EFFECTIVE USE OF CRITICAL THINKING TECHNOLOGY IN TEACHING FICTION AT THE UNIVERSITY

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Abstract

This article systematically examines the issue of the effective use of critical thinking in teaching students fiction. According to the technology of developing critical thinking, the work of researchers is first reviewed and the significance of this technology is determined on the basis of their opinions. From several methods, strategies of critical thinking that activate students in the classroom, those that are inherent in the nature of the work are selected.

From several methods, strategies of critical thinking that activate students in the classroom, those that are inherent in the nature of the work are selected. They are sorted into three stages of critical thinking development technology. An example is taken by Miguel de Cervantes' novel Don Quixote, which studies the effectiveness of approaches to the complete assimilation of new material by students. The problem of forming a creative person who can critically analyze the fate of the main characters in the work with modern life was also mentioned. It is revealed that the system of tasks given to students leads to success in awakening cognitive activity, understanding new information, discussing and systematizing.

Keywords:
Critical Thinking, Active Action, Effective Methods, Western European Literature, Translation, Artistic Image, Problematic Questions

It is known that the modern educational process faces many tasks that aim not only to provide students with quality education, but also to create a competent individual who can creatively solve the tasks assigned to him with his own perspective. It is the responsibility of the teacher to promote the active learning of students and the development of their active thinking, to direct students not only to memorize the learning material, but also to ask, search, and do research. Nowadays, the level of education, its impact on the personal development of the learner often depends on the effectiveness of the implementation of teaching technologies based on new methodological and modern didactic principles, psychological-pedagogical theories that develop activity. That is why there is a need to effectively use critical thinking technologies that develop an active approach to teaching in the course of teaching foreign literature in higher educational institutions.

It is well known that critical thinking involves how to think, not what to think about. We also know that the roots of the problem of critical thinking can be traced back to the pre-Socratic tradition. It is gradually applied to the field of education, and one of the first thinkers, John Dewey, considers it. Although we can say that the technology of developing critical thinking is the joint work of many scientists, it was first systematized and published by American educators Janie Steele, Curtis Meredith, and Charles Temple. According to them, learning must be active. And it is known that the activity will appear only if the learner is eager to learn the lesson.

It has been proven in practice today that knowledge is much better absorbed by introducing critical thinking technologies. Claire Nukuy's Critical Thinking: A Textbook for the University Core Course [1] extensively discusses tools that promote success in learning and teaching and develop learners' skill sets. In addition to teaching students how to construct evidence-based arguments, it covers the important issues of selecting and presenting the material to be used. Also, Michael Baker's work "Basics of Critical Thinking" [2] systematically explains critical thinking to students. Today, various definitions of critical thinking can be found in scientific sources. According to scientists, "critical thinking is the ability to use certain methods of information processing that allow to obtain the desired result." Thus, it can be said that critical thinking is a process that often begins with problem formulation and continues with information search and understanding. It ends with a decision to solve the problem.

One of the leading aspects that characterize critical thinking is creativity. It is known that critical thinking cannot be separated from creative thinking. As G. Lindsay, K. Hull, R. Gomson said, "creative thinking is aimed at creating new ideas, and critical thinking identifies their missing points. Therefore, the result of developing critical thinking is a creative person." This critical thinking technology consists of more than 60 different strategies and methods. All of these work to develop creative thinking.

Teaching students to think critically means asking the right questions, directing their attention in the right direction, making their own conclusions and finding solutions. Today's students are interested in the types of educational activities that promote excitement, that is, mental activity, ingenuity and creativity, initiative and independence.

There are known laws of formation of students' critical thinking, therefore, the lesson introducing the technologies of development of critical thinking is conditionally divided into the following three stages: arousing interest, recognition of meaning, excitement. The first stage (awakening interest) - supplements the students' already existing knowledge, awakens their interest in the topic, it is at this stage that the problem is formulated and the full teachings of the material are determined.

The second stage (recognition of the meaning) is based on the understanding of the new material, the basic substantive work of the learners with the text is realized. And the third stage (contemplation) is judgment or reflection. At this stage, the student should understand the taught material and form his own opinion and attitude on that material.

In order to increase the activity of students in the teaching of prose works translated from English, it is necessary to select methods suitable for the topic, which will be passed from among various strategic methods in three stages of this technology of critical thinking. Effective use of this creates opportunities for students to develop critical thinking skills related to the ability to acquire, process and use relevant information, as well as to present the results of its analysis in a concise manner.

It's no secret that we often see bored faces of students in class, lack of activity, reluctance to study when learning material and doing homework.
A passive attitude towards such a subject seems to be connected with the inability to fully understand the subject, the misunderstanding of the given tasks, the inability to work independently with various sources, and the inability to properly systematize the information found. On this issue, "What do I know? What do I need to know from the text?" It is appropriate to use critical thinking skills like This contributes to the success of the lesson, that is, students find ways to solve problems in the task, listen to each other, and demonstrate their knowledge of mastering prose works.

So, if we consider the novel "Don Quixote" by Miguel de Cervantes as an example, the list of methods used in teaching it to students can be found in the table below:

Stages of technology	Methods implemented in the lesson

First stage (arousal of interest)	For awakening of informative activity: problematic issues, "brainstorming", "thick and delicate questions", etc.
Second stage (meaning recognition)	To understand the new information: "Ideal," search for answers to the questions posed in the first part of the lesson, etc.
Third stage (reflections)	For discussion, systematization: to the questions posedanswer individual topic questions research, creative work on write (essay, etc.)

At the first stage, you can start with a simple problematic question to arouse interest in the lesson. On assignment at home, students must be fully familiar with the text. To draw the attention of students to the upcoming topic, I would like to start with the question "Can people like Don Quixote meet among us in the future?" This is a very simple question that teaches you to be critical of yourself and others in your search for answers. It is also convenient to check whether students are familiar with the text of the work or not. The most important thing is the desire to meet the main character. During this period, individual work will be carried out with students, which will contribute to the beginning of a certain preparation for group work in the next stage.

Further, in the second stage, students are divided into groups and given tasks for group work. When searching for answers to the questions posed in the first part of the lesson, each group is asked problematic questions.

A problematic question for the first group: the image of Don Quixote is often mentioned in various literary works and when discussing various life situations. Often this image appears in one of two meanings: Don Quixote is a dreamer who went to compete with unusually strong evil forces, or an imaginary character in the Cervantes novel, diconnected from real life and having nothing useful. What are these characteristics based on?

Students' intended response: The first assessment of Don Quixote's image is his lofty and noble intentions. The second comes from the grave consequences of the character's act.

A problematic question for the second group: Recall an episode from the novel about how a wandering knight saw lions in a cage and ordered a guard to let them go, thinking that these predators were sent by evil wizards to test his courage. Can this episode be considered a chivalrous "act" of Don Quixote?

Students' intended response: Don Quixote's courage and victory in this episode achieved a high level of chivalry. He wants to punish evil at all costs, even at the cost of his own life. However, the aggravation of the situation becomes his comedy, that is, the grid door opens, and the lions remain in it without even moving. It was impossible to accomplish the feat, and the ridiculous situation hit Don Quixote's chivalric plan hard. This means that the very idea of chivalry, which he dreamed of, will not be realized.

A problematic question for the third group: Who is he, Don Quixote from La Mancha - an invaluable person or a prudent, independent seeker of justice?

Students' presumptive answer: If you objectively evaluate the actions and judgments of Don Quixote, you will notice that funny images of a random knight can only be seen when he is amazed at his long-dreamy knightly deeds.Don Quixote, faced with the cruelty and inhumanity of the representatives of the secular dynasty, tries to defend humanistic principles and serve people impartially. Sancho blesses Pansy for "governorship" and gives him moral advice that reflects not only common sense, but also a certain wisdom. At such moments, an accidental knight unexpectedly for readers becomes an accidental philosopher.

For literary analysis of works of fiction in the lesson, a conversation with students and an exchange of views are often required. Thus, it is possible to choose the Ideal method developed by J. Bramsford to understand new information. It provides solutions to questions that can be used when working with text and analyzing situations.

I (Identify a problem)

D (Debate a problem)

E (Essential solutions)

A (Activity)

L (Logical conclusions)

When determining the problem, the main attention is paid to the main idea of the work, the real image of the characters, when discussing the problem, attention is drawn to "What important question did the author raise in the novel?" For important decisions, he can make consistent proposals to resolve a specific issue. In the action, you can find the main solutions to the problem by working with the text. According to the logical conclusions "Which solution is optimal? Why?"

You can give the following instructions to find the main solutions to the problem by working with the text:

1) How does Sancho Panza, who dreams of getting rich next to Don Quixote, want to show his managerial abilities? Give an example from the text.

Answer: "He cannot act as governor." He said: "I understand something well," says Pansa. - I would like to take the county into my own hands, I know how to manage it" [3, 34]

2) Why didn't Sancho Panza, who noticed the senseless life of don Quixote, try to leave him? Give an example from the text.

Answer: "But this is my destiny. I have to guard him. The whole thing is that we are in the same trap, he blessed me, I love him, he appreciates it. They even give me gifts, and the most important thing is that I am the right person, for which nothing can separate us from death"[4 281 pp.].

It should be noted that in accordance with the specialty "Kazakh language and literature" we study the translation of the text into the Kazakh language.

Now we strive to find answers to the questions posed for discussion, systematization in the third stage. So, we present questions for analysis of Cervantes' novel Don Quixote to each group. Such a conversation helps students to better understand the character and actions of Don Quixote, the reason for his "superiority" in the real world, to appreciate the nobility of the hero's soul, which does not correspond to the spiritual situation then in Spain. The interview should alternate with reading individual episodes of the work, students' opinions and the teacher's amendments to these opinions.

The first group includes:

1. What made poor hidalgo Alonso Quijano take the name Don Quixote and become a knight?

2. Due to what circumstances did he decide to become a vagabond knight rather than someone else?

3. Who was don Quixote's conscientious commander?

The second group includes:

1. What "feats" did a random knight perform and what were their consequences?

2. Why did don Quixote's battle with windmills lead to more nasty catchwords?

3. Why can don Quixote's stay in the Duke's palace be considered the beginning of a heroic understanding?

The third group includes:

1. How does Don Quixote assess society at the time in a dispute with his father the Duke? What does the hero of the work condemn?

2. Can the defeat of don Quixote in a battle with the knight of the White Moon be considered his spiritual defeat?

3. How to understand the words of Don Quixote, exhausted, beaten and mocking a young warrior: "Don't be silent, Sancho, you know that my deportation and imprisonment will last only a year..."

You can also give a (written) creative task: explain in what cases don Quixote acts as an honest, kind, fair person. What role do these qualities play in the life of the hero? What would you do in such situations?

The teacher's conclusion at the end of the lesson: I want to note that Don Quixote today is not perceived by readers as an ordinary poor hidalgo from La Mancha, who chooses chivalry and amazes fellow countrymen with his unexpected act. He is a person experiencing in certain historical conditions a tragic conflict that can occur at any time between the inability to achieve true humanity, a high goal. Don Quixote's past in a ridiculous situation is long behind him, and his peculiarities inherent in fighters for justice have come to the forefront of critical thought. So

what does "quixotism" mean? Donquixotes are often called honest and selfless people who stubbornly defend virtue and morality, and sometimes sacrifice. They are an example of tenacity and courage, despite a certain preoccupation and fantasy, arousing the indelible interest of dozens of generations of readers in the novel and its protagonist.

Thus, by methods of developing critical thinking, students in the lessons are involved in active creative educational activities, participate in self-education, self-realization, learn to communicate, cooperate, think critically, and defend their position.

In conclusion, critical thinking shows that each person is distinguished by individual thinking, outlook on life and mental abilities, can form skills that can correctly find a solution to a problem and express thoughts. You can analyze the characters of a work in different ways to individualize them and compare them with other works. However, if we allow students to freely answer questions, we think that the work will contribute to weighing thoughts about the fate of the protagonist and revealing his individuality.

Critical thinking development technology helps to form a generation capable of receiving and developing lifelong education. We believe that the effective implementation of the above methods will create favorable conditions for the formation of key competencies of students who are able to adapt to modern conditions.

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