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A FOREIGN LANGUAGE***

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DEVELOPING CRITICAL THINKING OF STUDENTS IN TEACHING A FOREIGN LANGUAGE

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Abstract: The article reveals the theoretical and methodological foundations for the development of students' critical thinking in the process of teaching a foreign language and to substantiate the pedagogical conditions for its implementation. The author developed and substantiated a set of initial provisions that form the theoretical and methodological foundations for the development of students' critical thinking in teaching a foreign language and revealed the essence and features of the development of critical thinking of students in the process of teaching a foreign language. The theoretical analysis made by the author on various aspects of the development and formation of critical thinking at the philosophical, social, psychological and pedagogical levels indicates the relevance of the problem and the interest of scientists in solving a number of identified problems.

Key words: critical thinking, higher education, civil-democratic, curriculum, reflective assessment, adequate, interaction, cooperation, cause-and-effect, relationships, analyze.

INTRODUCTION

The main task of modern higher education is to reveal the abilities of each student, to educate a personality ready for life in a high-tech, competitive world. Modern society, and hence modern education, needs a free, creative person with certain qualities of thinking. Freedom of thinking implies its critical orientation,

focused on creative and constructive activity, therefore, a qualitative characteristic of the thinking of a free person is critical thinking.

The study of state educational standards, curricula and programs of higher educational institutions reveals the growing importance of the development of students' critical thinking during the university stage of education. An analysis of the practical activities of universities indicates a growing need for the education of a critically thinking person. The formation of critical thinking of students of a modern university will allow future specialists to adapt flexibly in the modern information space, and the ability to understand and analyze information in a foreign language allows this goal to be achieved.

THE MAIN PART

Thinking, agreeing with G. Benesh, we understand in a general sense - thinking about possibilities; ordering the existing content [3, p. 183]. In general terms, thinking must unify diversity and explain what is unified because of differences [4, p. 185]. Scientist and teacher A. Savchenko in this aspect notes: “Education, reflecting socio-economic needs, becomes a significant resource in the existing market competition. A modern person at a young and mature age is objectively forced to be more mobile, informed, critically and creatively thinking, and, consequently, more motivated for self-learning and self-development” [10, p. 2].

Regarding this aspect, Diane Halpern [5, p. 4] researched that: “Most people complete their formal education between 18 and 22 years of age. It is safe to say that many of the young people will have to do work that is hard to imagine, and deal with technologies that modern science fiction writers could not even dream of. What knowledge is needed to acquire in the first two decades of your life in order to feel at ease during the 50+ years that remain? Education designed for the future should be built on the basis of two inseparable principles: the ability to quickly navigate in a rapidly growing flow of information and find the right one, and the ability to comprehend and apply the information received.

S. Zair-Bek argues that a student who is able to think critically knows various ways of interpreting and evaluating an information message, is able to identify contradictions and types of structures present in the text, argue his point of view, relying not only on logic (which is already important), but also on the presentation of the interlocutor. Such a student feels confident when working with various types of information, can effectively use a variety of resources [15].

The fundamental features of the modern world that graduates enter today are changes that are accelerating. This is a world of information that is growing and quickly becoming obsolete. This is a world where ideas are constantly being restructured, tested and rethought, a world where no one can survive with one simple linear way of thinking, where one's own thinking must be constantly adapted, where the pursuit of clarity, accuracy and thoroughness must be respected, where work skills must be constantly to develop and improve. Never before have people faced such a reality. The education system has never prepared young people for such an intense dynamics of change, unpredictability, complexity, for such fermentation and the absence of one single direction [2].

Consequently, the acceleration of the pace of change in the conditions of human life does not allow him to lock himself within the framework of a given stable worldview. Recognition of the limitations of one's views and ideas about society and the possibility of viewing them, independence of thinking in solving economic, social and political problems is becoming an important part of the life of a modern person. After all, decisions a person constantly makes both as an individual and as a member of society for various reasons (economy, natural resources, transgenic products, alternative fuels, etc.) not only influence, but also determine the development of humanity as a whole, providing influence on the level of this development and even survival in general. Understanding that any activity is connected with the actions of other people, humanity is “sitting in the same boat” and needs to reconcile interests, assess the consequences of its decisions for others, and not just choose the best option for everyone, leads to the conclusion that formation of appropriate thinking.

The growth of processes that are united on a national and global scale (globalization, European integration, etc.) requires education to form a citizen who will adequately assess his place in the international, national, local communities. The meeting and mixing of different worldviews, political systems, religious and cultural formations raises the question of what a modern person should be like in order not to be a leveled personality and, at the same time, acquire new features necessary to improve it. competitiveness in the modern world [1 p. 67-73].

So, those who study, while receiving education, must master the knowledge and skills that they could use in real life. There is no doubt that knowledge is valuable only when the information is critically comprehended, creatively processed and productively applied in various activities. However, for a significant number of modern educational institutions, the process of interaction between a teacher and a student is characteristically unidirectional from those who teach the student, from those who know to those who do not know. First-year students are often not recognized as subjects endowed with experience and have their own value potential. It is clear that even having “armed” them with solid knowledge, but without teaching them how to use it effectively, this knowledge will simply become passive and unnecessary.

“It is difficult to imagine an area of life where the ability to think clearly would not be needed. However, few of us have ever been taught how to learn to think more productively. Educational institutions traditionally require students to study, memorize, analyze facts, solve problems, but these institutions do not teach exactly how to do this. It means that adult students already “know how to think”. However, according to Mirolyubova A.A. studies have shown that this assumption is not justified in practice” [7]. Psychologists McKinnon J. W., Renner J. W. [8] found that only 25% of first-year students have the skills necessary for logical and abstract thinking - the kind of thinking that is needed, for example, to answer the question: "What happens if ...?" And for evaluating abstract ideas.

Due to the lack of independence, social orientation, motivation and effectiveness of the thinking of the younger generation, the idea of developing

critical thinking has so far attracted the attention of scientists, teachers of higher and secondary schools [9], [4].

Despite the fact that many students tend to think creatively and critically, at school and university they are often considered disobedient, “difficult”, requiring, according to some teachers, re-education, because they “question the generally accepted opinions”. Here, as an argument against such an approach, it is appropriate to give the following example: in the 1920s, when they first started talking about launching a rocket to the Moon, many believed that these people belonged in a psychiatric hospital. In one article of the thirties, its author, a physicist, tried to prove that if an aircraft moves at a speed exceeding the speed of sound, it will disintegrate into molecules, and the same will happen to the pilot [10].

As a result, “... many graduates of secondary and higher schools cannot rationally formulate their arguments and discern when they are misled by advertising or propaganda, play on emotions, do not know how to assess the reliability of evidence, how to make a decision” [11].

Consequently, the task of educational institutions in modern conditions is to teach a person to learn how to navigate in the "sea" of information, if necessary, find the necessary and effectively use it in practice.

The foregoing confirms the assumption of scientists who argue: “... more than twenty-five percent of the types of activities that will be in demand in the 21st century do not yet exist today, and those that exist now will change significantly. Therefore, people will need completely new knowledge and skills. The root cause of these problems was the information and technological explosions in the field of information support, which provoked an extraordinary production of information” [12].

A person with critical thinking is aware or seeks to recognize his own prejudices, to understand them. Many people are prejudiced in parenting methods in such a way that they fully support or completely reject the way their parents used. They argue like this: “I was brought up in such a way that the best method of

influence is cutting. I was beaten, and I grew up as a normal person, which means I will raise my children in the same way. At the same time, a person does not take into account the damage caused to the relationship of trust between children and parents, not to mention justice.

Here is how Western psychologists describe the example of a person who thinks critically: “A young man had a cherished dream - to become a veterinarian. His love for animals was unusual: at the age of three, the boy did not allow bugs to be destroyed in his presence. But he was not accepted into any veterinary technical school, and as a result he panicked and despaired: “My life is over!”. At first, the guy did not think critically, but saw only two possibilities or alternatives: to become a veterinarian or not to be anyone else. But when he thought about his possibilities, thought about all the possible options for professions in which he could use his love for animals, he realized that his choice was almost endless. Vagin I., Ripinskaya P. convince that one can work in a pet store, in a zoo, become a biologist, ecologist, trainer, wildlife photographer, make films about animals or act in films as a veterinarian, etc. [14]. Therefore, as the example shows, it is very important, when encountering obstacles on the way to the goal, to expand your horizons instead of narrowing them, and as a result, to find a way out of seemingly "hopeless" situations.

Most people understand that people need to exercise the body in order to keep it in shape. But not everyone understands that thinking also requires effort and training. Unfortunately, there are many examples of lazy, careless thinking, too dependent on emotions, on psychological protection, as well as examples of thoughtlessness in general [15].

CONCLUSION

After all, thinking requires effort, choice, weighing the evidence. If this process is not developed enough, then people have difficulty in thinking for themselves. They cannot judge the strength of the evidence, understand when they are misled or the media, whether it be political leaders, famous psychics, advertising producers, and even their own arrogance and pride. Such people do not

know where it is profitable to invest money, which candidate or party to support, which religion to choose, which theory or method of treatment is considered more effective, they do not know how to solve their problems, that is, they cannot productively use their intellectual potential.

At the level of values, a student who thinks critically is able to effectively interact with information spaces, fundamentally accepting the multipolarity of the surrounding world, the possibility of coexistence of different points of view within the framework of universal human values.

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