

PECULARITIES OF DEVELOPING CRITICAL READING ABILITY OF THE MASTERS OF THE SPECIALITY 7M01712 – TRAINING OF FOREIGN LANGUAGE TEACHERS

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Abstract. The article reveals the development of critical reading skills of master's students of the specialty 7M01712 - 'Preparation of teachers of foreign languages'. The article emphasizes the importance of using lecture texts in the educational process to prepare master's students for professional activities. Effective use of professional texts in the classroom contributes to the improvement of scientific and professional speech and communicative competence of master's students, which in turn provides the optimal use of various methods of critical analysis in their future professional activities. Special attention is paid to the development of independent thinking skills, search, analysis, systematization, structuring and communication of information. The author identifies three stages of critical reading development. The author also suggests types of questions that promote the development of this type of reading, as well as the ability to identify contradictions and types of structures present in a text and to argue one's point of view based not only on logic, but also on the ideas of the interlocutor. The use of various methods and tools of critical reading technology at the stage of challenge, at the stage of reflection and at the stage of analysis is described. Methodological recommendations on mastering the technology of critical reading are intended for teachers of a foreign language, but can be useful for teachers of other subjects, since the technology of critical reading development belongs to the interdisciplinary modern educational technologies. The article presents practical experience of using some techniques of critical reading technology on the example of the special course "Cognitive linguocultural methodological foundations".

Key words: text, critical reading, graduate student, thinking, stages of work with text, sample course, technology, professional competence

Basic provisions

The modern world is a dynamically developing system that occupies a certain place for each person, confirms this in the sciences, scientists. As a person, we must constantly develop and improve to be professional and individual, creative and successful in all directions of life. Without the skills and abilities of critical reading, this is impossible. A person with a well-developed learning ability creates complex problems and articulates them clearly; uses groundless ideas to effectively gather information; verify reasonable conclusions and decisions in accordance with their criteria and standards; recognizes their predictability, participation and practical conformity, openly thinking within the framework of alternative systems of thinking, effectively interacts with others in decision-making.

Nowadays, the theory and methodology of communication is being comprehensively developed in the educational process. Communicative types of activities, which have entered into scientific circulation and are used in state

normative documents are widely used in the education system. Speech activities that have entered the scientific turnover and used in state normative documents are widely used in the education system. Therefore, in order to study the influence of speech activities on language development, it is advisable to define scientific-theoretical concepts of the problem.

Utilizing critical thinking techniques to enhance reading skills serves to accelerate the learning process, foster a thirst for self-education, and facilitate self-realization. In our information-rich society, the cultivation of critical reading skills is indispensable. Given the deluge of information we encounter daily; critical reading enables us to discern the valuable from the trivial. This skill demands heightened involvement, entailing meticulous examination and assessment.

One of the primary advantages of critical reading lies in its capacity to enhance comprehension of intricate concepts and facilitate their effective articulation. It encourages individuals to probe deeper into texts, facilitating a nuanced grasp of the author's intentions, arguments, and underlying assumptions. Critical reading not only fosters deeper comprehension but also nurtures independent thought and the ability to formulate well-founded judgments. The cultivation of critical reading represents a foundational skill essential for success in higher education and is integral to informed civic engagement. It entails not merely passive reading comprehension but active interaction with texts, analyzing them to extract profound meanings.

Introduction

The Law of the Republic of Kazakhstan "On Education" states: "The main task of the education system is to create the necessary conditions for education aimed at the formation of individual and professional training on the basis of national and general civil values, scientific and practical achievements: introduction of new learning technologies, innovativeness of education, international global communications» is aimed at further development of the educational system. Therefore, the improvement of the content of education and its structural system is the main condition for the realization of education reform [1]. The requirement of the development of modern society to the content of general education is to educate young people at the level of world science and progress, to form their ability to think, to improve their creative experience and norms of attitude to the world.

In the standard of state compulsory standards of higher and postgraduate education, master's students should form a personality capable of mobility in the modern world, critical thinking and physical self-improvement [2].

Today's vocational education training poses many challenges for future teachers. They seek to gain qualifications immediately on the job. The key is to ensure that they are able to function quickly and effectively to meet the requirements of the post. In this context, self-reflection skills and the use of appropriate learning strategies become significant [3, p.2].

At present, the tasks defined by the concept of modernization of foreign language education in the Republic of Kazakhstan include the fullest possible development of the intellectual potential of each student, the formation of a

personality ready for constant updating of knowledge, mastering new information sources and technologies, possessing new critical thinking, high mobility and competence.

In the process of learning, students need to develop their own unique method of learning, which in the future will be the basis for the formation of an individual style of professional work [4, p.4].

The issues of critical thinking are developed in the following scientists Y.V. Andreeva, A.B. Butenko, I.N. Griftsova, O.G. Dolgovykh, S.I. Zair-Bek, D. Kluster, A.B. Korzhuev, I.S. Litvinova, I.A. Morochenkova, V.A. Popkov, E.L. Ryazanova, O.M. Semenova, T.J. Sorina, E.A. Stolbnikova, M.A. Tarasova, A.B. Fedorov, T.V. Kharlampieva, E.A. Khodos, L.V. S. Mirseitova, A. Korzhumbaeva, A.H. Aliyev and others.

As we know, teaching to understand the meaning of the text is an important methodological task in teaching reading. For this purpose, it is necessary to create conditions that stimulate reading the text from an evaluative position. However, the analysis of teaching practice in a language university has shown that such conditions are often absent. In our opinion, this is explained by the fact that the tasks that traditionally accompany this type of learning activity, as a rule, are not aimed at engaging the student's thinking at the level of critical analysis. In other words, students do not develop critical reading skills.

According to the famous professor F.Sh. Orazbayeva reading skills knowledge of the text and its content and purpose is to understand the language, to determine the main idea and structural parts of the text, to determine the style and type of text, to compose questions based on the read text, to identify additional information from various sources and comparative analysis of texts. In the process of language learning, domestic scientists distinguish several types of reading: analytical reading, synthetic reading, reading preparation, reading without preparation, reading through translation, reading without translation, basic reading, additional reading, etc. A F.Orazbayeva in her works classifies such types of reading as cognitive, informative, exploratory, demonstrative reading. In her research F.Orazbayeva emphasizes that "it is important not only to understand and comprehend the given material, but also to know the meaning, position and widely use in language communication of each native speaker" [5]. Through reading skills the learner's cognition expands, develops the thinking.

New York professor State University Vincent R. Ruggiero said about "Critical reading strategies" that before reading any text and believing the information it contains, everyone should use a four-step critical learning strategy: reviewing, analyzing, reading, and evaluating" [6]. Analyzing a reader using these critical learning strategies will develop skills in constructing, critical thinking, analyzing and comparing. In the work "Modern reading strategies: theory and practice" by G. V. Prantsova and E. C. Romanicheva reflect the theory and experience of the system of rational reading. The works of these scientists present approaches aimed at improving the literacy of reading texts, scientific and artistic texts in accordance with the educational program in the format recommended by PISA. Vincent R. Ruggiero in his work "Critical Reading Strategies" emphasizes

learning strategies, while Russian scholars believe that the strategies of highlighting, selective reading, and pushing will help to understand the text more deeply [7].

According to Harvey Silver, Richard Strong и Matthew Perini critical reading is to meet the full range of student's diversity [8, pp 7-12].

A type of critical reading; it involves evaluating what is read by relating the content of the text to the reader's personal point of view, knowledge, and own life experience. Such reading provides a full and accurate understanding of the text, the author's position, literary techniques and features of the author's style. This type of reading is based on reading with full understanding of the content of the text and integrates various types of reading, assumes a high level of development of reading skills, the ability to analyze the content, style, language form, to critically evaluate what is read.

Considering reading, it should be noted that memory and forecasting will play a significant role here. Probabilistic forecasting is an integral component of active thinking activity, and contributes to the creation of future teachers' emotional attitude, readiness for reading [9, p. 18].

Thus, the most important task of modern education is the formation and development of a personality that can quickly adapt to new conditions, find optimal solutions to complex problems, showing flexibility and creativity, a personality ready for self-education and self-development. Formation of creative and thinking activity implies the search for new educational technologies, new forms and methods of teaching.

Absolutely, the quote by E.F. Karpievich and T.I. Krasnova highlights key aspects of fostering creative and critical thinking in education. Let's break down these elements [10, c.30]:

1. Detailed Criticism with Presentation of Grounds: This emphasizes the importance of providing thorough critiques backed by evidence and reasoning. It encourages students to think deeply about the subject matter and articulate their criticisms in a structured manner.

2. Comparison and Contrast According to Some Principles: Teaching students to compare and contrast different ideas, theories, or concepts based on specific principles helps develop their analytical skills. This approach promotes a deeper understanding of the subject matter by encouraging students to identify similarities, differences, and patterns.

3. Detailed Indication of Logical Contradictions and Assumptions: Encouraging students to identify logical contradictions and underlying assumptions fosters critical thinking. It teaches them to question information critically, identify inconsistencies, and evaluate arguments based on logic and evidence.

4. Sensitivity to the Context and Readiness to Correct One's Own Conclusions: Developing sensitivity to context helps students understand how different factors influence interpretations and conclusions. Additionally, promoting a willingness to correct one's own conclusions encourages intellectual humility and a growth mindset. It teaches students that learning is an ongoing process and that revising conclusions based on new evidence or perspectives is essential for intellectual growth.

Incorporating these principles into educational practices can help cultivate a generation of learners who are adept at adapting to new challenges, thinking critically, and approaching problems with creativity and flexibility.

Critical reading is indeed a valuable skill that goes beyond simple comprehension. Let's break down the definitions and implications provided by McDonald, Collins, and Manarin et al.:

1. McDonald's Perspective: McDonald suggests that critical reading involves understanding beyond the surface level. It transcends basic information processing or personal responses to the text. This implies that critical reading requires readers to delve deeper into the text, analyze its components, and make connections beyond the obvious [11, p.127].

2. Collins' Definition: Collins emphasizes that critical reading is a technique that encourages students to think actively while engaging in reading activities. This implies that critical reading involves cognitive processes such as evaluation, inference-making, and drawing conclusions based on textual evidence. It suggests an interactive approach to reading where students actively engage with the text rather than passively consuming it [12, p.1181].

3. Manarin et al.'s Classification: Manarin et al. categorize critical reading into two main purposes: academic and social engagement. Critical reading for academic purposes involves analyzing texts with a scholarly lens, evaluating arguments, and understanding complex ideas. On the other hand, critical reading for social engagement involves interpreting texts within a broader societal context, considering issues of power dynamics, biases, and cultural influences [13, pp. 52-53].

These perspectives collectively highlight the multifaceted nature of critical reading, which encompasses analytical thinking, evaluation, inference-making, and contextual understanding. By teaching students critical reading skills, educators empower them to engage deeply with texts, develop their analytical abilities, and become more discerning consumers of information. This skill is crucial not only for academic success but also for navigating complex societal issues and making informed decisions in various contexts.

There are several key skills in reading critically for academic purpose:

- 1) identifying the textual elements;
- 2) distinguishing between the main idea and supporting ideas;
- 3) evaluating credibility;
- 4) making judgement towards the text;
- 5) making relevant inferences about the text.

Absolutely, critical reading goes beyond simply understanding the text itself; it involves contextualizing the text within broader knowledge frameworks and engaging in active analysis and interpretation. Here are some additional points to emphasize:

1. Contextualization: Critical reading involves considering the broader context in which the

text was written, including the historical, cultural, and socio-political factors that may have influenced its creation. Understanding the context helps readers interpret the text more accurately and critically.

2. **Active Engagement:** Critical reading requires active engagement with the text. Instead of passively absorbing information, readers actively analyze, compare, contrast, and evaluate what they already know with what they are reading. This active approach encourages deeper understanding and critical thinking.

3. **Formulating Questions:** A crucial aspect of critical reading is the ability to formulate questions while reading. This could involve questioning the author's arguments, identifying logical inconsistencies, or seeking clarification on unclear points. Formulating questions helps readers maintain a critical mindset and encourages them to seek deeper understanding.

4. **Identifying Gaps:** Critical readers are adept at identifying gaps or contradictions in the text. They recognize when information is missing or when the author's arguments are incomplete. Identifying gaps prompts readers to seek additional sources or evidence to fill in the missing pieces, fostering a more comprehensive understanding of the topic.

5. **Directed and Meaningful:** Critical reading is purposeful and meaningful. Readers approach the text with specific goals in mind, whether it's to gain new insights, evaluate arguments, or challenge assumptions. This directed approach ensures that reading becomes a purposeful activity in the broader critical thinking process.

6. **Nonlinear Process:** Unlike passive reading, critical reading is nonlinear. Readers may revisit sections of the text, skip around to different parts, or engage in reflective pauses to process information. This nonlinear approach allows for deeper engagement and exploration of complex ideas.

By incorporating these elements into their reading practices, students can develop strong critical reading skills that enable them to analyze texts thoughtfully, evaluate arguments critically, and construct well-informed perspectives on a wide range of topics.

The relevance of the article lies in its emphasis on critical reading as a fundamental skill in modern education. In an era characterized by an overwhelming influx of information, the ability to think critically becomes essential for navigating this abundance effectively. The article suggests that equipping students with critical thinking skills should be a primary objective for future educators. This can be accomplished through the development of reading skills using strategies tailored to foster critical thinking.

By recognizing the importance of critical reading in education, the article underscores the need for educators to prioritize the cultivation of this skill among students. In doing so, students can learn to sift through vast amounts of information, evaluate its credibility and relevance, and make informed decisions. Ultimately, the integration of critical reading practices into educational methodologies can empower students to become discerning consumers of information and active participants in society.

So, critical reading is a type of communicative reading, which involves evaluating what is read by relating the content of the text to the reader's personal point of view, his knowledge, his own life experience.

Thus, relying on the technology of critical reading can be considered as a set of knowledge and skills of realization of foreign-language reading activity, as well as the experience of its realization with different target settings, which manifests itself in practice in the form of development of critical reading by master's students.

Material and methods

The material of the article served as various methods and techniques that activate the learning process at the seminar classes of the special course "Cognitive-linguocultural methodological basis". This paper presents practical experience in the use of some techniques of pedagogical technology "Development of critical thinking through reading" on the example of lecture theses on the discipline "Cognitive-linguocultural methodological basis".

We also used Hornbeck and Mortimer Adler's methods to study the ability to critically read a text. The essence of Hornbeck's method includes five components: survey, question, read, recall, review. First, we conduct a text assessment. A quick glance at the context of the lecture will give the masters a sense of whether it contains the necessary information. The questions in this case can be equated to the purpose of the study for which they are reading the text, and understanding the answers will help them structure the information.

As they read the passages carefully, they should stop where the relevant information is. Highlight for themselves the main facts or processes that relate to the subject they are studying and see how the rest of the information fits around them. For review, they can re-read the text, take notes, and discuss the material they read with someone else. But the most effective method of consolidating information is to present it to someone else.

The next method that we used to develop critical reading is the Mortimer Adler method of analytical reading. Adler offers a number of techniques and strategies to help readers structure their reading, analyze content, and formulate their thoughts. Mortimer Adler's method is an effective tool for developing critical thinking and comprehension of texts. This technique allows readers to actively engage with the text by asking themselves questions, identifying the author's themes, ideas, and purposes, and evaluating the credibility of the facts presented.

This method differs from the traditional passive reading method and allows the reader to delve more deeply into the text by actively interacting with it. The basic idea behind analytical reading is that reading is not only a process of acquiring information, but also an active engagement with the text. Consistent engagement with the text allows not only to understand its content, but also to analyze and evaluate the author's intentions, develop critical thinking and improve communication skills.

The main means of developing students' critical reading ability was the special course "Cognitive-linguocultural methodological basis". We chose the content of the lecture on this special course to analyze.

The objectives of the development of masters' ability to critical reading:

- to contribute to the intellectual development of the master's student's personality;

- to develop imagination;

- to instill skills of reflection and self-reflection;

- contribute to the formation of a sense of "success".

Practical tasks should meet those requirements that are laid down in the educational standard of the university.

Lecture on "Competency-based approach as a pedagogical theory in modern foreign language education". Master students had a quick look at the text to get a general idea of it. Next, the master students were given the task of posing questions. Master students should write down all the questions that come to their mind after the first step in order to understand what the lecturer wants from the text. The questions asked were:

1. What have you learned about the competency-based approach?

2. What do you want to learn about this approach?

3. Whose idea did you find most interesting?

4. How will this information help you?

5. Will you be able to put it into practice?

When they ask questions of themselves, they are consciously engaging in the learning process. They should not absorb information passively, masters will be aware of what is being read and why at all times.

Next, the masters once again read the context of the lecture. They were asked to pay special attention to those parts of the text that would seem most useful to them. They looked for answers to their questions. They created mental maps and recorded key words. The fourth step was for the master students to recall key points in the text that would give them answers to the questions from step two. This would help them understand the text better and the last step the masters were asked to revise the text. This could take the form of reading the text, discussing it with others, or retelling it. In this step, they had to be sure to discuss what they read with someone, and discuss the information. Explain to a groupmate what was learned and what new things were learned. It is also possible to engage in a discussion.

Mortimer Adler's analytical reading levels helped master students to understand the text of the lecture on "Modern conceptual-methodological based model of foreign language education". At the beginning, master's students tried to analyze and understand the main idea of the text, key details and main arguments of the author. They searched for important key words and made conclusions based on the text of the lecture. Then master students started to ask themselves questions related to the logic and evidence presented in the lecture text and considered possible contradictions and arguments. The third level was the most important one where master students made a reflection on the text of the lecture.

Master readers analyzed hidden messages, compared the content to their own knowledge and experience, and paid attention to possible assumptions that might influence the text. To this level, Adler articulated three levels of analytical reading reflection that allow the reader to analyze and interact with the text in greater depth.

Master readers were finding the main idea of the lecture. They took notes and wrote out important quotes given by scholars on the topic. They should ask questions to fully understand what the scholars want to convey to the reader.

Below is a checklist for critical reading. Use it to check understanding of the information on this page.

Table-1 - Checklist for critical reading of master students

Area of their knowledge	OK?	Notes/comment
I know what competence approach is.		
I know the difference between critical reading and active reading.		
I know the differentiate the areas of critical reading.		
I know some questions to ask about scientists who gave definitions to competence approach.		
I know some questions to ask about the content of the lecture.		
I know how to sum up the ideas of scientists.		

This table helped master students to analyze their knowledge. The next stage was analyzing and interpreting the context of the lecture. The students analyzed the "educational content" given by different scholars and investigated the relationship between them and tried to give their approaches to this content. The masters should also see different points of view and analyze them in order to have a complete understanding of the topic.

The third stage of the reflection level was to evaluate the text and its significance. In this stage, master students should think critically and reflectively by asking questions about the validity of the information presented in the lecture. Master students should evaluate the strengths and weaknesses of the lecture, determine its advantages and relevance to their interests and needs.

The fourth and final level is synthesis and evaluation. At this level, they combined all previous levels and made their own arguments and judgments based on the information presented. They formulated their own opinions, evaluated the validity of the information, and supported or refuted the arguments presented in the lecture.

- the ability to ask "good" questions;
- the ability to argue their point of view;
- the ability to make informed decisions;
- the ability to look at a problem from different perspectives;
- ability to interpret known facts;
- the ability to identify a main idea, theme, or concept;

- the ability to articulate an idea accurately, both orally and in writing.

As the use of such tasks shows, classes are more thoughtful, the number of active masters in the class increases. Masters show their creative potential. The use of critical thinking through reading helps to form pragmatic competence of undergraduates.

Another method of developing students' critical reading skills is to create a concept map. A concept map can be created as follows:

1. One should write the most important word or expression in the very center of the sheet of paper.

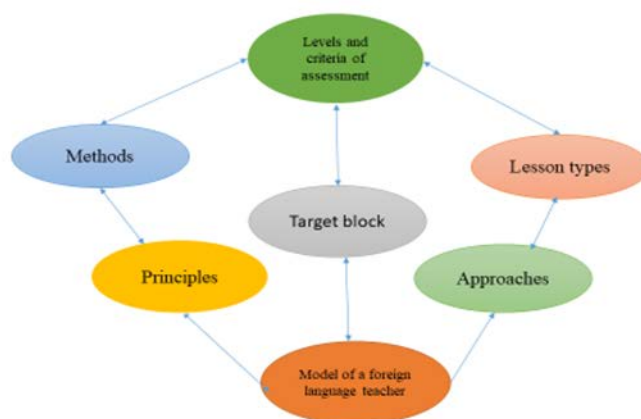
2. They should write words or other names, ideas, or views around the most important word.

3. Next, they should think carefully about what these words or expressions have to do with the most central word.

4. The reader should then rewrite the more important words closer to the center.

5. Finally, one should combine ideas that are related to each other.

The concept map helps to see the main idea of the text. The map is an individual analytical work of each individual reader. Making such a map is much more useful and effective than making an outline, because thanks to the map they can save their time reading large and complex texts. Having a conceptual map (Pic. -1), the reader does not have to read a large text repeatedly, it is enough to look at the conceptual map, made independently and the main facts, views, ideas of the author can be remembered for a long time.



Picture 1 - Model of concept map for developing critical reading of master students

Thus, the reader with a critical approach to the text goes through the above steps, which contributes to a deep understanding of the essence of the text, identifying the main idea of the scientist, and allows the reader to formulate their own point of view and determine their own position, making a conclusion from the read text.

Drawing conclusions, we can say that, master students can distinguish essential points from secondary ones. They are able to identify bias, distortions, and

logical errors. This skill also contributes to self-education because it allows them to digest and interpret information to their own understanding. This process promotes comprehension, develops intellectual curiosity, encourages independent thinking, and allows the reader to form an informed opinion.

Also we cannot exclude the fact that when developing critical thinking, then the following results can be achieved:

- the ability to clearly plan subsequent actions to achieve a certain result;
- the ability to adequately perceive and analyze the ideas of another person, if they do not correspond to any of their own principles or considerations, not to immediately subject them to total rejection, but to conduct a thorough structural analysis;
- to be able to identify and formulate one's own mistakes in the course of work, and to take past mistakes into account in order to avoid them in the future;
- the skill of clear, structured reasoning and a plan for presenting an idea;
- the ability to come to a compromise solution, if in the course of work there are opposing points of view, it is necessary that the adopted decision is perceived as an equivalent synthesis of their judgments [14];
- the ability to highlight and recognize the main points, the main meaning in texts, to distinguish, if necessary, analytical and critical grounds from other materials, to grasp the boundaries of sound objective argumentation from already subjective, purely personal materials.

Thus, this method allows systematizing heavy text, improving comprehension and response. As a result, masters began to read quickly, with comprehension, they have confidence that they can master any material, as well as master the skill of active reading and improve critical thinking skills.

Results and discussion

The following research methods were used in conducting the experiment: Mortimer Adler method, Hollenbeck's method, conceptual map of analytical reading and diagnostics of the level of development of critical reading ability of lecture texts during seminars and mathematical processing of the experiment results.

The purpose of the experimental study was to verify the effectiveness of the application of the developed methods as a tool for the development of critical reading of undergraduates in seminar classes.

To solve the set tasks, the following research methods were used: analysis of scientific literature on the problem under consideration of domestic and foreign researchers; generalization of practical experience of using these methods in teaching the course "Cognitive-linguocultural methodological basis" to undergraduates of the specialty "Pedagogical training of foreign language teachers".

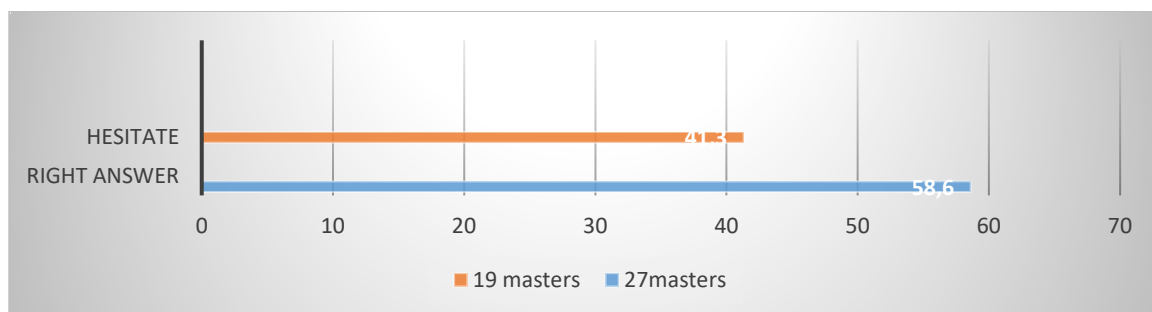
The following criteria were used to test the development of critical reading skill by master's students:

- ability to work with increasing and constantly updated information flow in different fields of knowledge;
- ask questions, independently formulate a hypothesis;
- solve problems;

- to argue one's point of view and take into account the points of view of others;
- assimilation of information and the development of reflexive and communicative abilities;
- the ability to identify the main units in a text;
- the ability to work productively in a group.

Approbation of the developed methods of the elective course was carried out on the basis of KazUIRaIL named after Abylai Khan with undergraduates of scientific and pedagogical direction of specialty 7M011900 - "Pedagogical training of foreign language teachers". The total number of participants of experiential learning amounted to 46 people.

At the beginning of the study the undergraduates were offered tasks according to the Holenberck method. The content of the lecture on the topic "Competency-based approach as a pedagogical theory in modern foreign language education", which they considered was made mathematically analyzed so undergraduates have mastered the content of the lecture and its key points (Picture 2). On the first question "What did you learn about competency-based approach?" 27-58,6% of 46 master students answered this question correctly, the rest of master students could not show the constantly updated information flow in this area 19-41,3%.

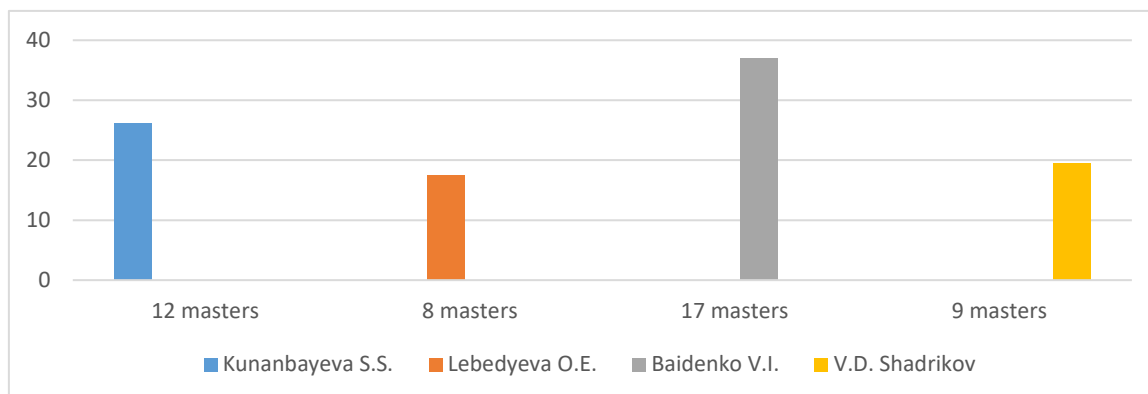


Picture 2 - Statistical analyses to the question 1

On the question "What do you want to learn about this approach?" (Picture 3) all 46-100% of undergraduates indicated the ability to identify the main units from the text. On the third question "Whose idea appeared to you the most interesting?" here the opinion of undergraduates was divided. 12- 26,08% of undergraduates share the opinion of the competence approach S.S. Kunanbaeva. She notes that, a distinctive feature of the competence approach in education are "person-centeredness" of education, creating opportunities for students to choose courses that meet their needs and interests. 8- 17,39% of undergraduates confirm the opinion of O.E. Lebedev. According to O.E. Lebedev, the competence approach consists in the development of students' ability to solve problems independently in various spheres and types of activity. 17-37% of undergraduates agree with V.I. Baidenko's thoughts.

According to V.I. Baidenko, the competence approach allows to create an end-to-end model of a specialist, which coordinates the interests of the individual and society and allows to build a system of advanced translation of the labor market system and the demands of society into the educational space. 9 -19,56% of

undergraduates share V.D. Shadrikov's opinion. V.D. Shadrikov defines the competence approach as a vector of education: self-determination, self-actualization and individuality development.

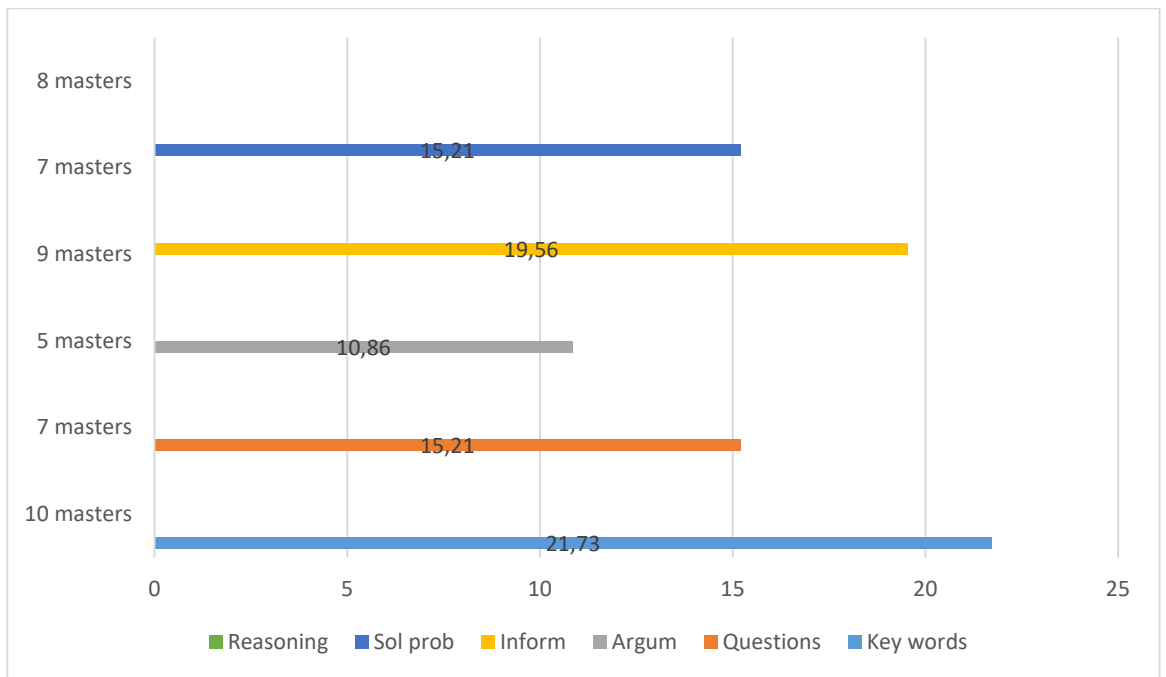


Picture 3 - Statistical analyses to the question 2

To the fourth and fifth questions "How will this information help you?", "Will you be able to apply it in practice?" all 46 undergraduates answered that they would use the content of the lecture and the scientists' conclusions in their dissertations (Picture 4).

According to the method of Mortimer Adler, master's students analyzed the lecture on "Modern conceptual-methodological based model of foreign language education". 21,73% of undergraduates were able to identify the main units from the text of the lecture. 15,21% of undergraduates were able to ask questions to the content of the lecture and independently formulated a hypothesis. 10,86% of undergraduates were able to argue their points of view and take into account the views of scholars. 19,56% of undergraduates showed the ability to work with the increasing and constantly updated information flow in different fields of knowledge.

15,21% of undergraduates showed their ability to solve the problems of this lecture and assimilated the information. Also these undergraduates at development of reflective and communicative abilities were able to argue conceptual-methodological basis of modeling of foreign language education. 17,39% showed a clear skill of structured reasoning, plan of idea presentation.



Picture 4 - Statistical analyses to the question 3

Thus, thanks to this method, undergraduates were able to critically analyze and interpret the information presented in the lecture. Through this technique, they can develop their critical thinking abilities, increase their erudition and expand their cognitive boundaries. However, it is important to note that critical reading takes time and effort to achieve a high level of mastery. It requires constant practice and self-discipline.

The following method for the development of critical reading of undergraduates during the lecture used a concept map. The technique of using concept map as an analytical tool was used in the framework of the lecture "". Experimental use of concept map technology in the process of teaching for professional purposes confirmed not only the great interest of undergraduates to this type of creative work, but also the importance of using analytical information processing methods, as they increase the ability to apply knowledge in new situations, contribute to a deeper understanding of the issues under study, better memorization and retrieval of knowledge from memory, the development of system thinking skills in general. In addition, visual structuring is an important stage of conceptual modeling, which is necessary for students in their future professional activities.

Pedagogical tasks are resolved through the teacher's pedagogical and value orientations, as well as their intellectual, emotional, and volitional attributes. These qualities play a crucial role in determining the success of achieving educational objectives and reflect the teacher's preparedness to creatively address pedagogical challenges.

Conclusion

Focusing on the development of critical thinking through reading helps to achieve the following results: increase cognitive and research attitude; develop a positive attitude toward creative and problem-solving tasks; change future teachers' attitude toward their own mistakes and difficulties arising in the course of work; motivate future teachers for further activities (they learn to reflect on their activities and develop communicative culture).

Thus, critical reading is a type of communicative reading, which involves evaluating what is read by relating the content of the text to the reader's personal point of view, knowledge and life experience. Such reading provides a full and accurate understanding of the text, the author's position, literary techniques and features of the author's style. This type of reading is based on reading with full understanding of the content of the text and integrates various types of reading, assumes a high level of development of reading skills, such as analyzing the content, style, language form, critical evaluation of what is read.

The ability to identify individual elements in a text (to orient in the structural and semantic organization of the text), to summarize, to synthesize facts into meaningful chunks and to relate them to each other are also important critical reading skills. In forming the above-mentioned skills of text comprehension, all the basic components of thinking are involved, in particular, analysis, synthesis, comparison, generalization, classification, systematization and abstraction.

Thus, being inextricably linked with critical thinking, critical reading, in its essence, is nothing but thinking in the process of reading, and the development of critical thinking skills is a necessary basis for the formation of critical reading skills in a foreign language.

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ОСОБЕННОСТИ РАЗВИТИЯ СПОСОБНОСТИ КРИТИЧЕСКОГО ЧТЕНИЯ МАГИСТРОВ СПЕЦИАЛЬНОСТИ 7М01712-ПОДГОТОВКИ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация. В статье раскрывается развитие навыков критического чтения магистрантов специальности 7М01712 - "Подготовка учителей иностранных языков". В статье подчеркивается важность использования лекционных текстов в учебном процессе для подготовки магистрантов к профессиональной деятельности. Эффективное использование профессиональных текстов в аудитории способствует улучшению научной и профессиональной речи и коммуникативной компетенции магистрантов, что в свою очередь обеспечивает оптимальное использование различных методов критического анализа в их будущей профессиональной деятельности. Особое внимание уделяется развитию навыков самостоятельного мышления, поиску, анализу, систематизации, структурированию и коммуникации информации. Автор выделяет три этапа развития критического чтения. Также предлагаются типы вопросов, способствующих развитию этого типа чтения, а также способности выявлять противоречия и типы структур, присутствующих в тексте, и аргументировать свою точку зрения, опираясь не только на логику, но и на идеи собеседника. Описывается использование различных методов и инструментов технологии критического чтения на этапе вызова, на этапе рефлексии и на этапе анализа. Методические рекомендации по овладению технологией критического чтения предназначены для преподавателей иностранного языка, но могут быть полезны для преподавателей других предметов, поскольку технология развития критического чтения относится к межпредметным современным образовательным технологиям. В статье представлены практические опыт использования некоторых методик технологии критического чтения на примере спецкурса "Когнитивные лингвокультурологические методологические основы".

Ключевые слова: текст, критическое чтение, аспирант, мышление, этапы работы с текстом, выборочный курс, технология, профессиональная компетенция

7М01712-ШЕТЕЛ ТІЛДЕРІ МҰҒАЛІМДЕРІН ДАЯРЛАУ МАМАНДЫҒЫ МАГИСТРЛЕРІНІҢ СЫНИ ОҚУ ҚАБІЛЕТІН ДАМУ ТҰ ЕРЕКШЕЛІКТЕРІ

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Аңдатпа. Мақалада 7М01712 - «Шетел тілдері мұғалімдерін даярлау» мамандығының магистранттарының сындарлы оқылым дағдыларының дамуы қарастырылады. Мақалада магистранттарды кәсіби қызметке дайындау үшін оқу процесінде дәріс мәтіндерін қолданудың тиімділігі көрсетілген. Аудиторияда кәсіби мәтіндерді тиімді пайдалану магистранттардың ғылыми және кәсіби сөйлеуі мен коммуникативті құзыреттілігін жақсартуға ықпал етеді, бұл өз кезегінде олардың болашақ кәсіби қызметінде сыни талдаудың әртүрлі әдістерін оңтайлы пайдалануды қамтамасыз етеді. Ақпаратты өз бетінше ойлау, іздеу, талдау, жүйелеу, құрылымдау және коммуникация дағдыларын дамытуға ерекше назар аударылады. Автор сыни оқуды дамытудың үш кезеңін анықтайды. Сондай-ақ, оқудың осы түрін дамытуға ықпал ететін сұрақтардың түрлері, сонымен қатар, мәтіндегі қайшылықтар мен құрылымдардың түрлерін анықтау және тек логикаға ғана емес, сұхбаттасушының идеяларына сүйене отырып, өз көзқарастарын дәлелдеу мүмкіндігі ұсынылады. Зерделеу кезеңінде, рефлексия кезеңінде және талдау кезеңінде сыни оқу технологиясының әртүрлі әдістері мен құралдарын қолдану сипатталған. Сыни оқу технологиясын меңгеру бойынша әдістемелік ұсыныстар шетел тілі мұғалімдері ғана емес, басқа пәндердің оқытушылары үшін пайдалы болуы мүмкін, өйткені сыни оқуды дамыту технологиясы пәнаралық заманауи білім беру технологияларына жатады. Мақалада «Когнитивті лингвомәдени әдістемелік негіздер» арнайы курсының мысалында сыни оқу технологиясының кейбір әдістерін қолданудың практикалық тәжірибесі келтірілген.

Тірек сөздер: мәтін, сыни оқу, магистрант, ойлау, мәтінмен жұмыс кезеңдері, таңдау курсы, технология, кәсіби құзыреттілік

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