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THE PROCESS OF TEACHING FOREIGN LANGUAGES AS A FACTOR IN THE FORMATION OF ECOLOGICAL CULTURE OF UNIVERSITY STUDENTS

The purpose of the study is to identify a set of measures (methodological base) that contribute to increasing environmental awareness.

Today's complex world, full of conflicting trends, environmental problems have become global. Man cannot live outside of nature, he has always used its resources. Unfortunately, the emergence and development of civilization, especially scientific and technological progress, contributed to the intensification of the expansion of mankind in the biosphere, which is clearly manifested in regions with developed states. The incessant growth of pressure on nature, which violates its natural possibilities, negatively affects not only our living conditions, but can make life difficult for future generations. A person in all forms of his behavior in nature and society will have to move from isolation, confrontation, struggle, overcoming to the style of cooperation, interaction, dialogue, to ecological, natural thinking and activity, to design a new development trajectory. That is why students' awareness of environmental problems is an important aspect of modernity. The system of purposeful influence on a person to form a sense of civic duty and moral responsibility for the state of the environment, respect for nature and its resources is the most important measure to overcome the environmental threat. This article is devoted to the topic of building an ecological culture of students of philologists, namely philologists who study English as the main language. The article notes that in the 21st century, the training of competent and environmentally literate specialists, who in practice can operate with the acquired knowledge, is more relevant than ever, which can be considered as one of the tasks that higher educational institutions of Kyrgyzstan face. The article shows the main priorities of environmental education and the role of foreign language disciplines in it in the preparation of philology students who study a foreign language as the main one. The author proposes the main methods for the formation of this type of culture, both in the classroom and outside the classroom. The author pays great attention to the use of modern multimedia technologies and unique materials of foreign media as one of the sources for the formation of environmental awareness and culture.

Key words: *education, greening of society, ecological education, problems in ecology, competent specialists in ecology, environmental protection.*

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ЧЕТ ТИЛДЕРДИ ОКУТУУ ПРОЦЕССИ ЖОГОРКУ ОКУУ ЖАЙЫНДА СТУДЕНТТЕРДИН ЭКОЛОГИЯЛЫК МАДАНИЯТЫН КАЛЫПТАНДЫРУУНУН ФАКТОРУ КАТАРЫ

Макаланын максатын экологиялык маалымдуулукту жогорулатууга көмөктөшүүчү чаралардын комплексин (методикалык базаны) аныктоого аракеттенүү түзөт.

Карама-каршы тенденцияларга жык толгон азыркы татаал дүйнөдө экологиялык көйгөйлөр глобалдуу болуп калды. Адам жаратылыштан тышкары жашай албайт, ал дайыма анын ресурстарын пайдаланып келген. Тилекке каршы, цивилизациянын пайда болушу жана өнүгүшү, өзгөчө, илимий-техникалык прогресс адамзаттын биосферадагы экспансиясынын күчөшүнө шарт түздү, бул өнүккөн мамлекеттери бар аймактарда ачык байкалууда. Жаратылыштын табигый мүмкүнчүлүктөрүн бузган басымдын тынымсыз өсүшү биздин жашоо-шартыбызга гана терс таасирин тийгизбестен, келечек муундардын жашоосун кыйындатат. Адам жаратылыштагы жана коомдогу өзүнүн жүрүм-турумунун бардык формаларында обочолонуудан, тирешүүдөн, күрөштөн, жеңүүдөн кызматташуу, өз ара

аракеттенүү, диалог стилине өтүүгө, экологиялык, табигый ой жүгүртүүгө жана активдүүлүккө өтүүгө, өнүгүүнүн жаңы траекториясын түзүүгө туура келет. Ошондуктан окуучулардын экологиялык көйгөйлөрдү түшүнүүсү азыркы замандын маанилүү аспектиси болуп саналат. Жаратылыштын абалына, жаратылышка жана анын ресурстарына урматтоо сезимин жана моралдык жоопкерчилик сезимин калыптандыруу үчүн адамда максаттуу таасир көрсөтүү системасы экологиялык коркунучту жеңүүнүн эң маанилүү чарасы болуп саналат. Бул макала англис тилин негизги тил катары окуган филологдордун, тактап айтканда, филолог-студенттердин экологиялык маданиятын калыптандыруу темасына арналган. Макалада 21-кылымда алган билими менен иш жүзүндө иштей ала турган компетенттүү жана экологиялык жактан сабаттуу адистерди даярдоо болуп көрбөгөндөй актуалдуу болуп жатканы белгиленет, муну Кыргызстандын жогорку окуу жайларынын алдында турган милдеттердин бири катары кароого болот. Макалада экологиялык билим берүүнүн негизги артыкчылыктары жана андагы чет тилдик дисциплиналардын ролу, чет тилин негизги тил катары үйрөнүп жаткан филолог-студенттерди даярдоодо жаратылышты коргоо боюнча билим берүүнүн мааниси көрсөтүлгөн. Маданияттын бул түрүн класста да, класстан тышкары да калыптандыруунун негизги ыкмалары сунушталат. Автор экологиялык аң-сезимди жана маданиятты калыптандыруунун булактарынын бири катары заманбап мультимедиялык технологияларды жана чет элдик маалымат каражаттарынын уникалдуу материалдарын колдонууга көңүл бурган.

Өзөктүү сөздөр: билим берүү, коомду экологиялаштыруу, экологиялык тарбия, экологиядагы көйгөйлөр, экология боюнча сабаттуу адистер, айлана-чөйрөнү коргоо.

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ПРОЦЕСС ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ КАК ФАКТОР ФОРМИРОВАНИЯ ЭКОЛОГИЧЕСКОЙ КУЛЬТУРЫ СТУДЕНТОВ ВУЗА

В современном сложном, полном противоречивых тенденций мире, экологические проблемы приобрели глобальный масштаб. Вне природы человек не может жить, он всегда пользовался её ресурсами. К сожалению, возникновение и развитие цивилизации, особенно научно-технический прогресс, способствовали усилению экспансии человечества в биосфере, которая ярко проявляется в регионах с развитыми государствами. Непрерывающийся рост давления на природу, который нарушает её естественные возможности, негативно влияет не только на наши условия жизни, но может сделать сложной жизнь последующих поколений. Человеку во всех формах своего поведения в природе и социуме предстоит перейти от обособления, конфронтации, борьбы, преодоления к стилю сотрудничества, взаимодействия, диалога, к экологическому, природосообразному мышлению и деятельности, проектировать новую траекторию развития. Вот почему осознание студентами экологических проблем составляет важный аспект современности.

Целью исследования является выявление комплекса мероприятий (методической базы), способствующих повышению экологической сознательности у студентов. Система целенаправленного воздействия на человека по формированию чувства гражданского долга и моральной ответственности за состояние окружающей среды, бережного отношения к природе и ее ресурсам — важнейшая мера преодоления экологической угрозы.

Данная статья посвящена теме построения экологической культуры студентов-филологов, а именно: филологов, изучающих английский язык как основной. В статье отмечается, что в 21 веке как никогда актуальна подготовка компетентных и экологически грамотных специалистов, которые на практике могут оперировать полученными знаниями, что может рассматриваться как одна из задач, которые стоят перед высшими учебными заведениями Кыргызстана. В статье показываются главные приоритеты природоохранного образования и роли в нем дисциплин в сфере иностранных языков при подготовке студентов-филологов, которые изучают иностранный язык как основной. Автором предложены главные методы становления данного вида культуры, как в аудиторное, так и внеаудиторное время.

Важное внимание автор уделяет на использовании современных мультимедийных технологий и уникальных материалов зарубежных СМИ как один из источников формирования экологической грамотности и культуры.

Ключевые слова: образование, экологизация общества, экологическое воспитание, проблемы в экологии, грамотные специалисты по экологии, защита окружающей среды.

Introduction

One of the highest priority problems facing humanity today is the protection of the environment. The scale of this problem is so great that it requires urgent measures and does not leave the front pages of newspapers and magazines. Environmental problems pose a serious danger and, therefore, require detailed study. The urgency of the mentioned problem sets a task for the higher education institution, namely to educate a new generation of specialists with an environment-friendly outlook and active environmentalist stance.

With the development of ecology as a science, there are many works that reveal the features of environmental consciousness. Thus, the works of N. F. Vinokurova, A. N. Zakhlebny, I. D. Zverev, B. G. Ioganzen, T. S. Komarova, N. M. Mamedov, N. N. Moiseev, N. V. Ryabinina, I. T. Suravegina and others reveal methodological aspects of environmental education and training. It has been noted that in modern studies, despite their wide range, the question of the role of modern philological education in the formation of environmental culture, literacy and upbringing is insufficiently covered.

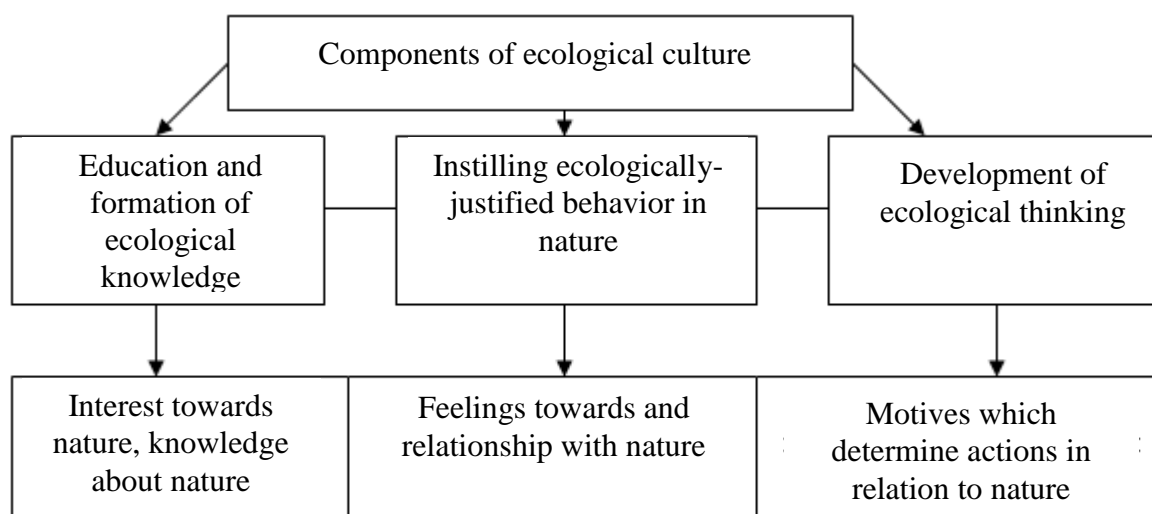
The phrase "environmental education" can be understood as a purposeful development of a person, which includes the formation of his ecological culture, the perception of not only social but also environmental norms and values, which is carried out through the family, state and public institutions (religion, media, educational institutions, etc.) At the same time, environmental education is achieved through a set of environmental and environmental education, which includes education in the narrow sense, school and vocational ecological education, and awareness-raising about ecological world views.

In the period of the global crisis the question of the necessity of mankind's transition to a radically new way of thinking and environmentally conscious economic activity is being raised more and more often. That, of course, in turn, requires the formation of an ecological culture, fundamentally different from the existing one.

Ecological culture is considered a component of culture; it is a way of adapting society to the biophysical environment, includes the means of spiritual and practical mastery of the impact on the natural environment. Ecological education can be regarded as an integral part of the education of modern youth. From the above it follows that the question of higher education institutions training of specialists-translators, meeting the requirements of modernity, i.e. ecologically literate professionals, becomes urgent. As the analysis of recent publications shows, there is a need to develop a methodological basis for the training of a new type of personnel.

Formation of ecological culture among students implies rethinking and changing attitude to the environment. The younger generation should have a clearly formed idea about the consequences of non-ecological behavior. An urgent task of the university is, in particular, to increase the level of ecological culture, the lack of which may indicate an elementary lack of ecological knowledge.

Table 1



Below an attempt is made to identify ways to optimize the training of an environmentally literate generation, which should be considered in the process of learning the translation profession.

In order to form future environmentally literate specialists it is necessary to actively involve students in various types of work in the learning process.

The mechanism of ecological education of students implies both classroom (training) and extracurricular activities. Among the training activities conducted in a foreign language, several aspects can be highlighted. One is the organization of active research activities on topics with an environmental focus. This work can be implemented in the form of the project method, which is based on the system of development of cognitive skills of students, their ability to use multimedia technologies, the ability to think critically. The topic of the project is designated in advance and the work on it is carried out individually or in a group for a certain period of time. The version of the solution to an environmental problem (i.e. the outcome of the research) can be presented in class. An obligatory condition in this case should be the use of only authentic information in a foreign language.

Information systems, printed editions of foreign media, which contribute to the formation of socio-cultural competence of future specialists-translators, can also be used as an accessible way to obtain up-to-date information, because they allow improving vocabulary with new words, ensuring the effectiveness of the communication process, and giving an idea of what is happening in the country of the studied language. Seminar classes in a foreign language aimed at in-depth study of certain material can also be organized both as a conversation on a known environmental problem in advance, and in the form of small reports followed by a discussion.

Possible types of extracurricular activities for students:

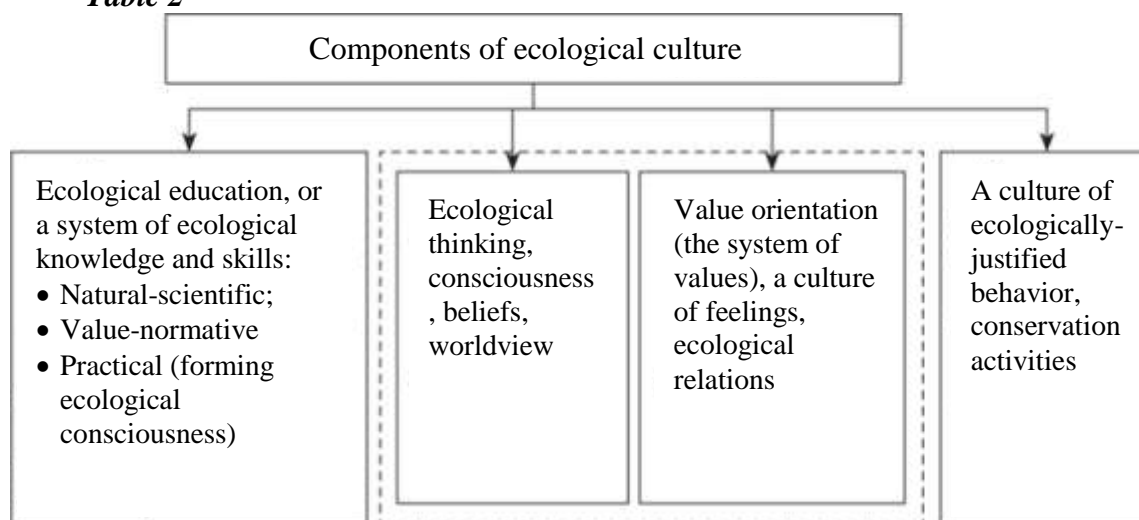
- Participation in preparing and holding environmental events in order to solve urgent social problems (subbotniks, environmental actions, organized collection of recyclable materials);
- Round-table discussions with the involvement of environmental practitioners;
- Organizing field trips that contribute to broadening the environmental outlook of the youth;
- Organizing excursions to businesses to learn about environmental activities;
- Setting up environmental clubs and communities;
- Participation in ecological modeling of the environment (e.g. planting greenery in

populated areas).

As an important point, the need to ensure continuous environmental education of students should be noted. The formation of the level of conscious attitude to the environment should not end at the moment of graduation. The special task is seen as the formation of ecological consciousness as one of the important moral qualities of the person.

There is every reason to believe that ecological culture is an integral part of moral education of modern personality. Its formation should be complex and continuous, and this process is feasible also in the process of foreign language teaching. The complex of classroom and extracurricular activities positively contributes to the formation of environmental responsibility and culture. This type of education of students should be carried out not only during the course "Ecology" but also during studying, for example, humanities disciplines. Environmental education of young people in the study of foreign languages can be successful only if it will be carried out consistently, creatively (using different forms of both classroom and extracurricular activities) and in a foreign language. Ecologization of modern education today is more important than ever for society and should be carried out in different ways.

Table 2



On the basis of experience, today as never before ecologization of modern education for society is important and can be carried out by various methods. It is concluded that the role of higher education institutions in the environmental education of young people and students is extremely important, as it is the education received in the process of training a student at the university can serve as a catalyst in the ecologization of society.

To summarize, it should be noted that the contribution of educational institutions in the environmental education of the younger generation is more important and significant than ever. It is an indisputable fact that the formation of environmental culture of students of a liberal arts university is possible in the process of teaching a variety of disciplines, including the practice of foreign languages. Today it is extremely necessary to form a sustainable need for a conscious and environmentally literate attitude to the environment.

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