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CRITICAL THINKING TECHNOLOGY IN THE ENGLISH CLASSROOM

The relevance of the article is determined by the insufficient level of critical thinking development among students of higher educational institutions. It is known that the key principle of success is the development of a critical thinker who is able to adapt to an ever-increasing flow of information; There is a certain contradiction between the potential of the English language as a means to develop students' critical thinking and the insufficient development of the theory and practice of its implementation.

Developing critical thinking in foreign language classes is important for several reasons. First, if language learners can take responsibility for their thinking, they can more successfully monitor and evaluate their own ways of learning. Second, critical thinking enhances students' learning practices and makes language more meaningful to them. Third, critical thinking is highly correlated with student achievement. And finally, today the emphasis in education has shifted towards the '4K' model: the development of critical thinking, creativity, communication, and cooperation.

Therefore, in order to make students more competitive in modern society, we attempted to elaborate a model and course of exercises for developing students' critical thinking skills in English classes. The results of the study, its main provisions and results can be used in the development of theoretical courses on language teaching methods.

Keywords: critical thinking, creativity, communication, higher order skills, cognitive abilities.

Introduction

Currently, education is aimed at training a comprehensively developed personality with skills such as the ability to solve problems, work in a team, adapt to

new conditions, search and find the necessary information, as well as competently express thoughts in the oral and written forms. Due to the globalization of society and innovations in education, the role of a foreign language as a component of future professional activity is constantly increasing. In the modern updated content of education, there is said a lot about critical thinking, its novelty, and the need for its application in various spheres of human activity, including teaching foreign languages.

Therefore, in addition to language skills, students need to acquire the following critical thinking skill: independence in acquiring and coping with new knowledge, which is the characteristic of critical thinking development. Students need to compare, analyze, generalize, abstract, and embody. All of this not only contributes to the more robust absorption and comprehensive development of knowledge but also helps students solve difficult non-standard tasks and work creatively in the future.

Materials and methods

So, to make students more competitive in modern society it was vital to work out the model and set of exercises for developing critical thinking skills of first-year «6B02304 – Foreign Philology» educational programme students studying at Toraighyrov University.

The technology of formation and development of critical thinking in the English classroom for the first-year students of the educational programme «6B02304 – Foreign Philology» of Toraighyrov University included goals, objectives, principles of classroom construction, stages, conditions, methods, techniques and ways of teaching thought, forms of organizing students' activities, and ways to evaluate mental achievements.

To attain the aim and implement the objectives of the research the following **methods and techniques** were used:

- **theoretical:** analysis and interpretation of national and foreign philosophical, normative, psychological-pedagogical, linguistic-didactic and methodological publications; analysis and generalization of advanced national, foreign and personal pedagogical experience on the research problem;

- **empirical:** monitoring, questionnaire, experiment.

Results and discussion

To create the most successful model for developing critical thinking in foreign language classes, it is necessary to study and analyze the concept of «critical thinking» and its main characteristics.

Critical thinking is defined as a person's ability to:

a) notice inconsistencies in another person's behavior or statements with generally accepted opinion or norms of behavior, as well as one's own perception of them;

b) recognize the truth or falsity of a position, theory, or illogical statement, and be able to respond to them;

c) be able to separate wrong or false from true or correct, as well as analyze, prove, refute, and evaluate tasks and objects, demonstrate a pattern of behavior or a statement, and so on [1].

Exploring the nature and basic concepts of critical thinking, M. I. Karagozina notes that «critical thinking is a disciplinary approach to comprehension, evaluation, analysis and synthesis of information obtained through observation, experience, reflection or reasoning, which may later serve as the basis for action» [2].

T. Yu. Lifanova defines critical thinking as «an intellectually organized process aimed at active comprehending, applying, analyzing, summarizing or evaluating information received or created through observation, experience, reflection, reasoning or communication as a guide to action or the formation of a belief» [3].

D. U. Kussainov believes that critical thinking reflects the ability to analyze information from a logical perspective, the ability to make reasoned judgments, and decisions, as well as apply the results to both standard and non-standard situations, issues and problems [4].

Comparing ordinary and critical thinking, D. Kluster identifies the following characteristics [5]:

a) critical thinking is the independent thinking based on the following principles:

1) everyone formulates his ideas, beliefs, and assessments independently of others;

2) thinking is critical only if it is of an individual nature;

3) critical thinking does not have to be completely original:

a) we are free to accept another person's idea or belief as our own;

b) information is the starting point, not the ending point of critical thinking, because knowledge generates motivation, without which critical thinking is impossible, and through which the traditional process of cognition becomes meaningful, productive, continuous, and acquires individuality;

c) critical thinking seeks persuasive reasoning, which leads to critical thinking;

d) critical thinking is social thinking, which promotes the development of qualities that are required for the productive exchange of thoughts and opinions with others, namely: the ability to listen, tolerance, responsibility for one's point of view [6].

Critical thinking is the ability to assess data from a logical and person-centered standpoint and apply the results to both standard and nonstandard circumstances, concerns, and difficulties [7].

For foreign language classes, critical thinking technology is especially important. It is built on communicative and activity-based teaching methodologies,

which allow for a collaborative search for solutions to problems as well as «partnership» relationships between tutors and students. It is a multifunctional technology that forms the skills for working with information in the process of listening, speaking, reading, and writing.

It is vital to develop and employ specific methodological tools in order to improve critical thinking. The stages of critical thinking technology, established by American educators J. Steele, K. Meredith, and Ch. Temple, are logical because they correlate to the natural stages of an individual's cognitive activity [8]. The use of critical thinking technology brings structural changes during the class, in which three main stages are distinguished: evocation stage, the realization of meaning, and reflection [9].

It is critical to engage the students from the start of the class. When adopting the evocation stage, it is important to:

a) provide students the freedom to express themselves without fear of making mistakes and being chastised by the teacher;

b) keep track of all utterances because any of them could be useful for future work. At this point, there are no «correct» or «incorrect» remarks to make.

c) blend individual and group work: individual work helps students to refresh their knowledge and experience, whereas group work allows them to hear other people's perspectives and express their own ones without the risk of making a mistake.

Students begin to acquire new knowledge during the second step of the process, «realization of meaning». The main goal of this stage is to keep track of how students are reacting to what they have been studying.

The word «reflection» is synonymous with words like «feedback», «return», «self-assessment», and «mutual understanding and engagement», and it denotes «an idea, opinion, or remark emerging from deep and thorough thought». «Reflection», according to S. S. Tatarchenkova, is a condition necessary for each participant in the learning process to see and evaluate the entire organization of their own activities during the class in accordance with the goals and programme [10].

During the reflection process, new information is appropriated and transformed into students' own knowledge. The goal of reflexive analysis is to clarify the meaning of new material and to create a path for subsequent learning.

Based on theoretical principles, the model and set of exercises were constructed to develop students' critical thinking skills in the higher education system.

In Table 1 there is presented the model for developing critical thinking skills of the first-year university students in the English classroom. The proposed model consists of the following structural components: social order; the requirements of the State Compulsory Educational Standard (SCES), the syllabus and three-phase

technology of critical thinking. To develop a structural and meaningful model of critical thinking technology B. Bloom’s taxonomy was used.

Table 1 – The elaboration of critical thinking model for the first-year university students in the English classroom

| | | |
|--|--|---|
| The model to elaborate critical thinking skills of «6B02304 – Foreign Philology» educational programme first-year students in the English classroom | | |
| Social order: a critical, reflective, cooperative and responsible citizen in the modern Kazakhstani society. | | |
| The aim of the educational program: to organize the educational process with the use of the latest technologies that ensure the training of competitive and highly qualified specialists in the field of foreign philology (English / German), who are ready for global and regional challenges in order to create a competitive society. | | |
| The aim of the discipline: to establish a fundamental degree of communicative competence, i.e., the ability to carry out their communicative intents in the social, educational, work, social, and cultural domains | | |
| The objectives of the discipline: | | |
| a) to integrate information in a variety of ways to construct one’s own viewpoint based on knowledge, varied experiences and thoughts; | | |
| b) to ask questions, and independently formulate a hypothesis; | | |
| c) to make decisions in abnormal situations. | | |
| Level | expected result (B1): | |
| Listening | | |
| Speaking | | |
| Reading | | |
| Writing | | |
| Objectives of the English language teaching | | |
| Developing language skills | Developing critical thinking | |
| via: | | |
| independent work with sources | exercises (active learning) | |
| analysis | synthesis | evaluation (according to B. Bloom) |
| - ability to compare; - ability to classify; - ability to argue. | - ability to put forward ideas; - ability to combine; - ability to lateral thinking. | - ability to evaluate information; - ability to draw conclusions |

| Stages for formation of critical thinking = Three-phase structure of the class | |
|---|---|
| 1 Updating available knowledge; arousing interest in the topic, determination of the objectives of the study of the material. completion of table 2 | Aims of the 1st phase («Evocation stage»): <ul style="list-style-type: none"> - updating and generalization of the student's knowledge on this topic; - arousing interest in the topic under study; - detection and awareness of the insufficiency of available knowledge; - encouraging the student to be active. |
| 2 Arranging active perception; comprehension of new information, and establishing connections with the studied material. | Aims of the 2nd phase («Realization of meaning» stage): <ul style="list-style-type: none"> - active reception of new information; - comprehension of new information; - correlation of new information with students' own knowledge; - monitoring the process of cognition and self-understanding. |
| 3 Reflection, formation of a personal attitude to the material; generalization and evaluation of information, reassessment of students' own ideas | Aims of 3rd phase («Reflection» stage): <ul style="list-style-type: none"> - forming students' own attitude toward the topic studied; - sophisticated understanding, assignment, and generalization of the knowledge obtained; - identification of still unknown knowledge; - analysis of the process of studying the material, and students' own mental operations; - search for topics and problems for further work ("new evocation"). |

The pedagogical experiment comprised three stages:

1 Diagnostic stage. Examination to determine the basic level of English language soft skills and critical thinking abilities.

2 The application of critical thinking technologies in English language education is the focus of the teaching stage. The system of English language classes is run according to a set of guidelines.

3 A control stage is a re-evaluation of communication and critical thinking skills in the English language.

As part of the research on the use of critical thinking technology in the English classroom, to check the level of students' language skills, we conducted two tests and a number of exercises. The test consisted of three questionnaire surveys: the preliminary, the final, and the critical thinking skills survey, English classes being conducted between them.

The aim was the analysis of the effectiveness of critical thinking techniques for developing first-year students' critical thinking skills in the English classroom.

To achieve the aim, the following objectives were fulfilled:

- to determine the students' English level and critical thinking skills ability at the diagnostic testing stage;
- to train students on the basis of tasks developed according to the syllabus;
- to analyze the impact of critical thinking technology on the communication skills of students.

Pavlodar Toraighyrov University located at 64 Lomov Street became the pedagogical experiment base. First-year students of this university participated in the research to develop their critical thinking skills. The experiment lasted from February 7 to March 20, 2023. Groups FPh-102 and FPh-101 were chosen for the study. Group FPh-101 comprised twelve students: 2 boys and 10 girls. Group FPh-102 consisted of thirteen students: 1 boy and 12 girls. FPh-102 was the experimental group, while FPh-101 was the control group.

At the **diagnostic testing stage**, students were offered a test to determine their initial level of the English language. Twelve students of group FPh-102, who study English as the first foreign language, took part in testing (Figure 1). The test proved that the students had a good level of English. At the same time, it was found that the use of critical thinking technology in the classroom had the potential to motivate students to learn. This is reflected in the positive feedback from students on the idea of this approach to learning. The test revealed that most students were able to answer the test questions. Ten students of Group FPh-101 took part in testing and the results were satisfactory (Figure 2).

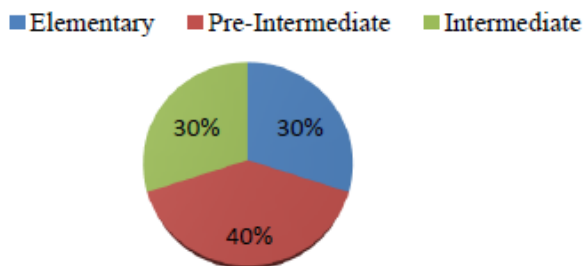


Figure 1 – The results of testing at the diagnostic stage (FPh-102)

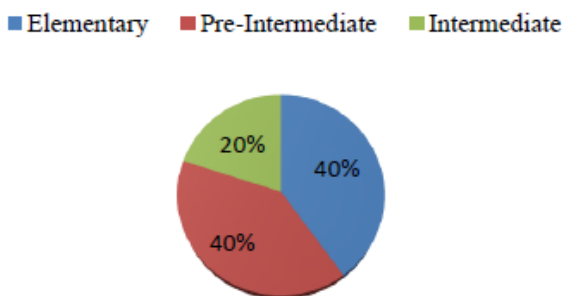


Figure 2 – The results of testing at the diagnostic stage (FPh-101)

To determine the initial level of critical thinking skills development, we conducted a survey in experimental and control groups. Students were offered a questionnaire for determining the level of reflexivity compiled by A. V. Karpov and V. V. Ponomareva [11]. The questionnaire included 27 questions aimed at checking the level of critical thinking formation.

The scores received were converted into «stems» according to the principle presented in Table 2.

Table 2 – The relation of the number of points to «stems»

| Stems | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------|----------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------------|
| Scores | Below 80 | 81-100 | 101-107 | 108-113 | 114-122 | 123-130 | 131-139 | 140-147 | 148-156 | 157-171 | 172 and above |

Then the obtained data were interpreted as follows:

- «stens» less than 4 indicate a low level of reflexivity;
- «stens» ranging from 4 to 7 indicate an average level of reflexivity;
- «stens» equal to and more than 7 demonstrate a high level of reflexivity.

The results prove that the level of reflexivity among students is at a low level. The analysis of the survey conducted in the control and experimental groups showed approximately the same level of formation of critical thinking, which is presented in Table 3.

Table 3 – The results of the survey in the control and experimental groups

| Group | Average score | Level |
|--------------------|---------------|-------|
| Control group | 121 | 4 |
| Experimental group | 117 | 4 |

Thus, both groups were within the same sten, since the difference in points was 4. In general, this deviation was not significant, since both groups fell within the limits of the low level of reflexivity. The percentage analysis of the structure of the level of reflexivity of students in the control and experimental groups is presented in Figure 3.

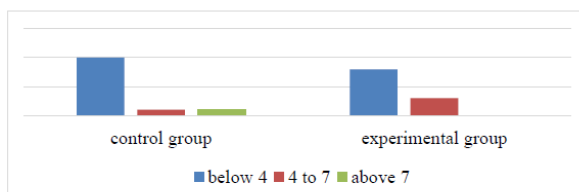


Figure 3 – The percentage analysis of the structure of the level of reflexivity

The diagnostic stage of the experimental work revealed a low degree of critical thinking skill development among students in the English classroom. The experimental effort on the teaching stage this time was aimed at applying critical thinking technologies to help students enhance their critical thinking skills. We conducted a control class to see how well the research hypothesis was implemented and check how the dynamics of critical thinking skill development changed over time. Students were evaluated using the same criteria at both the diagnostic and control stages.

At the teaching stage, the experimental group (FPh-102) was taught in the English classroom on the following topics: «Holidays and Traveling», «Environment», and «My Future Profession», according to the proposed model

and the worked-out set of tasks on developing students' language and critical thinking skills.

Before the teaching process, an orientation session was conducted, during which the concept of critical thinking and its importance in learning the English language were explained to the students of the experimental group. As a result, the students' feedback is the following: 85 % of students consider that critical thinking brings diversity to the educational process, 65 % of them state that it increases interest in the subject and 50 % say that it enables them to prove themselves that they can overcome the language barrier. It seems to us this shows that the use of different tasks arouses the interest of students by distinguishing themselves from the traditional forms of work in the classroom.

The quantitative and qualitative analysis of the teaching stage results confirms the hypothesis put forward earlier about the positive impact of critical thinking technology on improving the students' language skills. The analysis of the teaching systems and the joint development of the methodology allow us to draw a number of conclusions that contribute to the choice of educational material, which we have applied in practice. The goal was to test the effectiveness of using critical thinking technology in the English classroom to develop students' language skills. The use of techniques on critical thinking in the English classroom was based on the following objectives: stimulating motivation and interest, maintaining and strengthening the importance of the information obtained earlier and developing linguistic and sociolinguistic competencies.

The goal of the **control stage** was to identify the effectiveness of using 3-phased classes to develop students' critical thinking skills. The control tasks were carried out with the help of «Case-Study» method.

The analysis of the quantitative data proves the fact that students' language skills have been improved and their critical thinking skills have been developed. The results of the experimental group at the control stage in comparison with the diagnostic one are presented in Figure 4.

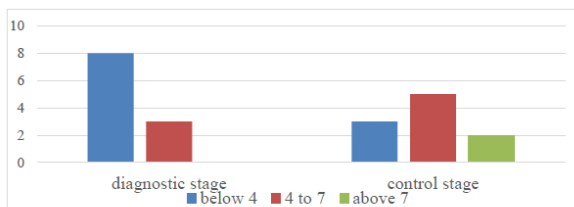


Figure 4 – The comparison of the results of the diagnostic and control stages

The comparative analysis of results confirms the following:

- 72.8 % of students had a low level of critical thinking skills at the diagnostic stage. And at the control stage, the number of students with low critical thinking skills has decreased by 45.5 %;

- 27.2 % of students were assigned to the average level of critical thinking skills at the diagnostic stage. At the control stage, the number of them increased by 18.2 %;

- in comparison with the diagnostic stage, where none of the students were assigned to a high level of critical thinking skills, the number of students has increased by 27.3 % at the control stage.

To summarize, we can conclude that one of the non-traditional ways of developing the intercultural competence of students is through the use of critical thinking technology. As a result, students have become more interested in the work they do and, as a result, their academic achievement has been improved.

Thus, it is concluded that the use of critical thinking in the English classroom will increase the level of foreign-language intercultural competence, and language skills of the learners. This is confirmed by testing the skills and practical use of language as a medium of communication among students of Group FPh-102.

Conclusion

Within the framework of this study, techniques aimed at elaborating critical thinking were tested, also critical thinking model and set of exercises for its development in English classes were worked out for first-year students of Toraighyrov University.

By applying the developed techniques in English classes, the number of first-year students with an average level of critical thinking has increased by 45.4 %, and the number of students with a high level has increased by 27.3 %. Thus, in order to develop the ability to analyze, compare, make logical constructions, conclusions and easily find associative connections, i.e., to develop the main skills of critical thinking, it is necessary to regularly apply the developed techniques.

Teachers can help students improve their critical thinking abilities by using critical thinking approaches based on a 3-phase paradigm in which students actively think. Class phases are also beneficial to students' communicative abilities. Students have greater possibilities to get language exposure and practice throughout the productive stages. They converse not only to practice speaking a foreign language, but also to communicate, activate the mental process, and exchange arguments.

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*Мақаланың өзектілігі жоғары оқу орындары студенттерінің
сыни тұрғыдан ойлауды дамыту деңгейінің жеткіліксіздігімен*

анықталады. Табыстың басты қағидасы – үнемі өсіп келе жатқан ақпарат ағынына бейімделе алатын сыни тұрғыдан ойлайтын тұлғаны дамыту екені белгілі. Студенттердің сыни ойлауын дамыту құралы ретіндегі ағылшын тілінің әлеуеті мен оны жүзеге асыру теориясы мен тәжірибесінің жеткіліксіз дамуы арасында белгілі бір қайшылық бар.

Шетел тілі сабақтарында сыни тұрғыдан ойлауды дамыту бірнеше себептерге байланысты маңызды. Біріншіден, егер тіл үйренушілер өз ойлауына жауапкершілікпен қарай алса, олар өздерінің оқу тәсілдерін сәтті бақылап, бағалай алады. Екіншіден, сыни тұрғыдан ойлау оқушылардың оқу тәжірибесін арттырып, олар үшін тілді мағыналы етеді. Үшіншіден, сыни тұрғыдан ойлау оқушының жетістігімен тығыз байланысты. Ақырында, бүгінде білім берудегі екпін «4К» үлгісіне ауысты: сыни ойлауды, шығармашылықты, коммуникацияны және ынтымақтастықты дамыту.

Сондықтан студенттерді қазіргі қоғамда бәсекеге қабілетті ету үшін ағылшын тілі сабағында оқушылардың сыни тұрғыдан ойлау қабілеттерін дамытуға арналған жаттығулардың үлгісі мен курсыны жасауға тырыстық. Зерттеу нәтижелері, оның негізгі ережелері мен нәтижелері тілдерді оқыту әдістемесі бойынша теориялық курстарды әзірлеуде пайдаланылуы мүмкін.

Кілтті сөздер: сыни тұрғыдан ойлау, шығармашылық, қарым-қатынас, жоғары дәрежелі дағдылар, танымдық қабілеттер.

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ТЕХНОЛОГИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Актуальность статьи определяется недостаточным уровнем развития критического мышления у студентов высших учебных заведений. Известно, что ключевым принципом успеха является воспитание критического мыслителя, способного адаптироваться к постоянно растущему потоку информации; существует определенное

противоречие между потенциалом английского языка как средства развития критического мышления учащихся и недостаточной разработанностью теории и практики их реализации.

Развитие критического мышления на уроках иностранного языка имеет большое значение по нескольким причинам. Во-первых, если изучающие язык могут взять на себя ответственность за свое мышление, они смогут более успешно контролировать и оценивать свои собственные способы обучения. Во-вторых, критическое мышление расширяет практику обучения учащихся и делает язык более значимым для них. В-третьих, критическое мышление имеет высокую степень корреляции с достижениями учащихся. И, наконец, сегодня акцент в образовании сместился в сторону модели '4К': развитие критического мышления, креативности, коммуникации и кооперации.

Поэтому для того, чтобы сделать студентов более конкурентоспособными в современном обществе, нами была предпринята попытка разработать модель и курс упражнений для развития навыков критического мышления у студентов на занятиях по английскому языку. Результаты исследования, его основные положения и результаты могут быть использованы при разработке теоретических курсов по методике преподавания языков.

Ключевые слова: критическое мышление, креативность, коммуникация, навыки высокого порядка, когнитивные способности.

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