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HOW TO FORM A CRITICAL STYLE OF COGNITIVE ACTIVITY OF STUDENT WHILE LEARNING ENGLISH

ЯК СФОРМУВАТИ КРИТИЧНИЙ СТИЛЬ ПІЗНАВАЛЬНОЇ ДІЯЛЬНОСТІ СТУДЕНТА ПІД ЧАС НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ

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In the process of learning a foreign language in a technical university, it is necessary to form not only specific knowledge, but also personal and professionally significant cognitive skills for the graduate, which are combined by the term "critical style of cognitive activity", the possibility of applying which is very important not only when learning a foreign language.

The critical style of cognitive activity involves the formation of a person's skills and abilities of a peculiar type of activity, which received in psychology and pedagogy the name of reflexive – evaluative – a special form of human activity, which is of vital importance for it. According to a number of researchers, the concept of "evaluative activity" [1, p. 21] can be defined as the active interaction of a person with the world around him.

The definition of the critical style of cognitive activity and its formation and development have been studied in much more detail in foreign pedagogy, and in domestic pedagogy – even the term "critical style of cognitive activity" is used quite rarely [2, p. 80].

In foreign literature, critical thinking is defined as "the use of such skills and strategies that increase the probability of obtaining the desired result" [3, p. 46].

Over the past few decades, the critical style of cognitive activity has become the object of study of pedagogical science. In pedagogy, critical thinking, the ability to critical reasoning, and creativity are integral characteristics of the professional activity of a modern teacher.

Often, the peculiarity of the critical style of cognitive activity is associated with the formation of special cognitive abilities and skills in a person and the readiness to actively use them in their own activities. It is necessary to highlight the following qualities that determine the critical thinking style:

1. Focus on constructive dialogue with partners, the ability to defend one's point of view regardless of the opinions of others.

2. Focus on self-diagnosis regarding the formation of various skills and qualities, taking into account the comparison of one's results with the given standards.

3. Openness to new information and non-standard ways of solving tasks and making decisions.

4. Focus on not accepting incoming information on faith, on its comprehensive analysis and comprehension.

A critically thinking person is characterized by:

- Readiness to plan. "Planning is the first and very important invisible step to critical thinking."

- Flexibility of thinking. "A flexible position includes the willingness to consider new options, trying to do something differently, changing one's point of view."

- Perseverance. "Perseverance is closely related to the willingness to take on a task that requires mental effort" [4, p. 38].

- Willingness to correct one's mistakes. "Thinking people listen to the opinions of others, seek to understand where they are wrong, and find the reasons for the mistake. Such people can recognize their strategies of action as ineffective and discard them, choosing new ones and improving their thinking" [4, p. 42].

- Awareness. It involves observing one's own actions as they move toward a goal.

- Finding compromise solutions. A critical thinker needs to have both well-developed communication skills and the ability to find solutions that would satisfy the majority.

Many authors highlight the following qualities of the critical style of cognitive activity of a teacher working in various educational institutions as the most significant:

- comprehensive, diverse analysis of objects and processes being studied, evidence and validity of reasoning;

- dynamism of views, the ability to critically approach both one's own conclusions and various sources of external information; the ability to see in an object or process such properties and features that are invisible during superficial analysis;

– the teacher's awareness of the continuity of pedagogical knowledge, which opposes the nihilistic attitude to the experience of the past, the denial of the values that were mastered by previous generations;

– the desire to find commonality, regularity, connection or interrelation of facts and events that are observed directly in one's own pedagogical activity, in various scientific, scientific-practical, scientific-popular and other publications on the problems of teaching and upbringing, to identify the reasons for one or another of their course.

So, teaching students critical thinking means forming these qualities in them, i.e. on the one hand, it is the development of skills of a critical style of cognitive activity, and on the other hand, the upbringing of a predisposition to this type of mental activity.

Let's consider how a critical style of cognitive activity is formed when students study a foreign language. Such situations arise when students have to determine the difference in semantic relations that are expressed by one and the same term.

For example: sentence – proposal. Can you translate this sentence? sentence-sentence. It was obtained sentence of years.

Some verbs can perform different functions. For example, the verb to do:

1. semantic verb-to do, to perform.

Is there anything that can be done for you?

2. auxiliary verb-They do not believe us.

3. strengthening the meaning of the action

– Do you stay and have dinner with us?

4. instead of another verb, to avoid repeating this verb He works as much as I do.

Speaking about the possibilities of forming students' critical thinking when learning a foreign language, one cannot fail to note the following important circumstance: high-quality mastery of the English language requires and involves placing accents when translating some expressions that are not directly related to the context.

Let's consider a few more examples that would contribute to the formation of a critical style of cognitive activity of students:

1. It was not a device.

2. It was no device.

Grammatically, everything is used correctly in both cases, but there is still a slight difference in the translations: in the first version we emphasize that "it was no device" (and something else); in the second option we state that "there was no device".

In the following exercises, students' attention is drawn to the difference in the translation of words with different suffixes or meanings:

A) To compete – competition – competitive – competence

1. Students will get ... in a wide range of skills.
2. Professional athletes may ... at the Olympic Games.
3. Some US industries are not as ... as in these discussions.
4. Are you thinking of taking part in ... ?

B) To mean – meaning – means – by means of

1. I know what it means to be alone in a foreign country.
2. The expression has two different meanings in English.

3. Video is an excellent means of bringing living language into the classroom.

4. The easiest way of producing hydrogen from water is by electrolysis methods.

B) words that are often used incorrectly

Good – well

1. Their children are always good when they go out.
2. He speaks Russian very well.

To affect – effect

1. Famous people can affect the lives of young people.
2. The effects of pollution can be seen all over the world.

Hard – hardly

1. Tom found the exam very hard, that's why he failed it.
2. It was so hot last night that I hardly slept at all.

To bring – to take

1. Bring me those files, please.
2. Will you take the rubbish out when you leave, please?

This also includes very useful exercises in determining the correspondence or inconsistency of statements: “False” or “True”. Students should read the text and determine which sentences are true or false.

Write true (T) or no true (F). “This is how you test the properties of the material. You put the material into the multi-test machine. Then the machine does four tests on it. In the first test, a hammer strikes the material with a 50 kg weight. In the second test, two parts of the jaws pull the material with a weight of 80 kg. In the third test, a heavy weight of 100 kg presses the material down. In the fourth test, two sharp knives scratch the material with weights of 10 and 20 kg».

1. You should test the multi – test machine.
2. The machine does five tests.
3. A hammer strikes the material with a 50 kg weight.
4. In the second test, two knives scratch the material.

These exercises are aimed at forming a critical style of cognitive activity in students. No less important is the formation of students' abilities to express their own evaluative judgments in English as the most important method of developing a critical style in the process of active activity. In this

regard, it is necessary to include in the study of educational material special vocabulary (speech clichés) of an evaluative orientation, for example:

- to my mind – in my opinion...
- in my opinion – in my opinion...
- from the point of view – from the point of view...
- as far as I know – as far as I can judge – as far as I can judge...
- for all I know – as far as I can judge...
- to agree with – to agree with ...
- to be wrong – to be wrong.
- I'll start by saying that – I'll start by saying that ...
- as I see it – in my opinion ...
- I don't think – I don't think ...
- as far as I can see – as far as I understand ...
- on the one hand – on the other hand – on the other hand ...

These language clichés can be used in various types of educational activities: mini-conferences, debates, presentations, role-playing games, which contribute to the formation of various components of the critical style of cognitive activity.

In this case, the scheme of work with students is as follows: presenting the student with language clichés of an evaluative and reflective orientation; exercises for the independent use of these clichés; exercises that offer independent expression to students of their evaluative judgments in mini-conferences, debates, seminars, etc.

Thus, the critical style of cognitive activity of students can be formed among other academic disciplines on the basis of a foreign language as an integral part of the training of students of a technical university.

The formation of a critical style of cognitive activity of students when studying a foreign language involves the mandatory inclusion of students in active activities related to the need to express their own evaluative judgments in English and, in particular, on the material of interdisciplinary content and on the material related to future professional activities.

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**DISTANCE AND BLENDED TECHNOLOGIES
IN TEACHING ENGLISH: ADAPTING METHODS
TO THE DIGITAL ENVIRONMENT**

**ДИСТАНЦІЙНІ ТА ЗМІШАНІ ТЕХНОЛОГІЇ
У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ:
АДАПТАЦІЯ МЕТОДИК ДО ЦИФРОВОГО СЕРЕДОВИЩА**

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Сучасний розвиток інформаційних технологій суттєво трансформував освітній процес, відкриваючи нові можливості для вдосконалення методик навчання та підвищення їхньої ефективності. Зокрема, це позначилося на викладанні англійської мови, сприяючи впровадженню інноваційних підходів, що поєднують традиційні та цифрові засоби навчання. Так, використання дистанційних та змішаних технологій стало важливим аспектом модернізації освіти, забезпечуючи адаптивність та доступність освітнього процесу. Цей процес не лише змінює структуру навчання, але й дає змогу вивести взаємодію між студентами та викладачами на новий рівень.

Доцільно відзначити, що цифрові технології змінюють не тільки педагогічні практики, а й роль викладача та студента в освітньому процесі. Викладачі виконують функцію фасилітаторів, координуючи діяльність студентів та спрямовуючи їх на активне використання цифрових ресурсів. Це дозволяє студентам працювати у власному темпі, використовуючи адаптивні інструменти для самостійного засвоєння матеріалу. Крім того, розвиток цифрової грамотності, який є необхідною умовою для ефективного навчання в сучасному освіт-