UDC 811.111
IRSTI 16.41.21
DOI 10.37238/1680-0761.2022.85(1).71

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FORMATION OF CRITICAL THINKING OF STUDENTS THROUGH READING AND WRITING IN ENGLISH LESSONS

Annotation. The technology for developing critical thinking through reading and writing is a set of special methods and strategies that allow students to create an educational process that allows them to act independently and consciously to achieve their goals. The use of technology for the development of critical thinking in English lessons contributes to the development of skills in working with different types of information sources, allows a student to more easily and more successfully assimilate the necessary knowledge, and form their own position.

This article substantiates the importance of forming students' critical thinking through reading and writing in English lessons. The article examines the three stages of the development of critical thinking through reading and writing, various methods are proposed that contribute to the development of this type of thinking. The authors consider this technology as a means of student development and the formation of their communicative competence.

Keywords: professional competence; society; critical thinking; challenge stage; comprehension stage; reflection; goal setting; discussion; developing; students.

Introduction

Nowadays, society needs specialists who have mobility, professional competence, new professional thinking, the ability to adapt to the new requirements of society, solve non-standard tasks, analyze, critically comprehend information.

In this regard, the goal of modern education has been updated. Modern education focuses on the formation of the ability to independently acquire knowledge and improve it, in the disclosure of potential, in mastering skills and abilities with the possibility of application in practice. Students should be able to set goals and determine ways to achieve them, independently evaluate and regulate their activities. In the traditional system of teaching lessons, not all of the above goals can be realized. When the teacher uses the traditional method of education, students receive well-grounded, logically constructed material. However, the knowledge gained by one's own labor is valued more, and this knowledge will remain in the mind for a long time.

Research materials and methods

Critical thinking is open reflexive, evaluative thinking. The abilities developed with the help of this technology – an open mind, a thoughtful attitude to the text, the ability to consider various points of view on phenomena - will allow students not only to study the texts carefully, but also on the basis of the skills formed by this technology to construct their own knowledge, to realize themselves, receiving positive emotions from the learning process. The development of critical thinking skills allows you to find your own educational route both when studying individual topics, solving individual issues, and for solving educational problems in general: developing the ability to self-realization and further self-education [1, p. 12].

The abilities developed with the help of Technology - open-mindedness, thoughtful attitude to the text, the ability to consider different points of view on phenomena - allow students not only to study texts carefully, but also to study them on the basis of skills. Formed with the help of this technology, they construct their own knowledge, realize themselves, receiving positive emotions from the learning process. The development of critical thinking skills allows you to find your own educational path both in the study of individual topics, in solving individual issues, and in solving problems of education in general: the development of the ability to self-realization and further education.

T.Ju Lifanova writes: "Critical thinking is an intellectually organized process aimed at actively comprehending, applying, analyzing, generalizing or evaluating information obtained or created through observation, experience, reflection, reasoning or communication as a guide to action or the formation of a belief" [2, p. 7].

In the works of Kharlampyeva T. V. and Astakhova L. V., the topic of critical thinking of students was touched upon. The researchers attach particular importance to the description of organizational, pedagogical and psychological

conditions that contribute to the development of students' critical thinking. As such conditions, the following are distinguished, first of all: the formation of cognitive motivation, the presence of a developed educational and research environment (scientific seminars, dialogues, discussions), the implementation of personal, activity and intellectual reflection; teachers' readiness for the interactive organization of the educational process [3, p. 52].

The most significant indicators of critical thinking are:

- systematization and critical analysis of facts, phenomena;
- reasonable formulation of the hypothesis;
- reasonableness and persuasiveness of the evidence;
- consistent conclusions [4, p. 21].

For the first time, the "Technology for the Development of critical Thinking" was developed by the International Reading Association of the University of Northern Iowa and Hobard College, and William Smith, the authors of this program are Ch. Temple, D. Steele, K. Meredith. The technology of critical thinking development is characterized as an open system of strategies and methodological techniques intended for use in the fields of science, education, and activities [4, c. 20].

The creators of this technology modified the ideas of free education (A. Kovalchukova) and creative self-development of personality (J. J. Rousseau, L. N. Tolstoy, J. Dewey, J. Piaget, M. Montessori), an activity-based approach to learning (A. N. Leontiev, S. L. Rubinstein), the principles of personality-oriented education (E. Fromm, K. Rogers, E. N. Gusinsky, V. V. Serikov, E. V. Bondarevskaya), as well as the ideas of heuristic learning (A.V. Khutorskoy) and brought them to the level of technology. The technology of developing critical thinking through reading and writing is universal, "over-subject", open to dialogue with other pedagogical approaches and technologies [5, p. 501].

The main goals of the technology for the development of critical thinking through reading and writing:

1. The formation of a culture of reading among students, which includes the ability to find the necessary and important information, navigate in various sources, the ability to draw independent conclusions and critically evaluate what they read.

2. Development of critical thinking, communication, mobility, independence, tolerance.

3. Development of openness, flexibility, reflexivity, awareness of the internal ambiguity of points of view.

S.I. Zair-Bek, defining the role of the teacher in the technology of developing critical thinking, writes: “The technology for the development of critical thinking defines the role of the teacher as a role model, a demonstrator of the processes of thinking and cognition, as well as the role of the student - the one who draws from these demonstrations a certain set of techniques and methods, which he can use in constructing his own knowledge. The reflexive analysis of problems, mastered by students, is a necessary condition for students to develop methods of independent setting of tasks, hypotheses and plans for solutions, criteria for evaluating the results obtained. Thus, the ability of students to self-regulate educational activities and to self-education in general develops. The use of technology for the development of critical thinking enables the teacher to assess the cognitive abilities of students, to reflect on their activities and value-semantic assimilation of the content, as well as their own activities in the lesson. This allows the teacher to move forward both in planning and conducting a lesson, a series of lessons, as well as in his professional development. [6, p. 26].

Research results

Foreign language lessons contribute to the formation of critical thinking through interactive approaches and a variety of material. The technology for developing critical thinking through reading and writing in foreign language lessons includes three stages:

- Evocation (awakening interest in obtaining new information, updating the student's knowledge, determining the goals of studying the material);
- Realization of meaning (substantive work of the student with the text, obtaining new information, adjusting the learning goals set by the student);
- Reflection (formation of a student's personal opinion about the material studied, conclusion about the achievement of the goal, correction, setting new learning goals) [7].

The learning process begins with goal setting. If earlier in the traditional learning process the teacher set a goal, then in the implementation of the technology of critical thinking, the student himself sets the goal of learning.

In the first stage of the technology of critical thinking, the student finds out what he already knows about the new topic and on which aspect of the topic he should pay his attention.

Students are divided into pairs or groups. Working with other students, they discuss the topic, ask each other questions, make their own suggestions, expanding their knowledge on this topic. The teacher plays the role of an observer. Often at the challenge stage, the teacher gives an assignment or helps students organize the material before learning it. For this, separate techniques of technology for the development of critical thinking are used, for example, a cluster.

E. M. Demidova writes: “A cluster is a way of organizing material, which consists in highlighting the semantic units of the text in their graphic design in a certain order in the form of a bunch. The rules for its compilation are very simple: in the center is the leading concept, and around are large semantic units. The system of clusters covers a large layer of information than we receive in normal work. For example, the emergence of Christianity, the baptism of Russia, the Mongol conquests, the civil war, etc.” [8, p. 76].

Clustering technology:

- students write down the key word;
- students write down everything that they remember about this topic;
- associations are written around each new word;
- related concepts are connected by lines.

In addition to the cluster, such technologies as: “Brainstorming”, “Inventory”, “Basket of Ideas”, “Keywords”, etc. are used.

So, at the first stage, initial knowledge is born: questions are formulated that you want to get an answer to - that is, information that needs to be verified, supplemented, studied, experience is updated.

The realization of meaning allows students to get new information and comprehend it, search for answers to questions posed at the challenge stage, correlate new and existing knowledge, systematize the data obtained. The teacher can provide new information in the form of text, short video material or audio.

Most often, acquaintance with new information occurs in the process of its presentation by the teacher, much less often - in the process of reading or viewing materials on video or via a computer [6, p. 18].

The main task of this stage is to track students' understanding of the material being studied.

Since students are working with new information, each student should have time for individual work. In a group, they can exchange their ideas.

So, at the content comprehension phase, students:

- contact new information;
- they are trying to compare this information with existing knowledge and experience;
- focus their attention on finding answers to previously raised questions and difficulties;
- they pay attention to ambiguities, trying to raise new questions.
- they seek to track the process of getting acquainted with new information, pay attention to what exactly attracts their attention, which aspects are less interesting and why;
- they are preparing for the analysis and discussion of what they have heard or read [6, p. 20].

The task of the teacher at this stage is to maintain interest in the topic and the activity of students, the inertia of movement created during the challenge phase.

At this stage, technologies for the development of critical thinking through reading and writing are used, such as KWL Chart, the "INSERT" technique, reading with stops, "Fish bone" etc.

The third stage in the development of critical thinking through reading and writing involves reflection. During the reflection stage, students analyze the information received. At this stage, the main one is:

- assignment of new information, new knowledge to students
- generalization of the received information and holistic understanding
- formation of own attitude to the studied material for each of the students.

At the stage of reflection, such technologies as "Cinquain", "RAFT", "Confused logical chains", etc. are used. The formation of critical thinking skills occurs along with the formation of communicative skills in the process of teaching all aspects of the language [9, p. 1714]. At this stage, creative work is carried out, interpretation of the information received. The teacher organizes work at the stage of reflection individually, in pairs or in groups. Thus, applying the methods of critical thinking in the process of teaching students to a foreign language, the position of the student's personality is actualized.

Conclusion

In conclusion, I would like to note that the use of technology for the development of critical thinking in English lessons contributes to the formation of skills for working with information sources of various types. In addition, this technology makes it easier and more successful for students to master the necessary knowledge and form their own position. The creative potential of students is revealed and the interest in the studied issue increases. Students' responsibility for the quality of their own education is significantly increased.

The technology of developing critical thinking through reading and writing strengthens its position. However, the process of forming critical thinking takes time and a lot of effort. Applying the above strategies, the teacher has the opportunity to teach students how to process the material using analytical methods that will become important components of the professional competence of future graduates.

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АҒЫЛШЫН ТІЛІ САБАҒЫНДА ОҚУ ЖӘНЕ ЖАЗУ АРҚЫЛЫ ОҚУШЫЛАРДЫҢ СЫНЫ ОЙЛАУЫН ҚАЛЫПТАСТЫРУ

Аңдатпа. Оқу мен жазу арқылы сыни тұрғыдан ойлауды дамыту технологиясы – бұл оқушыларға мақсатқа жету үшін өз бетінше және саналы түрде әрекет етуге мүмкіндік беретін арнайы әдістер мен стратегиялардың жиынтығы. Ағылшын тілі сабағында сыни тұрғыдан ойлауды дамыту технологиясын пайдалану ақпарат көздерінің көптеген түрлерімен жұмыс істеу дағдыларын дамытуға ықпал етеді, студенттерге қажетті білімді оңайырақ және сәтті меңгеруге, өзіндік ұстанымын қалыптастыруға мүмкіндік береді.

Бұл мақалада ағылшын тілі сабағында оқу мен жазу арқылы оқушылардың сыни тұрғыдан ойлауын қалыптастырудың маңыздылығы дәлелденген. Мақалада оқу мен жазу арқылы сыни тұрғыдан ойлауды дамытудың үш кезеңі қарастырылып, ойлаудың осы түрін дамытуға ықпал ететін әртүрлі әдістер ұсынылған. Авторлар бұл технологияны оқушының дамуы мен олардың коммуникативтік құзыреттілігін қалыптастыру құралы ретінде қарастырады.

Кілт сөздері: кәсіби құзыреттілік; қоғам; сыни тұрғыдан ойлау; қызығушылықты ояту; мағынаны тану; ойтолғаныс; мақсат қою; пікірталас; даму; студенттер.

Бахиджан А.А., Кулмагамбетова С.С.

ФОРМИРОВАНИЕ КРИТИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТОВ ЧЕРЕЗ ЧТЕНИЕ И ПИСЬМО НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. Технология развития критического мышления через чтение и письмо - это набор специальных методов и стратегий, которые позволяют студентам создать образовательный процесс, позволяющий им действовать самостоятельно и осознанно для достижения своих целей. Использование технологии развития критического мышления на уроках английского языка способствует развитию навыков работы с разными типами источников информации, позволяет студентам легче и успешнее усваивать необходимые знания, формировать собственную позицию.

В данной статье обосновывается важность формирования критического мышления студентов через чтение и письмо на уроках английского языка. В статье рассматриваются три стадии развития критического мышления через чтение и письмо, предлагаются разные методы, способствующих развитию данного вида мышления. Авторы рассматривают данную технологию как средство развития студентов и формирования их коммуникативной компетенции.

Ключевые слова: профессиональная компетенция; социум; критическое мышление; стадия вызова; стадия осмысления; рефлексия; постановка цели; дискуссия; развитие; студенты.