

# Pedagogical Mechanisms of Student Socialization Through A Foreign Language

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**Abstract:** The article comprehensively examines the pedagogical, psychological, and sociocultural mechanisms of student socialization through a foreign language. In the process of learning a foreign language, it is highlighted how a person's self-awareness, respect for the culture of others, tolerance and empathy are formed, as well as how the abilities of social adaptation and integration are developed.

**Keywords:** Foreign language, socialization, mechanisms, social competence, adaptation, pedagogy.

**Introduction:** The 21st century is not only the age of technology, but also a period of increasing globalization processes. Political, economic, and cultural ties between the countries of the world are expanding, and the need for mutual cooperation between peoples is growing. In such conditions, knowledge of foreign languages is becoming not only an additional opportunity for every person, but also a necessary competence. A foreign language gives an individual the opportunity to enter a new cultural environment, learn the experience of others, and actively participate in international communication. This, in turn, influences the social development of the individual, their finding their place in society, and building relationships with others. In particular, the study of a foreign language by students broadens their worldview, develops feelings of tolerance and empathy, and helps them find their place in society.

In the Republic of Uzbekistan, special attention is paid to teaching foreign languages in the process of reforming the education system and adapting it to international standards. Curricula are being improved, new textbooks are being created, and measures are being taken to improve the qualifications of foreign language teachers. However, despite this, insufficient attention is paid to the social development of students in foreign language lessons.

Practice shows that even if students master a foreign language well, they face difficulties in social communication, understanding the culture of others,

and resolving conflicts. This indicates the need to strengthen attention to the socio-cultural aspects of foreign language education.

**Mechanisms of socialization.** Human socialization is carried out in cooperation with various factors, agents, and based on a number of mechanisms. The research of the French scientist Gabriel Tarde, the American Uri Bronfenbrenner, and the Russian scientists V.S. Mukhina and A.V. Petrovsky gives rise to different approaches to the mechanisms of socialization. Summarizing the available data allows us to distinguish the following mechanisms:

According to the classification of I.P. Podlasov: Suppression mechanism, its content removal of certain ideas, thoughts, desires, and wishes from consciousness. There are external and internal types of this mechanism. Internal mechanisms, in turn, are divided into voluntary and involuntary. The involuntary mechanism is forgetfulness. The voluntary suppression mechanism is implemented through willpower.

The mechanism of external suppression is a common method of upbringing; the mechanism of separation, this mechanism, as a mechanism of socialization, is associated with the fact that a person gives up negative impressions for themselves. The separation mechanism is usually observed in conflict resolution. [F. B. Nematova, 2022, 53]. The mechanism of self-restriction plays an important role in the process of socialization. If a student's achievements seem less significant than those of their friends, their self-esteem decreases, and

they begin to study poorly. This is limiting one's ego, being helpless in the face of difficulties. In some cases, the application of a self-limiting mechanism is justified. Because in this case, adaptation may occur. However, long-term self-restriction leads to a decrease in self-esteem. As a result, without knowing their potential, the pupil abandons the work they started after the first failure and begins to float in the current; Considering one's own shortcomings as belonging to others constitutes the essence of the design mechanism. With negative emotions directed against oneself and others, a person maintains self-respect. A suspicious person suspects everyone, a selfish person considers everyone selfish; one of the main mechanisms of socialization is identification. In the process of identification, the pupil mentally compares himself with his peers. The object of identification can be not only real people, but also people in imagination. There are full, partial, conscious, and unconscious types of identification. The identification mechanism is closely related to the projection mechanism, in which the qualities of others are assimilated unchanged. Although this mechanism is implemented mentally, it is not difficult to understand its results;

The mechanism of empathy, that is, empathy for the emotional state of another person. Helping a person overcome problems and difficulties is important in the socialization of emotionally charged individuals;

In difficult situations, the mechanism of intellectualization is activated. An older pupil begins to think abstractly and as if he is looking for a way out of the situation not for himself, but for another person. This mechanism manifests itself when the pupil faces vital problems (illness, transfer to another school, entering an institute). [F. B. Nematova, 2022, 54].

In the mechanism of rationalization, the student draws a logical conclusion of their actions. Young rationalizers typically use target discrediting. The mechanism of action cancellation is used to suppress thoughts, feelings, and actions. When the pupil apologizes, he believes that his actions will be forgiven and he will begin to act with a clear conscience. Many individuals achieve perfection in this way.

2. According to I.V. Mudrik, psychological and socio-psychological mechanisms may include: Imprinting (memory retention) is the memorization of vital objects that affect a person. This mechanism is often used in infancy. However, we can observe imprinting in later age periods as well. The mechanism of existential pressure is the acquisition of social norms of behavior necessary for language acquisition and communication without awareness. Imitation - trying to imitate a particular example. This is one of the voluntary and

mainly involuntary ways of accumulating social experience.

The mechanism of reflection is internal conversation. In it, a person evaluates, considers, or rejects the characteristics of various institutions of society, family, peer groups, and respected individuals. Reflection is the inner conversation of real and imaginary people between different images of the human "I." With the help of this mechanism, the formation of man occurs. In addition, the following can be included in the socio-pedagogical mechanisms of socialization:

1) the traditional mechanism of socialization is carried out by a person through the family, environment.

- involves mastering the norms and stereotypes characteristic of the environment, neighbors, and friends. This assimilation occurs unconsciously and with the help of impressions.

2) the institutional mechanism is observed in the process of human interaction with the institutions of society and various organizations. [F. B. Nematova, 2022, 55]

Below, we will examine the main pedagogical mechanisms in detail.

1. Use of the didactic potential of educational materials:

Selection of texts that form intercultural competence: Expanding students' cultural worldview by including information about the history, culture, art, literature, customs, and traditions of the country where the foreign language is being studied in the educational materials. The texts should be aimed at comparing similarities and differences between different cultures, eliminating cultural stereotypes, and fostering respect for cultural diversity.

Use of materials devoted to social problems: Formation of social responsibility in students through the use of texts devoted to the discussion of social justice, human rights, ecology, peace, poverty, and other global problems in educational materials. The texts should present different points of view, encourage analysis of problems, and be aimed at proposing solutions.

Application of materials reflecting interpersonal relationships: Teaching students the skills of establishing and maintaining social relationships through the use of dialogues and stories reflecting various social situations (friendship, love, family, work) in educational materials. Materials should demonstrate effective methods of communication, ways to resolve conflicts, and cooperation strategies.

2. Application of interactive teaching methods:

Group work: Developing teamwork, collaboration, and

mutual assistance skills by teaching students to work together in small groups, solve problems, and make decisions. Various assignments (project, research, presentation) can be given for group work.

Role-playing games: Modeling social behavior, developing empathy and helping to understand the point of view of others by suggesting that students play various social roles (customer, salesperson, journalist, politician, tourist). Role-playing games can simulate various social situations (shopping, interviewing, meeting, traveling).

### **DISCUSSIONS**

Developing students' skills to defend their opinions, present arguments, listen to and respect others, and compromise by encouraging them to participate in discussions. Discussions can be devoted to pressing social issues (ecology, education, politics).

Projects: To foster a sense of social responsibility, initiative, and the desire to benefit society by inviting students to implement socially significant projects (environmental protection, helping the poor, promoting a healthy lifestyle). Projects can be implemented at the school level or in cooperation with the local community.

Brainstorming: Developing creative thinking, learning to seek new solutions, and applying innovative approaches by encouraging students to generate ideas for finding solutions to specific social problems. All ideas should be accepted and encouraged during brainstorming. [Skatkin, 1986.] - 152 p. - P.54)

### **3. Use of the teacher's personal example:**

Teacher - Ambassador of Culture: A teacher, through their knowledge, culture, behavior, and attitude, can positively influence students, awaken their interest in a foreign language and culture, and create a social example. The teacher can talk about their personal experiences, travels, and interests.

Teacher-facilitator: The teacher should play the role of managing the learning process, helping students and stimulating their activity, forming students' ability to think independently, make decisions, and feel their responsibility (Polonsky, 1986. - 152 p.)

### **CONCLUSION**

In conclusion, teachers should pay attention not only to the development of language skills in foreign language lessons, but also to the social development of students. For this, they must take into account socio-cultural aspects when choosing educational materials, applying teaching methods, and organizing the assessment system.

Through the effective application of pedagogical

mechanisms of socialization of students through a foreign language, it is possible to educate them as active and responsible members of modern society.

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