

языке с большим количеством английских вкраплений в виду специфики их учебной и профессиональной деятельности. В их высказываниях функционируют различные по объему кодовые переключения, преобладающее большинство которых приходится на такой переключаемый сегмент, как слово и словосочетание, при этом большой удельный вес приходится на слово. Это объясняется, прежде всего, легкостью и простотой введения иноязычных единиц в виде слова в структуру родного языка, а также сбалансированным билингвизмом коммуникантов.

Таким образом, рассматривая проблему переключения кодов в речи представителей студенческой микросоциальной общности с позиции социолингвистики, мы приходим к выводу, что данная проблема лежит в плоскости проблемы «человек и общество», поскольку речь здесь идет о социально обусловленной вариативности языковой структуры в малой социальной общности, при этом языковые факты соотносятся с фактами социальными (уровень образования, возраст, профессиональная принадлежность: в нашем случае - студент и преподаватель). В ходе нашего исследования мы констатировали, что языковые особенности коммуниканта зависят от социальных показателей. Так, иноязычный сегмент в речи студента и преподавателя, а также сама их речь отличаются друг от друга рядом характеристик. Все вышесказанное, на наш взгляд, усиливает исследовательский, аналитический и экспериментальный потенциал таких направлений социолингвистики как социальная, собственно «лингвистическая» социолингвистика, микросоциолингвистика.

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THE ROLE OF CRITICAL THINKING IN DEVELOPING OF LANGUAGE SKILLS

Abstract

This article is dedicated to critical thinking and its role in development of language skills. Effective language teaching strategy is to develop learner's critical creative thinking during lessons.

Ключевые слова: критическое мышление, решение проблемы, навыки.
Key words: critical thinking, solving problems, skills.

The main idea of teaching of Foreign languages is to train learners to communicate successfully in society in order to fit to society by solving problems and making decisions. The main aim of teaching is to give knowledge and transform it into skills. Knowledge is treasure when it is used in solving real

life problems. Knowledge in statics is only information. Skills are developed when knowledge is meaningfully used in solving not only different language skill problems, but also life problems.

One of the main force of development of language skills is to use critical thinking. Critical thinking is one of the methods of rational teaching of the English language and it prevents cognitive dissonance. 'Critical thinking is the formation of logical inferences' (Simon and Kaplan, 1989). Thinking may be different from the point of quality and critical thinking teaches that it would be coherent and logical. Critical thinking helps to distinguish between facts, inferences, judgments and others to find a right answer to problems. According to Mulnix J. W., critical thinking "includes a commitment to using reason in the formulation of our beliefs" /1/. Critical thinking can occur whenever one judges, decides, or solves a problem; in general, whenever one must figure out what to believe or what to do, and do so in a reasonable and reflective way. Reading, writing, speaking, and listening can all be done critically or uncritically. Critical thinking is crucial to becoming a close reader and a substantive writer. Expressed in most general terms, critical thinking is "a way of taking up the problems of life". /2/. "The purpose of critical thinking is, therefore, to achieve understanding, evaluate view points, and solve problems. Since all three areas involve the asking questions, we can say that critical thinking is the questions of inquiry we engage in when we seek to understand, evaluate, or resolve." /3/. We see from these quotations that critical thinking is needed to make deep analyses and identify problems and make decisions.

All teaching process is based on cognitive properties of a person or develop learners' skills on their specialty in order to fit to life. 'Critical thinking is based on self-corrective concepts and principles, not on hard and fast, or step-by-step, procedures [4, 4]. In order to use the self – corrective concepts one should use critical thinking and it should be developed step-by-step, this process needs time.

One of the main representatives of this scientific trend is Benjamin Bloom. He identifies three domains of elements which we take into consideration while we are teaching learners. They are:

- Cognitive: mental skills (Knowledge)
- Affective: emotional aspect (Attitude)
- Psychomotor: manual or physical skills (Skills).

Teaching process should be based on these three aspects: to give information or knowledge; to understand it, and use it. These three aspects demand certain approaches. The first aspect is knowledge. Knowledge to be given should be scientific, logic, precise, accurate, specific. Namely quality of knowledge defines the strength or weakness of conclusions, ideas, judgments. In many cases, the reason of false judgment is insufficient information on themes. That is why a teacher should initially pay attention to a quality of knowledge. The second aspect is deeply understanding of it and it needs specific attitude. The right attitude of learners to knowledge being given is formed with the help of different organization moment: appropriate interactive activities, which occupy attention of learners, because 'attention' is the gate to knowledge. If a learner is not interested in theme of the lesson, *attention* doesn't work, it means a learner closes the way of receiving of information, which leads to missing this information in the system of learner's knowledge, making it as the missing element. It will reflect to the quality of critical thinking. The third aspect is skills. Having got knowledge, learners should transform it into skills, it is needed for solving questions.

The English language is paid attention to develop four skills: speaking, reading, listening, and writing and language aspects according to European standard and such language aspects as grammar, lexis, and phonetics should be taught integrally with skills.

Sometimes a learner doesn't take an active participation in debates, discussions and round table activities or in writing process, because of not knowing language, he doesn't know what to say about the theme to be spoken. When language aspects are taught on the basis of skills, language aspects will be contextualized, it means that they make meaningful chunks of language in context, rather than decontextualized separate language items. It demands from language notions their functions. In such methodology both a teacher and a learner win.

Effective teaching strategy is to develop critical creative thinking and develop problem solving decision making part of this logical matrix further. Methods of teaching of critical thinking in developing of speaking, writing, reading and listening skills should be based on interactive activities which require usage of units of thinking process as conceptualizing, analyzing, synthesizing, comparing, contrasting, reasoning and inferring etc.

For example: the theme of speaking is "Ecology", learners should be suggested to speak about role of ecology, types of pollutions, financial solutions, solutions from the point of law. On the basis of

critical thinking a teacher asks them to cluster a theme and motivate their plan of retelling and sort out the gathered ideas for further creating on the theme. The most rational activities of developing of skills are: suggesting ideas, then sharing, processing, defending, contrasting, contradicting, finding advantages and disadvantages of the suggested ideas.

Development of learners critical thinking makes a teacher organize learner centered teaching, it is the most difficult part for our teachers who work in teacher centered format. Results of developed critical thinking skills give learners self-monitoring, self-regulating, self-reliance and self-confidence, to understand the power of reasoning and think in rational way, transfer knowledge to new contexts, overcome contradictions.

Development of learners critical thinking makes a teacher organize learner centered teaching, it is the most difficult part for our teachers who work in teacher centered format. If in teacher centred teaching a teacher is knowledge giver, in learner centred teaching a teacher is an instructor or organizer of problem solving or decision making activities. It needs special types of sceneries of organization of critical thinking. It is more difficult than to give only information.

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THE USE OF INFORMATION TRAINING TECHNOLOGIES AND THEIR EDUCATIONAL FUNCTIONS IN FOREIGN LANGUAGE TEACHING

Abstract

The article reveals the main stages of implementing information training technologies into foreign language teaching and describes their main functions, peculiarities and advantages of usage in educational process.

Key words: information technologies, educational institutions, training programs, hypertext, hypermedia.

Ключевые слова: информационные технологии, образовательные учреждения, обучающие программы, гипертекст, гипермедия.

Computer and other information technologies today belong to the facilities comparable in importance with the introduction of writing and printing, applying for a radical transformation of ideas about the functions of all participants in the educational process. The computer environment is an important part of the information space of educational institutions. The process of initiation to modern information technology has a significant impact on the overall level of professional competence of both students and teachers to discover new means of intellectual activity [1].

In 1940-s of XX century there were first electronic computers (computers), but the high cost and bulkiness limited the scope of their use, mainly for military purposes and areas of complex calculations.

Further, with the development of technology, multiple computer complex, allowing organizing the first computer networks was designed. They worked with the program implemented through a