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UNDERSTANDING THE RESULTS OF PRACTICAL EXPERIENCE FOR DEVELOPMENT OF STUDENTS' ABILITY TO REASONED DELIBERATION

The article indicates the relevance of the development of students' ability to reasoned deliberation as an integral component of critical thinking. The authors designate and make an attempt to understand some of the problematic aspects of the development process in students' ability to reasonably deliberate. It is based on the analysis of the researchers' existing practical expertise. In particular, the article points out that argumentation skills do not arise automatically under the influence of the learning process, but need targeted shaping and training. It is also noted that in the process of socialization, a person can involuntarily acquire irrational ideas, which impede the formation of reasoning skills and contribute to the emergence of such negative phenomena as «naive rationalism» and «cognitive dissonance». At the same time, the authors designate the development of educational programs based on the principles of rational-emotional behavioral therapy as one of the advanced trends aimed to correct development of argumentation skills and containment of irrational beliefs.

Keywords: critical thinking, reasoned deliberation skills.

Introduction

In the address of the first president of the Republic of Kazakhstan N.Nazarbayev to the people of Kazakhstan «The Third Modernization of Kazakhstan: Global Competitiveness» it is claimed: «First of all, the role of the education system should be changed. Our task is to make education the center of a new model of economic growth. Education programs should be aimed at developing critical

thinking abilities and independent retrieval of information» [1]. It is worth to emphasize that it is not the first time that N. Nazarbayev pays attention to the need to develop critical thinking among students. The first time he called for this was in his address to the People of Kazakhstan «Kazakhstan's Way – 2050: Common Goal, Common Interests, Common Future» in 2012. In the period from 2013 to 2015, we conducted a research project on the topic «Innovative cognitive-behavioral and rational technologies of personal development», in which we studied some aspects of the development of critical thinking of pedagogical university students. To be more precise, we focused our attention on the development of such an integral aspect of critical thinking as reasoned deliberation. We explain the choice of the subject of our research by taking into account the whole pluralism of opinions of various researchers regarding the concept of «critical thinking», most of them «are united by the fact that a critically thinking person should be guided by logic and be able to reasonably deliberate» [2]. In general, the results of the experimental work carried out by us allowed to conclude that the development of the ability for reasoned deliberation can be successful if the students have a positive attitude to the development of this ability, the students will be given the relevant knowledge. They should also be taught to prepare independent performances in the style of reasoned deliberation. The results of our research work were implemented in the educational process of Pavlodar State Pedagogical University and have still been used. It is worth noting that over the past three years we have gained a certain practical experience in the organization of the process for development of students' ability to reasonably deliberate. Thus, within the framework of this work, we set a goal – to share our experience with readers, as well as to try to comprehend it in order to further optimize educational work for the benefit of educational development.

Materials and methods

The work used both the main and auxiliary types of pedagogical research. Among them: observation, analysis of documents and products of activity, argumentation, survey, generalization, comparison and systematization.

So, as evidenced in practice, the formation of a positive attitude to the development of the ability to reasonably deliberate, as well as the theoretical assimilation of the foundations of reasoned deliberation, most commonly, does not cause serious difficulties for students. In general, after the teacher has provided a motivating and stimulating effect, students willingly and sincerely agree that the ability to reasonably deliberate is very relevant to the modern person, they show sufficient cause for their point of view and even provide life examples. The theoretical mastering of the basics of reasoned deliberation is also quite successful. We can see that by looking at the data of diagnostics carried out using didactic

tests. Its purpose is to identify the level of assimilation of theoretical material. Some difficulties begin to arise when the acquired knowledge is to be put into practice, i. e. to prepare independent works in the style of reasoned deliberation. In our opinion, sometimes difficulties occur because the topics for reasoned deliberation are chosen in such a way that it is almost impossible for a student to find a source with the only correct and generally accepted conclusion as the topics are selected from a wide range of social issues that currently do not have a common convention. This, as we are convinced, stimulates students' cognitive and independent research activity, and also contributes to the development of a value-semantic evaluation of social reality phenomena, i. e., it has an educational effect on students. It should be noted that we are not the only ones who have that kind of approach to the choice of methods for developing students' reasoned deliberation. Such researchers as B. A. Beisenbayeva, G. T. Smagulova and Z. A. Kaskataeva write: «Using exercises to train a reasoned statement increases the effectiveness of classes, their nurturing role. The introduction of elements of the competition, the discussion of the topical for this audience problems increase the interest of the classes. Involving young people in analyzing the most important issues of the ideological struggle, the life of society in the period of globalization and reforming of Kazakhstan, the problems of art and education contributes to their citizenship, integrity, active life position. Students should have a problem at the lesson to solve, and in the process of finding the solution they express different points of view» [3, p. 251]. And here it is necessary to emphasize that the stage of practical implementation is extremely important and vital for the whole process of preparing students, because it should solve the problem of the lack of focus on «development of practical skills» [4] when training students at universities.

As experience has shown, at the stage of the practical implementation of basic reasoned deliberation knowledge in the form of an independent presentation, sometimes difficulties arise due to the fact that the students' presentation can be formal, superficial, weakly reasoned, and comes down mainly to an appeal to «common sense». It is worth pointing out that other researchers face a similar problem. Also, B. A. Beisenbaeva, G. T. Smagulova and Zh. A. Kaskataeva note: «the experience of teaching <...> at university even at the senior stage of education shows that often students are unable to consistently and convincingly argue their point of view, replace the logic of reasoning with unsubstantiated statements, emotional statements. This fact leads to the conclusion that argumentation skills reflect the degree of development of logical thinking and need painstaking training» [3, p. 250]. And this is true, since skills are not formed on their own, but only «through exercise.<...> In the course of the subsequent training, including the solution of tasks in new conditions, the transformation of skill into habit is

achieved, with the subsequent regulatory and indicative basis of the action taking place, and the action itself is performed correctly without direct correlation with the rule (knowledge) [5].

After students begin to carry out them more efficiently, as they gain experience in preparing reasoned deliberation, normally, other problematic aspects of this type of activity begin to appear:

– prejudgement. It is the construction of reasoning in such a way, when the conclusion is uncritically supported, to which the student in advance, even before drawing up reasoned deliberation, subjectively preferred. Consciously or not, students, sometimes, adjust or select information that is in favor of their personal, subjective beliefs and preferences;

– refusal of public speaking. It is unwillingness to publicly, in front of the audience, to voice the conclusion and arguments.

Basically, we suggest that the second problem is a consequence of the first. But first things first. Let's start with the search for the causes of bias, which is subjective propaganda of any beliefs, instead of a critical, reasoned outlook on reality.

In our work, we agree with Soviet psychologist A.N. Leontiev, who stated: «unlike the being of society, the being of the individual is not «self-speaking». That means that an individual does not have his own language, he does not develop his own meanings; his awareness of the phenomena of reality can only occur through the «ready-made» meanings acquired from the outside - knowledge, concepts, views that he receives in communication, in one form or another of individual and mass communication. This creates the possibility of introducing into his consciousness distorted or fantastic ideas, including those that have no basis in his real, practical life experience» [6]. This statement is confirmed by modern researchers. K. Stanovich, one of the largest experts in development psychology and applied cognitive science, notes: «We are used to believe that: 1) we acquire mental programs consciously and 2) this acquisition is made in the name of our interests» [7, p. 189–190]. At the same time, the author points out, that this statement is incorrect because sometimes we acquire programs involuntarily [7, p. 190]. K. Stanovich also emphasizes that beliefs can be spread even when they are false or harmful [7, p. 191]. Thus, a person uncritically adopts wrong beliefs and views, and, he is usually sure that he is right and all other «normal» people share his views on life, and those who do not share his views are wrong. The social psychologist Lee Ross calls this phenomenon «naive rationalism» – this is an unshakable conviction that we clearly perceive objects and phenomena as they are [8, p. 56]. Carol Tevris and Elliot Aronson point out: «Naive realism creates a logical labyrinth because it includes two things: first -people, who are

objective and honest, must agree with a reasonable opinion, and second - any my opinion is reasonable, otherwise, I would not adhere to it [8, p. 56-57]. So, when the teacher discovers bias during the student's speech and points out this to the speaker, unfortunately, not all students take these comments constructively. As noted by U. Paul: «People are naturally and spontaneously identify themselves with their beliefs and perceive disagreement as personal criticism. The defensive position resulting from this makes it difficult to empathize or stand on the other's position» [9]. In this regard, some students have the so-called «cognitive dissonance», that is a negative experience arises due to the fact that their ideas about themselves and the situation they are involved in do not coincide. Students think «I'm smart, but failed!», then they simply prefer to lose interest in what they are learning: «I could do it if I wanted to, but I don't want to» [8, p. 269]. It is exactly that circumstance that leads to the situation when some students refuse to speak. When such students subsequently enter adulthood, they often avoid taking responsibility for decision-making, since they believe that if they make a mistake, they will be perceived by others as fools. Of course, such a position is irrational, because the one who makes no mistakes does not usually make anything. After all, it is important to recognize, as W. Paul wrote, that: «making mistakes is an important part of learning and it is much better for students to make their own mistakes than to imitate the thinking of a text or teacher» [9]. At the same time, Carol Tevris and Elliot Aronson note: «When confidence and conviction are not mitigated by modesty, by acknowledging that we make mistakes, people cross the line that separates healthy self-confidence from arrogance» [8, p. 263].

Conclusion

Thus, the question of minimizing the possibility of appearance of such negative phenomena is becoming urgent. So, according to Richard Layard, one of the promising trends designed to combat irrational views is the development of educational programs aimed at developing emotional and social skills based on the principles of rational emotional behavior therapy (hereinafter REBT), and focused on the development of realistic optimism [10]. It is worth noting that the author of the REBP is Albert Ellis, a well-known American psychologist and cognitive therapist. Ellis is the author of many research works, some of which are translated into Russian and available to the reader, also as electronic resources. Without dwelling in detail on the works of A. Ellis, we only note that the essence of his method of combating the irrational beliefs of a person is that they must be investigated and disproved by means of scientific thinking. This fits well with our approach to the development of students' ability to both reasoned deliberation in particular and critical thinking in general.

It is obvious that the scenario we described for the occurrence of difficulties in the development of students' ability to reasonably argue is not invariant and the only possible. Nevertheless, in most cases it was precisely these difficulties that we encountered when working with students in this area. Thus, we hope that the practical experience described by us and the organization of the development process for students with the ability to reasonably argue can be useful to all those who are looking for ways to successfully develop various aspects of critical thinking in students.

In conclusion, we would like to point out our agreement with the point of view of such researchers on the problem of the development of critical thinking as S. A. Kassenova and S. K. Oshakbaeva, who note that it is impossible to just remember or memorize critical thinking. It can be learned gradually, with practice [11].

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В. К. Омарова¹, Д. П. Мучкин², А. М. Даурбеков³, А. Б. Рахимжанова⁴

Студенттердің дәлелді ойлау қабілетін дамыту бойынша практикалық тәжірибе нәтижелерін түсіну

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Осмысление результатов практического опыта по развитию у студентов способности к аргументированному рассуждению

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Мақалада студенттердің сыниойлаудыңа жырамас компоненті ретінде дәлелді ойлау қабілетін дамыту өзектілігі көрсетілген. Авторлар қолда бар практикалық тәжірибені талдау негізінде студенттердің даму процесінің кейбір проблемалық аспектілерін дәлелді талқылау қабілетін ұғынуға әрекеттеді. Атап айтқанда, мақалада дәлелдеу дағдысының оқу процесінің әсерінен автоматты түрде пайда болмайтындығы, ал мақсатты қалыптастыру мен жаттығуды қажет ететіндігі көрсетіледі. Сондай-ақ, әлеуметтендіру процесінде адами рационалдық идеяларды өз кезегінде дәлелді пайымдаудың дұрыс дағдыларын қалыптастыруға кедергі келтіретін және «наивті рационализм» және «когнитивті диссонанс» сияқты жағымсыз феномендердің пайда болуына ықпал ететін еркін меңгере алады. Сонымен қатар, дәлелдеу және иррационалды көзқараспен күрес дағдыларын дұрыс дамытуға бағытталған перспективалы үрдістердің бірі ретінде авторлар рационалды-эмоционалдық мінез-құлық терапиясының қағидаларына негізделген білім беру бағдарламаларын әзірлеуді білдіреді.

Кілтті сөздер: сыни тұрғыдан ойлау, ой қорыту дағдылары.

В статье обозначена актуальность развития у студентов способности к аргументированному рассуждению как неотъемлемому компоненту критического мышления. Авторы, на основе анализа имеющегося практического опыта, обозначают и предпринимают попытку осмысления некоторых проблемных аспектов процесса развития у студентов способности аргументировано рассуждать. В частности, в статье указывается на то, что навыки аргументирования не возникают автоматически под влиянием учебного процесса, а нуждаются в целенаправленном формировании и тренировке. Также отмечается то, что в процессе социализации человек может произвольно усваивать иррациональные идеи,

которые, в свою очередь, препятствуют формированию корректных навыков аргументированного рассуждения и способствуют возникновению таких негативных феноменов как «наивный рационализм» и «когнитивный диссонанс». В то же время, в качестве одной из перспективных тенденций, направленных на корректное развитие навыков аргументации и борьбы с иррациональными воззрениями, авторы обозначают разработку образовательных программ, основанных на принципах рационально-эмоциональной поведенческой терапии.

Ключевые слова: критическое мышление, навыки аргументированного рассуждения.

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