

**ОҚЫТУШЫЛАРҒА КӨМЕК
В ПОМОЩЬ ПРЕПОДАВАТЕЛЮ
FOR THE AID TO THE TEACHER**

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DEVELOPMENT TECHNOLOGY OF SOCIAL SKILLS OF STUDENTS' CRITICAL THINKING

Abstract

At the beginning of the 20th century, the writer, founder of the drama and novel in the Kazakh language, scientist, enlightener, teacher, and psychologist Zh. Aymaulytov said that, "Teaching is not just ordinary skill, it is the art of finding new from new."

Modern society needs a free, creative personality with certain qualities of thinking that meets the needs of the times. Therefore, the main task of the university is to reveal the abilities of students, to develop their social skills of critically thinking and learn independently, ready for a competitive world. Freedom of thinking implies a critical orientation focused on creative and constructive activity, therefore, critical thinking is a quality characteristics of a free personality skills. It is important for the teacher to know not only different approaches to understanding critical thinking, but also to know the technology of social skills of critical thinking development.

Keywords: critical thinking, social skills, thinking independently, creative and constructive activity, development technology.

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**СТУДЕНТТЕРДІҢ ӘЛЕУМЕТТІК СЫНИ ОЙЛАУ ДАҒДЫЛАРЫН ДАМУ
ТЕХНОЛОГИЯСЫ**

Аңдатпа

XX ғасырдың басында жазушы, қазақ тіліндегі драма мен романның іргесін қалаушы, ағартушы, педагог және психолог Ж.Аймауытов: “Сабақ беру – үйреншікті жай ғана шеберлік емес, ол – жаңадан жаңаны табатын өнер” деген екен.

Қазіргі қоғамға заманауи талапқа сай ойлаудың белгілі бір қасиеттері бар еркін, шығармашылық тұлға қажет. Сондықтан жоғары оқу орындарының басты міндеті - студенттердің әлеуметтік сыни ойлау дағдыларын және өзбетінше білім алу, бәсекеге қабілеттілігін дамыту. Ойлау еркіндігі шығармашылық және сындарлы әрекетке бағытталған бағдарлауды білдіреді, сондықтан сыни ойлау еркін адамның ойлауының сапалық сипаты болып табылады. Оқытушы үшін сыни ойлауды ұғынудың алуан тәсілдерін ғана емес, студенттердің әлеуметтік сыни ойлау дағдыларын дамыту технологиясын меңгеру де маңызды.

Түйінді сөздер: сыни тұрғыдан ойлау, әлеуметтік дағды, еркін ойлау, шығармашылық және сындарлы іс-әрекет, дамыту технологиясы.

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ТЕХНОЛОГИЯ РАЗВИТИЯ СОЦИАЛЬНЫХ НАВЫКОВ КРИТИЧЕСКОГО МЫШЛЕНИЯ У СТУДЕНТОВ

Аннотация

В начале XX века писатель, основоположник драмы и романа на казахском языке, учёный, просветитель, педагог и психолог Ж.Аймауытов говорил, что “преподавание - это не просто обычное мастерство, это искусство находить новое в новом”.

Современному обществу необходима свободная, творческая личность, обладающая определенными качествами мышления, соответствующая требованиям времени. Поэтому главной задачей высшей школы является раскрытие способностей студентов, развитие у них социальных навыков критического мышления и самостоятельного обучения, готовности к конкурентному миру. Свобода мышления подразумевает критическую ее направленность, ориентированную на творческую и конструктивную деятельность, поэтому качественной характеристикой мышления свободной личности является критическое мышление. Для педагога важно знать не только разные подходы к пониманию критического мышления, но и знание технологии для развития социальных навыков критического мышления.

Ключевые слова: критическое мышление, социальный навык, свободное мышление, креативная и конструктивная деятельность, технология развития.

1.Introduction

Nowadays modern society needs a free, creative personality with certain qualities of thinking that meets the needs of the times. Therefore, the main task of the high school is to reveal the social skills of the student, to develop the social skills of thinking critically and learn independently, ready for a competitive world. Freedom of thinking implies a critical orientation focused on creative and constructive activity, therefore, critical thinking is a quality characteristics of a free personality skills. Critical thinking is one of the key competencies of the man of future. It is important for the teacher to know not only different approaches to understanding critical thinking, but also to know the technology of social skills of critical thinking development.

The technology for the development of social skills of critical thinking through reading and writing was developed by the Americans C. Temple, C. Meredith and others [1,p.367]. This technology offers a system of specific teaching methods that can be used in various subject areas; it is universal, penetrating, and “subject-specific,” open to dialogue with other pedagogical approaches and technologies focused on solving urgent educational problems.

Discussion and Results.

In pedagogy and psychology, there are different approaches to determining critical thinking: "Critical is analytical, creative, reflexive and understanding, able to interpret and evaluate hidden in a message, and to take a position in relation to it."

E.O. Bozhovich defines critical thinking as the ability among many decisions to choose the most optimal, reasoned to refute the false, to question effective but not effective decisions [2, p.7].

D. Halpern defines critical thinking as directed thinking characterized by balance, logic and focus, using such cognitive skills and strategies that increase the likelihood of obtaining the desired result [3, p.54].

D.Klooster highlighted several signs of critical thinking [4, p.5-13]:

First, critical thinking is thinking independently. When the occupation is based on the principles of critical thinking, then:

- Everyone formulates their ideas, assessments and beliefs independently of the others;
- Thinking can only be critical when it is individual;

➤ Critical thinking doesn't have to be entirely original: we have the right to accept another person's idea or belief as our own.

Second, information is the starting point, not the end point of critical thinking. Knowledge creates a motivation without which a person cannot think critically. In their cognitive activities pupils and teachers, writers and scientists subject each new fact to critical reflection. It is through critical thinking that the traditional process of cognition gains individuality and becomes meaningful, continuous and productive.

Third, critical thinking seeks compelling reasoning. Critically conceiving person finds own solution and supports this decision with reasonable, sound arguments.

Fourth, critical thinking is thinking social. Every thought is tested and refined when it is shared with others. Therefore, teachers working in the direction of critical thinking pay great attention to the development of qualities necessary for productive exchange of views: tolerance, ability to listen to others, responsibility for their own point of view.

Stages of formation students' critical thinking named in psycho-pedagogical literature [5, p.78] are: Updating of knowledge, the awakening of interest in the topic, the determination of the purpose of studying a particular material; Reflection of new information, critical reading and writing; Reflection, formation of own opinion on educational material; Synthesis and assessment of information, determination of images of its solution, clarification of own possibilities.

In the framework of the critical thinking development technology, there are three technological stages are distinguished: the challenge phase, the implementation phase, and the reflection phase.

Stage call. Often the lack of effectiveness of training is due to the fact that the teacher builds training based on the goals set by himself, implying that they will be accepted by students as their own. Many didactic scientists believe that it is necessary to enable the student himself to set learning goals. Recall that we absorb the best. Usually this is information on a topic that we already know something about. If the student is given the opportunity to analyze what he already knows about the topic being studied, this will create an additional incentive for him to formulate his own goals and motives. Activation of students is also important. Each student should take part in the work aimed at updating their own experience. You can combine individual and group work techniques. For example, invite each student to recall what is already known about the topic being studied (What ways of ... do you know? What kinds of ... do you know?), Write it in the form of keywords, then share what was written in a couple or group, making a list of keywords for the whole team, and after discuss this with the teacher [6, p.87].

An important aspect in the implementation of the challenge stage is the systematization of all information obtained as a result of free statements by students. This will allow you to see the collected information in an enlarged, categorical form; at the same time, all opinions - "right" and "wrong" can enter the structure; structuring of statements will reveal contradictions, inconsistencies, incomprehensible moments, which determine the direction of further search in the process of studying new information. Moreover, for each of the students, these areas can be individual. The student will determine for himself on what aspect of the topic he is studying should focus his attention on, and what information requires only verification of accuracy.

So, in the process of implementing the call stage it is important: to give students the opportunity to express their point of view on the topic being studied freely, without fear of mistakes and being corrected by the teacher.

Fix all statements: any of them will be important for further work. Moreover, at this stage there are no "right" and "wrong" statements. Combine individual and group work. (Individual will allow each student to update their knowledge and experience; group - to hear other opinions, express their point of view without the risk of mistakes). An exchange of views can help develop ideas that are often unexpected and productive; the emergence of interesting questions, the search for answers that will stimulate the study of new material. In addition, often some students are afraid to express their opinion to the teacher or to a large audience at once, so classes in small groups make them feel more comfortable.

The role of the teacher at this stage of work is to stimulate students to remember what they already know about the topic being studied, to facilitate a conflict-free exchange of views in groups, and to fix and systematize the information received from schoolchildren. It is important not to criticize the answers, as any student's opinion is valuable. We emphasize the importance of this stage: all stages of the lesson are not only interconnected, but also interdependent, and, as you know, a good start is half the battle. Call Stage Functions:

- motivational (incentive to work with new information, stimulating interest in setting goals and ways to achieve goals);
- informational (challenge to the "surface" of existing knowledge on the topic);
- communication (conflict-free exchange of views).

C.Meredith, C.Temple, and J.Steele determined [7, p.98] the conditions necessary for the teacher, the fulfillment of which will contribute to the development of critical thinking among students: It is important to provide time and opportunity to gain critical thinking experience. Students must be given the opportunity to reflect. It is important to accept different opinions and ideas. It is advisable to promote student activity. Students must be convinced that they are not at risk of being ridiculed. It is important to express faith that every student is critical judgments. Critical thinking must be appreciated. Students should:

- develop confidence and understanding of the value of their opinions and ideas;
- actively participate in the educational process;
- respectfully listen to different opinions;

Be prepared to both formulate your judgments and refrain from them. Students, interacting with each other, are engaged in posing a problem that is personally significant for them. This requires them in the vast majority of cases to independently transfer knowledge, skills and abilities into the new context of their use. Therefore, it is safe to say that students develop creative competence as an indicator of communicative knowledge of a foreign language at a certain level. At the same time, such a situation is created in the educational process in which the use by students of a foreign language is natural and free, such as it appears in the native language [8, p.63]. It is quite obvious that in this situation the project participants are expected to be able to focus their attention not so much on the linguistic form of expression as on its content. When the stated topic is unfamiliar to students, you can ask them to make assumptions or a forecast about a possible subject and object of study. In case of successful implementation of the challenge stage, students have a powerful incentive to work in the next stage.

The stage of reflection. This stage can be called the semantic stage. In most classes, where new material is studied, this phase takes the longest time. Most often, acquaintance with new information occurs in the process of its presentation by the teacher, less often - in the process of reading or viewing materials on video or through a computer. One of the conditions for the development of critical thinking is to track your understanding when working with the material being studied. This task is the main one in the learning process at the implementation phase. Organization of work at this stage may be different. In the process of implementing the semantic stage, the main task is to maintain the activity of students, their interest and inertia of movement created during the challenge phase. Also at the semantic stage, students continue to independently construct the goals of their teachings. Setting goals in the process of acquaintance with new information is carried out when it is superimposed on existing knowledge. Students can find answers to previously asked questions, solve the difficulties that arose at the initial stage of work. It is important that the teacher encourages students to pose new questions, search for answers through the context of the information that students work with. Sufficient time must be allocated for the implementation of the semantic stage. If students work with text, it is advisable to set aside time for a second reading, in order to clarify some issues, you need to see textual information in a different context.

The phase of reflection. Robert Bustrom in his book "Development of Creative and Critical Thinking" notes: "Reflection is a special kind of thinking ... Reflective thinking means focusing

your attention. It means careful weighing, evaluating and choosing. In the process of reflection, the information that was new becomes assigned Reflexive analysis and evaluation permeate all stages of work, but in the third stage, reflection becomes the main goal of the teacher and students. the meaning of the new material, the construction of a further learning route, but this analysis is of little use if it is not converted into verbal or written form. It is in the process of verbalization that chaos of thoughts that was conscious in the process of self-reflection, is structured, turning into new knowledge. questions or doubts can be resolved.

In any case, the stage of reflection actively contributes to the development of critical thinking skills [9, p.345].

Thus, in the reflection phase, students systematize new information in relation to their existing ideas, as well as in accordance with the categories of knowledge. Moreover, the combination of individual and group work at this stage is the most appropriate. In the process of individual work (various types of writing: essays, keywords, graphic organization of the material, and so on), students select the information that is most significant for understanding the essence of the topic being studied. They also express new ideas and information in new words, and build causal relationships on their own. Along with writing, oral reflection is equally important. By allowing dialogue at the stage of reflection, the teacher provides an opportunity to see and consider various options for opinions on the same question. This is a time of rethinking and changes in the educational process. At this time, familiarization with a variety of ways to integrate new information leads to more flexible designs that can be applied in the future more efficiently and purposefully. How can reflection be stimulated? Questions can be such an effective mechanism. Another incentive to enhance reflection is the subjective judgment of the teacher himself. Partnership position makes the atmosphere of discussion more open. In the process of reflection, student performance is assessed [10, p.457].

In the framework of educational technology for the development of critical thinking, there are many technological methods. By combining these techniques, teachers can adapt the lesson to a specific material and to the level of development of students. At the "Challenge" stage, the following techniques can be applied: paired or group brainstorming, compiling "clusters" (associative fields), filling out structural fields, maintaining a "logbook" in the lesson, etc. At the implementation stage, the "insert" text marking system, the "Plus-Minus-Interesting", "Know-Want-Learn-Learned" tables can be applied. Being at the final stage of "Reflection", the teacher can combine the above-mentioned techniques, as well as turn to a group summarizing, discussing the results, return to the problem posed at the beginning of the lesson and check if she found her solution. At the stage of "Reflection", the teacher can develop the creative beginning of students, giving the task to come up with "synquene" (short rhyme), write an essay, etc.

Reflection Presentation Forms. Oral form: dialogue between one student and a teacher, dialogue between two students, separate remarks from different students, return to keywords, true and false statements in the form of a conversation or discussion, game methods, round table.

Written form: questionnaires and surveys using various methods: answers to questions, open sentences, a choice of the proposed options, ranking by importance, agreement / disagreement with the statements. Graphic, schematic ways of presenting information in the form of tables, graphs, charts, clusters. Creative assignments: sincwine, essay, writing, composition.

«Thin» and «Thick» questions. The thin and thick question table can be used in any of the three stages of the lesson. If you use this reception at the challenge stage, these will be questions that students would like answers to when studying the topic. Students formulate "thin" (requiring a simple, one-sided answer) questions and "thick" (requiring a detailed, expanded answer) questions to the topic. The teacher records questions on the board and asks the students (individually or in groups) to answer them, arguing their assumptions. After these questions are answered, students are asked to read or listen to the text, find confirmation of their assumptions, and answer "thin" and "thick" questions. At the stage of reflection the reception serves for active fixation of questions during reading, hearing; In reflection - to demonstrate the understanding of the passed. At the stage

of reflection the task is given to make 3-4 more "thin" and "thick" questions, to put them in the table, to work with them in pairs, choosing the most interesting ones, which can be asked to the whole class. «Thin» questions: Who...? What...? When...? Where...? Was it...? «Thick» questions: Are you agree that...? etc. Explain why...? Why do you think that...? Was his/her choice right or wrong to your mind? What is the most important idea of the story? What is the difference between...? If you were ... would you...? etc.

Openwork saw ("Jigsaw"). The method is used when working with text and when studying grammar. When working with text, students are divided into groups of 4-6 people, including both strong and weak pupils. Everyone receives a sub-topic or part of the text (small in volume) for development. There is an exchange of information in the group, everyone is an expert in their question. Everyone listens to each other, asks questions, makes notes.

The whole team or one of its members reports on the topic passed.

When working with grammatical material, the class is divided into three groups. For example, when studying the topic, the Past Perfect Tense class is asked to fill in a table with "Cases of use"/"Pointers"/"Diagrams." All groups populate the entire table. Each team has experts on "use cases," pointers, "schemes." They meet, advise, then bring information to their groups. As a result of the interaction, students systematize knowledge on the topic under study [11, p.36-39].

One way to develop critical thinking is to use dialogue, that is, provides for discussions. During the discussion, thinking criteria are put forward, life contexts are identified and discussed, and the thought process as a whole is evaluated. When completing a task, students should understand the main idea, recreate the logic of presentation, highlight the problem, compare with what they already know in this area, and determine what additional information they need to draw a conclusion and formulate their point of view on a specific question or problem. During the teaching of students, the teacher needs to cultivate dialogue, as this contributes to the development of critical thinking and the improvement of the quality of learning. The teacher needs to ask students questions on understanding the material, both new and previously studied, thus contributing to the systemic development of the entire course. In this way, the teacher helps students link the new material to the previously studied, understand and rethink the learned information. But will any questions fit that? After all, it is necessary not just reproductive feedback, but dialogue, which will help to understand the material studied more deeply, and perhaps, in the light of new knowledge, to be critical of the previously studied. We believe that questions should have a form that encourages the student to rethink the previously studied, specify or practical application of knowledge, teach to predict, find relationships between the concepts, phenomena or objects studied. With the help of the developed system of such questions it is necessary to help students to be critical of new information (and previously studied), including from a textbook or from a teacher, and to try to carefully find out the situation [12, p.55-58].

There is an approximate list of special templates for questions that a teacher can use in his/her pedagogical activity and contribute to the emergence of dialogue and activation of reflexive-critical position of students.

Questions that activate reflexive-critical position of students (according to D. A. Sharov).	
General questions:	Thinking skills used:
Give an example.....	Specification, abstraction
How it is possible.....	Generalization, assumption, analysis
What is meant by...?	Analysis, conclusion, specification
What are the strengths and weaknesses of...?	Analysis, conclusion, comparison
What does it look like...?	Identifying and Creating Similarities and Metaphors
How..... influences on...?	Activization of the cause and effect relations
Explain why...? Explain how...?	Analysis, synthesis

What 's the difference between... and...? Than are similar... and...? Compare... and... on the basis...	Comparison — opposition
How... related to the fact that we studied earlier?	Activization of earlier acquired knowledge
Do you agree with the claim that...?	Evaluation and justification, synthesis
How can you argue your answer?	Evaluation and justification
How do you think you would look... on a question...?	Consideration of other points of view

The aim of Reflexive-critical tasks is increasing the efficiency of using the system of educational tasks as a didactic means of stimulating, organizing, implementing and self-controlling the cognitive activity of students. In a broad sense, by reflexive-critical tasks we understand tasks that activate the reflection, understanding and understanding of students of the process of their thinking and the progress of solving the task in educational activities. As you can see, this requires the formation of certain intellectual skills. Pupils should be able to analyze the data collected, evaluate their significance, select the necessary, structure the information, then synthesize to use when solving a problem, to argue their point of view. All these are critical thinking skills.

For the implementation of the reflexive approach, a very important role is given to the pedagogy of alternativeness - the teacher offers various ways, ways to achieve educational goals, the choice of the student. The right to choose forms the most important skills for students: independence and originality of judgments, the ability to self-determination, responsibility for the choice made. More often, two or more topics for creative assignments should be given. The teaching methods used to develop critical thinking must also be specific. The most effective are: Problem-finding methods (when a student is placed in a difficult situation, in which he must understand it as a situation requiring resolution); Reflexive methods (review, analysis, evaluation, critical thinking setting, problem solution analysis); Methods of developing thinking (use of different forms of developing thinking in educational activities); Dialogue method, in which reflexive-critical position is cultivated (criterion analysis, critical questions, identification of positive and negative, reasoning, ability to draw conclusions, to recognize assumptions and conclusions, to assess the strength of arguments).

Teaching focused on developing critical thinking skills involves not just students actively searching for information to learn, but something more: correlating what they have learned with their own experience, as well as comparing what they have learned with other studies in this field of knowledge. Teaching students to think in this way, teachers thereby encourage them to solve problems independently, to find the necessary information.

The independent development of knowledge, the acquisition of new experience, the appropriate, conscious application of the acquired knowledge in practice is facilitated by the development of critical thinking through reading and writing. This technology is personality-oriented, as it is aimed, first of all, at creating objective and communicative conditions for the development of “self-valuable forms of student activity”.

Conclusion

Researchers of technology state that in a huge flow of information it is very important to learn to choose the main thing necessary right now - in this they see the key to success. The future will open only to those who will be able to critically understand the information received and develop their own plan for its implementation, and this can be done only by those people who are able to form social skills of thinking critically. The strategy of critical thinking is seen as the prospect of self-realization of the individual in a democratic society. The trainee, trained on this technology, is able to have his/her own point of view, can confidently conduct discussions and make balanced

decisions, independently obtain knowledge, is able to communicate, think logically and argue his/her actions. These social qualities are developed by methods, approaches and techniques such as brain attack, foresight reading, essay, double mark strategy, etc. Application of these methods causes interest in reading, creativity, free thinking, gives an opportunity to show itself in the collective. There is a liberation of personality: the pupil feels free, calm, confident. The lesson, which is carried out by this technology, is quite effective, although it requires a lot of time, concentration of attention, a clearly fixed goal. The formation of social skills of critical thinking is the ability to formulate your own opinion and conclusion; make deliberate choices; reasonably defend your point of view; appreciate teamwork; value and respect others point of view.

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