

- Өз мамандығы бойынша ғылыми мәтіндерге пікір беруге, ғылыми мақала, баяндама жазуға машықтандыру.

Сондықтан кәсіптік білім беруде өтілетін тақырыптар, соның ішінде ғылымның соңғы жетістіктерін басшылыққа алынуы тиіс.

Пайдаланылған әдебиеттер:

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SETTING QUESTIONS IN DEVELOPING CRITICAL THINKING IN THE CONTEXT OF SOCIOCULTURAL COMPETENCE FORMATION

Аннотация. Данная статья посвящена формированию социокультурной компетентности у студентов бакалавриата, изучению организации данного процесса, и подбору подходящих упражнений. Особое внимание уделяется методам развития критического мышления. В статье также рассматриваются вопросы, типология вопросов и способы их составления, как основные методы развития критического мышления.

Ключевые слова: мышление, интеллект, критическое мышление, креативный склад ума, социокультурная компетентность.

Introduction

Teaching culture has been the subject of discussions among linguists and English teachers for many years. Some teachers believe that teaching culture will enable language learners to be engaged authentically with the culture of a particular native-speaking community [1, p.155]. After we understand the significance of teaching culture, we need to perceive the importance of sociocultural factors and their application to critical thinking in teaching culture since they play an incredibly important role in learning and using a new language better and easier. In this sense the critical thinking in the teaching process could help greatly as it holds considerable promise for our system of education, as critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in fair-minded way. It means that students, who think critically with the good understanding and forming the sociocultural competence, consistently attempt to live rationally, reasonably, emphatically [2, p.13].

In our opinion, critical approach has a great potential in the development of students' sociocultural competence. Development of students' sociocultural competence presupposes:

- understanding of the fact that all people show culturally-conditioned behavior;
- realization that social differences (age, sex, social class, place of living, etc.) greatly influence the way people speak and behave;

- formation of tolerant attitude to other cultures;
- familiarization with conventional behavior of different cultures representatives in various situations;
- realization by students their own cultural behavior and acquiring skills to analyze it;
- development of the ability to recognize cultural connotations and decode them;
- teaching students to recognize, distinguish and productively apply cultural codes for the best results of communication;
- improving students' ability to define how their own socio-cultural belonging influences their behavior and teaching them to correct their own acts according to situations [3, p. 55].

At the English lessons we propose to analyze critically the cultural knowledge and behavior (ideas, cultural products, and cultural behavior). There are three main groups of exercises, which help us to do it:

1. Exercises that help to develop the sense of cultural context and give students background knowledge: recognizing cultural images and symbols, working with cultural products (souvenirs, money, headlines, poems, etc.), exploring values and attitudes, exploring song lyrics, analyzing associations and cultural artifacts, determining contextual clues.
2. Exercises that help students to learn reading visual signs. These tasks help students to read and interpret cultural signs in foreign products, analyses stereotypes, decode messages, understand non-verbal means of communication.
3. Exercises where students are proposed to compare cultural experience of the country of studied language and the one of their own culture. Such exercises presuppose making cultural commentaries, analyzing of the spiritual and commercial values of both countries, comparing connotative meanings of the sign in different cultures, explaining cultural behavior, etc. [4, p.32].

In the process of teaching English considerable attention should be paid to the study of cultural codes and their semiotic analysis. It will help students to acquire proper sociocultural competence, background knowledge and communicate successfully with representatives of other cultures.

Method

At the English lessons students should learn the methods of critical thinking, they should be taught to critical reading, analysis of different texts of sociocultural context. Questioning enables teachers to check learners' understanding. It also benefits learners' as it encourages engagement and focuses their critical thinking on key concepts and ideas [5, p.45].

These questioning needs to inspire gifted and talented learners to embrace cognitive thought at a higher level and easier to achieve it when using open questions. These questions are often arranged according to their level of complexity. Bloom's Taxonomy is one of approaches that can be used to help plan and formulate the questions from lower to higher order level [6, p. 368].

1. *Remember*: can students recall the sociocultural information they have read or heard?
2. *Understand*: can students explain the sociocultural ideas or concepts they have read or heard about?
3. *Apply*: can students use the sociocultural information in another context or a different situation or for a different task?
4. *Analyze*: can students break the sociocultural information down into its component parts?
5. *Evaluate*: can students assess the value of the input of sociocultural knowledge?
6. *Create*: can students use the sociocultural input to create something new [7, p. 155]?

These types of questioning also actively encourage the development of *critical thinking* and *dialogue skills*, also it help students to acquire proper *socio-cultural competence*.

Some researchers have simplified classification of questions into *lower* and *higher* cognitive questions. Lower cognitive questions (fact, closed, direct, recall, and knowledge questions) involve the recall of information. Higher cognitive questions (open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions) involve the mental manipulation of information to produce or support an answer.

Regardless of the classification, traditional wisdom holds that the higher cognitive questions lead to higher-quality answers and increased learning and achievement. However, the research has mixed conclusions in this area. Some studies found that higher level questions did indeed produce deeper learning, while others found that not to be the case.

It is important to note, though, that simply asking these kinds of questions does not guarantee higher responses or greater learning gains. Students need explicit instruction in answering these types of questions, including making inferences. This instruction, in conjunction with the use of higher cognitive questions, can positively impact student achievement.

The use of a high frequency (50 percent or more) of higher cognitive questions with bachelor's students is positively related to increases in on-task behavior, length of student responses, the number of relevant contributions, the number of student-to-student interactions, student use of complete sentences, speculative thinking, and relevant questions posed by students [8, p. 12].

The main sociocultural component of content of teaching is the educational text. This can be used as:

- thematic, regional geographic and art texts,
- dialogues,
- verses,
- songs,
- letters,
- interview,
- audio- texts with native speakers (it is important that the text will be authentic).

Let's consider how teachers can make use of these findings. One of effective ways of development of sociocultural competence of students is the audio texts which are written down in real situations of foreign-language communication or read by native speakers. Therefore, as an example we have taken the audio text "At a crossroads" from New Headway [9, p.97] and analyzed, made the questions demanding knowledge of sociocultural competence with elements of critical thinking. Students were to listen to dialogue between Jimmy and Fiona, then their impressions of each other confidentially to the third person and answer the questions after each one. Examples of questions:

1. *What is the problem?*- Students recall what kind of sociocultural information they have heard and they tried to answer to question with the first element of critical thinking as remembering. This is the lowest level of questions and requires students to recall information. Knowledge questions usually require students to identify information in basically the same form it was presented.
2. *Who are the people involved?* - This type of a question demanded from the learner understanding the whole text. It means that student explain the sociocultural ideas or concepts they have heard about. Such category of questions belongs also to lower cognitive questions and involves the recall of information.

3. *What are the possible options?* – This question requires using given information in new situation. In other words, the learners were to apply the sociocultural information in another context or a different situation or for a different task.
4. *What are the pros and cons of each option?* -Students tried to analyze and draw connections among ideas.
5. *What might happen as a result?* -Justify a decision then assess the value of the input information - sociocultural knowledge with the main method of critical thinking – evaluation. This is higher cognitive question which involve the evaluative and inquiry answer.
6. *What would you do if you were Jimmy or Fiona? What would you advise?*-Similar questions require open-ended and interpretive answers which involve the mental manipulation of information to produce or support an answer.

Analyzing these questions, it is possible to note that the first three questions from our examples are more basic which belongs to the category of *lower cognitive* questions. So they ask students to recall word-for-word material previously presented. These questions are generally fact-based, closed, direct, recall-related and questions that measure knowledge. At this level, teachers ask students to take information they already know and apply it to a new situation. In other words, they must use their sociocultural knowledge to determine a correct response, which demands of student's critical thinking responses. Also, these types of questions go beyond simple recall and require students to combine data together. The last three questions are those which demand that the student manipulate bits of information previously learned to create and support an answer with logically and critically reasoned evidence which called as *high cognitive* questions. These sorts of questions are open-ended, interpretive, evaluative, inquiry-based, inferential and synthesis-based. When it comes to bachelor's students, an increase in the use of higher cognitive questions (50% or more) is positively related to creative mentality in the context of forming sociocultural competence increases in:

- on-task behavior;
- length of student responses;
- number of relevant contributions volunteered by students;
- number of student-to-student interactions;
- student use of complete sentences;
- speculative thinking on the part of the students;
- relevant questions asked by the students.

Higher cognitive thinking invites a further understanding of content such as problem solving, making judgments, evaluation and reflection to name a few [10, p.19-21]. These questions, whilst far more challenging, can still assess students' knowledge, as facts are the basis of their justification of an answer, and also gives students ownership and a sense of power over their education by getting students to make a judgment and commit to an idea, allowing them to reflect on a particular issues with a 'safety net' of a teacher to point out any implications on their ideas. It encourages and teaches children to make their own decisions not just in a classroom setting but also a life skill.

So, formation of sociocultural competence by means of methods of critical thinking such as questioning is inseparably linked with main objectives of education: practical, developing and educational. Learning a foreign language, we form culture of the world in consciousness of the person, we develop desire to participate in cross-cultural communication.

Conclusion and recommendations

Teachers often have little or no training in questioning techniques, so being familiar with the research is a good place to start. Improving in this area requires a reflective and metacognitive approach. For example, teachers may choose to:

- Plan and write out the questions to be used in a lesson. How many are lower cognitive questions? Higher cognitive questions? Is the percentage appropriate for the age and ability level of your students?
- Anticipate possible student responses, especially partially correct or incorrect ones. How will you probe for further information or redirect?
- Ask a colleague to observe a lesson, paying particular attention to the types of questions and student responses. Meet to discuss the observations and plan for improvement.
- Videotape yourself teaching a lesson. When you watch, record your wait-time for each question. Also note if you provide longer wait-times to certain students. Or examine your feedback. Are you specific and focused on the students' responses?
- Seek out resources and professional developments that can help you improve your questioning techniques. If possible, start a study group with colleagues [11, p. 25]

Thus, as a result of consideration of the matter it should be noted once again that at lessons of English it is difficult to form the sociocultural competence without using special methods of developing critical thinking. The formation of critical thinking in its turn provides the learners achieve the level of subject of intercultural communicative competence that is the goal of foreign language education.

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