

ПӘНДЕРДІ ОҚЫТУ ӘДІСТЕМЕСІ ЖӘНЕ ТЕХНОЛОГИЯСЫ МЕТОДИКА И ТЕХНОЛОГИЯ ПРЕПОДАВАНИЯ ДИСЦИПЛИН

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SPEAKING SKILLS AS A TOOL FOR CRITICAL THINKING DEVELOPMENT

Abstract

Speaking as one of the basic skills can help us to express our own ideas and thoughts; therefore on the basis of increasing students' speaking skills we open them new ways for their critical thinking and self-development. Critical thinking is a developed complex set of skills and features which takes years to acquire. This article aims to highlight peculiarities of critical thinking development and to determine the feasibility of increasing students' critical thinking degree through developing their speaking skills at English lessons.

***Keywords:** education, critical thinking, speaking skills, foreign language.*

1. Introduction.

Today the society needs educated mobile people feeling responsibility for the country destiny; capable to analyze actions and general situations; ready independently to make decisions and to predict possible consequences; wishing to co-operate with each other. We consider the technology of critical thinking development as the most effective one that could solve educational goals. In the context of realization of the national idea «Mangilik El» it is necessary to develop understanding of the importance and necessity of foreign language knowledge in the modern world and Kazakhstan as it opens great opportunities for professional development in the future career. The relevance is caused by the needs of the modern society and new requirements to education results.

Teaching students to become effective thinkers is recognized as an important goal of education nowadays. If students are to function successfully in a highly technical society, then they must be equipped with lifelong learning and thinking skills necessary to acquire information in the changing world. The President of Kazakhstan N. Nazarbayev in his article (2017) notes that “every Kazakhstan citizen must realize that education is the most fundamental factor of success in future”. In the twentieth century the ability to engage in careful, reflective thought has been viewed in various ways: as a fundamental characteristic of an educated person, as a requirement for responsible citizenship in a democratic society, and, more recently, as an employability skill for an increasingly wide range of jobs.

Critical thinking is an important and vital topic in modern education. Using critical thinking skills in the English language classroom encourages learners to evaluate, analyze, argue, agree, explain, criticize their thinking and form conclusions about knowledge they already have as well as information they will gain in the future. To activate and develop critical thinking in their students, English language teachers need to put tasks and activities and make their teaching programs and materials to promote critical thinking.

Teaching English language through critical thinking enables learners to recognize a wide range of subjective analyses, to develop self-awareness, and to see linkages and complexities of the issue. Teachers should facilitate and encourage creative and critical thinking skills by viewing their

learners differently from what they had presumed. They also need to change their pedagogical views and adopt a more flexible attitude towards their teaching and not to be dependent on textbooks. This is especially relevant in the context of education modernization as “updated content means modern educational programmes conforming to international standards. They are absolutely new programmes, textbooks, standards, and staff” (Nazarbayev, 2018). Much attention should be paid to the change of teachers' views of themselves. In this regard they are not providers but thinkers who constantly think of what could be done to encourage creative and critical thinking in their learners.

2. Discussion.

Language is a tool for communication. We communicate with others to express our ideas and to know others' ideas as well. Communication takes place where there is speech. The importance of speaking skills is enormous for the learners of any language. We use language in a variety of situations. People are supposed to speak correctly and effectively in order to communicate well with one another. Any gap in communication results in misunderstandings and problems.

G. Gillis (2013) considers that in order to become a well-rounded communicator one needs to be proficient in each of the four language skills (listening, speaking, reading and writing), but the ability to speak skillfully, provides the speaker with several advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is great. Besides, the clarity in speech reflects clear thinking.

The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages (Gillis, 2013):

Ability to inform, persuade, and direct. Speaking clearly and confidently can gain the attention of an audience, hold the attention of an audience, with well-chosen words, forming a message that is effective, informative, and understood.

Ability to stand out from the rest. The ability to stand before others and speak effectively is not an ordinary ability. Many people are afraid of public speaking; others have little ability to form thoughts into sentences.

Ability to benefit derivatively. Well-developed verbal skills can increase one's negotiation skills. Self-confidence is improved.

Career enhancement. Employers have always valued the ability to speak well. It is, and always will be, an important skill.

Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life.

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important and many if not most foreign language learners are primarily interested in learning to speak. Speaking skills play an important role in learning foreign languages, because they give chances to practice real-life speaking in the safety of the classroom.

Every opportunity for speaking in the classroom should be taken. It is by trying to communicate that students realize their need for language and by speaking that they increase their fluency and confidence. At first students may be self-conscious and reluctant to speak in front of a lot of people. However, there are ways (pairwork activities) of providing a safer, less public environment in which the students can begin to practice speaking (Gower, 2005).

Speaking a foreign language is the most difficult part in language learning because students need ample practice in speaking to be able to say a few words of their own in connection with a situation. This work is time-consuming. The pupil repeats the sentence he hears, he completes sentences that are in the book, he constructs sentences on the pattern of a given one. These mechanical drill exercises are necessary; however, when they go on year after year without any other real language practice they are boring. There must be occasions when the pupils feel the necessity to inform someone of something, to explain something, and to prove something to

someone. This is a psychological factor which must be taken into account when teaching pupils to speak a foreign language.

Another factor of no less importance is a psycho-linguistic one; the pupil needs words, phrases, sentence patterns, and grammatical forms and structures stored up in his memory ready to be used for expressing any thought he wants to. In teaching speaking, therefore, the teacher should stimulate his pupils' speech by supplying them with the subject and by teaching them the words and grammar they need to speak about the suggested topic or situation. The teacher should lead his pupils to unprepared speaking through prepared speaking (Rogova, 1983).

This is the practical aim in teaching oral language. But oral language is not only an aim in itself; it is also a mighty means of foreign language instruction. It is a means of presenting linguistic material; sounds, words, and grammar items. It is also a means of practicing sentence patterns (grammar) and vocabulary assimilation.

Finally, it is used for developing pronunciation habits and skills and, therefore, for reading and writing since they are closely connected with students' ability to pronounce correctly what they read and write. Thus speaking is the most important part of the work during the lesson.

Oral language is a means of testing pupils' comprehension when they hear or read a text. Properly used oral language ensures pupils' progress in language learning and, consequently, arouses their interest in the subject (Rogova, 1983).

There is no any concrete definition what critical thinking is. The literature on critical thinking – coming from psychology, education, and philosophy, agrees somewhat with this point. Nevertheless, while the idea of critical thinking may be expressed in various ways, Moore (2013) found that these are typically well-articulated and clearly conveyed to students. Still, Moore was able to identify some common features which can define the concept more clearly.

According to Moore's research, critical thinking is: the judgement of whether something is good, bad, valid, or true; rational or reason-based; skeptical thinking; productive thinking; carefully reading beyond the text's literal meaning.

It's clear that critical thinking can be somewhat defined as a concept, though we must accept that its meaning – like many other concepts – “is its use in the language” (Moore, 2013).

Certainly, it's important to think critically. However, many claim that it must be organically developed, or it is a skill that can be encouraged but not learned. The literature, however, shows the opposite. Not only can critical thinking be taught, it can be practiced and refined.

First, we have to understand that critical thinking is hard. Majority of people cannot demonstrate critical reasoning skills. That is, they cannot often justify their beliefs and opinions with evidence (Kuhn, 2012).

Van Gelder (2005) found some practical advice of how to teach critical thinking:

- students need to engage in critical thinking;
- there is need in practice to master the skill. This includes full concentration, exercises aimed at improving the skills, guidance and feedback.
- the practice must be repetitive throughout a course;
- students must practice transferring critical thinking skills to other contexts;
- students must eventually become aware of the actual idea of critical thinking, including its terminology.

The problem faced by the students is that they had low critical thinking. The students' low critical thinking can be seen from their speaking activities. The students got some difficulties when they should state their idea, give their reasons, give facts, and hold their argument. The facts can be seen from the students' daily activities in speaking. The students feel afraid of making mistakes. They don't have bravery to express their idea in their daily classroom communication.

The problems faced by the students are caused by the technique used by the teacher. The teacher usually uses textbooks as the one only source of learning. For speaking activities the teacher usually gives some utterances to learn and practice. The students repeat the teacher's utterances, then practise the utterances in pairs. By using the technique, the students get bored because they do

the same things for many chances and there is no activity to explore their idea. Besides, there is no real situation of speaking activities (Nickerson, 1987).

Empirical research on critical thinking shows that it not only can be taught but must be taught. As teachers, we should develop exercises, strategies, and assessments that seek to improve this skill.

One exercise that has been shown to be effective is argument mapping, in which arguments (including claims, warrants, evidence, etc.) are visually displayed in a diagram. This makes it easy to understand, analyze, and evaluate arguments. Argument maps start with a central premise (i.e. thesis) at the top and include below it evidence or reasons, co-premises (co-reasons), counterarguments and rebuttals, with lines and arrows to show the connections between the ideas.

As a classroom activity, argument maps can first be given as templates that students fill in. Once familiar with argument mapping, they can then begin to construct their own based on analyzing textual sources (readings or lectures) or for forming their own logical conclusions (for discussions, debates, and presentations). By analyzing the arguments written, students can then begin evaluating reasons, evidence, and counterarguments. They can begin questioning the validity of these arguments and suggest their own conclusions or justification. In this way, they are deliberately engaging in critical thinking practice, which is key for developing good critical thinking skills (Davidson, 1998).

One of the ways that can be used to make the students speak actively is by PMI technique (Plus, Minus, and Interesting). The reason is that PMI is the simplest way of thinking. Besides, it is suitable for the beginning learners.

The PMI treatment of ideas are:

P = Plus - the good points of idea

M = Minus - the bad points of idea

I = Interesting - neither good nor bad but interesting nevertheless

Instead of just deciding whether or not the students like an idea, this thinking operation encourages them to find the good points, the bad points, and the interesting points about an idea. The interesting points are those which are neither good nor bad but are worth noticing. The PMI is a way of treating ideas, suggestions and proposals (Brookfield, 1995). It helps to develop speaking skills and critical thinking skills too.

In PMI technique, the students learn and work in group to give ideas, comments, and responses. It will enable students to increase their self-esteem and self-confidence and to become more autonomous thinkers. PMI enables students to work in small groups. Communication activities involve group work as a source of language that learners are able to understand. Group work is particularly important for learners who do not meet the language outside the classroom. Communication activities in small groups provide a good environment for language learning. PMI also enables students to develop fluency. In PMI activities, the students' time is for sharing ideas, even sharing argumentation. Fluency can be seen as the maximally effective operation of the language system so far acquired by the students. It involves language produced by the speakers on content determined by the speaker in relation to the demands of a specific task (Paul & Elder, 2009). The focus is not on the language and does not involve the teacher as a corrector.

Reorganization, self-correction, and other normal adjustments to the situation will frequently occur. PMI enables students to develop their communication strategies. A communication strategy is a component of communicative competence. There are several kinds of communication strategies. Some are used by a speaker to make up for gaps in the speaker's mastery of the language. Some are used by a listener to make up for gaps in the listener's mastery of the language. Some are used by speakers to keep a conversation going and others are used by one speaker to help a less proficient speaker. Communication strategies allow the learners to make up for a lack of mastery of the language and to make a communication more effective. In PMI activities, especially for the young learners, it is very useful to use communication strategies, because they often have a diffi-

culty in choosing such kind of words to say. To make the communication well, they can use communication strategies.

PMI enables students to express and find out intellectual attitudes. Through the activities of PMI technique in speaking the students will feel enjoyable in doing their tasks (Paul & Elder, 2009). Besides, they don't come under pressure, but it will develop their critical thinking. They will feel more freely in expressing their idea. It will also increase the students' self-confidence. So, to solve the students' low critical thinking can be done by applying the PMI technique in teaching speaking.

Learning to speak is difficult both in the mother tongue and in foreign language. In developing this skill the teacher faces also with such problems: to create situations for speaking (real, close-to-real, imaginary), and favorable conditions for pupils to speak.

To make the act of communication easier for the pupils the teacher helps them with "props". The pupil needs props of two kinds: props in content or what to speak about, what to say, and props in form or how to say. Of course speaking with props is only a means and not an aim in itself. Since pupils in the class differ in intellectual development, progress in the learning of the foreign language, and in aptitude the teacher should help each pupil to overcome the difficulties he may encounter in speaking the target language. Some pupils do not need to be helped. Some pupils need props in content, some – in form, and, finally, there are pupils who need props both in content and in form. If the teacher follows the principle of individual approach in teaching his subject he usually finds the ways to help individuals.

All given activities help in English lesson to develop critical thinking of students. Of course, they need time for preparation and can help only in case of using them time to time. Helping others learn to think critically can take place in a classroom and it requires using special methods and techniques. Learning activities and assignments should have clear expectations for learners to generate critical and creative thought (Ennis, 2005).

Finally, it seems that the teacher must model the application of critical thinking skills in their daily life. They could keep asking the students to provide reasons on why they decide to do or not to do something, what will happen with these decisions, what other alternatives that may exist, what strengths and weaknesses of their claims will promote students to develop critical thinking skills. This will help students to see the pattern they can follow. So, there are many ways for teachers to develop critical thinking skills.

Consequently, it becomes obvious that only a creatively working teacher who possesses constructive-planning skills, using innovative methods and forms of work in his work, taking into account the age features and interests of students, can achieve the formation of stable and flexible lexical skills to the required level.

3. Conclusions.

Speaking is very important skill to be mastered. Speaking should be mastered first, before someone learns how to write. In speaking activities, the learners do not only receive the target language, but they are active to use the language. It is very important to create a method of teaching that makes them speak in the target language actively.

Critical thinking means the formulation, definition, justification and analysis of the thoughts and ideas discussed. Surely it is very important for students as it will equip them with specific skills that can be used in every area of their life. This includes skills that are essential for students to manage change in today's rapidly evolving world. Because of this, all educators are interested in teaching critical thinking to their students. Many people who work for education hope that there are many experts will become informed about the strategy of teaching critical thinking skills, identify areas in one's courses as the proper place to emphasize and teach critical thinking, and develop and use some problems in exams that test students' critical thinking skills.

Formation of speaking skills in foreign language lessons in the modern school is a very complex process and requires the teacher to organize training activities at a level where feedback is provided between the teacher giving knowledge and forming skills to use this knowledge in practice and students showing in the training how correctly this process was organized.

Critical thinking is knowingly hard and takes time to feel confident in it. If we think about consistent and continued development of critical thinking, we must understand it as a process. One lesson cannot be sufficient to achieve the complex purpose of developing critical thinking. Lessons, units, and a whole curriculum should include critical thinking objectives on a systematic basis, which creates continuity. Moving from traditional homework such as writing an exercise to more creative assignments like writing a paragraph which is focused on a critical thinking strategy can produce continuity in the teaching and learning of critical thinking.

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СӨЙЛЕУ ДАҒДЫЛАРЫ СЫНИ ОЙЛАУДЫ ДАМЫТУ ҚҰРАЛЫ РЕТІНДЕ

Сөйлеу негізгі біліктер мен дағдылардың бірі ретінде өз ойымыз бен идеямызды білдіруге көмектеседі, сондықтан, студенттердің сөйлеу дағдыларын дамыту арқылы біз оларға сыни ойлау мен өзін-өзі дамытуға жаңа жол ашамыз. Сыни ойлау күрделі дағдылар кешені мен ерекшеліктерді қамтиды, оларды меңгеру үшін біршама уақыт талап етіледі. Мақаланың мақсаты сыни ойлауды дамыту ерекшеліктерін айқындауға ұмтылыс және ағылшын тілі сабақтарында студенттердің сөйлеу дағдыларын дамыту арқылы сыни ойлау қабілеттерін арттыру мүмкіндіктерін анықтау.

Түйінді сөздер: білім беру, сыни ойлау, сөйлеу дағдылары, шет тілі.

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НАВЫКИ ГОВОРЕНИЯ КАК СРЕДСТВО РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ

Говорение как одно из основных умений и навыков помогает нам выражать собственные идеи и мысли; поэтому путем развития навыков говорения студентов мы открываем им новые пути к критическому мышлению и саморазвитию. Критическое мышление - сложный комплекс навыков и особенностей, который занимает годы, чтобы овладеть ими. Цель статьи заключается в стремлении выявить особенности развития критического мышления и определить возможности повышения уровня критического мышления студентов посредством развития навыков говорения на занятиях по английскому языку.

Ключевые слова: образование, критическое мышление, навыки говорения, иностранный язык.

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FEATURES OF WORK ON THE PROJECT "THE TOURISTIC AND LANGUAGE CAMP "SUCCESS" FOR STUDENTS OF THE SPECIALTY "TOURISM"

Abstract

The article deals with the implementation of the trilingual education program by organizing a summer language camp. The characteristics of the organization of the given camp, features of its functioning are given. It is noted what skills and skills will be formed in the participants of this camp both in the language sphere and in the tourist sphere.

Keywords: *trilingual education, language camp, tourist camp, language skills, language competence, tourist skills, self-esteem, motivation.*

Implementation of the trilingual education program in Kazakhstan is in full swing and involves a variety of activities, including educational resources. In the Kostanay state pedagogical university, the implementation of this direction provides for the education of students in educational programs that provide for mastering the subject content in a number of specialties. For example, in the specialty "Chemistry", "Biology", "Geography", "Mathematics" developed educational programs in three languages. On separate specialties, the study of the language through separate subjects is envisaged, for example, the discipline in English "History of Physical education and Professional Sport" was introduced into the specialty "Physical education and Sport" [4]. Students can study this discipline either in Russian or in English.

On the specialty "Tourism" an in-depth study of a foreign language is conducted. So introduced a number of disciplines in English "Working with the client in English", "Practical foreign