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ELECTIVE COURSE AS A MEANS OF ASSESSING THE MOTIVATION OF THE 9TH GRADE STUDENTS TO STUDY THE ENVIRONMENT

Abstract

In modern pedagogy, special attention is paid to environmental education and the education of students. But the key problem of working in this direction is the need for a qualitative impact on the interests and motivation of students, which requires other means and methods of teaching. Therefore, the purpose of the study was to analyze the effectiveness of using an elective course to increase the interest and motivation of 9th grade students to explore the environment. To achieve it, a number of methods of scientific cognition were used: they were the analysis and synthesis of scientific and methodological literature on the research topic. Within the framework of the article, it was determined that the issues of interest and motivation are one of the key ones in modern pedagogical practice, and many teachers pay attention to them. This is due to the fact that it depends on the level of interest, on the level of motivation, how effectively students will learn the material and, more importantly, how effectively students' independent activities in mastering certain subjects at school will proceed. In order to determine the effectiveness of elective courses, an experiment was conducted in which the level of interest and motivation was measured before and after the elective course. The results showed a positive effect of the elective course on the level of interest and motivation of 9th grade students to explore the environment both as part of the development of the school curriculum and as part of independent work.

Keywords: assessment, motivation, elective course, research, environment.

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ЭЛЕКТИВНЫЙ КУРС КАК СРЕДСТВО ОЦЕНКИ МОТИВАЦИИ УЧАЩИХСЯ 9 КЛАССОВ К ИССЛЕДОВАНИЮ ОКРУЖАЮЩЕЙ СРЕДЫ

Аннотация

В современной педагогике особое внимание уделяется экологическому образованию и воспитанию учащихся. Но ключевой проблемой работы в этом направлении является необходимость качественного влияния на интересы и мотивацию учащихся, что требует иных средств и методов обучения. Потому целью исследования стал анализ эффективности использования элективного курса для повышения интереса и мотивации к исследованию окружающей среды учащихся 9 классов. Для ее достижения был использован ряд методов научного познания: ими стали анализ и синтез научно-методической литературы по теме исследования. В рамках статьи было определено, что вопросы интереса и мотивации – одни из ключевых в современной педагогической практике, им уделяют внимание многие педагоги. Это обусловлено тем, что именно от уровня интереса, от уровня мотивации зависит то, насколько эффективно учащиеся будут усваивать материал и что еще важнее – насколько эффективно будет протекать самостоятельная деятельность учащихся по освоению тех или иных предметов в школе. Для того, чтобы определить эффективность элективных курсов, был проведен эксперимент, в ходе которого уровень интереса и мотивации был замерен до прохождения элективного курса и после его завершения. Результаты показали положительное влияние элективного курса на уровень интереса и уровень мотивации учащихся 9 классов к исследованию окружающей среды как в рамках освоения школьной программы, так и в рамках самостоятельной работы.

Ключевые слова: оценка, мотивация, элективный курс, исследование, окружающей среда.

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ЭЛЕКТИВТІ КУРС, 9 СЫНЫП ОҚУШЫЛАРЫНЫҢ ҚОРШАҒАН ОРТАНЫ ЗЕРТТЕУГЕ ДЕГЕН ҚЫЗЫҒУШЫЛЫҒЫН БАҒАЛАУ ҚҰРАЛЫ РЕТІНДЕ

Аңдапта

Қазіргі педагогикада оқушыларға экологиялық білім мен тәрбие беруге ерекше көңіл бөлінеді. Бірақ бұл бағыттағы жұмыстың негізгі мәселесі – оқушылардың қызығушылықтары мен ынталарына сапалы әсер ету қажеттілігі, бұл оқытудың басқа құралдары мен әдістерін қажет етеді. Сондықтан зерттеудің мақсаты 9-сынып оқушыларының қоршаған ортаны зерттеуге деген қызығушылығы мен ынтасын арттыру үшін элективті курсты пайдаланудың тиімділігін талдау болды. Нәтижеге жету үшін ғылыми танымның бірқатар әдістері қолданылды: зерттеу тақырыбы бойынша ғылыми-әдістемелік әдебиеттерді талдау және синтездеу. Мақала аясында қызығушылық пен мотивация мәселелері қазіргі педагогикалық тәжірибеде негізгі мәселелердің бірі болып табылатыны, оған көптеген мұғалімдер назар аударатыны анықталды. Бұл оқушылардың материалды қаншалықты тиімді меңгеретінін, ең бастысы, мектептегі белгілі бір пәндерді меңгеруде оқушылардың өзіндік іс-әрекеті қаншалықты нәтижелі болатынын анықтайтын қызығушылық деңгейі мен ынтасының деңгейі болып табылатындығына байланысты.

Элективті курстардың тиімділігін анықтау үшін эксперимент жүргізіліп, элективті курсты бастау алдында және оны аяқтағаннан кейін мотивация деңгейі бағаланды. 9 сынып оқушыларының мектеп бағдарламасын меңгеру шеңберінде және өзіндік жұмыс жүргізуде қоршаған ортаны зерттеуге қызығушылығын арттыруға элективті курстың оң ықпалы анықталды.

Түйін сөздер: бағалау, оқушылардың мотивациясы, элективті курс, зерттеу, қоршаған орта.

Introduction. The relevance of the topic is due to the fact that the issues of increasing the interest and motivation of students in the educational activities are studied by many authors, both theorists and practitioners. It is the level of interest and motivation that determines how efficiently the learning process will proceed: both within an educational institution, and as part of independent learning. Today, in the pedagogical practice, many tools and methods are used and continue to be developed to increase the interest and motivation of students in the study of environmental ecology, many of them have long proven themselves to be positive, and some are at the stage of testing. One

of these tools is an elective course, the use of which is designed to influence the level of interest and motivation of students.

Taking all this into account, the priority task of modern education is to educate children with the aim of forming an ecological culture in them, which implies a careful, conscious attitude towards the environment, nature, as well as the presence of theoretical knowledge and, most importantly, practical skills and abilities in preserving and optimally using the surrounding natural resources. It is implied that ecological culture will become the foundation that will allow us to significantly change the vector of environmental issues on our planet, minimize the negative consequences of existing problems and prevent the emergence of new ones.

Environmental education is a means of educating students by providing them with realistic knowledge about the environment (if we talk about environmental education within the educational process). This knowledge, based on practical experience, is necessary to form correct judgments about the environment and the problems that are relevant today

It is important to note that in pedagogy, the issues of environmental education and upbringing have been studied for a long time. Thus, G.M.Abdrakhmanov, N.O.Huseynova, Yu.Yu.Ivanenko, G.I.Avtsinova, E.V.Buchnev and others devoted their works to this issue. The specifics of environmental education and upbringing in the educational activities of Kazakhstan have also been studied by many authors, for example, K.Sh.Bakirova, A.Sh.Nurgabylova. To work in this direction, according to many authors (T.A.Badlueva, O.V.Gubnitskaya) it is important to qualitatively influence the interests and motivation of students, which involves the use of other means and methods of teaching – for example, elective courses. The features of additional means and methods of teaching in environmental education and upbringing were considered in the works of E.B.Onegina, J.L.Temirbayeva and others.

The purpose of the study is to analyze the efficiency of using the elective course in question to assess an increase in interest in the environmental studies, using the example of the 9th grade students. The significance of this study lies in identifying the practical efficiency of using an elective course as a tool for influencing the interest and motivation of students.

Basic provisions. The assessment of the increased interest and motivation of students to explore the environment as part of the educational process makes it possible to obtain better results, and, therefore, becomes one of the key goals of teachers. Working in this direction, teachers move away from the classical tools of the educational process, and include alternative tools, for example, elective courses. Elective courses allow one to satisfy the interests of students, while their use is so multifaceted that it significantly simplifies the work of the teacher, making it possible to achieve a deeper understanding of both the subject itself or a particular topic, and to increase the level of interest and motivation of students for the subsequent independent study.

Materials and methods. The goals and objectives described in the introduction have been achieved and solved thanks to a number of methods of scientific knowledge: they are the analysis and synthesis of the scientific and methodological literature on the research topic. As part of the application of these methods, the works of some authors on pedagogy have been selected and analyzed, addressing the issues of interest and motivation of students, issues of the efficiency of elective courses. The research has been based on the works of the Kazakh and foreign authors, which has made it possible to conduct the study, taking into account the specifics of the Kazakh education system at the current stage of its development.

We have developed and tested an elective course, whose efficiency has been analyzed by measuring the level of interest and motivation of students to study the environment. The study has involved 30 people – the 9th grade students. To evaluate an effective elective course, testing has been carried out prior to its start, with the help of which the levels of interest and motivation for the environmental research have been determined. For this purpose, the questionnaire of N.G.Luskanova [11], and the methodology of A.A.Gorchinskaya in the author's interpretation have been used [7].

As part of the elective course, the program is divided into several blocks, one of which has been a block on the environmental responsibility, the impact of which on the level of interest and motivation is assessed as part of the study. At the final stage, the level of interest and motivation of students, who have taken part in the experiment, has to be measured using the questionnaire.

Results and discussion. To conduct the study, it is important to determine what is included in the concepts of interest and motivation, as well as to understand the basic principles of the formation of elective courses. The key definitions of the concept of “interest” are presented in Table 1 according to the opinions of some authors and their interpretations.

Table 1. Definition of the concept “interest” (Veremchuk A.S. 2020)

Author 1	Interpretation 2	Proposal 3
N.R. Morozova	Interest is characterized by a positive emotion in relation to a particular activity, its positive side – the joy of learning, as well as the presence of a motive.	This definition contains only the characteristics of interest, but not, for example, its structural component.
G.I. Shchukina	Interest includes the selective focus of mental processes on the objects, processes and phenomena of the surrounding world; the need to engage in the activities, which bring satisfaction. Interest is a strong stimulator of the person’s activity.	This definition seems to be the most complete: it includes both the structural component of interest and its most important role – a stimulator of the person’s activity. Therefore, this definition does not need to be supplemented.
Defining Dictionary of S.I. Ozhegov	Interest is a special attention to something, a desire to delve into the essence, learn and understand it.	This definition does not include scientific, psychological and pedagogical elements, which makes it difficult to use as a basis for the scientific work.
Russian Pedagogical Encyclopedia	Interest is a desire to understand an object, process or phenomenon, to master a particular activity. It is selective in nature, and is one of the main incentives for acquiring new knowledge, skills and abilities.	The definition of RPE is the most complete and correct, therefore its practical use without additions is justified.

Motivation is usually understood as a system of internal and external motives, which literally force a person to act in one way or another [3]. Internal motivation has the greatest influence on the students’ activities, which is why more attention is paid to it, although working with the internal motivation is certainly more difficult than with the external motivation, since in the first case it is important to “reach out” to the student’s “inner self”, and if we talk about the external motivation, there are many long-proven tools, and even assessments are one of them, for working with them in the pedagogical practice.

For the best effect, the internal motives of students should meet the following characteristics, which are given in Table 2.

Table 2. The characteristics of the students’ internal motives [6]

Internal motives	Characteristics
Consciousness	Internal motives should be conscious, that is, students should understand exactly what they are doing and why they are doing it, only internal understanding allows the motives to be sustainable.
Reality of influence	Internal motives should have a real impact, be those incentives that guide students, literally force them to act in one way or another.

Sustainability	Sustainability of the motives depends on awareness, first of all, the more stable the motives, the less susceptible they are to the changes around, both from the outside and from the inside, and such changes accompany the entire educational process due to the specifics of the students' age.
Multi-functionality	Multi-functionality of the internal motives allows them to perform three functions at once: to motivate, organize and determine meanings.

In the opinion of S.L.Rubinstein, according to his works, the importance of motivation in the personality integration, the motivational states are the “building material of the personality,” which can certainly be attributed to students at school, when the main process of building the personality takes place. A.N.Leontyev, speaking about the importance of motivation in teaching schoolchildren, noted that the meaning of education for them is not to understand the significance of the subject and the knowledge, which they can acquire and use in the future, but in the internal motives, in the attitude that they convey [10]. Only if the internal motives are available, the knowledge, which the students will receive in the learning process, will become “living” and become part of their individuality [2].

The interest and motivation of schoolchildren in ecology in general depend on many factors. The authors note that to increase interest and motivation, it is important to influence both the intellectual and emotional spheres of the students' personality. It is important to openly demonstrate the connection between the efforts they put in and the results they achieve. An activity, whose goal is to increase interest and motivation, should have a certain novelty – this is a factor that in itself arouses greater interest among the students. The level of such activity from a perceptual and cognitive point of view should have a difficulty, accessible, and at the same time easily achieved.

If we pursue the goal of increasing interest and motivation in the topic of ecology, we cannot limit ourselves to the classical educational process. Therefore, in this case, for example, elective courses are used, which, although being part of the curriculum, take on the role of supplementing its content with an emphasis on the profile direction. Namely elective courses make it possible to satisfy the cognitive interests of schoolchildren as efficiently as possible. Elective courses can have any focus, any topic, that is, they provide sufficient freedom of choice for a teacher, which makes their use effective and therefore popular in the pedagogical practice of modern schools.

Elective courses can perform the following functions, which are necessary to increase the interest and motivation of the students in general:

- a function of the so-called superstructure, that is, an addition to the main profile course. With an elective course, the profile course becomes not just complete from the viewpoint of the content, but in-depth, which improves the quality of the acquired knowledge, skills and abilities, including a positive impact on the level of interest and internal motivation (most often the profile courses and classes, and in some cases, schools), chosen from the internal motives, clear ideas of the significance of the chosen profile for the future;

- a function of additional training, if the course is given at a basic level;

- a function of satisfying the cognitive interests of the students. Despite the fact that we are talking of using an elective course to increase the interest and motivation of the students at school, it is necessary to understand that their cognitive interest exists on its own, due to the specifics of their age [1].

Any elective course, in addition to a specific focus and topic, however, like any technology used in the pedagogical practice, should have a number of qualities: be an integral system, because other forms cannot provide the desired result of the elective course; be structured and, of course, scientific. These characteristics are also methodological requirements for the pedagogical technologies and criteria for this technological efficiency.

An important aspect of the elective courses in their development is the age characteristics of the students. Taking into account the age characteristics in general is a key pedagogical principle. It is on their basis, that the cumulative hours are determined, the types of primary and additional

activities of the students are selected, their daily routine, work and rest schedule, etc. are justified. Besides, it is the age characteristics that determine the forms and methods of the educational work.

Considering that this study of the efficiency of an elective course for increasing interest and motivation will be conducted in the example of the 9th grade students, it is important to determine the psychological and pedagogical characteristics of this age.

L.S.Vygotsky called this age preadolescence – the period between childhood and adolescence, which is characterized by criticality, rapid development of absolutely all leading components of the personality and, of course, physiological changes.

During this period, a teenager compares himself with the adults, believes that there is no difference between them, and therefore his opinion is no different in importance from the opinion of an adult. Hence the violent defense of their opinions, which sometimes lead to conflicts. This “adulthood” manifests itself both externally, through defending one’s point of view, appearance, etc., and internally: the teenager begins to treat himself as an adult. The feeling of adulthood is the main novelty in this age period. D.B. Elkonin talks of a tendency towards maturity: that is, a teenager wants to be an adult, which is manifested in all his actions. Moreover, the desire becomes stronger the less it finds a response from the people around: family, school, etc. Therefore, a teenager often moves away from the adults, who are not ready for his adulthood; he becomes closer to the friends of the same age, and it is they, who subsequently become an instrument of influence. During this period, the friends become a greater authority than the parents. For example, closeness to the friends is also due to the fact that a teenager begins to compare himself with the others, active processes of self-knowledge begin, which is the reason for distance from the adults and closeness to the friends, with whom the teenager compares himself.

A teenager’s attitude towards the educational process and school in the 9th grade also changes, which is quite logical, given the serious internal changes in the personality. If at an earlier age the students’ attention is occupied by the educational process, which arouses a certain interest, then in the 9th grade and, in principle, in adolescence, relationships with the friends are of interest, and accordingly, school is relegated to the background, or even the third place. That is, the internal interest, the internal motive of a teenager is relationships. This is important for a teacher to consider in the teaching process, and in the process of developing an elective course.

Certainly, the educational process is not completely ignored: a teenager is ready for the fact that learning makes him an adult, and he is ready to pay attention to it. It is important to use greater interest in the independent learning in an elective course in the form of the independent forms of classes, where the teacher’s task is not to control, but only to help, if there is such a request from a student. Trying to help without an explicit request for help means to eliminate all that independence, which makes learning a sign of adulthood in the eyes of a teenager.

One of a teenager’s internal motives for learning is the desire to occupy a certain position in the class and achieve respect. A little later, the motive may be professional self-determination, i.e. the search for oneself and one’s place in this life. The reason for a teenager’s increased interest can be both real interest and the need to master a particular subject, for example, to enter a university.

The important thing is that both educational and labor and social-organizational activities become a single whole for a teenager, and acquire social significance, and this, in turn, according to V.V. Davydov, is the key factor at this age, i.e. the educational activity is part of a socially significant one, which becomes the basis, and therefore is part of this basis, which is important to consider when working with a teenager. The teenager is aware of the social value of his activities, therefore, if there is an emphasis on the social significance, the level of interest and internal motivation will be much higher than the same educational activity.

The psychological changes also take place during adolescence. For example, the development of intellectual abilities allows one to reason from a hypothetical and deductive viewpoint – this type of reasoning is practically not available to the younger students. During the period of development of a teenager's ability to reason, it is important to understand the significance of even these

attempts, since the simple attempts play an important role in the development of their personality. During this same period, teenagers are puzzled by the problems of self-knowledge, self-improvement, finding themselves and their place in life, they talk of the social justice, i.e. they touch upon the eternal philosophical truths, since they often cannot find answers to the questions, which interest them.

An ability for reflection – introspection – develops, which stimulates self-observation. And on the basis of introspection, self-awareness develops, which distinguishes a teenager from the younger students.

Speaking of the interests of teenagers, it is important to note that despite their diversity, they are all quite unstable and changeable. Therefore, if a teenager, for example, becomes interested in a subculture, it cannot be said with complete confidence that in a year he will still be interested in the subculture: the interests of adolescents change very quickly. This “sensory thirst” not only opens the way to curiosity, which results in a wide range of interests, but also promotes rapid switching between these interests, hence the rapid change of hobbies.

We believe that one of the reasons for the rapid change of hobbies is the lack of support from the adults (often from the parents), who sometimes insist on those interests, which they consider necessary for a teenager, and the opinion of the teenager himself in such cases is not taken into account.

So, by understanding all the characteristics of the 9th grade students, their interests and motives, the specifics of organizing elective courses, you can develop your own course, which will be aimed at increasing interest and motivation in studying the environment.

The study has involved 30 people – the 9th grade students. To evaluate an efficient elective course, prior to its beginning, a test has been conducted among the 9th grade students, with the help of which the levels of interest and motivation to study the environment have been determined. For this purpose, the questionnaire of N.G. Luskanova and the methodology of A.A. Gorchinskaya in the author’s interpretation have been used [7, 11].

The results have shown that:

- 10 students have a low level of interest and motivation in studying the environment;
- 12 students have an average level;
- and only 8 students have demonstrated a high level of interest and motivation.

As part of the elective course, the program has been divided into several blocks, one of which has been a block on the environmental responsibility, whose impact on the level of interest and motivation has been assessed as part of our study. It has included the following topics:

- 1) The importance of ecology in the modern world;
- 2) The environmental responsibility in the interests of sustainable development of people, companies, countries and the world;
- 3) The connection between the natural science disciplines and the level of the environmental responsibility of citizens;
- 4) The analysis of flora and fauna in the place of residence;
- 5) The prospects for the environmental responsibility of citizens.

As part of the first two topics, the students have been offered ESG principles, which are popular today throughout the world. The ESG are the principles, which, if followed, ensure sustainable development:

- environmental – the principle of environmental friendliness, in accordance with which it is assessed how a person, company, country, or the world as a whole, takes care of the environment, for example, developing the measures to reduce the carbon footprint;

- social – the principle of social responsibility, in accordance with which the attitude towards employees, suppliers, clients and partners is assessed, including safe working conditions, the inadmissibility of the use of child labor, etc.;

- corporate governance – the principle of corporate governance, which provides for the assessment of management efficiency.

These principles in their current form have been first proposed by Kofi Annan back in 2004, and have become a response to the demand of the society, according to which, in addition to financial reporting, it is necessary to evaluate sustainable development. The goal of the ESG principles is to combat climate change, which remains a relevant agenda in the current realities and will remain so for a long time.

Next, the connection between the natural sciences – astronomy, biology, geography, physics and chemistry – and the environmental responsibility has been considered. Many of these disciplines are studied by the 9th grade students at school, therefore, as part of the elective course, it has been demonstrated how certain knowledge, skills and abilities, acquired by them, can be used by them to have a positive impact on the environment, and to increase the environmental responsibility.

At the next stage, the students have been asked to implement a project: choose a particular plant or animal and analyze its history, current state, problems and propose solutions to the specific problems. For this purpose, the students have been divided into groups, each of which has chosen the topic of the project work independently – independence, as we have noted earlier, is an important aspect for increasing the motivation of adolescents for the educational activities. For example, among the selected topics there have been the topics on the conservation of the populations of wolves, foxes, saigas, steppe tortoises, as well as the state of the flora, which includes dozens of species of trees, thousands of species of grasses, etc. Here, the choice has fallen on saxaul, turanga, chestnut and others.

At the end of this block, a lesson-discussion has been held on the further development of the environmental situation and the environmental responsibility of citizens. The discussion is part of the development of the adolescent personality, it is an opportunity for reasoning, which is very important for their formation.

After completing this block, the interest and motivation levels have been assessed again. The study results are presented in Figure 1.

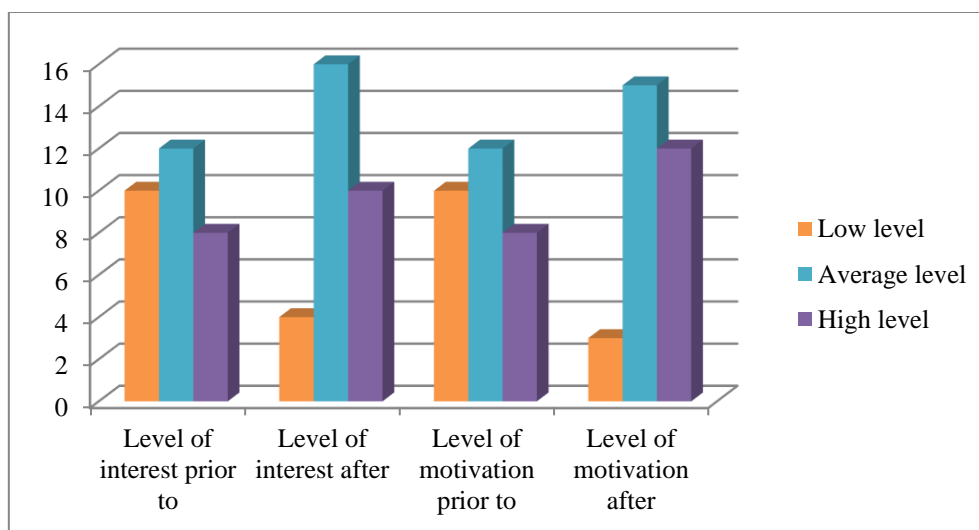


Figure 1. The assessment of the level of interest and motivation

Conclusions. Thus, it has been established that the elective course has demonstrated efficient results (figure 1): it has made it possible to increase the level of the students' interest in the environmental study: if prior to the course 10 students had a low level of interest, 12 had an average level and only 8 had a high level, after completing it, only 4 students have remained with a low level of interest, which can be associated with a lack of the internal motivation (these students have chosen other areas for the subsequent admission to the university, and accordingly, the focus of

their attention has been shifted to the other areas and other subjects). 16 students have shown a medium level of interest, and 10 have shown a high level of interest.

From the point of view of motivation, the better results have been obtained: if prior to the course the same 10 people had a low level of motivation, then after completing it only 3 people have remained at the same low level. But nevertheless, at the same time, they have taken an active part in the project activities, which, judging by the results of the project, has aroused a certain interest in them. Exactly half of them, 15 students, have demonstrated an average level of motivation to study the environment, and these motives have been internal, not external, 12 students have particularly distinguished themselves by demonstrating a high level of interest.

Thus, we can conclude that the elective course can have a positive impact on the level of assessment of the students' motivation to study the environment. When developing it, the age and psychological and pedagogical characteristics of the students in this age period should be taken into account.

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ВЗАИМОСВЯЗЬ МЕЖДУ СТРАТЕГИЯМИ ПРОТИВОДЕЙСТВИЯ КИБЕРБУЛЛИНГУ И УРОВНЕМ НЕЗАЩИЩЕННОСТИ У ПОДРОСТКОВ

Аннотация

В данном исследовании рассматривается корреляционная связь между стратегиями преодоления кибербуллинга и степенью незащищенности от него у подростков из трех городов – Семей, Астана и Атырау.

Целью исследования является изучение особенностей этой корреляционной связи и выявление эффективных стратегий преодоления кибербуллинга для подростков в разных городах.

В исследовании использовался анализ данных, а также были проведены опросы и наблюдения среди подростков из трех городов. Анализ данных показал, что самыми распространенными стратегиями преодоления кибербуллинга являются "Близкая поддержка" и "Техническое преодоление". Обнаружено, что доли использования этих стратегий различаются в зависимости от города проживания. Подростки из Астаны чаще используют "Близкую поддержку", из Семей – «Техническое преодоление», а из Атырау – «Активное игнорирование». Дальнейший анализ показал, что подростки, применяющие стратегии "Близкой поддержки" и «Технического преодоления», имеют более низкий уровень незащищенности, в то время как те, кто использует "Активное игнорирование", часто имеют более высокий уровень незащищенности. Полученные результаты