Педагогічні науки

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Dovhal Iryna

Teacher

A separate structural unit "Kramatorsk Professional College of

Donetsk National University of Economics and Trade

named after Mykhailo Tugan-Baranovsky"

Довгаль Ірина Анатоліївна

викладач

Відокремлений структурний підрозділ «Краматорський фаховий коледж

Донецького національного університету економіки і торгівлі

імені Михайла Туган-Барановського»

Maiorova Olena

Teacher

A separate structural unit "Kramatorsk Professional College of

Donetsk National University of Economics and Trade

named after Mykhailo Tugan-Baranovsky"

Майорова Олена Сергіївна

викладач

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ФОРМУВАННЯ У СТУДЕНТІВ КРИТИЧНОГО СТИЛЮ МИСЛЕННЯ
FORMATION OF CRITICAL THINKING STYLE IN STUDENTS

Анотація. *В статті розглянуто формування у студентів критичного стилю мислення на прикладі вивчення економічних дисциплін та іноземної мови.*

Ключові слова: *критичне мислення, оцінна діяльність, розумова діяльність, рефлексія, інтерактивне навчання, практичні знання.*

Summary. *The article deals with the formation of students' critical thinking style using the example of studying economic disciplines and foreign language.*

Key words: *critical thinking, evaluative activity, mental action, reflection, interactive learning, practical knowledge.*

Critical thinking is higher-order thinking that relies on information, conscious perception of one's own intellectual activity and the activity of others, which contributes to the development of such a personal trait as creativity, and forms creative thinking, and therefore, a creative personality. Reflection has always been characteristic of a person, as it is organically woven into his nature, as well as consciousness, thinking, memory, etc. In recent years, with the introduction into practice of the ideas of developmental learning, critical thinking is increasingly becoming the object of pedagogy's attention, as well as reflection - an interdisciplinary field that studies the methodology, essence and possibilities of reflection, intensive revival of the ideas of pedagogical anthropology and humanities. Thus, critical thinking is one of the innovative ways of revealing and identifying the spiritual potential of a person, as well as a special moral activity, which consists in spiritual introspection as a way of relating to life, in fighting one's own shortcomings and overcoming doubts about one's strengths and capabilities.

A critical thinking style involves the formation of students' abilities and skills of a peculiar type of activity, which in pedagogy is called reflexive -

evaluative activity. This is a special form of human activity that arose at the same time as a person develops and is vitally important for the latter.

The concept of "evaluative activity" can be defined as the active interaction of a person with the surrounding world, aimed at clarifying its qualitative heterogeneity from the point of view of the presence or absence of vital values in it, as well as choosing from these values those that are the most relevant for a person.

The concept of "assessment activity" is based on the concept of "reflection", which has received such a definition in pedagogy. Reflection is such awareness by a person of his actions, such reflection on them, during the implementation of which a person is absolutely and completely responsible for what and how he does, that is, he is aware of the schemes and rules according to which he acts. The meaning of reflection as a special cognitive action consists in a person clarifying his knowledge, in clarifying the grounds for his knowledge, in finding out how certain knowledge or ideas were produced.

Formation students' critical thinking style using the examples of economic disciplines. In the course of direct observations of the educational process in the teaching of English and economic disciplines, it was found that when substantiating and proving certain statements, students do not know the basics of the simple order of action of the rules and the "criteria" of the transition from one elementary link of proof to another. It is mostly about the logic of reasoning carried out by them, the correctness of which is determined by the scheme or form of reasoning, which can be defined as a way of connecting the meaningful components of reasoning. The latter must correspond to a logical law, that is, follow from their references with logical necessity.

In our opinion, one of the main reasons for difficulties in the implementation of this or that mental action (whether analysis of facts, modeling, comparison, generalization, etc.) is that in the process of learning and, accordingly, independent implementation of various mental operations the form

of reasoning and all its features, as a rule, do not stand out in their pure form, but are connected with a specific situation and substantiated by various extraneous private considerations. The student is not aware of the deep, essential grounds on which he himself draws certain conclusions, formulates this or that generalization, the result of comparison, etc. However, "spontaneous" logic for realizing the reasons for one's actions, identifying the degree of their truth, as a rule, is not enough: intuition and one's own individual "thinking" experience mostly lead to a dead end.

What concrete expression does it acquire in the real educational process at the educational institution? Firstly, it is insufficient awareness by students and inability to apply the principle of sufficient justification in the process of reasoning, answering questions, etc. which is that to justify a certain statement means to present convincing and sufficient arguments according to which it should be accepted. In this regard, it is relevant to note the following:

a) Mostly in educational practice there is an attempt to replace the explanation or substantiation of the reasons for this or that nature of the occurrence of phenomena, the reasons for the occurrence of this or that phenomenon with an interpretation (actually a tautology) of the received facts.

b) Students experience significant difficulties in tracing those links that lead from general theoretical provisions to statements directly related to experience, cannot determine the degree of sufficiency of the given justifications in each specific case; (Discipline "Fundamentals of entrepreneurial and managerial activity" topic "Management decisions and their information support")

c) In the process of verification (direct observation of the phenomena mentioned in the statement), students mostly overestimate the value of "priority of fact over theory", hyperbolize the "hardness" of sensory experience, do not understand the role of understanding facts in the process of "collecting" them for confirmation or refutation one or another conclusion. To be more specific,

students are not aware that "the experiment cannot say yes to the theory, more often it says no, and in the best case, maybe";

d) When explaining the statements proposed by the teacher, the students' answers are often characterized by eclecticism - an uncritical combination of different, internally unrelated, and sometimes even incompatible ideas, neglecting the substantive (essential) aspects of connections and provisions combined into one system, the substitution of objectively significant methods of substantiation with those that have subjective significance; (Discipline "Fundamentals of entrepreneurial and managerial activity" topic "Entrepreneurial risk management")

e) Mostly students use so-called "hasty generalizations", involuntarily replace the subject of discussion, use the same term in completely different meanings, do not understand the dialectics of absolute and relative truth. (Discipline "Fundamentals of entrepreneurial and managerial activity" topic: "Competitiveness of the enterprise")

Secondly, in the process of various thinking operations, students are rarely able to apply as a way of substantiating this or that statement the technique of deriving various consequences from this statement and verifying them, not to mention understanding the possibility of such confirmation and increasing its degree in the case of confirmation of an increasing number consequences or confirmation of predictions unexpected at first glance.

Thirdly, by using numerous classifications, students violate the requirements of one basis (and are not able to correlate various classifications - on different grounds), the requirements of completeness (completeness) of the classification, mutual exclusion and continuity. (Discipline "Fundamentals of entrepreneurial and managerial activity" topic: "Restaurant management personnel" question "Classification of management personnel").

We will cite a number of specific examples of students ignoring essential aspects of logical techniques, which are quite often observed in the educational

process: for example, students, as a rule, are not aware of the "dialectics of relations" of a direct and inverse statement and, in particular, do not understand that the correctness of one of them does not imply the correctness of the other at all (or the incorrectness of one does not imply the incorrectness of the other); students do not understand the dialectic of the ratio of necessary and sufficient conditions; do not realize that a necessary condition can be a sufficient condition at the same time, or it may not be; in the latter case, they confuse these conditions, analyzing specific situations, etc.

A condition for achieving the goals and tasks of forming a critical thinking style is the preservation of the individual characteristics of students, their uniqueness, heterogeneity and versatility, and therefore the following ways of solving this problem are possible: a) individualization of tasks for students in classes; b) organization of paired and group work; c) formulation of "open" tasks for students, which require their completion by each student according to individual abilities.

Technologies for the formation students' critical thinking on the example of a foreign language class. Formed critical thinking skills ensure the adoption of the most optimal decisions in any professional field, openness to new ideas and knowledge. Critical thinking is necessary when solving problems, formulating conclusions, evaluating and making decisions. The main characteristics and principles of critical thinking include: independence and individuality; information is the starting point, not the end point, of critical thinking; critical thinking always begins with setting and understanding the problem; critical thinking strives for persuasive argumentation; critical thinking is primarily social thinking.

Critical thinking is a complex process that begins with familiarization with information and ends with making a certain decision and consists of several successive stages: perception of information from various sources; analysis of different points of view, choosing one's own point of view; comparison with

other points of view; selection of arguments in support of the chosen position; evidence-based decision making.

Techniques for developing critical thinking can be used in foreign language classes. In the case of application of the technology of formation of critical thinking, the lesson consists of three stages: actualization; awareness; reflections.

At the actualization stage, a personal interest is formed to obtain the necessary information. For this, such techniques are used as: individual, pair and group work, voicing problematic issues, etc. The teacher can use the following exercises: "Associative bush", "Know - want to know - found out", "Prediction by illustration", "Association", "Brainstorming", "Thick/thin questions", "Tree of assumptions".

At the awareness stage, students are introduced to new information. The teacher gives students the right to independently search for information followed by group discussion and analysis. At the appropriate stage, the teacher can apply various exercises and tasks, among them: "Method of supporting words", "Conversation-discussion", "Conversation-interview", "6 hats" technology, "Fishbone", "Carousel", "and Bloom's Daisy" (exercises based on the concept of Benjamin Bloom, which are presented in the textbook "Bloom's Taxonomy").

Reflection involves understanding and analyzing the information students have received, and they understand how to incorporate new concepts into their own lives. The teacher can use the following exercises: "Cinquain", "Cluster", "Essay", etc.

Let's consider the most interesting methods that influence the formation of students' critical thinking. "Associative bush" is an interactive technology, during which the teacher defines with one word the topic on which the work will be conducted, and students name everything that comes to mind in relation to this word. First, the strongest associations are expressed, and then secondary ones.

"Thick and thin questions" is a way of organizing a survey (mutual survey) on a topic, in which a "thin" question involves a reproducible unequivocal answer (more often it is "yes" or "no"), and a "thick" (problematic) one requires deep understanding task, rational reasoning, search for additional knowledge and information analysis. In addition, students learn to construct questions grammatically correctly. During this exercise you can use special grammar formulas with hints.

"Conversation-discussion". Taking part in the discussion, students move away from what is prepared in advance and start to express their personal opinions, agreeing or disagreeing with the interlocutors. At the same time, consciousness is completely switched to the subject of discussion, to the content, and linguistic means are relegated to the background levels. It is natural that at the same time, students may feel a lack of language resources, in which case they interrupt their speech, turning to the teacher for help. The teacher should suggest how it is easier to express this or that opinion using the learned vocabulary.

"Conversation-interview". Students of the entire group should also prepare for the interview. If in real communication the questions arise by themselves or in the course of a conversation, then in an educational interview students should determine in advance what they will ask about. With the help of the teacher, they determine 10-15 mandatory questions, but if necessary, they can ask any other questions.

"Daisy of Questions" (or "Bloom's Daisy"). The system of questions, based on the taxonomy of educational goals by levels of cognitive activity (knowledge, understanding, application, analysis, synthesis and evaluation) created by the famous American psychologist and educator Benjamin Bloom, is quite popular in the world of modern education. The essence of the "Daisy of Bloom's questions" technique is that students are given a task or a topic that needs to be studied. For a deeper understanding of the material, the teacher

offers to students a series of six types of questions (simple, clarifying, interpretive (explanatory), and creative, evaluative, practical). In order to visualize and better understand the task, you should draw a daisy and write questions on its petals (one petal should correspond to each type of question).

"Cinquain" is one of the methods of activating the cognitive activity of students, forming their mental and speech development. Cinquain is not an ordinary poem, but a poem written according to certain rules. Each line contains a set of words that must be reflected in the poem. Cinquain is free creativity, for its writing the author needs to find the most significant elements in the informational material, and then draw conclusions and express them briefly. Thanks to this method, students can show their level of knowledge of lexical units on a certain topic.

"Essay" is a small prose text that presents the author's emotions and thoughts, has a free composition. The author should reveal the topic, be concise, clear and, of course, interesting. Students demonstrate their ability to use lexical and grammatical material in practice, and also develop creative thinking.

The main conditions for the productive mastery of a foreign language, as well as the native language, are: the inclusion of the student in the subject-communicative activity in the lesson; intercommunion; the set of implementation of social functions. One of the ways to create a communicative situation is to use methods of forming critical thinking. Critical thinking technology is a form of interactive learning. The implementation of interactive teaching methods in practical classes on a foreign language allows you to increase the level of practical knowledge of a foreign language and form communicative competence, which is necessary for the future professional activity of students, as well as develop all speech skills: oral and written speech, but one of the most important points is that that they help to overcome the "language barrier".

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