

# NOOSPHERIC CONSCIOUSNESS AMONG STUDENTS OF UNIVERSITIES IN THE PROCESS OF FOREIGN LANGUAGE TEACHING

*Ярошенко Софія*

*студентка 1 курсу факультету ветеринарної медицини*

*Національний університет біоресурсів і природокористування України (м. Київ, Україна)*

*Сиротіна Олена, наукова керівниця – кандидат педагогічних наук, доцент кафедри іноземної філології і перекладу*

The problem of the formation of the worldview of university students and the place and role of noospheric consciousness in this process are investigated by many representatives of the humanities. Over time, the relationship between human and nature has become complicated and deteriorated. As a result, nature is suffering, but at the same time, significant threats have emerged to humans, up to the real threat of humanity's self-destruction. Among other measures, the educational system is called upon to do this. Universities, especially universities of life sciences, have significant opportunities for this.

Modern pedagogical science is focused on the formation of a noospheric scientific paradigm – the formation of a holistic scientific picture of the world, noospheric values, a noospheric worldview among students. The problem of developing a noospheric approach to foreign language teaching is organically integrated into the contemporary theoretical and practical inquiries of domestic pedagogy and foreign language teaching methodology, and therefore, it is relevant. The noospheric educational approach contributes to the development of students' holistic worldviews. The realization of this potential is presented in the article. It is based on a new system of knowledge about the surrounding world, society, and humanity, which is acquired through interdisciplinary integration of the foreign language and natural science disciplines (biology, ecology, chemistry).

Noospheric consciousness among students is based on active accumulation of

knowledge and discoveries in various fields of study. Students strive to expand their intellectual repertoire and gain a deeper understanding of the world around them through both formal education and self-directed learning. Noospheric consciousness encompasses a broad global perspective, emphasizing the interconnectedness of humanity and the environment on a planetary scale. It involves a multidisciplinary approach, integrating knowledge from various fields such as science, technology, humanities, and social sciences. Noospheric consciousness includes the formation of a personal worldview and values that are focused on the preservation of nature, support for the diversity of cultures and religious beliefs, as well as the development of social justice and global cooperation. It promotes the development of critical thinking, creativity and intellectual skills of students. They learn to analyze information, find new approaches to solving problems and develop innovative solutions. Noospheric awareness supports students' awareness of their social responsibility. They understand their role in society and are ready to take an active part in solving global problems, such as climate change, fighting poverty and ensuring human rights. Students with noosphere awareness develop environmental awareness and understand the importance of preserving the environment for future generations. Noospheric consciousness encourages an appreciation of diverse cultures and a respect for cultural differences.

It is important to note that the noospheric consciousness of students is not a static concept, it constantly evolves along with changes in society and the world. One of the key aspects of this evolution is the ability of students to adapt to new challenges and changes occurring in the environment. In order to ensure the constant evolution of noospheric consciousness, it is important to constantly support the learning and development of students.

Firstly, the development of noospheric consciousness among students involves enriching their knowledge, realizing their role in society, and gaining a deep understanding of environmental issues. Students should be equipped not only with academic knowledge but also with critical thinking skills, a systemic approach, and analytical abilities.

Secondly, fostering the development of noospheric consciousness in students

requires practical engagement and interaction with real-world problems. This can be achieved through participation in projects, collaborative research, volunteering, and social initiatives. Students should have the opportunity to apply their knowledge and skills to address real societal challenges.

Thirdly, promoting the development of noospheric consciousness among students involves creating a conducive environment that encourages dialogue, idea exchange, and collaborative learning. Universities and educational institutions should stimulate students to engage in critical thinking, facilitate the formation of interdisciplinary approaches, and maintain a connection with practical applications.

For students of universities of sciences about life, the very specificity of educational process is fertile for the formation of a special noospheric consciousness, which is based on the fact that there is unity and absolute value of all living things on the globe.

The main factor in the formation of students' noospheric consciousness is the systematic and methodical approach applied in this endeavor. The concept of the noosphere should be explored within the framework of specialized and humanitarian disciplines during the course of their studies.

The noospheric educational paradigm involves the interdisciplinary integration of a foreign language and natural science disciplines, combining humanitarian and natural science knowledge, allowing one to understand phenomena in their diversity.

Interdisciplinary integration is carried out on the basis of integrated subject content, selection of academic material for students, pedagogical conditions, principles, organizational forms, methods and educational technologies.

It is advisable, in our opinion, to create an integrative course "Foreign language and the natural science picture of the world", which will help orient the target audience towards conducting active project and research activities. Designing an integrative course like "Foreign Language and the Natural Science Picture of the World" with the aim of developing a noospheric consciousness is a complex task. Such a course should not only cover language skills and natural science concepts but also foster a holistic understanding of the interconnectedness of knowledge, promote environmental consciousness, and encourage critical thinking.

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