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DEVELOPING STUDENTS' CRITICAL THINKING SKILLS BASED ON THE ENGLISH AND AMERICAN CLASSIC DETECTIVE STORIES

В статье идет речь о необходимости развития критического мышления школьников, овладении иностранным языком. Выделены задачи образовательной области «Языка и литературы». Описываются определения и характерные особенности понятия «критическое мышление». Рассматривается структура технологии развития критического мышления через чтение и письмо. Перечисляются положительные причины использования именно детектива на уроке английского языка. Продемонстрированы приемы и методы для развития критического мышления на уроке английского языка с использованием детективных историй.

Мақалада оқушылардың сыни ойлауын дамыту, шет тілін меңгеру қажеттілігі туралы айтылады. «Тіл және әдебиет» білім беру саласының міндеттері айқындалды. «Сыни ойлау» ұғымының анықтамалары мен сипаттамалық белгілері сипатталған. Оқу және жазу арқылы сыни ойлауды дамыту технологиясының құрылымы қарастырылады. Ағылшын тілі сабағында детективті қолданудың оң себептері келтірілген. Детективтік әңгімелерді қолдана отырып, ағылшын тілі сабағында сыни ойлауды дамытудың әдістері көрсетілді.

The article describes the need to develop students' critical thinking skills, mastering a foreign language. The tasks of the educational field of "Language and literature" are highlighted. "Critical thinking's" definitions and characteristic

features of the concept are described. The technology's structure of developing critical thinking through reading and writing is considered. The positive reasons for using a detective in an English lesson are listed. Techniques and methods for the development of critical thinking in the English lesson using detective stories are demonstrated.

Keywords: critical thinking, skill development, technology, techniques, reading, analysis, detective.

In the message of the First President of the Republic of Kazakhstan N.A. Nazarbayev to the people of Kazakhstan dated October 5, 2018, it is reported that “the emphasis in education is movement towards the 4C model: the development of creativity, critical thinking, communication and the ability to work in a crew.” In an earlier message dated January 10, 2018, it refers to the idea where “the ideal of society should be a Kazakhstani who speaks foreign languages, has advanced and global views.” [1; 2]

The relevance of the work lies in the fact that the Kazakh model of education is currently undergoing a transition to new learning technologies. New teaching methods are being developed that will stimulate the intellectual and creative students' abilities. All this is connected with changes in the conditions of existence and development of society. They are aimed at organizing the students' activities who contribute to the development of critical thinking, observation, as well as knowledge of cultural studies.

According to the state mandatory standard of basic secondary education, the objectives of the educational field “Language and literature” are not only “the development students’ language skills in accordance with their age characteristics, needs and interests. They also include the development and use of creative and critical thinking, the ability to work independently with various information sources in the language being studied, upbringing respect for different points of view through acquaintance with the other countries’ cultures.” All this the teacher must develop within the time allotted to him. Relying only on teaching textbook, the school

curriculum presented by certain books, these tasks are difficult to implement all together. [3]

In order to form these skills in students, the teacher needs improved technologies, new techniques and methods in teaching. One of them is the technology of developing critical thinking.

Many scientists have studied this topic for a century. J. Dewey, J.J. Piaget, D. Halpern, S.I. Zair-Bek, M.V. Clarin, I.V. Mushtavinskaya, I.O. Zagashchev, and they all understood the definition of critical thinking in their own way. We follow to the concept formulated by J. L. Steele, where critical thinking acts as the ability to use its results in various situations, whether standard or not standard. The results are based on the analysis of the received information from the standpoint of logic and a personal-psychological approach. In the process of analysis, a person asks questions, combines existing knowledge with new ones, and comes to a concrete conclusion. Therefore, critical thinking includes the integrity of qualities and skills that show a high level in the selection and processing of information, the ability to independently make decisions and draw conclusions, while proving and arguing their point of view. [4, 45]

Does everyone have the makings to think critically? Of course, but they are all expressed to varying degrees. J.J. Piaget wrote that the most favorable time for the development of critical thinking skills is considered the age of 14. D. Halpern, in turn, highlights the following qualities of a student who wants to develop critical thinking skills: readiness for planning, flexibility, perseverance, willingness to correct their mistakes, awareness, observation, search for compromise solutions. [5, 46-48]

In his works, L.S. Vygotsky paid attention to the importance of meaningful learning, which is lacking in modern education. Often students are content with the first thought that comes into their head. They speak it without analysis and without the ability to substantiate it.

To correct this situation, we suggest using the technology of developing critical thinking through reading and writing in English lessons. It was compiled by American educators J.L. Steele, K. Meredith and Ch. Temple. They have collected

various models that are used in several countries of the world and are educational technologies. This is a set of methodological techniques that can be used in any subjects of school education. Therefore, S.I. Zaurbek also calls this technology an approach that does not coincide with traditional teaching methods. The nature of the student and teacher's work is important here. In the work, students are offered freedom in choosing points of view. They question certain decisions, argue and discuss it in a group. Students analyze, compare and choose the one that suits them among all possible options. Teachers can combine both with traditional teaching and take this model of learning as a basis. [6, 5]

Critical thinking in the context of this technology implies the process of correlating already existing information with newly acquired information. As a result of this process, the student learns to actively act, namely to accept, reject, supplement, discuss and summarize. Reading and writing are assistants, with the help of which we develop thinking skills. Reading with the use of critical thinking becomes deep, meaningful. Reading contributes to the analysis, comparison, evaluation of new and old information. Thus, the student no longer just reads the text, but sorts this material independently, choosing the most necessary from it. A letter helps us to express our thoughts. [6, 5]

Most students are curious. They will be able to study new material, compose and answer questions of interest to them, create and speak original ideas with the help of this technology. Critical thinking is shown in discussions, written works and in working with texts. The task of the teacher is to be a guide who encourages students to strive to acquire new knowledge and develop various skills.

This technology is about receiving, perceiving and transmitting information. Its basic model consists of phases: evocation, realization of meaning and reflection. A lesson can include either one of the phases or all three phases. Briefly, students, using all the information they have on a particular topic, understand that it is not enough. Therefore, they study something new, comparing it with the old. What they are most interested in, they analyze, discuss and remember this information.

At the evocation stage, goals are formulated by the student himself, prompting him to study what he does not yet know based on his knowledge of a certain topic. Here it is important not to criticize or correct students in their reasoning and posing questions. In the future, they will return to this and correct themselves. When a teacher correctly states a new topic, students rather want to move on to the next stage. At the stage of realization of meaning, students read the text and try to find answers to their questions, thereby receiving new information. At the stage of reflection, there is a discussion, systematization and evaluation of new information. Students compare the existing knowledge with the newly acquired ones, return to the questions at the challenge stage. Students understand that the same text was interpreted differently during the discussion. Each student has his own conclusions on this text. At the stage of reflection, there are discussions in the process of which new assumptions can be put forward and some other gaps in knowledge are identified. They can already serve new objectives for the next topic. [6, 6-7]

Different texts can be used in this technology. We decided to focus on detective stories for several reasons. Firstly, it is a great opportunity to introduce the culture of the language being studied. In these stories, students will find information about how people lived in another country, what characteristically happened in those centuries. They can compare and identify similar or distinctive features in something. Secondly, it increases motivation in learning English. This genre arouses interest, curiosity and a desire to find out how the story will end. However the most important thing that we pay special attention to is the development of critical thinking skills. The detective clearly demonstrates all the skills of critical thinking: analysis, comparison, logical thinking, and drawing conclusions. In addition to the fact that the student follows the narrative and how the detective thinks, he thinks in the same way.

We propose to take a detective story as a basis and use the technology of developing critical thinking through reading and writing. Thus, students study new language tools, improve their speech and writing skills. In this process, learning a language is not the main thing. The priority is to think and use language as a tool in the development of critical thinking.

In English lessons, during the evocation phase, the teacher awakens interest in the topic, students complete Pre-reading tasks. In the realization of meaning, students receive information and complete While-reading tasks. In the reflection phase, students analyze the information received, perform Post-reading tasks. So, each phase offers its own techniques and methods. Some of them can be used in several phases of the lesson.

Students are invited to familiarize themselves with the biography and work of Conan Doyle. During the lesson, they will read a detective story “A case of identity”. At the evocation stage, we use the “Cluster” technique. This is the highlight of the main point in a graphical way. Students are encouraged to think and write down all the information they know at the moment. The title is recorded in the center: How to establish an identity. Next, they write down their ideas by distributing them according to signs. In the same way we finish our lesson at the stage of reflection. Students are invited to make a cluster, but according to the methods of Sherlock Holmes. [6, 28]

The reading of this story is based on the technique of “Reading with stops”. We are moving on to the stage of realization of meaning. The text is not familiar to the students. It is divided into parts in advance, where each stop is marked. Tasks and all related questions are formulated according to the taxonomy of B. Bloom. I.O. Zagashvili based on this formulated his questions in the process of reading: simple, clarifying, interpretative, creative, evaluative and practical. In addition to these questions, the teacher can adjust or add other techniques himself in the process of reading the story. [7, 12-13]

At the stage of reflection, you can use several techniques or one of the following: discuss the story in groups, highlighting the main points; write a story's continuation on behalf of one of the proposed characters; track the connection with the past and present, the connection between the characters and the student's personal experience. [8, 26]

All of the above techniques of critical thinking development technology through reading and writing will contribute to the activation of cognitive students' activity, the development of skills, knowledge and curiosity to study this subject.

Thus, in our article we demonstrated the use of technology for the development of critical thinking through reading and writing using detective stories in English lessons. All this will stimulate the intellectual and creative students' abilities. Most importantly, it will contribute to the development student's critical thinking skills, to think freely in a foreign language. Therefore, this topic is so relevant and significant for education.

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ОСНОВНЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА ЧЕРЕЗ ИСПОЛЬЗОВАНИЕ ИГРОВЫХ ТЕХНОЛОГИЙ

В статье рассматривается положительное влияние игровых технологий в обучении иностранному языку. Показана эффективность использования игровых технологий для стимулирования мотивации учебно-познавательной деятельности студентов. В статье рассматривается положительное влияние игровых технологий в обучении иностранному языку. Показана эффективность использования игровых технологий для стимулирования мотивации учебно-познавательной деятельности студентов. Приведены типы игр и способы их использования в обучении школьников.

Мақалада ойын технологиясының шет тілін оқытудағы оң әсері қарастырылады. Студенттердің оқу-танымдық әрекетін ынталандыру үшін ойын технологияларын қолданудың тиімділігі көрсетілген. Мақалада ойын технологиясының шет тілін оқытудағы оң әсері қарастырылады. Студенттердің оқу-танымдық әрекетін ынталандыру үшін ойын технологияларын қолданудың тиімділігі көрсетілген. Бұл мақала бастауыш сыныптарда әртүрлі қызықты интерактивті ойындарды қолдануға арналған. Мұнда ойындардың түрлері және оларды бастауыш сынып оқушыларын оқытуда қолдану тәсілдері келтірілген.