care whether life on earth stops or continues, which indicates their low moral level and professional unsuitability for teaching work, which has an educational, creative function (Figure 4).



**Figure 4: Distribution of Pedagogy Students' Attitudes Towards Ecological Preservation After Implementing English Curriculum Model**

The data of repeated testing and interviews revealed the effectiveness of this didactic foundations model for ecologically-oriented teaching of English to students of pedagogical specialties. The study's appropriateness was ensured by the fact that the characteristics and data parameters of the test and the developed didactic foundations were correctly comparable during the study. The analysis of the research results enabled to determine that the developed didactic foundations model of ecologically-oriented teaching of English to students of pedagogical specialties includes value-

motivational, cognitive-informational aspects and modelling of creative ecological-cognitive professional activity makes it possible to form values-based attitude to conservation and restoration of nature and ecosystem to improve ecology on earth.

**Discussion.** Modern education emphasises the importance of training specialists with professional competences in the field of education with a highly developed culture of ecological conservation, which will create a fundamental approach to the methodology of the educational environment for the application



of integrative-personal attitude towards students in the formation process of their professional qualities at all levels of knowledge acquisition for the importance of respectful attitude towards nature and the entire ecosystem. This will preserve healthy life on the planet, improve the ecological state in the world, and make life healthy, prosperous at all its levels, both physical, psycho-emotional, and social, because human health depends directly on the state of ecology, and thus on all the factors and structural units of the ecosystem, which include all components of the biosphere, natural factors, flora and fauna, and only their well-being can create a healthy atmosphere for a thriving, healthy human life (Souza et al., 2019).

Introduction in the information environment of the educational process of the didactic foundations of ecologically-oriented teaching of any kind within the framework of the subject including English, which has a number of advantages over others, such as the possibility to address the level of ecology, and the nature of the whole world, any place, for a deeper presentation of knowledge about natural aspects of the planet with the advantage of building model examples of ecology conservation in various human activities to form the culture of ecological conservation among the students of pedagogical universities, and further considering their personal example, and contribution to the education sphere in their professional activity, as a teaching staff performing the function of teaching and education in training the future generation, which will be responsible for the conservation and restoration of the planet's ecosystem, the role of the formed didactic foundations model in the form of teaching English with a motivational and value-based approach to caring, respecting the life of nature, as a living organism including flora and fauna, which is the basis for a prosperous human life, and at the same time has a direct link of its own well-being from any human activity (Cella et al., 2016). In addition to creating a motivational and value orientation in the direction of environmental culture, it is important to understand the significance of proper knowledge based on which the healthy functioning of nature is maintained (Barboza et

al., 2018). And they include an understanding of plant and animal life norms against a background of natural habitat, only in which natural health can be maintained and it is the maintenance of natural health that ensures the ecological harmony of the ecological environment and the whole ecosystem (Gryaznova et al., 2020).

Understanding the depth of this issue and the facts that go along with it should be presented to students as part of a foreign language subject. From a didactic point of view, it is important to go from the general to the particular for proper learning (Lambert et al., 2017). Only if knowledge is presented from a common understanding of the structure of life on earth of all the biosphere's components in mutual interaction to maintain the health of nature, in which humans take a leading role considering that any product of their life activity, both domestic and professional, affects the health factor of nature and thereby the global understanding of ecology (Yeldham, 2016). Ecology itself should also be presented as a holistic structure, which includes the main parameters important for life, and it should be made clear to students that only the maintenance of health norms and functions in nature can ensure the maintenance of a healthy ecology and the entire ecosystem, in which human being is one of the structural elements, but on which the health of all others depends (Thornton et al., 2019).

Only an integrated understanding of this fact will make it possible to grasp the importance of preserving natural objects or plant and animal structures as separate ecosystem subjects. After forming a values-based attitude towards the health of nature from a common understanding on the whole planet, a culture on the psychological level will be created in the individual, as a student of the educational process at the level of ecological conservation, which will be the basis for recreating the elements of human life activity, as a person aware of the importance to preserve and restore ecology in order to maintain and prolong healthy life of the human being on the planet. Considering that every centimetre of the planet contains the life of one or another structural unit of the ecosystem, the biosphere, on the health of which depends the well-being and health of life itself, in all its

manifestations on earth, both as structural units of the ecosystem and as individual units with their personal life (Baranova, 2019).

And after forming this fundamental provision, it is already possible to study the personal life of nature, its flora and fauna with the peculiarities of their life, and life activities to show respect and care for their living, thus enabling them to keep their health from communicating with humans in any way, taking into account the manifestation by humans themselves of all the processes associated with their life activities, as a result of the influence on the life of all the components of the surrounding world, with consideration of the individual natural life of the nature itself, as well as flora and fauna (Gazina, 2017). And it is precisely the personal knowledge of the natural environmental conditions of animals, plants, natural factors of the world in the field of preserving their health and caring for them, with clarification of all the features of personal healthy life, that will enable the individual to realise the importance of each, every structural unit of the surrounding world, in which he or she depends on each of them, or rather his or her health and well-being depends on the health and well-being of each of them. Therefore, personal knowledge will help one to understand and appreciate any natural phenomenon in the world, plant and animal life, as factors for respectful attitude towards them, for the preservation of their natural well-being and life. In this way, the detailed knowledge that each student will acquire in the subject of English, as is possible in any subject under a certain environmentally-friendly approach, will enable the student to learn and acquire skills for constructive environmental behaviour aimed at the well-being of nature and all the factors associated with it (Hamilton et al., 2021). In fact, this problem lies in the cognition for the prevention related to the communication of the different structural units of the ecosystem, and how, in the framework under consideration, it is synonymous with nature.

Preventive measures for environmental conservation on the above-described level would include, for example, understanding that one should not grab a baby animal by chance encountered in a field where many people may

walk at some time in their lives, presenting the depth of knowledge will be preventive in nature by understanding that one has entered the habitat of an animal, and a cub walking in a field making its natural sounds communicates with the world around it as well as it is at home and just walking around not far from its home. Such knowledge and motivation direction will convey the value of understanding the personal life of the natural realm and all its inhabitants. And thus, formed purposeful behavioural tactics to maintain a healthy ecology, as well as its conservation and care, will allow the person with knowledge to respect the personal life of any structural units of the ecosystem without disturbing their natural course. At the same time, this form of interaction will enable humans to live in harmony with the surrounding world, and remain healthy through the healthy results of their own activities, which will be aimed at the conservation and restoration, as well as in the future to care for nature in order to preserve the overall harmonious health of the entire biosphere, the ecosystem and basically life on the planet. In this way, the conditions for learning and acquiring knowledge about nature, and precisely what is important its natural environment and health, will enable humans to remain healthy, and to create for themselves a healthy living environment in harmony with healthy nature. This is how the planet's ecology will be restored and preserved. It is important to present this knowledge properly when educating the younger generation and to shape these values among them for the well-being of the future of the whole society (Philp & Duchesne, 2016).

Any specialist in education must set an example of their life to their future students. Therefore, such a process of ecologically-oriented education with the developed didactic foundations model of cognition of nature's health value in the most important function for healthy life activity, as ecology at the level of the whole ecosystem will enable to form a culture of ecological conservation at all levels among future specialists of education sphere, which they will then teach in their professional activity to their students by forming in them a psychological ecological culture (Barrios-Garrido et al., 2019). And modelling creative

ecological-cognitive professional activity in turn will have among the rising generation a formed creative, careful attitude to life in general, and to each of its structural units, restoring the ecological balance on the planet, creating conditions for the restoration of ecology, and further for its maintenance in life. Any person, who has developed a culture of psychological ecological conservation will understand that any result of his or her professional or domestic activity depends on the balance of health norms of all the ecosystem structures and the human being as one of the structures. Therefore a person will consciously think and treat the result of his or her life activity at all levels, creating only that product, which will be within the framework of ecological conservation, both for life in general, and for each structural unit.

In order to realise the aforementioned, it is certainly necessary to introduce model examples of ecologically friendly living and the products of its activity within the framework of an ecological culture into the information environment of the educational process. More precisely, the developed model implies the application of the didactic foundations in the form of presenting a ready-made model as a demonstration example of ecological conservation, taking into account the level of health conservation in education and life, giving every practical problem, example, text to read or study, or even the theoretical part of a mathematical problem in the form of a creative, positive example of ecological conservation, i.e. describing an example of careful attitude to nature, flora and fauna, any natural phenomenon, respectful attitude towards natural life, any of its structural units in the form of creative ecologically friendly behaviour on the part of humans, and their any form of life activity, including in professional activities, production and everything that is connected with human life (Metruk, 2018). All the examples should have a semantic background that corresponds to the essence of the didactic framework, as a modelling of a creative ecological-cognitive professional activity. That is, any case described in the textbook in any form, or narrated by the teacher should be based on a proper, healthy, environmentally friendly semantic background,

and on the basis of applying such a didactic framework as giving an example of health saving and environmentally friendly behaviour patterns, example of action, production, text and more, which will enable students to acquire skills regarding the conservation of ecology in the whole ecosystem at the level of natural health. It should be noted that only natural health is the most valuable and important thing in human life, which is reflected in all the basic laws at the global level, and there is no doubt about it, and the issue of the necessity of its preservation and restoration in this case within the framework of the considered problem at the global level of ecology of the entire planet ecosystem with health conservation of each structural unit of biosphere, nature, and thus the ecosystem (Oga-Baldwin, 2019).

By providing the necessary information within the framework of the subject specialisation, based on the focus of ecologically-oriented education, by creating examples and tasks based on situations of respectful attitude towards nature, the flora and fauna, and the entire ecosystem, the students at all levels will form a high level of culture of psychological ecological conservation, and thus the educational process will be ecologically-oriented and will be implemented in practical education. "Nature also wants to be healthy" and most importantly nature has to be healthy so that people can preserve their health and this is important to understand, as well as that health-saving conditions can only be fulfilled if the conditions for ecological conservation, as discussed above, are met.

Thus, the developed model of didactic foundations of ecologically-oriented teaching of English to students studying pedagogical specialities includes value-motivational, cognitive-informational aspects and modelling of creative ecological-cognitive professional activity has proved to be effective and forms a values-based attitude towards preservation and restoration of nature and ecosystem for the improvement of ecology on earth, and can be used in practice within the framework of teaching and learning process.

**Conclusion.** It has been established that forming a high level of values-based attitude

towards nature, each of its structural units considering the flora and fauna, natural phenomena and other ecosystem structures, enables to form a culture of ecological conservation at the psychological level, which will create conditions for prosperous and healthy development of life on the planet. The formation of a values-based attitude towards nature and the health of the conservation ecosystem is possible at the level of the teaching and learning process in any educational institution, at any age, using ecologically-oriented education in the information environment within all subjects and specialities.

The developed didactic foundations model for ecologically-oriented education includes the main provisions that will enable the formation of a culture of ecological preservation and values-based attitude towards nature. And it consists of parameters that integrate everything that needs to be taught to the student in order to understand, know from the right perspective, from the norms of ecological culture and respect for the personal life of each structural unit of the biosphere, the ecosystem within the framework of restoring and preserving its health. These include the inculcation of value-motivational, cognitive and informative criteria and aspects as well as the modelling of creative eco-cognitive professional activity, as a fundamental basis for giving all specialist knowledge within the subject on the basis of which they will be dealt with, including teaching English. And given that it is an international language and makes it possible within its framework to learn all the concepts of ecology and ecosystems described above at the level of the entire world, and

given that English is the universal language of conversation for the population of any country and is learned as early as secondary education.

The application of the developed didactic foundations model in the teaching and educational work of the students studying at pedagogical universities will enable the formation of a values-based attitude towards the conservation and restoration of nature, and the ecosystem to improve the ecology on earth. In turn, future specialists in the education field will be able to instil these values by their own example and by fulfilling their professional responsibilities with the introduction of environmentally-oriented education into the realm of practical education at all levels. Only with this systematic approach will the population, the society develop a culture of careful attitude towards nature and ecological conservation at the psychological level, which will enable them to build their professional activities and any processes of life activity within the framework of restoration and conservation of nature and the ecosystem. This in turn will improve the ecological situation on the planet, and will create the conditions for health preservation of human life at a profound level, keeping his or her life at a high quality level with good health on all three levels, as physical, psycho-emotional and social, and thus a person will safely live in harmony with a healthy nature and good ecology.

The materials in this study are useful for those working in the field of education and can be applied in practice in order to improve and implement an ecologically friendly environment and ecologically-oriented education in all educational institutions.

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