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APPROBATION OF THE MODEL OF PROFESSIONAL SUBJECTIVITY OF FUTURE LINGUISTS THROUGH THE TECHNOLOGY OF DEVELOPMENT OF CRITICAL THINKING

Annotation. The article deals with the problems of developing critical thinking in the professional training of future teachers of legal disciplines future teachers in the context of implementing educational programs and achieving educational results which are relevant to modern society. Examples of tasks aimed at developing the critical thinking of students and future teachers of the English language are given.

Keywords: critical thinking; teaching methods; teachers of legal disciplines; professional training of future teachers of legal disciplines.

Introduction

The relevance of this study, devoted to the study of the process of professional subjectivity of a linguist student through the development of critical thinking, is dictated by the fact that at the moment in the practice of vocational education there are the following contradictions that require scientific resolution:

- between the need to involve a person in professional activity at the level of critical reflection and the predominance of the orientation of the university educational system towards reproductive methods;
- between the need of modern society for active, competitive professionals who are personally responsible for their professional actions, and the low level of critical thinking among university graduates. [3].
- between the need to monitor the formation of professional subjectivity in future linguists and the lack of adequate diagnostic material.

Materials and types of research

Based on the relevance of the research issues and the insufficient degree of its study, the research topic is formulated: "Professional subjectivity of future linguists through the technology of developing critical thinking."

The object of the research is the development of professional subjectivity of university students.



The subject of the study is the professional subjectivity of future linguists through the technology of developing critical thinking in the process of learning a foreign language. [5].

The implementation of a personality-oriented approach in the course of research ensures the process of personality development of future linguists through the formation of personality-significant orientations of the subject.

Research question

In connection with the above, the scientific problem of this scientific research can be formulated as follows: 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? On the basis of theoretical and methodological substantiation, definition of the content and identification of psychological and pedagogical conditions, to ensure the implementation of the process of amplification of the professional subjectivity of future linguists through the technology of developing critical thinking during university education.

Research results

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

– the concept of professional subjectivity of students of linguistics as an integral characteristic of a personality, the definition of its structural components, levels and indicators of formation can be used in completing the professional requirements for a future linguist set by the appropriate professional standard; [6].

– an adapted version of the technology for the development of critical thinking can be widely used in the system of language training for specialists in communication professions in higher educational institutions;

– the set of criteria and the developed diagnostic tools allows us to identify the levels of formation of students' professional subjectivity and assess the degree of influence on the process of its individual professionally significant personality qualities, as well as the influence of technology for the development of critical thinking on the development of professionally significant qualities of linguistic students; [2].

– the obtained results and practical materials developed during the dissertation research allow them to be used for methodologically correct design of the educational process at the university, contributing to the amplification of the professional subjectivity of students of linguistics;

– The theoretical provisions formulated in the dissertation research and the identified psychological and pedagogical conditions for the successful professional subjectivity of students of linguistics provide the opportunity to apply the results obtained not only in institutions of higher education, but also in the system of additional education of specialists of this profile while increasing their linguistic competence.

"Approbation of the model of professional subjectivity of future linguists through the technology of developing critical thinking" presents: criteria characteristics and methods for diagnosing the professional subjectivity of students of linguistics; description of experimental work (on the example of teaching the discipline "Practical English course") and evaluation of the effectiveness of the process of professional



subjectivity of future linguists through the technology of developing critical thinking based on quantitative and qualitative analysis of the results of experimental work.. [7].

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 consistency and content.

The conceptual and methodological block of the model reflects methodological approaches and principles, psychological and pedagogical, didactic and organizational and pedagogical conditions that ensure the implementation of the process of professional subjectivity of linguistic students in the educational space of the university through the technology of developing critical thinking. When modeling the process under study, it is proposed to be guided by the following principles: the construction of a pedagogical process with a focus on the self-development of personal qualities of the subject, the principle of a controlled transition from activity in an educational situation to activity in a professional situation, the principles of polysubjectivity, communicative orientation, subjectivity, self-organization and reflexivity.

The procedural and activity block of the model reveals the stages of the process of professional subjectivity of linguistic students in the process of studying at a university and describes an adapted technology for the development of critical thinking, designed by a dissertation student taking into account the specifics of their future professional activities and including the use of such techniques as a mental map, associations, concept diagram, oral essay, prediction, brainstorming, etc.

The criterion-effective block of the model includes the substantiation of criteria for the formation of professional subjectivity – cognitive-operational, motivational-activity, reflexive-regulatory and communicative; the levels of formation of the studied characteristic among linguistic students. To study the effectiveness of the process of amplification of the professional subjectivity of students of linguistics by means of technology for the development of critical thinking in the educational space of the university, a set of diagnostic techniques appropriate to the tasks of the study was determined (Table 1).

Table 1 – Diagnostic tools for studying the professional subjectivity of a linguist student

Name of the component	Professionally significant personal qualities	Diagnostic methods
Cognitive-operational	Critical thinking	A test to determine the level of critical thinking developed by the University of Oxford



Motivational and activity-based	<p>Activity</p> <p>Purposefulness</p> <p>Motivation to master a profession</p>	<p>The scale of optimism and activity (N. Vodopyanova, M. Stein);</p> <p>The methodology of "Self-assessment of volitional Communicative qualities of student-athletes", the scale of "Purposefulness",_Self-control</p> <p>The methodology of "Motivation of studying at a university"</p>
Reflexive-regulatory	<p>Reflexivity</p> <p>Self-control</p> <p>Self-organization</p>	<p>V.I. Morosanova's questionnaire "Self-regulation style":</p> <p>The scale "Evaluation of results" for the diagnosis of reflexivity;</p> <p>The "Programming" scale for the diagnosis of self-control;</p> <p>The "Independence" scale for the diagnosis of self-organization</p>
Communicative	<p>Sociability</p> <p>Non-conflict</p> <p>Tolerance</p>	<p>The "Need for communication" technique</p> <p>K. Thomas's questionnaire "Style of behavior in conflict";</p> <p>A test to determine the degree of tolerance-news by V. V. Boyko</p>

The second cluster consists of critical thinking, determination, activity and sociability. The third cluster includes communicative tolerance. The use of cluster analysis allowed us to determine three levels of professional subjectivity formation: *potentially situational, functionally constructive, and creatively productive*.

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 professional tasks, the ability to take responsibility, and a desire for emotional and volitional 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 stable 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 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.



Conclusion

The authors explain that the concept of "critical thinking" is to study why it is connected by accepting certain ideas, contrasting them with light septic thoughts, comparing them, exploring, balancing with views opposite to these ideas, with confidence in them.

Critical thinking is a complex psychological trend that culminates in the accumulation of existing ideas about a particular problem and their rethinking and decision-making." Critical thinking is a sphere of human life. This is due to the fact that this philosophy helps people distinguish new knowledge from previous ones, accumulating only the necessary information, which is important and useful in many ways and solutions. The main difference between the technology of developing critical thinking and traditional learning is that knowledge is not transmitted in a ready-made form. A program that encourages a student to communicate freely with a teacher, classmates, argue, listen to each other's thoughts, respect, overcome difficulties, looking for ways to solve an urgent problem.

The main goal of the technology is the implementation of the program "Development of reading and writing through critical thinking" based on developmental learning, deep learning of children. This program has been conducted under the Kazakhstan Foundation since October 1998. Timely mastering of the most advanced methods as a new technology, instilling a child through search, and the ability to extract productive results from it is the main task of every teacher.

Teaching critical thinking has its own necessary positions

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ҚОЛДАНУДЫҢ ТЕОРИЯЛЫҚ АСПЕКТІЛЕРІ СЫНИ ОЙЛАУДЫ ДАМУЫ ТЕХНОЛОГИЯСЫ АРҚЫЛЫ БОЛАШАҚ ЛИНГВИСТЕРДІҢ КӘСІБИ СУБЪЕКТИВТІЛІГІ

Андатпа. Мақалада білім беру бағдарламаларын іске асыру және қазіргі қоғам үшін өзекті білім беру нәтижелеріне қол жеткізу контекстінде болашақ құқықтық пән мұғалімдерін кәсіби даярлауда сыни ойлауды дамыту мәселелері қарастырылады. Оқушылар мен болашақ ағылшын тілі мұғалімдерінің сыни ойлауын дамытуға бағытталған тапсырмалардың мысалдары келтірілген.

Кілт сөздер: сыни тұрғыдан ойлау; оқыту әдістемесі; құқықтық пәндер мұғалімін кәсіби даярлау.

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

Аннотация. В статье рассматриваются вопросы развития критического мышления в профессиональной подготовке будущих учителей правовых дисциплин в контексте реализации образовательных программ и достижения образовательных результатов, актуальных для современного общества. Приведены примеры заданий, направленных на развитие критического мышления учащихся и будущих учителей английского языка.

Ключевые слова: критическое мышление; методика преподавания; профессиональная подготовка учителя правовых дисциплин.