Psychological Basis of Linguoecology Study

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Abstract

The article considers the psychological basis of linguoecology study and shows the importance of student-specific biological; psychological, and social features, and individual characteristics in linguoecological education. Ways to ensure a healthy relationship between teacher and student have been identified taking into account the styles of pedagogical communication and the basic values. Students were classified according to the nature of the learning activity and the corresponding model of action. The article answers the questions: "Who are the people who have earned the title of Z generation, digital youth, what are their qualities?" The crisis in the language environment of young people and the violation of language purity are analyzed in connection with the deviations in the moral, ethical, psychological, social, and economic aspects.

Keywords: ecological communication, language, language environment, linguoecology, personality, traits

1. Introduction

Language ecology is a new direction of linguistics, formed in the 90s of the twentieth century at the intersection of linguistics and ecology. Linguoecology assesses the state of the national language, analyzes the prevailing trends, warns of "environmental threats" and identifies ways to preserve the language. Its purpose is the protection of the language; preservation of a healthy language environment; the purity of speech; identification of factors influencing the social nature of language; fight against linguistic nihilism; language aggression; description of the linguistic personality, and its types. The task of linguo-ecological education is to form a language personality who ensures the health of the language, the purity of the language environment, the viability of the language, fostering respect for the mother tongue, a sense of responsibility for the future of the language, prevention of linguistic nihilism (Abitova, 2021). It is very important to determine the psychological basis of linguoecological education.

It will be effective and efficient to take into account the psychological characteristics of students in teaching linguoecological issues, analyzing the principles of planning the education content, and choosing methods. "Ultimately, the most positive issues concerning the fate of the nation must be resolved by keeping in mind the invariable laws of nature" (Seidimbek, 1977). The transformation of knowledge imparted to students into the life experience, competence is directly related to the nature of man, that is, the higher mental processes and patterns of behavior. Therefore, "Who do we teach?", "What is the modern student?", "Who is generation Z?", and "What are the characteristics of young people in the digital age?" "What is the role of student life in determining the future of a student who has become an active participant in global integration?" etc. We need to find answers to these and similar questions and plan accordingly.

2. Literature Review

Student life is a phenomenon directly related to the development of high school (Amangeldinovna et al., 2021; Issayev et al., 2022). Ushinsky called this age "the most decisive", because it is the most active stage of intensive work for self-development, defining the future of man. Stolyarenko(1997) describes studentship as a special social category, a special community of people organized by higher education institutions. According to Zimnyaya (2000), the concept of a student includes people who are purposeful, systematically acquire knowledge and professional skills, characterized by a high level of education, more active use of culture, and a high level of cognitive motivation.

Ananyev (1974) believes that the age of 17 to 25 years of human life is very important as the final stage of personality development and the main stage of professional development .

A modern university student is, first of all, a young person with all the opportunities for future development (Kondrateva, Sabirova & Plotnikova, 2018). Although the student is important intellectual potential in society, he is a former schoolboy, so he does not have the necessary experience and he needs to gain experience. Therefore, it is important that the teacher as soon as possible directs the student to adapt to work independently (Wahidmurni, et al., 2022). It aims to develop the cognitive activity. It is necessary to explain to the student that the learning process should be carried out not to pass the exam, but to acquire knowledge, skills, and abilities in the field. Therefore, the practical part of linguoecological education is a priority and it is planned to master it in educational practice. The student, who is in the classroom sitting in front of the teacher and the trainee, who performs the educational, practical, and research tasks assigned to him at the internship, have different views on education. Because of the task of the trainee, the trust and responsibility placed on him are more complicated.

According to age students have biological (type of activity of the higher nervous system, unconditioned reflexes, instincts, physical force, etc.); psychological (unity of psychological processes, conditions, and properties); social (social relations, belonging to a particular social group, quality). In addition to these features in education, it is necessary to take into account the individual characteristics of each student, and the peculiarities of his mental processes and condition (Karasheva, et all, 2021). At this age, a person strives to find his place in life, in society, to understand himself, and to look critically at himself and those around him. As students, they re-analyze and change previously defined goals in their minds and think about their habits and behavior, resulting in new qualities that contribute to the performance of new social roles, and the formation of personal qualities such as independence, initiative, innovation, and creativity. The student has to overcome difficulties, such as communication with other students in the group, teachers of special subjects, the adoption of many innovations, and the preparation of various forms of reporting.

There is a complex dynamic relationship between the processes of learning and development, which changes with age, Vygotsky (1984) proved that developmental processes do not correspond to the learning process, it follows the learning process. Researchers distinguish a period called the sensitive stage of the human skeleton, which is the most favorable for the development of abilities. At this stage, abilities develop at a special pace, which is likely to exceed the overall development of the individual. Ananyev (1974) conducted an experiment, the results of which compared the moments that make up the structure of the development of human psychophysiological activity and identified the moments of increasing, stabilizing, and decreasing the level of activity at each age. According to the scientist, at the age of 18-22, there is the highest level of service (46.8%), i.e., the peak of cognitive abilities (Zimnyaya, 2000). That's why we offer a set of tasks that lead students to take a critical look at the language environment and "clean up" it, "heal" it and prevent future threats. He can determine the impact of his speech on the mental health of the people around him, to assess the state of the linguistic landscape of his hometown, village, family, friends, media, interests (books, music, programs), etc. by monitoring the influence of factors, the language environment of the next generation.

As a rule, students can set high goals. In this regard, the issues of self-education and self-upbringing are on the agenda (Karabacak, 2021). For example, some young people over the age of twenty have some technical education, are very active in learning a foreign language, have already traveled abroad, and have work experience. Significant changes take place in interpersonal relationships during student life. At this age, the need for understanding, kindness, and compassion, and a relationship based on trust increases. Communication with fellow students will be very important and will become a leading factor in personal development. The formation of the student as a linguistic person is especially influenced by the interaction with peers and teachers in the family. Significant changes take place in interpersonal relationships during student life. At this age, the need for understanding, kindness, and compassion, and a relationship based on trust increases. Communication with fellow students will be very important and will become a leading factor in personal development. The formation of the student as a linguistic person is especially influenced by the interaction with peers and teachers in the family.

One of the most important factors in the formation of personality is relationships. At a time when the problems of relations at the global level are becoming tenser, the need to humanize interpersonal relations, to raise them to a higher level of culture is becoming clear. It is impossible to imagine the educational process without a pedagogical relationship between the teacher and the student, which is based on a specific goal. Pedagogical communication is the interaction of the teacher and the student in the system of all structures of the pedagogical process, resulting in the acquisition of new knowledge and experience. Pedagogical communication is carried out through a relationship based on the principles of joint creative activity of student and teacher, and their interaction. In the process of communication

with students, complex theoretical issues are raised and resolved, scientific material is analyzed, opinions and views of each scientific school are compared, and controversial situations are identified and substantiated.

In this case, pedagogical communication allows the teacher to systematize scientific information, identify the main problem, express their position in the process of proof and helps students to critically accept the proposed material, evaluate it, and analyze the most important. The content of the participation is the information provided by the teacher through various tools. Pedagogical communication as a socio-psychological process is characterized by the recognition of personality, information exchange, organization of activities, exchange of roles, self-development, influence, motivation, conflict resolution, and the formation of the personality of the future specialist.

For students can master the content of the subject fully, it is necessary to solve not only the pedagogical goals of teaching but also the communicative task. Unfortunately, there is a tendency to ignore the communicative, interactive, social-perceptual functions of communication between teachers and focus only on informational tasks. The communicative task of a relationship is to exchange information; the interactive task - is to organize an active interaction of the interacting persons; The social-perceptual task is to make the recipients perceive each other, thereby establishing mutual understanding. Pedagogical communication will be environmentally friendly only if it is established in a tolerant, ethical way that does not harm the psycho-emotional state of the student. Both sides must always keep in mind that "cold words from the ears go to the heart and become ice". To effectively implement the learning process, both the teacher and the student must be able to choose the words to express their thoughts.

3. Methods

The ecological nature of pedagogical communication is created and developed through special language tools. Some of them are universal, some are unique to this discourse. Taking into account the styles and basic values of pedagogical communication, we have identified the most widely used methods for building a healthy teacher-student relationship. In particular, the way to express empathy. Empathy is the ability to understand the feelings and moods of other people (Vyatkin, Fomina & Shmeleva, 2020). It is achieved through understanding the student, building a relationship based on the student's emotional state, and mutual trust.

The method of approval is expressed through the approval of the student's opinion and mutual evaluation during the period of instruction during training. Such feedback is an important tool in changing the direction of the student's emotional field.

The way to show interest is to be an active listener. Its peculiarities: do not interrupt the student's speech, do not use the feedback signal too much, pause, and repeat the student's remarks. Verbal repetition of a student's replica shows that attention has been paid to it. Accordingly, each student tries to be careful in expressing opinions.

The method of communication distance control has two functions: the reapproachment of the communicative distance and the estrangement of the communicative distance. The first is through the use of informal pronouns, the pronoun "we", and equal communication. This creates a positive psychological atmosphere in the group. In the second method, the relationship is based on formal constructions, and terms that are unfamiliar to the student are widely used.

Method of being polite. Etiquette in pedagogical communication is first of all reflected in language culture. In this way, the relationship is built on respect, humility, culture, and ethics. Its peculiarity is the most appropriate use of euphemisms in our language. The teacher and the student semantically transform the presented information, i.e. change it, reflecting the positive aspects of the negative situation, any failure or mistake (Chukenayeva, 2014; Pop & Baias, 2018).

4. Results and Discussion on the Psychological Basis Linguoecology Study

The effectiveness of the educational process and the recovery of moral and mental health will depend on how quickly the student adapts to the new conditions of life. This is because each semester the student has to learn new courses with different content, methods, and approaches, to work with new teachers with different styles of communication with students and communicative competencies. Adaptation in the learning process is associated with the development of cognitive methods and orientation to cognitive values. As a result of changes in the habitual environment, there may be issues such as dissatisfaction with learning outcomes, interpersonal relationships, low status in the group, and doubts about the chosen future profession. This leads to stress. Creating learning activities taking into account the personality of the student, based on which he is involved in new activities and new environments, prevents such a crisis and makes the process of adaptation psychologically comfortable.

Social adaptation in higher education is divided into two:

professional adaptation: it involves adaptation to the nature, content, conditions, and organization of the educational process, strengthening the skills of independence in educational work;

socio-psychological adaptation: the adaptation of an individual to a group, in which he builds relationships, involves the formation of their style of behavior (Tarasova et al., 2017).

Some university students work hard and earnestly to acquire new knowledge, and the difficulties they face give them the strength to achieve their goals. And now one of the students is indifferent to education, and if there are difficulties, he immediately reduces the activity and pace of work. Psychologists and teachers associate it with the personality and psychological characteristics of the student. They need intelligence (ability to learn new knowledge), creativity (ability to create new knowledge on their own), high self-esteem, etc. refers to. To prevent such difficulties observed during the internship, lectures, training, and coaching sessions were held.

Depending on the nature of the learning activity and the corresponding model of action, three groups of students were identified. The cognitive interests of the first group exceed the knowledge provided in the curriculum and subject program. Students are active in all spheres of life at the university and are focused on a wide range of specializations and comprehensive professional training. The second group of students is characterized by a narrow specialization. Here, too, the cognitive activity goes beyond the curriculum but covers a wide range, not deep. The whole system of activity remains only in the sphere of professional interest. The cognitive activity of the third group of students is aimed only at mastering the knowledge and skills contained in the curriculum. This group shows the lowest level of activity and creativity.

Students come to the university with a wide range of life principles, values, and potential. From this point of view, several groups relate to their views on their chosen profession.

The first group is students who perceive education as a profession. Students in this group are very interested in their future work; the main thing for them is to prove themselves as professionals in the field. They intend to continue their education in the future; other factors do not matter to them.

The second group is students focused on entrepreneurship. They have different views on education; for them, education is a tool or the first step in starting their own business in the future. Over time, they realize that this field also requires knowledge, but they are less interested in their profession than in the first group.

The third group is the students who, on the one hand, have not yet made a clear choice, on the other hand, are stuck in various personal and domestic issues. First of all, they are domestic, personal, housing and family issues. In other words, those who follow the flow of life. They can't choose their path; they are not as interested in education and profession as in previous groups. Students in this group will find their way a little later. However, it is not typical for them to act purposefully in the future profession in higher education.

Among the students of Zhetysu University named after I. Zhansugurov, where we conducted the study experiment, some belong to all three groups. The students of the first group were especially active in performing tasks such as case writing, project development, questionnaires, interviews, analysis, writing scientific articles, and development of guidelines. Students of the second group were interested in learning the topics of "Emotional Linguoecology in the Communicative Space", "Ecology of Advertising Language", and "Ecology of Professional Communication". They concluded that the success of any business depends on the right negotiations and that negotiations are successful only if the relationship is based on environmental principles, so mastering these issues and mastering them in the future will bring success. Also, from the point of view of market law, the sale of goods and services depends on well-designed, high-quality advertising. And good advertising is advertising that meets the requirements of language ecology. Both groups were creative in completing the tasks. The motivation of students belonging to the third group was carried out in the training. We aim to form the creative abilities of students, to go beyond the material to be developed, to develop self-development, and the ability to continuously learn on their own.

There are psychological features of students studying in pedagogical specialties, depending on the goals and objectives, content, form, and methods of the learning process. Conditions in the labor market require the ability of pedagogical graduates to communicate quickly, empathize, be patient, explain, be creative, and think critically. They need to be able to work with the flow of information, to be able to select and deliver to students what they need, which is impossible without communicative competence.

Therefore, it is necessary to master the verbal and non-verbal methods of communication at the same high level. While students majoring in engineering are introverted, students majoring in pedagogy are more open and extroverted. They also have a high level of emotion in dealing with other students. While the ability to come up with non-standard approaches and solutions to problems is typical of students majoring in technical specialties, scientists say that the need

for improvement in students majoring in pedagogy. Keeping it in mind, the case-stage method was used for identifying non-standard solutions to linguistic and environmental issues in the language environment of professionals such as doctors, human rights defenders, market vendors, customer service staff, bankers, primary school teachers, public transport drivers, theater actors, catering workers, journalists (Cardinali & Barbeito, 2018; Deacu, Kilyeni, & Barbulescu, 2018).

The current global socio-economic and political changes have led to both positive and negative changes in all spheres of public life, in this situation the most vulnerable are children. It contributes to the psychophysiological development of children, ensuring the intensity of socio-psychological development, and the formation of emotional intelligence and social competencies (Feldstein, 2010). The psychological and spiritual failure of some students in this situation was due to the moral and psychological changes in family institutions, society, and the influence of the media, which have persisted for thousands of years. Due to the radical change in values, the institution of the family in society is experiencing a crisis. Gradually, the tradition of a large family with several generations and a leader disappears. It is becoming more and more common to have only one child in a family. It has a certain influence on the development of the family in society, the definition of family values.

Today's children are brought up in a nuclear family (single child), only in direct interaction with their parents. Thus, children are deprived of an important area of socialization in the context of interpersonal interaction - the child loses contact and interaction with siblings, and children have little natural environment. Analysis of the interests of such children showed that they are interested in sedentary activities (drawing, board games, television, computer). Because he is the only child in the family, his parents are busy, so he plays a game in which he participates alone. Then it was replaced by TV and computer, etc. replaces gadgets. The personal development of modern students is directly related to the influence of the information environment (Shrivastava et al., 2020; Rahim & Karimi,2021). Technical devices are not only a source of information and a source of the global image but also a programmer, instructor of his lifestyle, "new morality" and value system.

Generation theory is a theory developed by William Strauss and Neil Howe that describes the cycle of repeated generations in US history (Emelyanov, Lomako & Antonyuk, 2019). According to this theory, today's students and pupils belong to the Z generation. Scientists note that this generation is very different from other generations. They only feel like a free person in the virtual world, easy to access and natural for them, and incomprehensible to other generations. It is especially noticeable when they write comments (Bello, Idris & Bappayo, 2020).

Now it is impossible to imagine students without a virtual world of a computer, cell phone, or TV screen monitor. Every year, teenagers and students spend a lot of time online. Spending time on the Internet is part of their agenda, and the Internet is a determining factor in a new way of life. Given the flow of information and the intensity of communication in Internet sessions, their impact on the formation and mental development of the individual cannot be ignored. So, who are the people of the Z generation, digital (digital) youth, and what are their characteristics?

High mental processes and functions of young people who regularly use the Internet: thinking, memory, perception, speech, attention, etc. subject to change. The Internet has become an indirect new cultural tool for them, forming high mental processes. According to the cultural and historical theory of Vygotsky, these processes are social in origin, not created by nature, but formed by society and its culture. If before the era of new information and communication technologies, high mental processes developed in direct social interaction between adults and children, children interact, today the Internet as a cultural tool contributes to its development. Let's talk about some of them separately.

Memory. The memory of students who actively use Internet search engines begins to function differently: first of all, it is not the content of a particular source of information on the network, but the location of the information, or rather the "way" to access it (Galina, 2013; Malik, 2020). And the ability to access all the information at any time from an early age changes the structure of mnemonic processes (memorization so as not to forget something). Students also prefer to take pictures on their mobile phones rather than write down or memorize any simple information. His memory is not strong, but "short", and different mechanisms for storing information begin to form. That's why we gave priority to practical tasks, based on the principle "If you tell me, I'll forget, if you show, I'll remember, and if I do, I'll learn" (Confucius).

Attention. Scientists write that for young people living in the virtual world, the average duration of stabilization of their attention has decreased tenfold compared to 10-15 years ago.

Reception. Students who spend a lot of time on the computer, or on the Internet, are depressed, that is, they have a low perception of sensory signals related to the world around them, have difficulty perceiving the world, and formation of the student's own "I".

Thinking. The phenomenon closely related to the system of thinking is the diversity of young people. Now you can see students chatting on the computer at the same time, searching for information online, downloading music, looking at new photos and notes of friends on social networks, chatting on Skype, listening to music, doing homework, and drinking. A similar situation is observed in the classroom.

They associate it with saving time. When will it become a habit to send emoticons instead of text not to waste time texting? Accordingly, such a different lifestyle implies a different pace, you have to do a lot of things at the same time and respond to a lot of things. Thus, as a result of performing several actions at the same time, the brain begins to work in a different mode. With this in mind, the training sessions and webinars will provide visual information in addition to oral explanations. The explanation of the information, and the presentation were carried out simultaneously, and at the same time, it was instructed to think and draw conclusions on problematic issues. The need to receive information always seeks to satisfy it. If they do not receive the necessary information power, they will protest and show aggression. Students are interested in the simplicity and dynamism of information. Therefore, the knowledge imparted during the course becomes a skill, a competence.

Students have high memory throughput, so they can process large amounts of information in less time. Thinking operations are developing in a complex way: they think in blocks, modules, and quanta. For example, they can easily perform a complex structure by comparing the properties and characteristics of several objects at the same time, but they cannot explain why they did so. It may not be able to perform a complex task if it is broken down into elements. This is because students perceive the world as a whole, creating relationships between objects and phenomena. Therefore, the content of knowledge covered in the practice was presented in four modules. The method of constructing complex structural drawings was used to train students to act from individual to general, and individual to complex tasks.

Mastering the problems of emotional linguoecology, the power of speech, and its therapeutic power will help university students to prevent Asperger's syndrome, which has recently received special attention from psychologists. Asperger's syndrome is a form of autism, in which young people with high or normal levels of intelligence have difficulty in accepting nonverbal means of language communication (intonation, facial expressions, gestures), simple human communication, social interaction (Adebayo, Ninggal & Bolu-Steve, 2019; Hosseini & Molla, 2020). In real life, children who have difficulty in face-to-face communication consciously begin to prefer virtual communication because it has neither direct communication nor responsibility.

In addition, another syndrome that is now common is hyperactivity. It is characterized by behavioral disorders such as impulsivity, inability to concentrate, decreased ability to understand and remember information, impatience, and irritability. In general, "the constant spending of time in the virtual world leads to the distortion of reality, ignorance of the value of time, lack of understanding of the meaning of life. Therefore, several children who are unable to control their emotions, do not find support from those around them and are constantly in a state of anxiety (Al Aqad et al., 2018; Emelyanov et al., 2019).

Today's students have few heroes and ideals. They are persistent and demanding, eager to develop and express themselves. Therefore, from an early age, they are active, always want to draw attention to themselves, and try to get to know the world and the environment as soon as possible. In a world where up-to-date, publicly available information is constantly changing, adults are no longer the authority to guide children in their education. Teachers and parents claim that children do not read much, especially classical works of art. The direct consequences of the decline in the culture of reading are the difficulties in learning at the university, the inability to semantically analyze the text of different genres, and the difficulties in the development of logical thinking and perception.

"Linguoecology is an aspect of speech culture that fights against the use of language as a tool to "poison" and "cleanse" public consciousness by any policy. The linguistic person must be able to critically analyze and analyze the world developed by the informant, to reflect the facts in his mind, that is, to be immune to procrastination (Valeeva & Buhareva, 2009; Giaconi et al., 2021). This immunity is developed by "Language Ecology", as it is a subject that serves the development of national consciousness.

When the mind is denationalized, society begins to pay attention to the language, national, spiritual, and cultural worlds. Lack of pride in the mother tongue is a shortcoming in the national consciousness of the linguist. It is up to the parents with linguoecological competence to prevent such a defect in the minds of future generations. Today's student is a future parent, and the importance of linguoecological education deepens. Salkynbay (2016) points out that the only way to ensure the viability of the language is that children under 10 years of age to be fluent in their native language.

Over the past two decades, psychologists have argued that the violation of the purity of language in children and young people is due to deviations in the moral and ethical spheres, which may be associated with psychological, social, and economic aspects. Foreign scholars warn that today's language is becoming a language of cruelty, hatred, aggression, and dehumanization. Even though the category of language crimes is defined, they are spread in the media, and people live in a "destructive" information environment.

Environmental psychology is a field of knowledge about the psychological aspects of the relationship between the environment and man. Ecological psychology considers the following issues: 1) the study of ecological consciousness by identifying the features of human perception of the environment and the analysis of the factors relevant to the subject of the unfavorable development of the environment; 2) the determination of the motivation of environmental behavior; 3) analysis of the patterns of psychological consequences of the environmental crisis (mental health disorders, crime, demographic changes), etc. 4) analysis and identification of psychological means of propaganda (Zharykbayev & Sangilbaev, 2006; Kuimova, Burleigh, Uzunboylu & Bazhenov, 2018).

Ecopsychology. If you plan to do something, first ask yourself if it has a detrimental effect on you and other members of society. It is recommended to weigh. The same is true of human interactions: "Doesn't the word disturb other people's inner peace?" should be asked. Because "in the ecological aspect of the culture of speech there are elements of morality and goodness.

Linguistic communication. Communication should not trample on the moral sense of the interlocutors, social, moral, and ethical principles should not be violated "(Wali, 2007; 2009). Linguistic ecology is a psychological (interaction of languages in the human mind or dance, multilingualism) and social (interaction of language with society) issue. Linguoecology is, first of all, the science of the unity of language, its connection with culture, the semiosphere; secondly, the science of the energy of speech, its creative power, its connection with the biosphere, the language of living nature, and thirdly, the science of the spiritual meaning of the word, its deep roots in the individual, the character and destiny of the people (Solodovnikova, 2020).

Table 1 shows the psychological and personal characteristics of a modern university student

Table 1. Psychological and personal characteristics of a modern university student

Positives	Negatives
potential young people with opportunities for future development;	"short-term" memory;
striving to find their place in society;	unstable attention;
high aspiration for self-knowledge;	tends to do several things at once, but can not be attentive to all;
has a specific purpose in education;	Suffered from Asperger's syndrome;
interested in building relationships based on trust;	hyperactivity;
extrovert;	heroes and ideals
feel free in the virtual world;	few personalities;
interested in the conciseness and dynamism of information;	low level of educational culture;
tends to perform complex tasks;	can not fully analyze the role of national values in determining the future of the nation;
persistent and demanding, eager for self-development, and self-expression;	does not pay attention to the energy of the word;
the soul wants freedom, creativity;	low confidence in the environment;
can substantiate their views and opinions;	anxiety, rage, in his strength
takes a critical look at news and discoveries.	insecurity is typical.

5. Conclusion

Word is a powerful energy being that affects a person's consciousness, and will, motivating him to determine his social direction. The effect of speech on human physiology has been proven by physiologists and psychoneurologists, the science of psychoneurolinguistics using modern tools and equipment. Therefore, in linguoecology, in addition to the various functions of language, attention is paid to its therapeutic function. Proper use of language protects both language and human health, and improper use is detrimental. *The choice of words shows the mental map of the language community, and how a person perceives the environment*. One word can make a person feel good, and another can make a person feel bad. The impact of emotional words on human health should be studied by establishing a link between linguoecology and valeology. It allows you to achieve an ecological, i.e., "healthy" language environment that creates a comfortable, favorable environment for people.

"... public censorship prohibits the dissemination of non-critical information, the dissemination of destructive information under the guise of freedom of speech and publicity.

Public censorship protects society from the destructive power of information below a critical level.

We know from everyday life that there is no such thing as complete openness and freedom of speech. If people did not choose what they thought and publish it without thinking about what would happen, it would not be possible for people to live together. That is why a person has a word that cannot be made public. The internal censorship regulates which ones to declare and which ones to choose".

The form of expression of emotions is very important, the addressee must be able to express his feelings in a way that does not offend the addressee. Each message should have a therapeutic effect and should not be aimed at insulting or insulting the offender. The word has destructive energy. Disease, that is, emotionally non-environmental language is harmful to humans. The ability to find and say the right word is a guarantee of moral and even physical health. Unfortunately, there are cases when students ignore this issue, lose control of their emotions, and, in the process of opening up, harm the mental health of the other person. At the same time, some see open communication as the immediate expression of what they think, and in the process push the observance of the moral and ethical principles of communication to the last place.

In the social survey "How do you influence your children?" The majority of parents answered that persuasion was through words. It is, of course, an ecologically constructed relationship, a word of an ecological nature. In the past, the imitation reflex was well developed in young people, but now the reflex of freedom prevails. He developed his strategy. They can substantiate their views, and opinions, and are critical of news and discoveries, but there is a lack of trust in the world, and the environment, anxiety, anger, and insecurity. When working with students, it is necessary to turn destructive emotions into positive ones, that is, creative energy full of feelings and emotions, cognitive needs, and interests.

In conclusion, we believe that the following psychological and personal characteristics of modern students should be taken into account in linguoecological education at the university.

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