

Usage of Critical Thinking Development Technology when Teaching a Foreign Language at University

Sadykova G.Z.
University of Management “TISBI”
Kazan, Russia,
guzsad@mail.ru

Tukaeva R.N.
University of Management “TISBI”
Kazan, Russia,
tukaeva.kzn@mail.ru

Solodkova I.S.
University of Management “TISBI”
Kazan, Russia
solodira@inbox.ru

Abstract—The article is devoted to the problem of developing students' critical thinking ability, the ability to analyze information and make independent decisions during foreign language classes at university. The article studies the problem of finding the most effective ways and methods to increase the level of students' achievement in non-linguistic universities, which largely determines the need to form critical thinking. It is noted that the application of critical thinking development technologies in traditional models of teaching is a condition and a way of successful mastering a foreign language at university. Through the analyses of scientific sources devoted to the problem of critical thinking development, and based on the methods of pedagogical modeling, a technology has been developed for effective teaching a foreign language during practical classes. The article considers the teaching methods and requirements towards foreign language classes. To assess the effectiveness of technology, models of practical assignments that stimulate students' critical thinking are noted. Group work, discussions, business games, “Clusters” method are suggested as an important component. This model is aimed at developing students' linguistic competence as well as their critical thinking due to the ability to combine different types of intellectual activity in class. The described technology also helps students to acquire a communication culture, develop their speech and obtain additional information necessary in both educational and further professional activities.

Keywords—critical thinking techniques; foreign language; motivation to learn a foreign language; language education; language training

I. INTRODUCTION

One of the educational technologies that meets all the requirements of the Federal State Educational Standard is the development of critical thinking (CT), the purpose of which is the development of critical thinking through the interactive inclusion of students into the educational

process. Critical thinking is a complex thinking process. It includes such stages as obtaining information, analyzing information from a position of logic and a personality-oriented approach, forming one's own position and making an independent and reasonable decision in both standard and non-standard situations. Critical thinking can be characterized as a mental process by means of which people seek to acquire knowledge, reconstruct accumulated knowledge and create the new ones.

II. LITERATURE REVIEW

The technology for the development of critical thinking is based on the theory of meaningful teaching of L. S. Vygotsky, as well as the ideas of D. Dewey, J. Piaget about the creative collaboration of a student and a teacher, about the need to develop students' analytically-creative approach to any material [1, 391].

Questions of the development and formation of university students critical thinking are logically related to the problems of their creativity development, creation, self-actualization, independent thinking and are covered in the works of Gulaya T.M., Gerasimenko T.L. [2, 56], Eremeeva G.R., Khakimzyanova D.F. [3, 84] etc. The study of various techniques for the development of critical thinking was represented in the studies of such researchers as Bannov A.M. [4, 13], Zavarykina L.V. [5, 42], Shentseva S.V. [6, 1], Fetisova A.A. [7, 89].

The problems of the relationship between language learning and the characteristics of personal thinking and consciousness under multilingualism were reflected in the studies of Tulasynova N. Y. [8, 108], Katekina A.A., Tukaeva R.N., Solodkova I.S. [9, 981], Arefiev A.L. [10, 458].

III. RESEARCH METHODOLOGY

In connection with the permanently updated requirements of the FSES, there is an urgent need to change

approaches to planning a modern foreign language lesson. A modern student becomes an active participant in the educational process, he plans his educational activities independently and is capable of adequate self-esteem. He should have the ability to learn, the ability to work independently on the language, and, therefore, the ability to self-development and self-improvement. The teacher, in his part, is assigned the role of students' coordinator [11].

It should be noted that the techniques and methods of mastering the language differ among students of different ages. So, children and adults learn foreign languages in different ways. At an early age, children like "sponges, absorb everything." As distinct from them, university students, who have experience in studying and analyzing their native language and a foreign language at school, are trying to establish connection between foreign and native languages. These skills can be used when using critical thinking technology as a supplement to their vocabulary.

Students often ask teachers what words they should learn first. At B2 level, students are expected to know all the words in 3,000 words. Thus, the teacher's task is to help students learn, preserve and reuse new vocabulary. However, teachers of a foreign language are not the only source of words, students can also take responsibility for their own learning. Adult students can know what worked for them in the past and use these methods to memorize vocabulary. The challenge at this stage is to give students the opportunity to use their analytical and critical thinking skills. For example, in pairs or small groups, ask them to establish a connection between certain words. They should determine whether the words are the same, opposite, whether they are combined or not connected. It trains the brain to make connections and see the differences between words, and not just "cram" the words. The actions we use in the classroom should help students not only to rely on the same well-known words, but also to gain access to an abundant vocabulary of a foreign language.

Let us consider the application of CT technology as an example of a business game: consolidation, generalization and systematization of language and speech training material on the topic "Modern Family". The objectives of this business game are the improvement of communicative competence; intensification of speech activity; development of professional English speech skills; improving the skills of independent individual and group solutions to problematic communicative tasks; increasing the level of internal motivation for better English language proficiency.

CT techniques: model lesson (challenge-comprehension-reflection), questions "Do you believe?", "Insert" technique (reading with notes), presentation (compilation of support clusters), cinquain.

Students are divided into groups. Challenge stage:

At the challenge stage, it is necessary to arouse interest in existing knowledge on the topic being studied, to activate students. To do this, use the "Wrong statements" technique. Students discuss statements in groups.

Do you think that	Before you read the text	After you have read the text
...there are fewer divorces now		
...people postpone marriage now in favour of a career		
...women tend to marry later now		
...there fewer single member families		
...children are smarter in the families with old parents		
... generation gap is growing		

Description of the technique "INSERT".

Students are provided with the text. By carefully reading the text, the student uses a marking system. It is important not to miss the essential details that make it possible to fully reveal its meaning, as well as to form your point of view on the information that it contains.

INSERT

"√"	"+"	"-"	"?"
Put "√" on the margin, if what you learned matches your ideas	Put "+" on the margin, if what you learned is new for you	Put "-", if what you learned contradicts what you already knew or thought you knew	Put "?" on the margin, if what you heard is not clear

After reading the text, students are given the task of marking phrases using either two "+" and "√" icons or four "+", "√", "-", "?" icons.

After arranging the margin notes, the student fills in the INSERT table, writing down individual words or phrases.

Then the students disperse into groups and form clusters of "A Modern Family", students prepare presentations.

Description of the "Clusters" method.

This is a way to graphically organize the material, which makes it possible to visualize the mental processes that occur when immersed in a particular topic. Sometimes this method is called "visual brainstorming."

The sequence of actions is simple and logical:

1. In the middle of a blank sheet (chalkboard) write a keyword or sentence that is the "nuclear" of an idea, topic.
2. Around "throw" words or sentences expressing ideas, facts, images suitable for the topic. (...)
3. As you record, the words that appear are connected by straight lines with the key concept. Each of the "satellites", in turn, also has "satellites", new logical connections are being established.

The result is a structure that graphically displays our thoughts, defines the information field for this topic.

For example, the teacher selects the word "family" and students give options for words and phrases associated with this word. Then these phrases are collected in one list and classified. Using the graphic organizer a "map" is created and discussed. Additional phrases, synonyms and antonyms, idioms and proverbs may be suggested.

When working on clusters, the following rules must be observed:

1. Do not be afraid to write down everything that comes to mind. Unleash imagination and intuition.
2. Continue work until time runs out or ideas run out.
3. Try to build as many links as possible. Do not follow a predetermined plan.

The cluster system allows you to cover the excessive amount of information. In further work, analyzing the resulting cluster as a "field of ideas", the direction of the topic development should be specified.

Reflection

1. Delivering presentations in groups (the expert comments on the compiled cluster, assistants supplement).
2. Return to the questions "Do you believe?".
3. Compilation of Cinquain on the topic.

Cinquain is a methodical technique, which is a compilation of a poem consisting of 5 lines. The first line declares the subject or subject (one noun), the second describes the subject (two adjectives or participles), and the third, consisting of three verbs, describes the actions of the subject; the fourth line contains a phrase, usually of four significant words, expressing the author's attitude to the subject; in the fifth line - a synonym generalizing or expanding the meaning of the topic or subject (one word). Cinquain Scheme: 1) Name (usually a noun); 2) Description of the topic (usually two adjectives); 3) A description of the action under this topic (usually three verbs); 4) A four-word phrase showing attitude to a topic.

IV. RESULTS

Obviously, language learning is a process of moving from goal to result, from the stage of accumulating knowledge to the stage of their free application, from mastering a certain set of grammar rules and lexical units to developing skills in using the language. The techniques discussed are a quick and powerful tool for reflection, because they provide an opportunity to summarize information, analyze and evaluate the conceptual "baggage" of students' knowledge, to present complex ideas, feelings and ideas in a few words, which is, by no means, easy. Using these methods, students can get a real goal to use and develop their language skills, as well as share their life experiences, pose a genuine and interesting question and

give an answer to it, solving a problem or accepting a challenge.

V. DISCUSSION

Undoubtedly, it is interesting to use various techniques for the development of critical thinking technology as a means of creative self-expression, since it requires from the student to find and highlight the most essential elements in the subject under study, analyze them, draw conclusions and formulate them briefly. It should be noted that the use of various techniques of the critical thinking development in the traditional model of training contributes, on the one hand, to the preservation of the substantive and practical nature of classes, and at the same time, will make them more exciting and emotionally rich, which undoubtedly activates the discovery of creative students' potential. Thus, the study of a foreign language, in fact, is one of the most effective tools for the formation of students' critical thinking.

VI. CONCLUSION

Thus, the application of the critical thinking development technology in teaching a foreign language is aimed at acquiring such competencies as extracting the necessary information, building a logical chain of evidence, interpreting the available information, and making an independent, well-thought-out decision. The interactive nature of the technology contributes to the development of cognitive interest and communication skills, stimulates interest in independent research. The use of technology for the development of critical thinking in teaching a foreign language emphasizes the actuality of this technology, as well as the need for its purposeful formation and improvement at all stages of training.

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