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**ПРИМЕНЕНИЕ ТЕХНОЛОГИИ РАЗВИТИЯ КРИТИЧЕСКОГО
МЫШЛЕНИЯ В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА****Лашина Екатерина Николаевна,**

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Аннотация

В статье рассматривается применение технологии критического мышления в процессе обучения иностранному языку. Данная технология актуализирует субъектную позицию личности студента, разумное направленное, рефлексивное мышление, осуществляемое в процессе приобретения собственных знаний, включающий поиск путей рационального решения проблемы, анализ и синтез, оценку чужой и собственной информации, выявление полезных аспектов, что положительно сказывается на его отношении к изучаемому предмету.

Ключевые слова: критическое мышление, современная образовательная технология, иностранный язык, информация, осмысление, анализ, рефлексия.

**APPLICATION OF TECHNOLOGY FOR DEVELOPING OF CRITICAL
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ABSTRACT

The use of critical thinking technology in the process of teaching a foreign language is considered in the article. This technology actualizes the subjective position of the student's personality, reasonable, directed, reflective thinking, carried out in the process of acquiring one's own knowledge, including the search for ways to rationally solve a problem, analysis and synthesis, assessment of other people's and one's own information, identification of useful aspects, which has a positive effect on his attitude towards what is being studied. subject.

Keywords: critical thinking, modern educational technology, foreign language, information, comprehension, analysis, reflection.

Future-oriented education should develop in accordance with two principles: developing students' ability to navigate a rapidly changing world and find what they need, and the ability to comprehend and apply the information received. The main task of education is not only the transmission of information, but also the need to teach a person to think. Thus, we should talk about the need to develop the ability to think and think critically. Critical thinking includes the ability to evaluate not only the result, but also the thinking process itself.

Critical thinking is a complex integrative personality quality, which is a set of motivational, cognitive, activity and reflexive components that contribute to the implementation of the process of self-knowledge, self-education and self-realization. To develop critical thinking, it is necessary to have such key skills as the ability to analyze and synthesize, interpret, draw conclusions and the ability to evaluate [1].

Methods for the development of critical thinking, which are a set of teaching methods, make it possible to enhance the cognitive activity and independence of students.

Passive transfer of information from teacher to students is not effective because it does not generate interest, does not encourage exploration, and becomes dead weight. Knowledge is not static and cannot be transferred from person to person, just as we pour water from vessel to vessel. Knowledge is dynamic and represents a "state of understanding" inherent in a particular person. For successful active work, students must possess a basic amount of information so that they can then effectively construct personal ideas on a particular subject, and it is also necessary to encourage active learning - research, provide students with the tools necessary to find answers to questions, create conditions for mastering basic knowledge on the main range of issues.

Studying a foreign language using methods for developing of critical thinking involves not only the active cognitive activity of students in searching for information, but also the ability to analyze, comprehend, evaluate, compare different points of view, defend, argue their own, draw conclusions, and suggest possibilities for solving a problem.

To successfully achieve the set objectives, it is necessary to reconsider not only the methods and techniques of teaching a foreign language, but also the training of the teacher, who must develop and change the content of the curriculum, be critical of the selection of teaching materials, make independent decisions, be able to flexibly plan the educational process, taking into account the needs, opportunities and abilities of students to achieve the best results.

Teaching a foreign language comes down to creating conditions for research, study, and finding out something new, previously unknown. At the same time, the teacher acts as an organizer, mediator, motivator, and not the only source of information, the volume of which is rapidly increasing and, sometimes, also quickly becomes outdated. In this regard, one of the main tasks of the teacher is to provide students with basic independent work skills, which, thanks to the methods for developing of critical thinking, are applicable not only to all academic disciplines, but also in everyday life.

Foreign language lessons contribute to the development of critical thinking thanks to a variety of material and through the interactive inclusion of students in the educational process. For example, using the technology for developing of critical thinking through reading authentic texts in foreign language lessons, the teacher develops the student's personality primarily through direct language teaching, resulting in the formation of communicative competence that provides comfortable conditions for cognitive activity and self-improvement. The teacher motivates the student, develops his desire to put into practice the knowledge acquired in the lesson, and also show interest not only in the material being studied, but also in the learning process itself [2].

The technology of critical thinking used in foreign language lessons includes three technological stages:

- 1) challenge (awakening existing knowledge, interest in obtaining new information);
- 2) understanding the content (obtaining new information);
- 3) reflection (the birth of new knowledge).

When teaching a foreign language, work on developing the skill of critical thinking is proposed to be carried out according to a clear algorithm [3].

At the first stage – “Challenge” – the students are faced with the task of talking about what they already know about the subject of discussion and sharing this information with other members of the study group. Thus, the previously acquired knowledge reaches a new level of awareness, and the rest of the students receive new knowledge and/or compare it with what they already have.

The second stage “Comprehension” involves obtaining new information, which can be presented, for example, in the form of text, film, etc. There must be such an element required for the learning process as analysis/introspection. Further processing of the received information is also characterized by individual search and exchange of knowledge. At these stages, various types of work can be used: individual, pair, group.

“Reflection” is the third stage, where the creative process of constructing new knowledge is carried out in accordance with the individual characteristics of the student. Students may be asked to reflect on the new things they have learned, rebuild their ideas about an object or phenomenon and supplement them with new knowledge, systematizing and generalizing the material [4].

Critical thinking means the ability to think soberly and carefully, finding strengths and weaknesses, evaluating the result and the thinking process. But this does not mean using this ability solely to criticize others. Critical thinking includes the ability to understand, analyze, evaluate, synthesize, which is essentially a creative process. Therefore, the division of thinking into critical and creative seems untenable, since thinking is always productive, and therefore creative. The creative nature of thinking is revealed at all stages: from knowledge to evaluation. Previously accumulated knowledge is not the same for all students, so the phase of challenging this knowledge can take completely different forms. Understanding an idea and translating its content into one's own words can also vary depending on the learning style of each individual student. Despite the fact that the application of knowledge is a lower-order skill, it is by no means devoid of creativity, since the areas of application of knowledge and situations are very diverse and correlate with the needs of the individual. Higher-order skills (analysis, synthesis, evaluation) are certainly creative, since clarifying connections and relationships is a dynamic and developing process that requires critical, productive thinking.

Critical thinking technology gives the student:

- increasing the efficiency of information perception;
- increasing interest both in the material being studied and in the learning process itself;
- ability to think critically;
- the ability to take responsibility for one's own education;
- ability to work in collaboration with others;
- improving the quality of education for students;
- the desire and ability to become a lifelong learner. The technology of critical thinking gives

the teacher:

- the ability to create an atmosphere of openness and responsible cooperation in the classroom;
- the ability to use a teaching model and a system of effective methods that promote the development of critical thinking and independence in the learning process;
- become practitioners who can competently analyze their activities;

– become a source of valuable professional information for other teachers.

The technology of critical thinking presupposes equal partnerships, both in terms of communication and in terms of constructing knowledge generated in the learning process. Working in the mode of critical thinking technology, the teacher ceases to be the main source of information, and, using technology techniques, turns learning into a joint and interesting search [5].

The difficulties lie in the difficulty of assessing skills and complicating discipline control. However, a clear benefit is the development of independence in students who are responsible for their own learning without relying on the teacher.

The process of developing of critical thinking is very labor-consuming and time-consuming, so including them in the educational process on a daily basis is impossible. The use of these techniques presupposes the presence of knowledge at the challenge stage, this is the main difficulty, since the level of knowledge of students is heterogeneous, and the use of these methods at the initial stage of training is complicated by the fact that students cannot always express their thoughts in a foreign language. However, methods for developing of critical thinking are very effective in teaching a foreign language [6].

The use of critical thinking methods in the process of teaching a foreign language contributes not only to the intensification of this process, but also to the development of achievement motivation and value attitudes of students.

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