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THEORETICAL ASPECTS OF THE USE OF PROFESSIONAL SUBJECTIVITY OF FUTURE LINGUISTS BY THE TECHNOLOGY OF DEVELOPING CRITICAL THINKING

Annotation. The article analyzes the methods of using critical thinking technology in order to improve the linguistic competence of students. The issue of the effectiveness of using critical thinking technology to form the communicative competence of students of non-linguistic universities in teaching a foreign language.

Keywords: The teacher; the development developing training; the person; critical thinking; the linguistic competence; training system for future linguists-teachers.

Introduction

The professional subjectivity of students of linguistics is an urgent problem for modern professional education, the purpose of which is to train competent specialists with the desire and skill of self-development and self-improvement in the chosen profession.

The integration of system-activity, personality-oriented, acmeological, competence-based and cognitive-communicative approaches provided an experimental opportunity to implement the process of professional subjectivity among linguistic students already at the university stage of professional training, ensuring the sustainable desire of future linguists for successful professional self-realization by adequately assessing their personal qualities, development reflective and predictive abilities, including constructive goal-setting and planning abilities, developing skills to solve professional tasks independently. [2].

Materials and types of research

The theoretical significance of the study lies in the fact that:

The relevance and necessity of the professional subjectivity of a linguist student, understood as a complex of organizational, psychological, pedagogical, didactic actions aimed at strengthening this characteristic among future linguists during university studies, and considered in pedagogical science as a problem having a wide socio-economic context in the new conditions of development of modern society, when professionals are becoming in demand, capable of integration into a changing system of professional requirements for the competence of specialists and to modify the complex of knowledge acquired at the university;



Research question

What are the theoretical and methodological foundations, content and psychological and pedagogical conditions for the effectiveness of the process of professional subjectivity of future linguists through the technology of developing critical thinking during university education? The process of professional subjectivity of a linguist student will be effective if: on the basis of a theoretical and methodological justification of the problem, the definition of professional subjectivity of a linguist student is formulated, a model of professional subjectivity of future linguists is developed and practically implemented through the technology of developing critical thinking in the process of studying at a university, psychological and pedagogical conditions for the implementation of the process under study, The criteria for the formation of the professional subjectivity of a linguist student have been determined and a relevant diagnostic device has been developed to determine the effectiveness of this process.

Research results

It has been established and proved in the conducted research that the professional subjectivity of future linguists can be ensured with the help of critical thinking development technology, which includes mandatory technological stages (challenge, comprehension, reflection) and methods corresponding to the tasks of the stages (mental map, associations, prediction, concept diagram, brainstorming, problem discussion, oral essay, a multi-level cascade knowledge map);

Pedagogical knowledge is complemented by ideas about the structure of the professional subjectivity of a linguist student, including a cognitive and operational component (theoretical and practical knowledge that provides the possibility of effective professional interaction, readiness for an adequate assessment of ways to solve professional problems and achieve success based on constant critical analysis), a motivational and activity component (striving for high-quality mastering of the profession at the stage of study at a university, conscious attitude to educational activities and their effectiveness), the reflexive regulatory component (the desire and ability to analyze, generalize, and comprehend ways of business communication), the communicative component (the ability to build constructive business communication with partners, prevent and regulate conflicts, and find a "common language" during professional interaction) [1];

The set of approaches (system-based, personality-oriented, acmeological, competence-based and communicative-cognitive) contained in the study to ensure the process of professional subjectivity of future linguists through the use of technology for the development of critical thinking can be classified as a solution to the problem of identifying the specifics, main directions and technologies to ensure its effectiveness in the higher education system.

The proposed model of professional subjectivity of students of linguistics through the technology of developing critical thinking in the process of studying at a university includes conceptual-methodological, procedural-activity and criterion-effective blocks, which allows you to display the integrity of the studied process, its sequence and content (Figure 1).

The use of cluster analysis made it possible to determine three levels of formation of professional subjectivity: potential-situational, functional-constructive, creative-productive. [3]

The creative and productive level (high) of the professional subjectivity of a linguist



student is characterized by the formation of all its structural components at an above-average level. The subjects demonstrating a creative and productive level of professional subjectivity have developed critical thinking, a high level of reflexivity, readiness to effectively solve occupational problems, the ability to take responsibility, and a desire for emotional and psychological self- control in communication and activity.

The functional and constructive level (average) of the formation of the professional subjectivity of a linguist student is manifested in a fairly strong motivation to acquire professional knowledge, the ability to identify cause-and-effect relationships between the productivity of their activities and the effectiveness of the educational process, in the ability to identify and correct mistakes made in their work.

The potentially situational level (low) of the formation of the professional subjectivity of a linguist student is expressed in the absence of persistent motivation to master the profession and subsequent realization of oneself as a professional, a weak level of proficiency in educational and cognitive strategies in the learning process, manifested in the inability to work productively with information, in the instability of professionally significant qualities of a linguist, in the inability to set goals and achieve them, in fear of taking responsibility. Students lack the desire to achieve their goals and predictive abilities. The volume of communication and mutual sympathy is narrowed due to insufficient communication skills, inability to choose an adequate form of interaction.

A creative and productive (high) level of professional subjectivity formation at the organizational and diagnostic stage of the study was recorded in the experimental group in 22.3% of linguistics students, and in the control group in 23.4% of the subjects. At the 23rd evaluation stage of the study, we recorded an increase in the number of students with a creative and productive level of professional subjectivity in the experimental group to 37.9%, and in the control group to 27.1% of respondents (Figure 2).

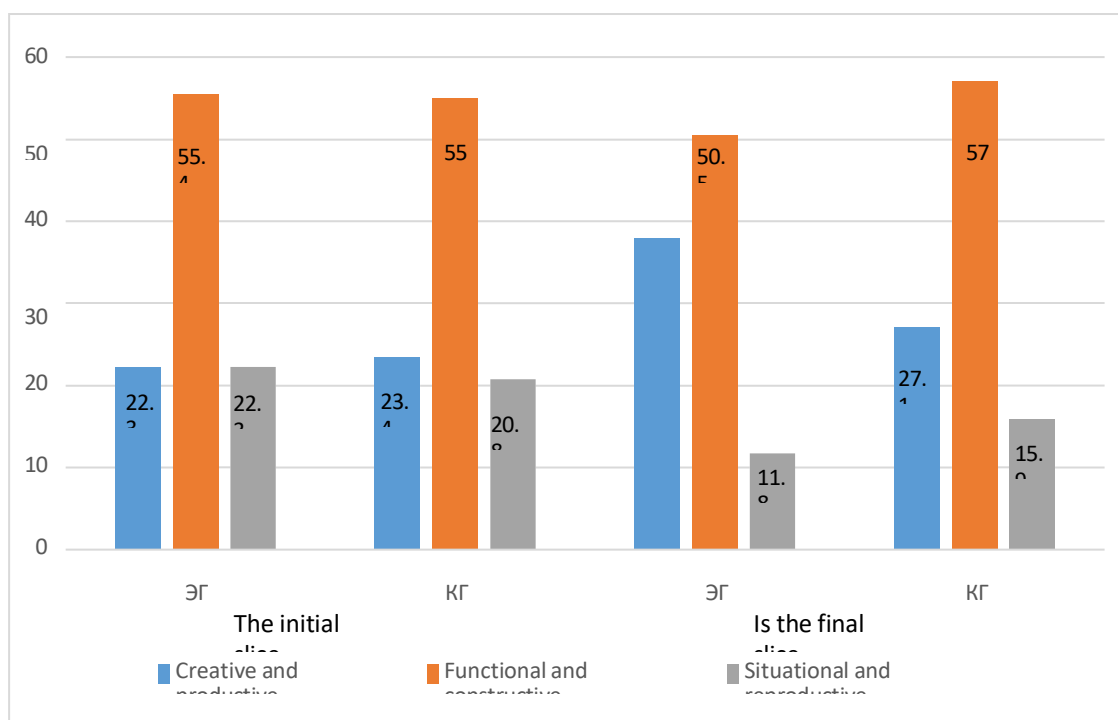
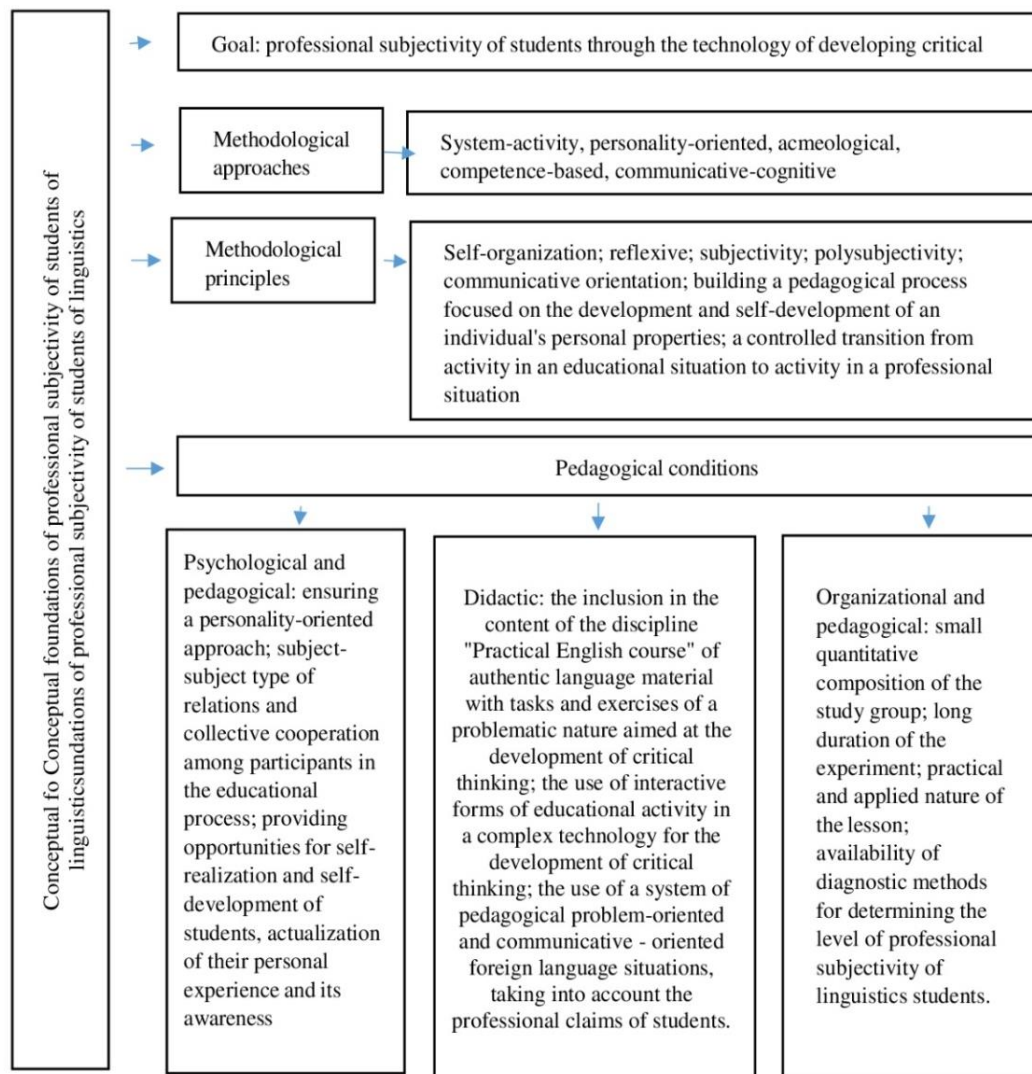




Figure 2 – Dynamics of the process of professional subjectivity among students of linguistics before and after the experiment



Consequently, the number of students with a creative and productive level of professional subjectivity in the experimental group increased by 15.6%, and in the control group of respondents this increase was 3.7%. The number of respondents with situational-reproductive level of professional subjectivity formation in the experimental group decreased by 10.7%, and in the control group – by 4.7%.

Critical thinking strives for convincing argumentation – a critically thinking person finds his own solution to a problem and supports this solution with reasoned and logical arguments; Critical thinking is social thinking – and this does not contradict the first definition, since a person with a similar mindset should use the fruits of his mental attainments for the benefit of society. [Every thought is tested and refined when it is shared with others-or, as the philosopher Hannah Arendt writes, "perfection can only be achieved in someone's presence." When we argue, read, discuss, object and exchange opinions with other people, we clarify and deepen our own position] [17, 36-40].



In recent years, the idea of building CT skills has spread not only in developed countries, but also in developing countries. This is in line with the following statement by the aforementioned author: "From Kansas to Kazakhstan, from Michigan to Macedonia, schoolteachers and university professors strive to instill in their students the ability to think critically. We know that critical thinking is something obviously good, a certain skill that will allow us to successfully cope with the demands of the XXI century, will help us to better understand what we study and do" [ibid.]. The concept of using KM in pedagogical practice was largely caused by the crisis of the education system in Kazakhstan. Over the years of independence, the Kazakh education system has gone through several stages of reform. The key moment in the formation of a new model of higher education can be called Kazakhstan's accession to the Bologna Convention in 2010. Cooperation and integration into the global educational space is one of the main directions in the policy of Kazakhstan, as well as in the development of the country's foreign policy.

Conclusion

Currently, measures are being taken in the country to change the statuses of teachers and students, as well as to change the processes of their interaction in learning. Head of State N.A. Nazarbayev, in his lecture "Kazakhstan in the post-crisis world: an intellectual breakthrough into the future", delivered at Al-Farabi Kazakh National University, noted that "the primary task of the modern education system is to train people with critical thinking and able to navigate information flows" [6].

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ҚОЛДАНУДЫҢ ТЕОРИЯЛЫҚ АСПЕКТІЛЕРІ СЫНИ ОЙЛАУДЫ ДАМУ ТУ ТЕХНОЛОГИЯСЫ АРҚЫЛЫ БОЛАШАҚ ЛИНГВИСТЕРДІҢ КӘСІБИ СУБЪЕКТИВТІЛІГІ

Аңдатпа. Мақалада оқушылардың лингвистикалық құзыреттілігін арттыру мақсатында сыни ойлау технологиясын қолдану әдістері талданады. Шет тілін оқыту кезінде тілдік емес жоғары оқу орындары студенттерінің коммуникативтік құзыреттілігін қалыптастыру үшін сыни ойлау технологиясын пайдаланудың тиімділігі мәселесі.

Кілт сөздер: педагог; дамытушылық оқыту; тұлға; сыни ойлау; лингвистикалық құзыреттілік; болашақ лингвист-оқытушыларды даярлау жүйесі.

Кисметова Г.Н, Шуйнишкалиев З.Ж.

ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ ИСПОЛЬЗОВАНИЯ ПРОФЕССИОНАЛЬНАЯ СУБЪЕКТНОСТЬ БУДУЩИХ ЛИНГВИСТОВ ПОСРЕДСТВОМ ТЕХНОЛОГИИ РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ

Аннотация. В статье анализируются методики использования технологии критического мышления в целях повышения лингвистической компетенции учащихся. Вопрос эффективности использования технологии критического мышления для формирования коммуникативной компетенции студентов неязыковых ВУЗов при обучении иностранному языку.

Ключевые слова: педагог; развивающее обучение; личность; критическое мышление; лингвистическая компетенция; система подготовки будущих лингвистов-преподавателей.