

CRITICAL THINKING APPROACH TO THE FORMATION OF INFORMATION-ANALYTICAL SKILLS OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS

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Nowadays success will achieve only those who are able to analyse the information received critically and develop an effective strategy of its implementation. This ability is especially important for future teachers, because one of their tasks today is the formation of information-analytical skills of their pupils, which will help them to select the information needed, to analyse the information gathered from different sources and to use the results of this analysis for building their own system of knowledge.

Critical thinking strategies promote the formation of basic information-analytical skills (E. Polat, T. Voropay, J. Steele, A. Tyahlo, M. Choshanov, T. Hyachumyan). They develop the ability to select the most significant information needed at a definite point of time, to explore the real work situations and find balanced solutions on the basis of the analysis of information collected in different forms and from different sources. Important in this process is to develop a clear and reasoned own point of view, careful attention to someone else's position.

According to T. Hachumyan, the effectiveness of students' critical thinking requires not only skills to adapt instantly to different types of training activity, but also to gain experience in analyzing non-standard situations that may arise in their future careers. So, it is reasonable to use critical thinking strategies that improve students' holistic picture of the world and form abilities and skills of independent scientific research. In their research students have to collect, analyse and synthesise different data, work out and check hypotheses.

We agree with the opinion of V. Strelnikov [1], who states that the main goal of university education is the development of the ability to work independently. In the independent scientific research one must be able to understand the task, formulate the problem, be able to collect data according to the definite criteria, analyse them etc. It is emphasized that learning activities should be based on problem solving. This process may include:

1. Analysis of the problem;
 - a) the availability of information (selecting elements, identifying their structural links and relations);
 - b) searching for information (critical analysis of the elements and their components, regrouping elements);
2. The formulation of the problem.
3. Working out the plan of solving the problem: hypothesis (the idea of a possible solution and its implementation plan); analysis of the hypothesis, working out a detailed plan.
4. Implementation of the plan, checking whether the result obtained corresponds to the task set.
5. Retrospective analysis of the problem (reflection), identifying and generalizing the effective methods that led to the goal.

The world famous method of developing skills of algorithmic problem solving is Six Thinking Hats Method. It helps to look at the problem from different perspectives:

- Looking for facts (white)
- Tell feelings (red)
- Find weaknesses (black)
- Find strengths (yellow)
- Offer new ideas (green)
- Think about thinking (directing thinking process itself) blue.

The Six Thinking Hats Method is an effective tool of mastering the information and analytical skills. It helps students to understand the task given, formulate the problem independently, be able to select the information needed for solving the problem according to the definite criteria, analyse the information collected, offer alternative ways of solving the problem and choose among them the best one.

References

1. Стрельніков В. Застосування в університеті технології "навчання дослідження" // Інформаційний вісник Академії наук вищої школи України. – 2004. – № 2 (40). – С. 28 – 31.