

## **Skills And Abilities Of Students Critical Attitude To Building A Career By Means Of Language Learning Disciplines**

**By**

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### **Abstract**

The paper is devoted to the problem of developing critical thinking skills that allow students to form skills and abilities of critical attitude to building a career not only to receive ready-made knowledge, but to become subjects of the educational process capable of self-realization and self-education. These skills are an important factor in competitiveness in the modern world. The purpose of the study is to search for and substantiate technologies aimed at developing skills and cognitive abilities of intheir career building. The creation of optimal conditions for ensuring the quality of language training is carried out on the basis of a personality-oriented approach. The main attention is focused on complexity of problematic tasks, questions, and the ratio of the four main stages of students work: reproductive (reproducing), cognitive-practical, reproductive -search, creative.

**Key words:** critical thinking, career, students, interactive learning, skills and abilities.

### **Introduction**

The rapidly changing world sets the society the task of developing a competitive personality, a person who knows how to work in a team, take the responsibility for decisions made, communicate with people of different cultures openly and honestly. At present, graduates of non-linguistic universities [are well schooled in languages](#) is a necessity, because many students want to have a variety of educational opportunities, choose online courses, participate in academic mobility programs, continue their education at universities where English is the language of instruction. Not always formed language skills are enough to understand lectures, the textbooks, participate in classroom discussions, write a satisfactory paper. As a rule, such students learned the language passively, memorizing a certain set of rules. The priority is the integration of all speech skills and language knowledge, the student needs the ability to respond both in writing and orally to what is read and heard.

The very term "critical thinking" as an educational goal originates from the philosopher J. Dewey (1910), who also spoke of "reflexive thinking" [1]. In 1941 E.M. Glaser experimentally showed that it is possible to improve the critical thinking of high school and university students [2]. The cognitive sphere of Bloom's "Taxonomy of Educational Objectives" (1956) included critical thinking abilities [3]. R. Ennis (1962) proposed 12 aspects of critical thinking as a basis for research on learning and assessing critical thinking ability [4].

In Russian pedagogy, the development of critical thinking abilities, closely related to the ideas of problem-based learning, along with other active teaching methods, received intensive development and distribution in educational practice in the 20th century, which was due to the needs of social development. Being a supporter of active learning, P.F. Kapterev put forward the idea of cognitive independence of students [5]. M.I. Makhmutov in his works identifies the level of problematic learning, which he considers "the main, initial criterion, since it reflects the content of the educational material, the presence of educational problems of varying complexity in it. The level of problematicity is determined mainly by two indicators: the complexity of problematic tasks, questions, and the ratio of the four main (according to the content of the educational task) types of students work:

- a) reproductive (reproducing);
- b) cognitive-practical;
- c) reproductive -search;
- d) creative" [6].

Depending on the level of problematicity, different methods of learning, determined by teaching methods, are associated in different ways with the methods of his own cognitive activity (for example, listening in a problem situation usually causes active perception, and without it - passive) [6].

I.Ya. Lerner outlined the concept of methods built taking into account the essence of the problem-based approach to learning [7]. L.V. Zankov formulated didactic principles for organizing educational material and organizing the process of problem-based learning [8]. Problem solving is one of the critical thinking skills that involves analyzing a problem, creating and implementing a solution, and possibly evaluating of the implementation.

## **Methods**

The creation of optimal conditions for ensuring the quality of language training should be carried out on the basis of a personality-oriented and paradigmatic approaches [9]. The practice of critical attitude skills for building a career requires the active use of symbolic visibility [10]. The creation of a visual image, the use of associations, the creation of intelligence maps contribute to effective memorization, productive reproduction and systematization of knowledge about oneself, about the world around him or her, ones chosen professional field, about individuals future role and place in society. To do this, a multi-stage algorithm of actions is used, aimed at identifying university students

Students are invited to describe (consistently) a successful student, a professional person, a politician, a businessman, a representative of the creative community in fact (the reproductive stage), the next step is already a description with essay elements, which reflects the goals, priorities, features of career growth (cognitive -practical stage) studying the basics of determining human development through the prism of educational selection (reproductive-

search stage); it is also proposed to present it visually (creative stage).

This activity is characterized by relevance, rationalism (setting goals assumes that achievement will give the most useful result), and taking into account the implementation of this type of activity in foreign language classes, the task is to integrate 4 types of communicative activity (speaking/listening and writing/reading); only in this case there is a development of communicative competence, not linguistic preparation.

In our research we used P. Elbow's techniques that contribute to the development of critical thinking, "believing and doubting game" (the so-called "convinced and questioning" game). Students work in pairs, discussing the same issue from different points of view, i.e. find positive and negative aspects of the same phenomenon. In addition to developing communication skills, this technique teaches you to listen and understand the opinion and arguments of the interlocutor. In this discussion strategy, students ask each other thought-provoking questions about a topic. They listen carefully to each other's comments and think critically about different points of view.

Role-playing helps to develop analytical thinking skills through the handling of complex problems and, consequently, the resulting discussion. First, as a rule, work is done to collect, describe and analyze facts. Problem solving begins with analysis and synthesis, abstraction and generalization of individual elements of the corresponding problem situation. It should be noted that all problems have some stated or implied limitations. Teach students to pay attention to the words "must", "neglect", or "assume" to help identify limitations. Questions should be more of an ethical nature and not have unambiguous answers. For students of the natural sciences, we offer to watch documentaries or popular science films, video clips with such topics, for example, "Nuclear Energy Explained: Risk or Opportunity" [11]; "Climate Change – We are the Problem & the Solution" [12]. After viewing and comprehending the content, students are divided into groups, representing industrial manufacturers, government agencies that regulate these areas, members of international organizations and associations, and people who hold opposing points of view. Through understanding the nature of the conflict, expressing one's opinions on this issue in the game, through cognitive action and cooperation, it is necessary to come to an agreed solution. In collaborative learning, students create and maintain a common understanding of the problem through social interaction, which involves verbalizing their views to each other, students participate in metacognitive interaction [13]. Students must determine the required background knowledge themselves from the illustrations, examples, and issues covered in the course. The selection of the content of educational material should be carried out through the formulation of problematic questions and motivating information.

The "Fishbone Diagram" technique (Ishikawa Diagrams or "Cause & Effect"), help to identify all the main causes that can cause a problem. This technique is a visual tool for organizing the process of developing critical thinking skills and is effective in group work, handling a problem. In this case, the teacher is assigned the role not of regulation and strict management of the upbringing process, but the role of preparing a person for self-actualization and self-development [14].

## **Results And Discussion**

The classes interactivity aimed at forming a critical attitude to building a career is one of the key factors contributing to the development of communication skills, because students in their usual learning environment have to explain themselves, reason about something, argue, convince, conclude [15,16]. It should be noted that not all students have a rich experience of

participating in discussions, debates and other group work; for this, various strategies for involving students in collaboration are used, certain speech clichés are offered for posing a question, expressing their opinion, non-verbal possibilities are also mentioned. These skills are simple (“What do you think?” “I like that idea”), but necessary, they allow all students to effectively participate in discussions. If a student has a rich experience of participating in various types of such cooperation, then such experience will be key in the development of cognitive activity in a specific, personally significant professionally-oriented environment, which is necessary for the development of important professionally and social oriented communicative skills. To improve the quality of reasoning, statements in the process of group work, due to limited classroom time, it is necessary to overshadow the performance of standard exercises that do not motivate students to independent thinking, however, grammar tasks should be integrated into all classes and it is necessary to teach grammar in context of these types of communicative activities, using, if possible, the inductive method. Grammar is studied not as a theoretical system of rules for memorizing and completing pages of exercises for consolidation, but as a necessary communication tool. It is necessary to correctly select material containing correctly selected grammatical examples that students need to see and hear. A biography of a famous person will serve as an excellent background for improving the skills of using the past tense, then students can compose questions for interviewing members of his family, and end with an essay or oral presentation about an outstanding person. When writing a motivational letter, you should pay attention to the subordinate clauses of conditions and reasons, as well as the use of modal verbs in the context of expressing a relationship. Contextual grammar teaching encourages students to independently study various linguistic phenomena while reading news or literature of interest. As well as grammatical rules, learning the rules of discourse, such as the semantic integrity of the paragraph, hyphenation and connecting elements, spelling and punctuation, is integrated, logically intertwined with the formation of communication skills when writing papers, and are not separate activities.

The classes are filled with those types of activities that contribute to the development of communication skills, the formation of personality traits, skills and abilities of a critical attitude to building a career topics for discussion and written work imply either comparative analysis or conflicting information, making an informed judgment, compiling biographies and autobiographies, conducting interviews and making presentations. Such assignments provide students with the opportunity to work together in the classroom, as well as the active use of English outside the classroom

A well-organized peer review strategy motivates students to openly discuss their difficulties and achievements when using written language. Such checks form a critical approach to process quality. Persons with an interest in the same field easily and quickly discover each other's mistakes. As a result, we get a higher quality of work. To ensure the success of this strategy, it is necessary to teach how to express verbal and written feedback using certain terminology (“did well”, “could improve” etc.). When developing writing skills, peer review makes it possible to check the structure of the discourse, the obligatory elements, its components, such as posing a problem, a thematic proposal, arguments in support of a thought, statement, argument. Don't forget to provide students with clear assessment criteria. Students become subjects of the learning process, and this strategy provides the teacher with significant support in assessing the students productive speech skills. We would also like to note that the current and final control should not be expressed only in the form of testing. If we teach students independent work and critical thinking, then the content of the questions on the exam should reflect this type of activity. Thus, if students' written work is a process of

developing hypotheses, searching for creative ideas, planning, designing, checking and correcting, then each such element within the current control should be evaluated with students, for example, as the peer review strategy described above or oral group work skills and presentation of material in the form of presentations. A portfolio is also a useful evaluation tool, which encourages students to collect the results of their work and provides an opportunity to discuss them consistently with the teacher, to see progress during the semester and the result of their activities. Self-analysis, self-assessment and interaction with the teacher allows students to participate skills and abilities of a critical attitude to building a career.

This approach combines learning to write academic papers with the communicative function of speech, with speech behavior within the curriculum. We consider writing and reading both as speech acts and as a process of posing problems of research, in the context of a critical attitude to career building, analysis and argumentation. This allows students to transfer knowledge from different disciplines and professional fields into speech skills in a foreign language, inspiring them to search for interesting and authentic materials that need to be evaluated (sources, data, facts, observed phenomena, research results).

The indecision of students in writing papers and speaking at the initial stage is quite typical for learning foreign languages, expressing their opinion on relevant academic, social and professionally significant issues motivates them, and a comfortable atmosphere of cooperation in the classroom helps to relieve a certain amount of tension. Attention should be paid to the following factors influencing success in achieving learning objectives:

Consultations should be provided to students as needed and on issues of current control issues of ongoing monitoring of their achievements;

The teacher should work both as a member of the team, participating in group discussions, and as a coach, expressing a critical attitude towards the work of students, helping and guiding their mental activity;

The teacher needs to find or create materials that are of interest to students;

When studying new material, it is necessary to outline a system of basic questions that sufficiently guide the disclosure of content;

The elements of critical thinking are integrated into every lesson, into most activities.

## **Summary**

Thus, when developing methods and approaches developing critical thinking skills that allow students to form skills and abilities of critical attitude to building a career not only to receive ready-made knowledge, but to become subjects of the educational process capable of self-realization and self-education. The formation of skills and the development of the critical thinking ability in the classroom helps the students to turn from a passive listener into an active subject of his educational social and career route, as well as to analyze the actions and events taking place around them. In fact, a student, who is able to think critically, has a variety of ways to comprehend and evaluate information, can identify contradictions, and argue their point of view by relying not only on their knowledge but also on the interlocutor's opinion. The student can systematically search for answers to the raised questions and reveal the causes and consequences of the facts.

## Conclusions

Thus, training skills and abilities of students critical attitude to building a career by means of language learning disciplines many types of intellectual skills, including the following typical examples:

development and construction of convincing arguments, evaluation and response to counterarguments;

studying the problem or situations from different points of view, including from different cultural points of view;

- clarification of evidence and assumptions in order to come to new conclusions;
- developing creative ways to solve problems, especially unfamiliar ones;
- formulating questions to help solve the problem;
- identifying themes or models and establishing abstract relationships between subjects.

The main principles of the formation of critical thinking are:

- information richness;
- social conditioning;
- communication;
- motivation and need for knowledge;
- scientific character, reliability and availability of information;
- continuity of learning to think .

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