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1. Залеская Е.Н., Чиркина А.А., Горстуква Ю.С. Анализ успеваемости студентов факультета математики и информационных технологий в зависимости от результатов ЦТ и среднего балла аттестата. – Наука – образованию, производству, экономике: материалы 74-й Региональной научно-практической конференции преподавателей, научных сотрудников и аспирантов, Витебск, 18 февраля 2022 г. – Витебск : ВГУ имени П. М. Машерова, 2022. – С. 457-459. URL: <https://rep.vsu.by/handle/123456789/31776> (дата обращения 01.02. 2023).

## **CRITICAL THINKING DEVELOPMENT IN FUTURE TEACHERS OF A FOREIGN LANGUAGE WHILE WORKING WITH AUDIO TEXT IN A FOREIGN LANGUAGE CLASS**

*L. V. Kazhekina*

*Vitebsk, VSU named after P.M. Masherov*

The problem of meeting the needs of society in highly qualified specialists is quite acute all over the world, and the Republic of Belarus is no exception. The attention of scientists, methodologists, teachers of secondary and higher schools is attracted by the idea of developing critical thinking due to the lack of independence, social orientation of the thinking of the younger generation. The purpose of this article is to offer methods for critical thinking development among students when teaching them listening comprehension skills in the academic discipline "Foreign Language" within the framework of 3 phases of the critical thinking development: challenge, realization of meaning and reflection.

**Material and methods.** The material applied is the work of scientists, methodologists, and teachers devoted to the problems of the critical thinking formation and development while working with textual material in foreign language classes.

The work uses general scientific methods of theoretical research (method of analysis, synthesis, comparison, generalization, method of induction).

**Results and their discussion.** According to the works of modern educators and psychologists, critical thinking is defined as “reasonable, reflexive” thinking (J.A. Braus, D. Wood), which allows you to reason objectively, act logically in accordance with common sense, and makes it possible to look at things from different points of view, to come to new possibilities of solving the problem.

In our opinion, the important professional qualities that a teacher must constantly demonstrate to his student are: the ability to learn, readiness for changes and challenges, the ability for non-standard work actions, responsibility and independent decision-making.

Therefore, for classes in the academic discipline "Foreign Language" it is necessary to create conditions for the formation of a personality capable of independently acquiring the necessary knowledge, skillfully applying them in practice to solve problems, generating new ideas, thinking creatively, competently

working with information, formulating reasoned conclusions and solving new problems based on all mentioned above conclusions.

In order to teach students to think critically when developing their listening skills, it is proposed to use the technology of developing critical thinking, in which work with a foreign language audio text is carried out in 3 stages: the challenge phase, the meaning realization phase, the reflection phase. These phases correspond to the traditional stages of learning to listen: before listening, during listening and after listening. Let's consider them in more detail.

During the challenge phase, the actualization and analysis of the students' knowledge on the topic under study, the motivation of students, and the structuring of the process of further study of the material take place. To achieve the set goals, the following techniques are used: "KWF table", "thin and thick questions", "keywords", "prediction tree".

"Table-KWF" (I know - I want to know - I found out). Students individually or in pairs record everything they know about the topic of the audio text and formulate questions to which they would like to receive answers during listening. After listening, the heard information is correlated with what they had at the beginning of the lesson.

"Thin and Thick Questions". Students are invited to formulate questions to the content of the audio text in the form of "thin" and "thick" questions. Next, the teacher writes a series of questions on the board and asks students to try to answer them, arguing their assumptions. In the course of working with the table, questions are written in the left column that require a simple one-word answer - "thin". The right column contains questions that require a, detailed answer; or questions that they themselves cannot answer yet, but would like to find answers to them - "thick".

"Keywords". The teacher selects 4-5 key words or phrases from the text and writes them on the board. Students in the course of individual, pair or group work make a brief interpretation of these terms, arrange them in a certain sequence and make up a story using them. Then, at the stage of reflection, they look for confirmation of their assumptions, expanding the material.

"Tree of Predictions" This technique helps to make assumptions about the development of the storyline. The trunk of the tree is a theme, the branches are assumptions, the leaves are the rationale for these assumptions, arguments in favor of one or another opinion.

The phase of understanding the content contains the search for strategies for solving the problem, theoretical and practical work. While listening to the audio text, students receive new information, comprehend it, correlate new information with their own knowledge.

The authors of the pedagogical technology for the critical thinking development note that in the process of the semantic stage implementation, the main task is to maintain the activity of students, their interest and the inertia of

movement created during the challenge phase. To do this, in the classroom, you can use the following techniques: "insert", "diary", "Bloom's chamomile"

"Insert". During listening, students fill out a table with such column headers as "already knew", "new", "thought differently", "it is not clear, there are questions". After listening to the audio text, a discussion of the completed tables takes place.

"A diary". This technique allows students to link the content of the text with their personal experience. On the left side of the double diary, they write down those moments from the audio text that made the greatest impression on them, evoked some memories, associations, puzzled them, caused protest or, conversely, delight, surprise. On the right, they should comment on what made them write down that particular quote.

"Bloom's Chamomile". This technique helps develop skills in answering different types of questions. Answering simple questions, you need to name some facts, remember and reproduce certain information. The purpose of clarifying questions is to give the person opportunities for feedback on what they have just said. Interpretive (explanatory) questions usually begin with the word "Why?". Creative questions contain the particle "would", elements of convention, assumption, forecast. Evaluation questions are aimed at clarifying the criteria for evaluating certain events, phenomena, facts. Practical issues are a link between a theoretically existing problem and options for solving it in life.

During the phase of reflection, the student forms a personal attitude to what he heard and fixes it either with the help of his own text or his position in the discussion. At this stage, new ideas and information are expressed in one's own words, a holistic understanding and generalization of the information received on the basis of an exchange of opinions between students with each other and the teacher, the development of one's own attitude to the material being studied and its repeated problematization (new "challenge"). After listening to the text, the teacher offers students the following techniques: "writing poetry", writing in a circle, essay. Writing helps develop students' creative and reflective writing skills. When a verse assignment is offered, it is necessary to choose its type and explain the structure of the verse to the students.

**Conclusion.** Having considered some techniques for the development of critical thinking among students when teaching them to listen in a foreign language class, we can conclude that these techniques are able to form the skills of working with various types of information, interpreting and evaluating an information message among future foreign language teachers. Students learn to identify contradictions in the text and the types of structures present in it, to argue their point of view, relying not only on logic, but also on the interlocutor's ideas.

Critically thinking students are able to accept the multipolarity of the world around them, the possibility of coexistence of various points of view, which instills tolerance in them, they are able to work in a team, they are able to abandon prejudices.

Thus, the use of elements of critical thinking technology in teaching a foreign language makes it possible to solve a variety of educational, upbringing and developmental tasks. Participation in various activities in the classroom at the university will prepare them for the implementation of their own future pedagogical activities, in accordance with essential requirements for a teacher.

1. Bobyleva, L. I. Obuchenie aspektam anglijskogo jazyka (fonetike, leksike, grammatike) : metod. rekomendacii / L. I. Bobyleva. – Vitebsk : VGU imeni P. M. Masherova, 2019. – 42. (In Rus.) URL: <https://rep.vsu.by/handle/123456789/17974> (date of application: 01.02.2023).

## РАЗВИТИЕ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ НА ВИТЕБЩИНЕ (КОНЕЦ XIX – НАЧАЛО XX В.)

*Е.В. Корытько*  
*Витебск, ВГУ имени П.М. Машерова*

Изучение развития педагогического образования является одним из важных направлений современных историко-педагогических исследований. Сегодня историческая и историко-педагогическая наука располагает достаточным количеством работ, освещающих вопросы развития педагогического образования в Витебском регионе: Е.Н. Бусел [1], И.В. Денисова [2], А.В. Несчастливый [3], Н.А. Ракова [4], А.П. Солодков [5], В.В. Тетерина [6] и др. Тем не менее, особенности развития педагогического образования на Витебщине в период конца XIX – начала XX веков изучены недостаточно. Подобное исследование представляет несомненный интерес для формирования целостного представления данной темы.

Цель статьи – выявление особенностей развития педагогического образования на Витебщине (кон. XIX – нач. XX вв.).

**Материал и методы.** Материалом для исследования явилась научная литература по заявленной проблематике, представленная работами современных белорусских исследователей. Реализованы следующие методы исследования: анализ и обобщение научной литературы по вопросам развития педагогического образования на Витебщине указанного периода.

**Результаты и их обсуждение.** В начале XX века город Витебск был центром Витебской губернии, входившей в состав «Западного края». Кроме того в состав Витебской губернии входила почти вся территория нынешней Витебской области, за исключением некоторых районов. Количество жителей в губернии превышало один миллион.

Несмотря на такую большую территорию и огромное количество населения Витебская губерния не имела высшего учебного заведения. Желающие получить высшее образования вынуждены были уезжать за пределы своего края. Ближайшим таким местом был город Вильно, на территории которого было размещено два учительских института (русский и еврейский).