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ТЕХНОЛОГИЯ РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТОВ С ПОМОЩЬЮ МАНИПУЛИРОВАНИЯ СОЗНАНИЕМ

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Аннотация. *Цель данного исследования определить технологию развития критического мышления учащихся с помощью манипулирования сознанием. Одной из форм реализации совместного обучения является создание эффективных групп, которые принципиально отличаются от традиционных. Технология развития творческого мышления студента и ее этапы подробно излагаются один за другим. Следует подчеркнуть, что главная обязанность наших преподавателей - раскрыть способности каждого студента, подготовить сильных личностей к высокотехнологичному и конкурентному миру с использованием эффективных и современных методов. Использование технологии критического мышления позволяет нам решать очень важные задачи: сделать процесс обучения интересным; формировать информационные навыки; воспитывать качества критически мыслящего человека, способного найти правильный способ решения любой проблемы.*

Ключевые слова*: критическое мышление, манипуляция, требование времени, конкуренция, учитель, стратегии, техники, этапы.*

СТУДЕНТТЕРДИН СЫНЧЫЛ ОЙ ЖҮГҮРТҮҮСҮН АҢ-СЕЗИМИН МАНИПУЛЯЦИЯЛОО АРКЫЛУУ ӨНҮКТҮРҮҮ ТЕХНОЛОГИЯСЫ

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Аннотация. *Бул изилдөөнүн максаты аң-сезимди манипуляциялоо аркылуу студенттердин сынчыл ой жүгүртүүсүн өнүктүрүү технологиясын аныктоо. Биргелешип окутууну ишке ашыруунун бир формасы салттуу топтордон айырмаланган натыйжалуу топторду түзүү болуп саналат. Студенттердин чыгармачылык ой жүгүртүүсүн жана анын этаптарын өнүктүрүү технологиясы ирети менен, дыкат берилет. Биздин окутуучулардын башкы милдети - ар бир студенттин жөндөмүн ачуу, күчтүү инсандарды натыйжалуу, заманбап ыкмаларды колдонуу менен жогорку технологиялуу жана атаандаштыкка жөндөмдүү дүйнөгө даярдоо экендигин баса белгилөө керек. Сынчыл ой жүгүртүү технологиясын колдонуу бизге абдан маанилүү маселелерди чечүүгө мүмкүндүк берет: окуу процессин кызыктуу кылуу; маалыматтык көндүмдөрдү калыптандыруу; ар кандай көйгөйдү чечүүнүн туура жолун таба алган сынчыл ойчулдук сапаттарын тарбиялоо.*

Негизги сөздөр*: сынчыл ой жүгүртүү, манипуляция, убакыт талабы, атаандаштык, мугалим, стратегиялар, техникалар, этаптар.*

TECHNOLOGY FOR DEVELOPING STUDENTS' CRITICAL THINKING THROUGH MIND MANIPULATION

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Abstract. *The purpose of this study is to determine the technology for developing students' critical thinking through mind manipulation. One of the forms of implementation of cooperative learning is the creation of effective groups that are fundamentally different from traditional ones. The technology of development of student's creative thinking and its stages are spoken one by one in detail. It should be emphasized that main duty of our teachers is to reveal every student's abilities, prepare strong personalities for high-tech and competitive world by using effective and modern methods. The use of critical thinking technology allows us to solve very important tasks: to make the learning process interesting; to form information skills; to cultivate the qualities of a critically thinking person who is able to find the right way to solve any problem.*

Keywords: *critical thinking, manipulation, demand of the time, competitive, teacher, strategies, techniques, stages.*

With the development of society in recent years, attention has been paid to science, education, youth education and improving the quality of teaching in educational institutions. More and more private higher education institutions, schools and training centers provide high-quality education using modern teaching methods that create competition with each other in accordance with the requirements of the time. It is gratifying that the desire of young people for education is growing, and the demand for education in educational institutions is also growing. In such a situation, the student from the object becomes the subject of the educational process. Students should come to educational institutions not only for "learning", but also for "self-education". It is also very important that the teacher does not limit himself to the knowledge that he gives, but also has to learn to search for information on his / her own and apply it in his / her life. We have to shape students' thinking by manipulating their consciousness to achieve this goal.

In our article we will reveal the importance of technology for the development of critical thinking by manipulating the minds of students.

Manipulation in Latin means – hand. Management of any equipment and machinery in construction, industry. In medicine, the diagnosis of a patient's disease by massaging the affected area with his hands. And manipulation of consciousness is manipulation of a person in some direction, subtle control [4:12]. Manipulation can be aimed at a positive or negative goal. Methods of positive manipulation are acceptable to increase the confidence of another person. They are used to interest someone in something or to wean them from bad things. Inspiring students, guiding them in the right direction, and providing the necessary information are the most useful manipulations.

The purpose of the manipulator is to expand the freedom of choice of the object: to develop skills such as critical thinking and expression of one's own opinion, as well as analysis.

In the book "Psychology of Critical Thinking", D. Halpern noted that the National Committee on Education in America emphasized that college graduates should contribute to the development of the world economy to such an extent that they could participate in democratic processes, and that such actions, in turn, would contribute to a more prosperous and richer life [7:19]. "College graduates who are flexible in critical thinking should significantly increase their potential for productive work in a team and the fulfillment of tasks" [10:237].

The word combination "critical thinking" implies something obviously good, a certain skill that will help us to understand more deeply what we study and do. But still, what is critical thinking? Let's try to figure it out.

1. Critical thinking is independent thinking. When the lesson is conducted on the principles of critical thinking, everyone formulates their ideas, assessments independently of the others. Consequently, thinking can be critical only when it is of an individual nature. After all, "where they think the same, no one thinks too much."

2. To think critically means to think productively. Reworked facts, texts, theories and laws should bring a certain social experience and motivate new knowledge.

3. Critical thinking begins with asking a question and clarifying the problems that need to be solved. The task of the teacher at this stage is to kindle curiosity, to arouse the need for knowledge.

4. Critical thinking strives for convincing argumentation. A critically thinking person finds his own solution to the problem and supports this decision with reasonable, reasoned arguments.

5. Critical thinking is social thinking. Therefore, teachers working in the line of critical thinking always try to use all kinds of paired and group work, debates and discussions in the classroom [3].

Critical thinking technology was developed by the University of Northern Iowa International Learning Association, William Smith and Hobard Colleges. The authors of the program-Charles Temple, Jeannie Steele, Kurt Meredith made a great contribution to education [5].

A.I. Nizovskaya's dictionary says that critical thinking is a complex process that begins with obtaining information and ends with making a decision, combining (the ability to use) and integrating (introducing) ideas, resources, giving concepts a new meaning. Acceptance of ideals with a finite amount of polite skepticism (with distrust). Summary: method and results of interaction with ideas and data [6: 92].

And according to Tom Chatfield, critical thinking is one of the core competencies of a person of the future. Learning how to request and analyze various information is a great way to protect yourself from fraud and manipulation. Tom Chatfield suggests analyzing

everything and everywhere: at work, at school and in everyday life, and also gives practical instructions on how to do it. The author recognizes the truth and lists the signs that distinguish true and false arguments. Introduces deduction, induction and theft, helps to develop strategies of behavior and reasoning, talks about the huge potential of language and rhetoric [8].

This technology is a system of strategies and methodological approaches aimed at application in various environments, forms and forms. It allows you to work with constantly updated and increasing flows of information from various fields of knowledge, clearly, confidently and correctly express your opinion in relation to others, solve problems, study independently, work together in a group, achieve results in education, such as learning to build constructive relationships with other people.

The basis of the technology of critical thinking through reading and writing was laid by the famous Russian teacher and psychologist L.S. Vygotsky's teaching is. He argued that "all reasoning is the result of a person's internal dispute, just as he repeats to himself the forms and arguments of what he did with others in the past" [1:243].

During the lesson, the goal is not to provide the student with too much information, not to pour knowledge into his brain, but to develop critical thinking and work with the information provided, i.e. search, systematization, mastering, application in life. To achieve this goal, the lesson has been divided into three stages [9].

Interactive learning contributes to the wider implementation of collaborative learning strategies in pedagogical practice. One of the forms of implementation of cooperative learning is the creation of effective groups that are fundamentally different from traditional ones [2:60].

To enhance students' critical and creative thinking skills, the researchers developed interactive learning.

Technological stages:

Stage I Challenge (increased interest in obtaining new information);

Stage II Understanding the content (getting new information);

Stage III Meditation (understanding, the birth of new knowledge).

Stage I of the call (evocation). Often we start the lesson with a new topic, from the point of view of the ether. Imagine that we associate new information with information that we hear and know, and quickly perceive information if we look at it as something close, or as a continuation of what we know. We provide new information in combination with previous knowledge. The implementation of the call phase is expressed as follows:

1. Students express their opinion on the topic under consideration without fear of making a mistake.

2. It is advisable to remember or write down their expressed thoughts. This may help in the future. There will be no "right" or "wrong" thoughts at this stage.

3. It is advisable to work individually and in a group. Individual work gives each student the opportunity to update their individual knowledge. When working with a group, you equally share each other's thoughts, which contributes to the emergence of an original, unexpected idea that cannot be anyone's mind.

At this stage, the teacher can listen to the thoughts expressed and express them as a suggestion, and not criticize if there are any shortcomings.

II stage of understanding the content (realization of mine). This stage also takes time to become important. At the stage of understanding the content, new material is provided, and the student begins to look critically and reflect. It is necessary to make the lesson interesting with well-chosen material, without distracting from the student's melody at the first stage.

Students' activity at the stage of understanding the content:

1. Communicates with new information.

2. This compares the information with previous knowledge.

3. He / she tries to find answers to questions or thoughts that he / she had earlier.

4. Draws attention to incomprehensible places and tries to ask a new question.

5. Listening to the process of getting acquainted with new information, he / she begins to guess what prospects are interesting for him / her.

6. He / she begins to prepare for the analysis of what he / she hears or reads.

Stage III of thinking (reflection). All opinions collected in two phases are expressed in the reasoning phase. The teacher can also ask students various questions so that they can openly express their thoughts. Example: "What information stands out especially in your game?

Throughout the lesson, various methods can be used to increase students' interest in the subject and develop their critical thinking:

It is in the testing stage. "Right and wrong thoughts", cluster, key terms, thick and thin questions, correct words, logical questions, estimates because of the name, fishbone, believe, ideas, remember, "what do you think?", table "plus, minus, interesting", mosaic, etc.

At the stage of understanding the content. Cluster, table "PMI" – plus, minus, interestingly, "KWC" – I know, I want to know, I can; stop while reading, T-table, conceptual table, comparative table, plus, minus, question, who? what? when? where? why?, visualization – lecture, letter talking about the future; fishbone; problem solving page, teaching each other, table of arguments, etc., As well as PRIMA, IDEAL, zigzag, insert, six hats, strategies.

It is in the stage of reflection. Cinquain, circle in water, heat, diamond, telegram, table synthesis, brainstorming. And when organizing your own work portfolios are formed.

Therefore, critical thinking is a search for reasonable meaning: to act logically, taking into account both your own thoughts and the opinions of other people, placing them in an objective mind, to be able to abandon your own questionable thoughts [6:90]. Critical thinking is thinking that offers new opportunities, which in themselves play an important role in solving many problems.

We have listed only those techniques for developing critical thinking that are often used, but there are much more of them in the arsenal of technology. The use of critical thinking technology allows us to solve very important tasks: to make the learning process interesting; to form information skills; to cultivate the qualities of a critically thinking person who is able to find the right way to solve any problem.

Summing up, I would like to note that our youth, who are the future of our country, are not inferior to the youth of the developed countries of the world, with whom they can compete and, if desired, surpass them. After all, our young generation are descendants of the legendary Manas, Kurmanbek, Kanykey, Kurmanzhan Datka. Thus, combining courage, generosity, cunning with the modern techniques given above, they can become the best personalities capable of a critical look, comprehensively developed, creating strong competition, while preserving the traditions and national identity of their people. And we, teachers of Kyrgyzstan, are obliged to use new methods, give a good education, guide them correctly, help them when they go up, and help them when they go down.

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