



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



Студенттер мен жас ғалымдардың
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студентов и молодых ученых
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THE TEACHING METHODS TO DEVELOP CRITICAL THINKING SKILLS OF LEARNER

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Critical thinking is one of the important skills that should be taught and must be formulated positively by all side or subjects. Critical thinking is defined by The National Council Canada for Excellence in Critical Thinking as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action [1, 99].

The term **critical thinking** is primarily used in the field of education, and not in psychology. **Critical thinking** is viewed by educators as a type of reasoning, and it is seen as one of the ideal outcomes of teaching to students. The importance of the critical thinking in the developing of education in Kazakhstan was clarified in the referential book for enhancing the qualification of teachers that is suggested by The Ministry of Education and Science of the Republic of Kazakhstan. It is identified as critical thinking is a relevant module current main pedagogical conception for increasing learner's and teacher's critical thinking [2, 49].

Critical thinking skill is thinking about one's thinking in a manner designed to organize and clarify, raise the efficiency of, and recognize errors and biases in one's own thinking. Critical thinking is not 'hard' thinking nor is it directed at solving problems (other than 'improving' one's own thinking). Critical thinking is inward-directed with the intent of maximizing the rationality of the thinker. One does not use critical thinking to solve problems - one uses critical thinking to improve one's process of thinking [3, 7].

Having the ability to think critically is an important skill that many people lack. Critical thinking is the best way to solve problems since it requires looking at an issue from several standpoints before reaching a final decision. In history, Socrates preached about the important role that critical thinking plays in an individual's ability to reasonably reflect on an issue and subsequently decide what to do or believe [4,21].

The core critical thinking skills includes observation, interpretation, analysis, inference, evaluation, explanation, and metacognition. According to Reynolds (2011), an individual or group engaged in a strong way of critical thinking gives due consideration to establish for instance:

- Evidence through observation
- Context skills to isolate the problem from context
- Relevant criteria for making the judgment well
- Applicable methods or techniques for forming the judgment
- Applicable theoretical constructs for understanding the problem and the question at hand [3,18].

In addition to possessing strong critical-thinking skills, one must be disposed to engage problems and decisions using those skills. Critical thinking employs not only logic but broad intellectual criteria such as clarity, credibility, accuracy, precision, relevance, depth, breadth, significance, and fairness [4, 55].

Teaching for critical thinking is formulating learner's habits of minds. Habits of mind includes following skills or habits:

1. Observing
2. Analyzing
3. Concluding
4. Interpreting

Critical thinking is dealt usually with the secondary and higher education. But it is possible to formulate and develop critical thinking of young learners from primary schools. For this aim very relevant method is to motivate for paying attention to the evidence from own experience. There can be used a lot of examples from different lifestyles of people from different sides of the world and history [2, 53].

Kazakhstani teacher S Kozykenova believes that applying critical thinking in the language classroom enables and encourages learners to speculate, criticize, and form conclusions about knowledge they already have as well as information they will acquire in the future. To activate and increase critical thinking in their students, language teachers need to devise tasks and activities, and improve their teaching methods and materials to encourage such thinking. Teaching language skills in relation to critical thinking enables learners to differentiate a wide variety of subjective analyses, to develop self-awareness, and to see associations and complexities they might otherwise fail to spot [4, 7].

Kozykenova identifies critical thinking based teaching strategy method is the form of the teaching which involves peculiar strategies of supporting students' intention to study subject, to head to research and individualize creative critical qualities. There are motivational, cognitive and research stages in critical thinking based teaching strategy method. Each stages completed with peculiar tasks individually or pair. In the first stage all learning resources are listened then discussed and written by learners. The understandable life related tasks motivate learners to study. It is considered to use brainstorming, question-answer tasks [4, 8].

In the second stage learners are able to use new learning materials. It can be presented by slide –show. It is suggested to show the videos, films. Students discuss the material and give view of point then communicate interactively with each others, listen followers, come into consideration, criticize each other and prove their ideas [4, 9.]

In research stage learners creatively observe, analyze, generalize research the material then implement this knowledge in playing the games. Different plays and making projects are used to conclude the strategies [4,10].

These strategies towards teachers' skillfully find out correct resources and prepare observed, analyzed tasks beforehand for lesson.

One of the effective approach to critical thinking of learners formulated by dialogue based teaching method. The difference between the dialogue based teaching and interactive-teaching method is that dialogue based teaching method(DBTM) is dealt with having logical and relevant evidences. Alexander J.R finds out critical thinking approach to DBTM is based on entering freely into acceptable communication. There are five forms of dialogues approach to critical thinking:

1. Mechanical remembering dialogue- dialogue form formulates learning by heart the facts and important conceptions and issues through repeating many time.
2. Declamation dialogue - aimed at to make remember previous experience and knowledge and helps finding the answers through giving test or referents.
3. Referential dialogue- to explain or inform the tasks and facts for communication.
4. Discussing dialogue-based on sharing and discussing ideas in communication.
5. Dialogue-is based to accelerate sharing conceptions and principles making questionnaires in mutual relation [2, 54].

Critical thinking approach to DBTM is clarified by giving always alternative opportunities to deep consideration and enhance motivation. Another approach of critical thinking is making relevant evidence. According to Mercer there are existed three form of evidence in the lesson:

1. Discussion talk- learners are competitive so that it is difficult to accept any opinions.
2. Cumulative talk- learners don't criticize each other and value at each other
3. Research talk- there are more suspicion on the evidence and critical thinking

Dialogue pedagogy is defined by the learners' and teachers' exploring knowledge and their mutual interaction [2, 68]y

Reflective thinking (Dewey, 1933) is thought to enhance critical thinking. It is part of the

critical thinking process specifically referring to the processes of analysing and making judgments about what has happened. Learners who think reflectively become aware of and control their learning by actively accessing what they know, what they need to know and how they bridge that gap (Sezer, 2008). Therefore, critical thinking involves a wide range of thinking skills leading towards desirable outcomes and reflective thinking helps to integrate these thinking skills by helping with judgments (Shermis, 1999). An important role of reflective thinking is to act as a means of prompting the thinker during problem solving situations because it provides an opportunity to step back and think of the best strategies to achieve goals (Rudd, 2007). Therefore teachers who are able to use reflective practices will themselves be more attuned to using this strategy to help students think critically (Shermis, 1999) [3, 9].

This approach takes reflection as bending thoughts to incorporate prior experiences and how these experiences could influence the current practices of teachers. This retrospective analysis also includes the ability to self-assess.

Taking all methods into consideration we have found that critical thinking based strategy method effects learner's interpreting data, to appraising evidence and evaluate arguments. While dialogue teaching method toward to gather and marshals pertinent information, to recognize unstated assumption and values, to comprehend and uses language with accuracy, clarity, and discernment. Reconstruct one's patterns of beliefs on the basis of wider experience. Render accurate judgments about specific things and qualities in everyday life. Reflective thinking is dealt with recognizing problems, to find workable means for meeting those problems. Understand the importance of prioritization and order of precedence in problem solving. We have analyzed these methods are collection of student-centered teaching (SCT). Because SCT approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning [4, 99].

Learner-centered teaching focuses on developing critical thinking skills, by intentionally challenging the students to do more than just recall facts and figures. The most common framework used to explain deeper levels of critical thinking is the one developed by Benjamin Bloom, in 1956. The Taxonomy of Educational Objectives described and explored six levels of critical thinking in the cognitive domain. In 2001, this taxonomy was revised by Anderson and Krathwohl, incorporating new knowledge. Essentially, the six levels of critical thinking include:

1.Remembering:-Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

2.Understanding- Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

3.Applying-Carrying out or using a procedure through executing, or implementing.

4.Analyzing:-Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

5.Evaluating: Making judgments based on criteria and standards through checking and critiquing.

6.Creating-Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.[4.99]

Within learner-centered teaching, a major emphasis should be to help students progress in their critical thinking skills. In the first chart(№1) is provided that further describes each level of critical thinking, along with verbs that can be used in assignments, projects, and discussions, along with potential student "products" that will require the use of the various levels of critical thinking.

Using Bloom's Revised Taxonomy to Create Critical Thinking Focused Activities & Assignments

Level & Definition	Actions	Verbs	Potential Student Products
Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	recognizing, listing, describing, identifying, retrieving, naming, locating, finding	draw, identify, locate, label, select, write, outline, list, recite, name, record, state, repeat	quiz, definition, fact, worksheet, test, label, list, workbook, reproduction; events, recordings, dictionary, TV shows, text reading, magazine articles
Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	interpreting, exemplifying, summarizing, inferring, paraphrasing, classifying, comparing, explaining	confirm, explain, convert, infer, discuss, relate, match, describe, estimate, paraphrase, predict	recitation, summary, collection, explanation, show and tell, example, quiz, list, label, outline; analogy, graph, speech, collage, drama, poster, story, photo, cartoon, diagram
Applying: Carrying out or using a procedure through executing, or implementing.	implementing, carrying out, using, executing	apply, modify, build, construct, solve, report, sketch, produce	illustration, simulation, sculpture, demonstration, presentation, interview, performance, diary, journal; diagram, photo, forecast, illustration, list, project, puzzle, cartoon, Powerpoint
Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.	comparing, organizing, deconstructing, attributing, outlining, structuring, integrating	analyze, sort, categorize, investigate, compare, debate, differentiate, examine	survey, database, mobile, abstract, report, graph, spreadsheet, checklist, chart, outline; syllogism, model, conclusion, argument broken down, questionnaire
Evaluating: Making judgments based on criteria and standards through checking and critiquing.	checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring	solve, critique, criticize, appraise, assess, conclude, justify, judge	debate, panel, report, evaluation, investigation, verdict, conclusion, persuasive speech; editorial, conclusion, valuing, self-evaluation, group discussion, recommendation, court trial, survey
Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.	designing, constructing, planning, producing, inventing, devising, making	combine, compose, design, generate, invent, plan, formulate, originate, devise, revise, hypothesize	film / video, story, project, plan, new game, song, media product, advertisement, painting; poem, play, article, book, invention, experiment, cartoon, set of rules, principles or standards

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PHONOSTYLISTIC DESIGN OF SPANISH FOLK RIDDLE

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Riddles are miniature artistic masterpiece of folk. Various stylistic facilities search for realization in their structure, and euphonical devices are not an exception. A rhyme, consonance, alliteration and assonance, belong to euphonical devices that are important expressive devices and assist firmness and brevity of riddle.

The location of the stressed and unstressed syllables is basis of classic division of poetic language on sizes. A rhyme is begun with last vowel and can consist of one or two syllables. In modern Spanish linguistics traditionally distinguish a rhyme with two compositions, that is named a woman, and with one composition – masculine.

Woman rhyme : *Tengo of una manta | que no la puedo ortar; | tengo una plata | que no la puedo contar; | tengo un queso | que no lo puedo partir {El of cielo, las estrellas y la luna}.*

Masculine rhyme : *Mantel of tendido, | monte regado, | y un queso en la mitd {El of cielo, las estrellas y la luna}.*

The metrical analysis of Spanish folk riddles gives to us possibility to distinguish the mostly used strophes in texts of riddles: from four to eleven:

a) quartette:

- assonance: *En of cada mes me renuevo | y no abandono mi senda | aunque me ladren los perros | y me canten los poetas {La of luna};*

- consonance: *Por of fuera soy espinoso | tengo adentro un pepita | para ponerme sabroso | me cuecen en una ollita {El of chayote};*

b) three strophe verse: *La of tonta of Clara of va andando | con el pico va picando | con la cola va enredando {La of aguja};*

c) two strophe verse: *Traca que traca | tras la petaca {El ratón};*

d) eight octave nine strophe verse: *Verde of como lorobravo como toro {El of chile};*

e) octosyllabic: *Un Juandelito ddelgao | con espinazo quebrao {La of escopeta};*

f) two strophe verse with shake rhythm: *Camina tras tras | y él se va quedando atrás {El camino};*

g) two nine strophe couplets: *Caballito of de banda en banda | que ni come ni bebe ni anda {El of puente};*

h) one strophe verse: *Tú acá yyoallá {Latoalla}.*

The most analysed riddles have a correct rhyme, sometimes free rhyme and some quite without a rhyme. It is not necessary to forget about double, final, high, consonant and others:

a) alternated rhyme, paired and unpaired rhyme in a line:

Mi madre es tartamuda

—

Mi padre es cantador

a