

由此可见，孔子学院的建设任重而道远，但可以肯定的是，孔子学院在俄罗斯的建设，必将推进中俄友谊，增进中俄人民相互了解和认识，进一步巩固加深中俄战略协作伙伴关系。在孔子学院的整个建设过程中，只有通过创新手段，不断解决发展中出现的问题，不断改善办学效果，结合汉语学习的地域需求和不同国情，扩大孔子学院在海外的可持续发展的空间，才能将汉语文化推向世界。

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Приемы и стратегии технологии развития критического мышления

Techniques and strategies of developing critical thinking

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Аннотация В статье обосновывается необходимость внедрения в образовательный процесс высших учебных заведений инновационной технологии развития навыков критического мышления и рассматриваются приемы и стратегии, способствующие оптимизации учебного процесса, развитию творческих способностей и воспитанию активной, самостоятельной личности.

Ключевые слова критическое мышление; навыки критического мышления; метод анализа конкретных ситуаций; таксономия вопросов; доводы «за» и «против»; дискуссия.

Summary The article substantiates the necessity to introduce the innovative technique of developing critical thinking skills in a higher educational institution. Different types of classroom interaction that help to optimize learning process, promote students' creativity, initiative and independence are described.

Key words critical thinking; critical thinking skills; the case interrupted method; a negotiation model; pro and con grids; questioning tactics; a Socratic questioning.

Through technology the amount of information available today is massive. This information is likely to continue in the future. Therefore, students need a guide to weed through the information and not just passively accept it. On the other hand, university and school graduates have to meet changing employment demands as modern society faces new challenges. So they need a composition of skills and attitudes that will enable them to blend in the job market. As H. Oliver and R. Utermohlen claimed, students need to develop and effectively apply critical thinking skills to their academic studies, to the complex problems that they will face, and to the critical choices they will be forced to make as a result of the information explosion and other rapid technological changes [10].

It is the responsibility of teachers and educators to understand the components of this set of skills and focus on them in order to guarantee effective education. Critical thinking skills should be given priority as they create a meaningful learning process and help students succeed in an academic environment and everyday life.

The concept of critical thinking is not a new one. The word «critical» derives from two Greek roots: «kritos» (meaning discerning judgment) and «kriterion» (meaning standards). Etymologically, then, the word implies the development of «discerning judgement based on standards».

Webster's New World Dictionary defines «critical thinking» as «characterized by careful analysis and judgement». It is followed by the gloss «critical – in its strictest sense – implies an attempt at objective judgement so as to determine both merits and faults».

Cambridge Advanced Learner`s Dictionary describes critical thinking as «the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you».

However, educational theorists from different disciplines consider the content of thinking as a human characteristic and the kinds of cognitive skills that can be developed during the course of a life time. They view critical thinking as a combination of either abilities and dispositions.

Recently researchers have begun to investigate the relationship between the disposition to think critically and critical thinking skills. John Dewey, the American philosopher, psychologist and educator, who is regarded as the father of the modern critical thinking tradition, believed that possession of knowledge does not guarantee the ability to think well but an individual must desire to think. One needs open mindedness, wholeheartedness and responsibility to develop the habit of thinking [4].

Educational theorists agree that the student`s disposition to think critically is a major factor. So students should be encouraged to be inquisitive, ask questions and not believe everything they are told. As pointed out by G. Loving, J. Wilson and J. Oermann, thought develops with practice and evaluation over time using multiple strategies [7; 9].

There are a few questioning techniques to provide training for those students who do not possess the thinking skills to analyze and synthesize information. Questions should be designed to promote evaluation and synthesis of facts and concepts. Depending on how a question is asked, a student may use various critical thinking skills such as interpretation, analysis and recognition of assumptions to form a conclusion.

B.S. Bloom, J.L. Craig, M. Duke, J. Mills, G. Page, N.B. Phillips have found that effective teachers asked more higher-level cognitive questions than lower-level questions. Higher-level thinking questions start or end with words such as «explain», «compare», «why», «which is the solution of the problem»,

«what is the best and why», «do you agree or disagree with this statement». Due to them students can be challenged at different levels of cognition.

Another type of questioning technique is Socratic questioning. R.W. Paul and P. Heaslip define it as a type of questioning that deeply probes or explores the meaning, justification, or logical strength of a claim, position or line of reasoning [11]. Questions are asked that investigate assumptions, viewpoints, consequences and evidence. The focus is clarification. A student's answer to a question can be followed by asking a fellow student to summarize the previous answer. Summarizing the information allows the student to demonstrate whether he or she was listening, had digested the information and understood it enough to put it into his or her own words.

Avoiding questions with one set answer allows for different viewpoints and encourages students to compare problems and approaches. Asking students to explain how the high school and the university field experiences are similar and different is an example. There is no right or wrong answer because the answers depend upon the individual student's experiences. Regardless of the answer, the student must think critically about the topic to form a conclusion how the field experiences are different and similar [9].

Classroom discussion and debates can also promote critical thinking. Various techniques are available. D.A. Bernstein [1] developed a negotiation model for thinking about controversial issues. It is based on the method described by Fisher's and Ury's book «Getting to «Yes». A negotiation model gives students a framework for managing conflicts. Students analyze and evaluate competing arguments on an issue, e.g. «Is intelligence determined primarily by inheritance or experience»? Then students have discussions about arguments themselves and about the general issues. Then they are asked to write a paper in which they choose and defend one of several alternative public policies. Students are challenged to deal with the tension between two arguments. This tension is believed to be one component driving critical thought.

Another strategy to promote students to search for at least two sides to an issue is pro and con grids. Students make a list of advantages and disadvantages of any issue. It can be used in any discipline: students evaluate the pros and cons of a procedure, technique, conclusion, action of a fictional character, political decision, etc. This can be facilitated as an individual exercise or in groups and considered as the basis for a debate.

The interrupted case method is an active learning strategy that has great potential for the development of critical thinking skills. A teacher gives students who work in groups a problem faced by professionals or experts. Students work for fifteen minutes and report their ideas. Then the teacher provides some additional information about the problem saying that experts who struggled with the problem decided to do it in a certain way. The teacher tells about additional difficulties and asks students to brainstorm solutions. Again, they report after discussions. Then, perhaps the teacher provides additional data for their interpretation. Students consult with their teammates and report out. Again, the teacher gives them the interpretation offered by the original authors. And so on. The interrupted case method is designed to enhance understanding of core concepts of the course as well as to encourage critical thinking. In using cases, students become active. It is learning by doing. Cases provide students with the opportunity to exercise decision making, whether individually or in a team format [6].

It is clearly seen, that developing critical thinking skills is a good investment for society as a whole. To live successfully in a democracy, people must be able to think critically in order to make sound decisions about personal and civic affairs. If students learn to think critically, they can use good thinking as the guide by which they live their lives.

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