

## SOCIALIZING POTENTIAL OF A FOREIGN LANGUAGE IN THE FORMATION OF A BIOECOLOGY -STUDENT PERSONALITY

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### АННОТАЦИЯ

В статье рассматривается проблема формирования экологического мировоззрения студента, раскрывается социализирующий потенциал иностранного языка, роль межпредметной интеграции и ее воспитывающая функция.

### ABSTRACT

The article deals with the problem of the formation of a student's ecological worldview, reveals the socializing potential of a foreign language, the role of intersubject integration and its upbringing function.

**Ключевые слова:** экологическое мировоззрение, межпредметная интеграция, потенциал, социализация, толерантность, иностранный язык, воспитывающая функция.

**Keywords:** ecological worldview, interdisciplinary integration, potential, socialization, tolerance, foreign language, upbringing function.

We define the actualization of the socializing potential of a foreign language as the result of successful socialization, which allows individuals and society to reproduce social ties, to carry out cross-cultural tolerant communication, social relations and cultural values, as well as to ensure their further development.

In modern conditions of teaching a foreign language at a university, the formulation and solution of important general didactic, pedagogical and methodological problems are becoming increasingly urgent, with the aim of expanding the general educational horizons of students, instilling in them the desire to master knowledge wider than compulsory programs.

One of the ways to solve these problems is the integration of the studied subjects and disciplines in the process of teaching a foreign language. Interdisciplinary integration makes it possible to systematize and generalize students' knowledge in related academic subjects and disciplines.

The main goals of integrating a foreign language with other disciplines are: improving communicative and cognitive skills aimed at systematizing and deepening knowledge, and exchanging this knowledge in the context of multicultural tolerant communication; further development and improvement of the aesthetic taste of students, preparation for future professional activities in modern conditions.

The awakening of professional interests depends on various conditions: the educational process, forms and methods of educational work, the influence of the family, etc. Interest often forces a student to act in a certain direction and thus acts as a motive for activity.

The problem of the formation of an ecological worldview in the last decades of the XX century has gained increased popularity. The most important characteristic of the ecological worldview is the subjective perception of natural objects. The formation

of a subjective attitude to nature among the adult population is fraught with certain difficulties, and some authors believe that in the current conditions it is practically impossible to do this in a limited time, therefore, strategic work in this area must be started with the younger generation, whose consciousness is not burdened to such an extent. as in adults, anthropocentric and technocratic attitudes. Consequently, the formation of a student's ecological worldview becomes one of the important tasks of pedagogical science.

A foreign language plays a special role in the formation of an ecological worldview, and therefore in the humanization of education, in the successful socialization of a student's personality. The result of using a foreign language in the formation of an ecological worldview is not only knowledge, but a certain style of thinking, in our case, ecological.

Consideration of a foreign language not only as an object of study, but also as a source of the formation of the ecological worldview of students of an agricultural university makes it possible to theoretically deepen the content of the principles of humanization, multiculturalism, ecologization of education in a non-linguistic university. The experiment confirmed that listening, reproducing and interpreting messages, texts in a foreign language that are ecological in content (while students also act as translators) in student clubs, meetings of scientific circles, conferences find a deeper emotional response, are accompanied by discussions, dialogues.

The presence of a professional interest affects the value qualities that determine its focus on professional activity as a public value; cognitive qualities focused on striving for the most complete knowledge of the profession, on the assimilation of special knowledge and skills; operational qualities, developing the ability to perform certain actions, analyze errors, strive for interaction with objects and subjects of activity;

volitional qualities that determine overcoming difficulties, experiences of the joy of success.

We achieved exactly the result that we were purposefully striving for: ecological knowledge, ecological activity, internalized and fixed in beliefs, and foreign language speech activity are united by a common context - the formation of an ecological worldview, successful socialization of the student.

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### ДИАЛОГ КАК УСЛОВИЕ ФОРМИРОВАНИЯ ДОВЕРИЯ УЧИТЕЛЯ И УЧАЩИХСЯ В ПЕДАГОГИЧЕСКОМ ПРОЦЕССЕ

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### DIALOGUE AS A CONDITION FOR FORMING TRUST OF THE TEACHER AND STUDENTS IN THE PEDAGOGICAL PROCESS

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#### АННОТАЦИЯ

Целью статьи является систематизация наиболее значимых педагогических условий для формирования доверия к учителю у ученика младшего школьного возраста. Анализ существующих и выделенных педагогами условий формирования доверительных отношений показал, что диалог является главным условием, способствующим их развитию. Авторы представляют основные диалоговые формы, раскрывающие механизм выстраивания доверительных отношений ученика и учителя в младшем школьном возрасте, являющимся значимым периодом в формировании доверия.

#### ABSTRACT

The purpose of the article is to systematize the most significant pedagogical conditions for the formation of trust in the teacher in a student of primary school age. An analysis of the existing conditions for the formation of trusting relationships and the ones highlighted by teachers showed that dialogue is the main condition that contributes to their development. The authors present the main dialogue forms that reveal the mechanism of building trust between a student and a teacher at primary school age, which is a significant period in the formation of trust.

**Ключевые слова:** доверие, доверительные отношения, формирование доверия, диалог, младший школьник.

**Key words:** trust, trusting relationship, the formation of trust, dialogue, junior schoolchild.