Research Paper

THE FEATURES OF CRITICAL THINKING IN IMPROVING STUDENTS' INTERCULTURAL COMPETENCE

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ABSTRACT The article reveals the widespread usage teaching technology in critical thinking in foreign language classes contributes to the development of intercultural competence of students. Solving educational tasks on the application of the theory of intercultural communication in imaginary situations of intercultural communication contributed to the development of skills in analysis, logical and critical thinking, creative imagination, as well as the gradual development of intercultural competence of students.

KEYWORDS :intercultural competence, culture, English, students, critical

INTRODUCTION

Learning foreign language is aimed at learning a different culture and understanding a different outlook, awareness of one's own sociocultural identity [10,264]. University students are still at the age when their views and values can be revised. In the process of observation and reflection over the aspects of the studied culture through language practice, students acquire intercultural competence [7,277; 10,264]. Mastering the methods of intercultural communication in foreign language classes at the university leads to the development of intercultural competence of students.

An intercultural approach to teaching a foreign language involves taking into account the dialogue of cultures. Intercultural competence is an awareness of the contrast of different cultures, as well as finding your place between these crops [8]. Intercultural competence implies knowledge of multiculturalism in the world; striving for conflict-free communication with people of another culture; reaching a compromise in the process of intercultural interaction; the presence of self-esteem, as well as effective communication with representatives of other cultures [3,182]. Discussion on any aspect of culture is an effective way of learning about culture in a foreign language, especially if it is carried out in a pair and group work. Development of intercultural competence, speech skills and skills intercultural communication takes place through a discussion, critical thinking tasks on various cultural topics, therefore, the technology of learning in collaboration, variants of which are the techniques "training in a team", "learning together" and "saw" serve effective tools for the development of intercultural competence of students. They discover new knowledge, together with critical thinking, modeling reality [4,115].

Management of the learning process with critical thinking activities includes setting a common goal and specific tasks, management of student activities (alternation of different types of activities, monitoring the relationship of team members with each other), tracking the progress of knowledge, assessing the work of the team and its individual members that how they find solution for critical thinking position [9,280].

The aim of the study was to determine effectiveness of teaching technology implementation in critical thinking for the development of intercultural competence of students in English classes language by assessing the dynamics of its development. Intercultural competence of students at the beginning and at the end of the experiment was determined using version of the questionnaire of intercultural development M. Bennett - M. Hammer [5,688], consisting of

50 statements, for which, in accordance with the Likert scale, it is necessary to give answer, determine the degree of agreement. The stage values correspond to the following values: denial (55–69.9), protection (70–84.9), minimization (85–

114.9), acceptance (115–129.9), adaptation (130-145). Students' responses to the questionnaire statements made to assess their stage of intercultural development from monocultural orientation to intercultural thinking in the following range: denial, protection, minimization, acceptance, adaptation.

The results of the effectiveness of the implementation of training technology in critical thinking were identified during the experiment on the use of techniques "Saw", "Learning Together", "Teaching in a Team" in English classes. The use of the teaching technique in critical thinking "Saw" was aimed at ensuring that students not only master ready-made knowledge, but produce it. When performing the task "A business trip to English-speaking countries" were compiled in three teams, each of which has students with different levels of language proficiency, collecting information on the Internet about traditions and customs, everyday and business etiquette, national cuisine of Great Britain, USA and Australia. The "Experts" is meeting with "experts" from other teams exchanged information about countries, transmitting it later to all members of team. This work contributed to the development of skills in analysis, knowledge of searching information, the skills of written and oral monologue. The Purpose of "Learning Together" and "Scenario of visiting London" is a developing skill of reflecting on cultural differences and modeling their behavior in accordance with the norms of another culture. Five students of each group read information about the history of the city and its cultural life.

When drawing up a program of stay in London, students were tasked to apply knowledge gained on the topics "Theory of intercultural communication". "British National character", "The features of English etiquette" are for future successful communication with the British people. The critical and logical thinking activities have contributed to the development of creative imagination, logical thinking and oral dialogical speech. To develop writing skills, the method "Training in a team" is implemented. Writing down tips from a Japanese company about how to do business with American companies, students are described possible problems with doing business with Americans; explained the ways of concluding contracts, making decisions, negotiation style. An exchange of views took place between the two students. Further, they unite with the other two students, additional points of view.

Four people of group discuss the information with another group of four. As a result, the synthesis of knowledge was written by the students. This form of teaching contributed to the development of logical and critical thinking. Using their knowledge of the theory of intercultural communication and intercultural negotiations can find practical application: Japanese businessmen conduct successfully business in a society with a culture that very different from their own, students became aware of the need for a fair attitude towards others, as well as compromise and cooperation in resolving disputable situations. Critical thinking is built on the principle of self-government, then it is assessed by the teacher. By the end of the experiment, differences are noticeable between the control and

experimental in critical thinking position.

For improving intercultural competence of students, let's work with text, we use the techniques method of critical thinking. Reception "Insert" is traditional form of working with text that includes three stages: challenge, comprehension, reflection. In the traditional method of teaching a foreign language - the pre-text stage, the stage of working on the text and the post-text stage and related tricks: read the title and tell me what the text will be about, the statement is true or false, correlate, arrange the events in order, answer to questions, etc. The "insert" technique is aimed at identifying the sides of the object under discussion, highlighting the main features of studied material, generalization of knowledge; mobilizes speech-thinking activity of students.

Consider the application of this technique, let's use the example text "The Notting Hill Carnival" [3,182] on the theme "Parties and celebration".

The first stage of work is a challenge.

1. Picture of the carnival. We discuss what is shown.

Students' answers: festival, carnival, holiday.

What's the purpose of an event?

Student answer: to spend time well, keeping up the tradition, habit. Where does it take place?

Student answer: Brazil, Rio de Janeiro, Africa. We discuss the students' answers in a group.

2. This carnival is The Notting Hill Carnival. We continue to analyze the assumptions.
3. Now that the name of the carnival is known, everyone thinks for two or three minutes and writes notebook, everything that pops up in memory when it sounds

"The Notting Hill Carnival". (This technique is "Brain attack" or"Brainstorm"). Everyone thinks about idea, then shares with the group.

4. We combine all information and write it down on the board, or in their notebooks.
5. Let's structure our general ideas about the carnival:
6. a) Write a topic (it can be a word or a phrase) in the center of the blackboard/notebook. Our theme "The Notting Hill Carnival";

1. b) The topic has subtopics, which we depict graphically, which are presented in Figure 1

1. The information is divided into blocks-clusters and it is "a way of graphically organizing material, that allowing to make visual processes of thought" [2,23].

Introducing blocks-clusters.

Grudzinskaya E.Yu., Mariko V.V. Active teaching methods in higher education. Educational-methodical materials for the

professional development program "Modern pedagogical and information technologies". - Nizhny Novgorod, 2007, 182 p.Liddicoat A. J. Pedagogical practice for integrating the intercultural in language teaching and learning // Japanese Studies. 2008. Vol. 28 (3). P

Teacher gives statements about The Notting Hill Carnival. Students base their assessment on the performances of The Notting Hill Carnival, put icons opposite sentences: + true; - not true; ?- not sure. Carnivals differ from festivals. Carnivals are usually celebrated before Easter. There are carnivals in the USA, in the Caribbean and throughout Europe. The Notting Hill area is in London.
On the board, fill results that obtained for all groups.
After finishing reading, students draw and fill in "Marking table" [1,438], in each column of which at least one

The development of intercultural competence in the process of learning a foreign language is a creative, ongoing process that requires the creation of situations where experience is gained. Using learning technology in critical thinking to promote, create an atmosphere of competition and creativity in the classroom of a foreign language and the removal psychological barriers to communication and development intercultural competence, which prove the

success of the experiment.

Plan

Abstract
Keywords
Figure 1. Theme cluster of "Carnival"
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