

IRSTI 14.35.09

DEVELOPMENT OF CRITICAL THINKING AMONG STUDENTS IN A FOREIGN LANGUAGE CLASS USING AUTHENTIC TEXTS

G.K. KAKIMOVA^[0000-0002-9019-5037], A.M. YESSENGALIYEVA^[0000-0002-0134-5460]

L.N.Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

e-mail: kakimova.gk@mail.ru, yessengaliyeva@inbox.ru

Abstract: Critical thinking is one of the special types of mental activity, which is aimed at interpreting the world around and evaluating the expected results. This article discusses the process of formation and development of critical thinking among students of non-linguistic specialties during teaching a foreign language using authentic materials in English, ways of developing critical thinking of students, features of the process of teaching reading and also reading as a process in learning a foreign language, shows the stages of organization reading. The relevance of the article is due to the fact that the technology for the development of critical thinking is one of the modern and innovative pedagogical technologies, and the use of authentic texts while teaching a foreign language is one of the promising ways to include cognitive functions in the work, as well as expand the horizons of students. The article also shows a survey of teachers of a foreign language (English) in order to show the need for the development of critical thinking. The purpose of this study is to find effective methods and ways of developing critical thinking skills in non-linguistic students using authentic texts and applying them in practice.

Key words: foreign language, English, critical thinking, critical thinking development technologies, authentic text, reading, communicative competence.

Introduction

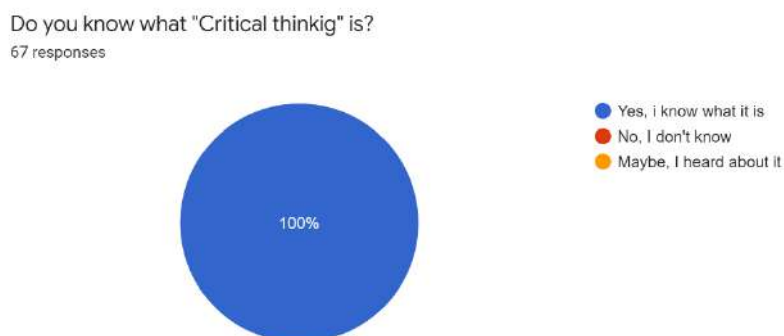
Critical thinking is a cognitive skill required by students, preparing students to respond to various complex issues that arise in their personal and professional lives. The cognitive skills underlying critical thinking are analysis, interpretation, evaluation, explanation, inference, and self-regulation [1]

Nowadays, special priorities have been identified in teaching a foreign language as a means of forming a “global” personality, which has not only a high level of communicative competence, but also the ability to critically analyze the reliability of the information received, work effectively with it, and possess the skills and abilities of information activity.

The problem of researching this article is the lack of awareness and insufficiency of teaching materials, articles and works for teachers to familiarize themselves with on the topic of the article.

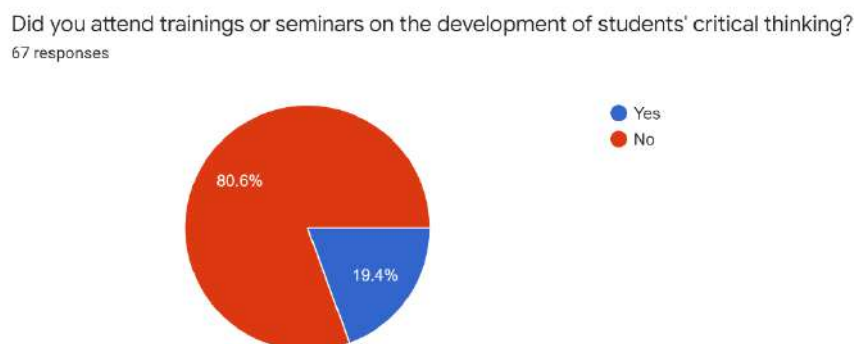
We suggest to familiarize with the survey conducted, in which 67 teachers of the English language of the city of Nur-Sultan took part.

As can be seen from the 1st question (pic.1), all teachers are 100% familiar with the concept of "Critical Thinking".



picture1

The second question (pic.2) was aimed at determining whether teachers attended trainings on the development of critical thinking among students, and as we can already see in this question, the majority of 80.6% answered no, did not attend these trainings and courses.



picture 2

In the 3rd question (pic.3), we highlighted whether teachers consider it necessary to develop critical thinking in students, and received a 100% result of "Yes, of course".

Do you think that it's important to develop students' critical thinking skills?

67 responses

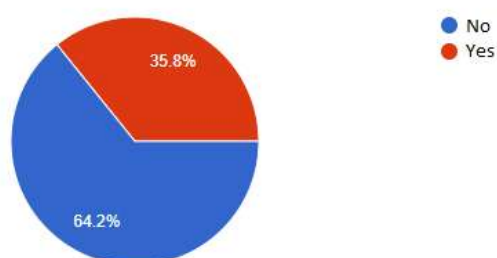


picture 3

In 4th question (pic.4), teachers' opinions already differ, and we see that not all teachers (64.2%) know and understand how to develop critical thinking in English classes.

Do you know how develop these skills in English lesson?

67 responses

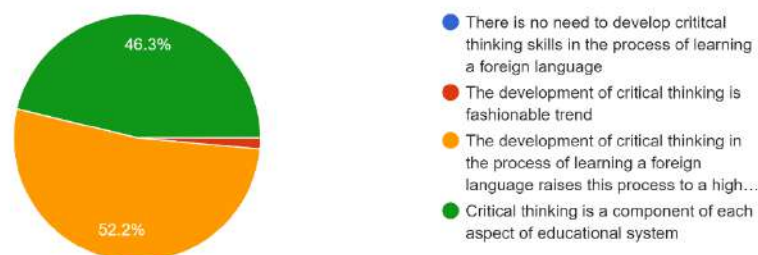


picture 4

This question number 5 (pic.5) was intended to make teachers understand and analyze the need and importance of developing critical thinking. And as we can see from the results, 52.2% of teachers agree with the statement: “The development of critical thinking in the process of learning a foreign language raises this process to a higher quality level” and 46.3% agree with this statement: “Critical thinking is a component of each aspect of the educational system”.

Choose the point you agree with

67 responses

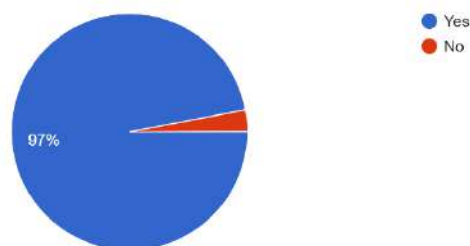


picture 5

Pay attention to 6th question of the survey (pic.6), 97% of teachers believe that there is not enough information on how to develop critical thinking in English classes, this was the reason for choosing the topic and the work of this article.

Do you agree with the following statement "We haven't additional information about how to develop critical thinking in English lessons"?

67 responses

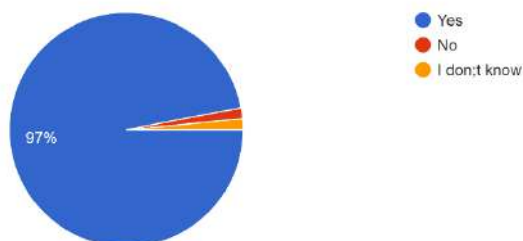


picture 6

Also, 97% of teachers believe that there is a need for seminars, trainings for teachers to develop critical thinking among students (pic.7).

Do you think that it's necessary to hold more seminars or trainings for development Critical thinking skills?

67 responses



picture 7

This survey shows the problems of developing critical thinking in students in English classes.

Among the academic disciplines studied at the university, a foreign language is the subject most conducive to the development of students' critical thinking in the educational process. It is a foreign language in higher education as an academic discipline that has a powerful educational and developmental potential. Vygotsky L.S., Leontiev A.N., Shcherba L.V. noted the special influence of a foreign language on the process of personality formation and, as a result, on the formation of critical thinking. Popova E.A. notes that a foreign language as an academic subject has great potential for the formation of student's critical thinking skills in class, which is due to the intersubjectivity and multifunctionality of this discipline. Intersubjectivity, as a distinctive feature of the subject "Foreign

Language", allows you to use materials of various contents from different areas of knowledge and specialties in the classroom [2].

The technology "Development of critical thinking" was developed by the International Reading Association of the University of Northern Iowa and Hobard and William Smith Colleges (authors: Ch. Temple, J. Steele, K. Meredith, Sc. Walter) and has been studied by American and European scientists for several decades: R. H. Ennis, R. W. Paul, E. Glaser, P. A. Facione, S. P. Norris, M. Lipman, D. Halpern, J. McPeck, H. Siegel, L. Elder and others. how to act and believe" (R. H. Ennis), as well as "an intellectually disciplined process of actively and competently comprehending, applying, analyzing, synthesizing and / or evaluating information received from or produced as a result of observation, experience, reflection, inference or communication as a guide to right perception or action" (as defined by the National Council for Excellence in Critical Thinking, 1987 – a statement by Michael Scriven and R Richard Paul).

The technology "Development of critical thinking" was developed by the International Reading Association of the University of Northern Iowa and Hobard and William Smith Colleges (authors: Ch. Temple, J. Steele, K. Meredith, Sc. Walter) and has been studied by American and European scientists for several decades: R. H. Ennis, R. W. Paul, E. Glaser, P. A. Facione, S. P. Norris, M. Lipman, D. Halpern, J. McPeck, H. Siegel, L. Elder and others. how to act and believe" (R. H. Ennis), as well as "an intellectually disciplined process of actively and competently comprehending, applying, analyzing, synthesizing and / or evaluating information received from or produced as a result of observation, experience, reflection, inference or communication as a guide to right perception or action" (as defined by the National Council for Excellence in Critical Thinking, 1987 – a statement by Michael Scriven and R Richard Paul).

A lesson on the technology of critical thinking compositionally involves 3 stages: a call (evocation), comprehension of the content (realization of meaning), reflection (reflection). At the stage of the "call", the goals of cognition are determined, at the stage of "understanding the content", an active search for information is carried out, at the stage of "reflection" - reflection and evaluation of the studied material, the birth of new knowledge[3].

In modern pedagogy, reading is considered as one of the types of speech activity. According to A. N. Leontiev, reading is a type of speech activity that is part of the communicative and social activities of people, implemented through verbal mediated communication. In other words, reading is a communicative activity that aims to get information that appears in the text [4]

Consider an example of using this technology at teaching 2nd year bachelor degree students (non-linguistic specialties) in a "foreign language" class using the authentic text "Born Free" [5].

It is necessary to use various sources that meet the set goals - the development of critical thinking and a tolerant attitude of future specialists. In this case, referring to the technology of developing critical thinking in the process of reading.

Reading is a process of visual perception and processing of written texts, it is a multidimensional activity that includes not only perception, but also cognitive processing of incoming information[6].

It is also advisable to analyze the concept of authentic text. Authentic text is (from the Greek autentikos - authentic) the text of a document, corresponding in content to the text in another language and having the same force as it. [7]

When choosing authentic materials, one should rely on the relevance of the text to the learning objectives. The text should reflect as much as possible everyday situations that are associated with the life of carriers, study, entertainment, family, relationships, careers, travels, etc. Students should extract from such texts not only the development of certain speech skills, but also receive the necessary socio-cultural information that may be useful to them in the future [8].

Given the above factors, the study of the text "Born Free" can be organized as follows. At the updating stage, pictures are offered (examples of pic.8, pic.9, pic.10) with questions for discussion:

What they mean?

What is common between them?

How do you think what is text about?



Picture 8



Picture 9



Picture 10

The questions are not particularly difficult and therefore help students easily start a discussion. At this stage, the information that is familiar is revealed.

You can also use the K-W-L chart technique for this stage.

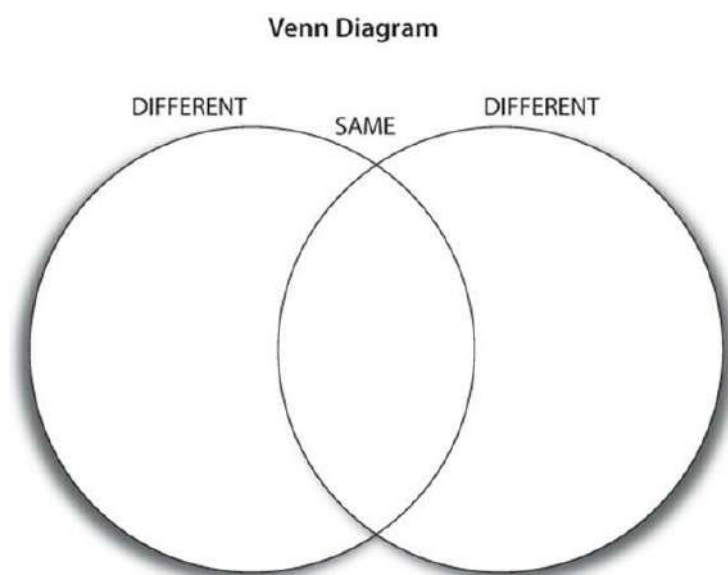
K-W-L charts are three-part graphic organizers to engage, guide and review. The picture below (picture 11) shows an example table for this exercise. The advantage of this strategy in the development of critical thinking technology allows students to analyze the topic of an authentic text, and understand what they know, want to know and what they have learned.

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

picture 11

Next is familiarization with the lexical material on the text, vocabulary on the text "Born Free" - students get acquainted with new lexical material, since for successful active further work it is necessary to have a basic amount of information on the topic.

Now, you need a "challenge" (or "call") - something new that prompts reflection. At the same time, the teacher does not act as the only source of information, but stimulates the activity of students, referring to Internet sites, foreign magazines, manuals for preparing for international exams, etc. At this stage, the trailer for the original film "Born Free" (Born Free (1966) ORIGINAL TRAILER [HD 1080p] - YouTube) helps to realize several tasks at once: draw students' attention to the problem, identify the problem and identify ways to solve it. After listening to this audio text, students are asked to determine the difference between the information in the text and in the trailer using the "Venn Diagram" technique (picture 12).



picture 12

In order to develop intellectual activity at the stage of comprehension, it is possible to use various problem situations that contribute to the development of critical thinking skills. After reading the text, students will be able to discuss the problem (the main idea), express their opinion, listen to the opinion of classmates. Further at this stage, you can complete the following task: "Topic Sentences"

Example of the task: "Each paragraph stands for one main idea. In the groups find the topic sentence and explain how it describes the whole reading passage and the given paragraph"

At the stage of reflection (in addition to the traditional essay or oral monologue of the student), it is interesting to use "Syncwain" to synthesize the studied material. Cinquain is an individual or pair task, expressed in five lines:

1 line - subject e. g. "Freedom" (1 word);

2 line - description of the topic in 2 words e. g. free and constrained (2 words, adjectives);

3 line - description of the action within the topic e. g. spent, grow up, shift (3 words, verbs);

4 Line - phrase e. g. we were born to be free (4-6 words);

5 line - a synonym for the word in line 1, or similar in meaning to e. g. liberty (1 word).

In conclusion, the use of technology for the development of critical thinking in the process of studying foreign students allows you to change the professional position of a university teacher from the traditional one (in the form of information transfer, where knowledge is the end result) to the

position of cooperation, where the student acts as a full partner, allowing him to develop as an independent person and a professional, rely on recommendations, personal and professional experience, critically evaluate information, use a systematic approach to studying information in a foreign language. The formed critical thinking skills will contribute to a higher level of foreign language proficiency among students of technical specialties.

References

1. Pushkarsky A.G. Critical thinking, logic, argumentation // Bulletin of the Baltic Federal University. I. Kant. Series: Humanitarian and social sciences, 2005. No. 3.
2. Dewey J. Psychology and pedagogy of thinking. (How we think). M: Labyrinth, 1999. 192 p.
3. Berkenova G.S. Technology for the development of critical thinking as a condition for achieving a new educational result. [Electronic resource]. Access mode: http://ksu.edu.kz/files/innova_2015/berkenova_g_s_tehnologiya_razvitiya_kriticheskogo_myshleniya_kak_uslovie_dostizheniya_novogo_obrazovatel_nogo_rezul_tata.pdf
4. Leontiev A.A. Language, speech, speech activity. - M.: Enlightenment, 1969.
5. [Electronic resource]. Access mode: [Текст на английском № 5.2 для чтения и перевода \(enrutext.com\)](#)
6. Zhizhina M.V. Media literacy as a strategic goal of media education: on the criteria for evaluating media competence // Media education. 2016. No. 4. S. 38-42
7. [Electronic resource]. Access mode: [Аутентичный текст | это... Что такое Аутентичный текст? \(academic.ru\)](#)
8. Bredikhina I.A. Methods of teaching foreign languages: Teaching the main types of speech activity. Yekaterinburg: Publishing House Ural. un-ta, 2018. 104 p.

Әдебиеттер тізімі

- 1.Пушкарский А.Г. Критическое мышление, логика, аргументация // Вестник Балтийского федерального университета им. И. Канта. Серия: Гуманитарные и общественные науки, 2005. № 3.
- 2.Дьюи Дж. Психология и педагогика мышления. (Как мы мыслим). М: Лабиринт, 1999. 192 с.

3. Беркенова Г.С. Технология развития критического мышления как условие достижения нового образовательного результата. [Электронный ресурс]. Режим доступа: http://ksu.edu.kz/files/innova_2015/berkenova_g_s_tehnologiya_razvitiya_kriticheskogo_myshleniya_kak_uslovie_dostizheniya_novogo_obrazovatel_nogo_rezul_tata.pdf
4. Леонтьев А.А. Язык, речь, речевая деятельность. - М.: Просвещение, 1969.
5. [Электронный ресурс]. Режим доступа: [Текст на английском № 5.2 для чтения и перевода \(enrutext.com\)](#)
6. Жижина М.В. Медиаграмотность как стратегическая цель медиаобразования: о критериях оценки медиакомпетентности // Медиаобразование. 2016. № 4. С. 38-42
7. [Электронный ресурс]. Режим доступа: [Аутентичный текст | это... Что такое Аутентичный текст? \(academic.ru\)](#)
8. Бредихина И.А. Методика преподавания иностранных языков: Обучение основным видам речевой деятельности. Екатеринбург: Изд-во Урал. ун-та, 2018. 104 с

ШЕТ ТІЛІ САБАҚТАРЫНДА АУТЕНТИКАЛЫҚ МӘТІНДЕРДІ ПАЙДАЛАНА ОТЫРЫП, ОҚУШЫЛАРДЫҢ СЫНИ ТҰРҒЫДАН ОЙЛАУЫН ДАМУ

Г.К. КАКИМОВА ^[0000-0002-9019-5037], А.М. ЕСЕНГАЛИЕВА ^[0000-0002-0134-5460]

Л.Н.Гумилев атындағы Еуразия ұлттық университеті, Нұр-Сұлтан, Қазақстан

e-mail: kakimova.gk@mail.ru, yessengaliyeva@inbox.ru

Аңдатпа: Сыни тұрғыдан ойлау бұл қоршаған дүниені түсінуге және күтілетін нәтижелерді бағалауға бағытталған психикалық әрекеттің ерекше түрлерінің бірі. Сын тұрғысынан ойлау қазіргі кезде педагогикадағы ең перспективалы бағыт болып табылады. Сыни тұрғыдан ойлауды дамыту қажеттілігі туралы үнемі айтылады: мектептерде және университеттерде. Бұл мақалада ағылшын тіліндегі шынайы материалдарды пайдалана отырып, шет тілін оқытуда тілдік емес мамандықтар студенттерінің сыни ойлауын қалыптастыру және дамыту үдерісі, студенттердің сыни тұрғыдан ойлауын дамыту жолдары, оқуға, сонымен қатар оқуға үйрету процесінің ерекшеліктері қарастырылады. Шет тілін оқыту процесі ретінде оқуды ұйымдастыру кезеңдерін көрсетеді. Мақаланың өзектілігі сын тұрғысынан ойлауды дамыту технологиясы заманауи және инновациялық педагогикалық технологиялардың бірі, ал шет тілін оқытуда түпнұсқа мәтіндерді пайдалану когнитивтік функцияларды іске асырудың перспективалы әдістерінің бірі болып табылатындығына байланысты жұмыста, сонымен қатар оқушылардың ой-өрісін кеңейту. Мақалада сыни тұрғыдан ойлауды дамыту қажеттілігін көрсету мақсатында шет тілі (ағылшын тілі) мұғалімдеріне сауалнама да берілген. Бұл зерттеудің мақсаты – тілдік емес студенттердің түпнұсқа мәтіндерді пайдаланып және оларды тәжірибеде қолдану арқылы сыни тұрғыдан ойлау дағдыларын дамытудың тиімді әдістері мен жолдарын табу.

Түйін сөздер: шет тілі, ағылшын тілі, сыни тұрғыдан ойлау, сыни тұрғыдан ойлауды дамыту технологиялары, шынайы мәтін, оқу.

РАЗВИТИЕ КРИТИЧЕСКОГО МЫШЛЕНИЯ УЧАЩИХСЯ С ИСПОЛЬЗОВАНИЕМ АУТЕНТИЧНЫХ ТЕКСТОВ НА ЗАНЯТИЯХ ПО ИНОСТРАННОМУ ЯЗЫКУ

Г.К. КАКИМОВА [0000-0002-9019-5037], **А.М. ЕСЕНГАЛИЕВА** [0000-0002-0134-5460]

Евразийский национальный университет имени Л.Н. Гумилева, Нур-Султан, Казахстан

e-mail: kakimova.gk@mail.ru, yessengaliyeva@inbox.ru

Аннотация: Критическое мышления является одним из особых видов мыслительной деятельности, которая направлена на интерпретацию окружающего мира и оценивание ожидаемых результатов. В данной статье рассмотрен процесс формирования и развития критического мышления у студентов неязыковых специальностей во время обучения иностранному языку с использованием аутентичных материалов на английском языке, способы развития критического мышления студентов, особенности процесса обучения чтению и также чтение как процесс в изучении иностранного языка, показаны этапы организации чтения. Актуальность статьи обусловлена тем фактом, что технология развития критического мышления является одной из современных и инновационных педагогических технологий, а использование аутентичных текстов во время обучения иностранному языку является одним из перспективных способов включения в работу когнитивных функций, а также расширения кругозора студентов. Также в статье показан опрос преподавателей иностранного языка (английского) с целью показать необходимость развития критического мышления. Целью данного исследования является поиск эффективных методов и способов развития навыков критического мышления у студентов неязыковых направлений при использовании аутентичных текстов и применения их на практике.

Ключевые слова: иностранный язык, английский язык, критическое мышление, технологии развития критического мышления, аутентичный текст, чтение.