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DEVELOPING YOUTHS THINKING IN ENGLISH CLASSES

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Abstract

This article highlights comments and opinions on the development of a foreign language and the thinking of youths. How important it is for teenagers to develop thinking is reflected in this article. The development of thinking is more effectively carried out in English classes. At the same time, the development of thinking is considered as an important factor not only in intensifying the process of teaching a foreign language, but also in the professional growth of pupils.

Keywords: thinking, development, mental development, creating, semiotics, competence, complex.

Introduction

Speaking about the definition of the concept of “development”, we emphasize that the number of definitions of this concept that exist today, it is very difficult to come to a unified interpretation. Development is a philosophical concept that denotes the process of transition from one state to another, more perfect one. There are two different development trends. One is ascending, the transition from simple to complex, from lower to higher (progressive line), the second descending, from complex to simple, from higher to lower (regressive line) [Brief Dictionary of Philosophy, p. 267].

In the 30s of the 20th century, the theory of developmental education arose by L.S. Vygotsky. The main thesis of this theory is that “the mental development of a child is mediated by his upbringing and education” [Davydov, 1996, p. 82]. Here we should note that, according to many modern researchers, the basic provisions of the theory of developmental training is no less valid for teaching adults.

Materials and Discussions

Having analyzed the ideas of the works of L.S. Vygotsky, A.N. Leontyeva D.B. Elkonin and V.V. Davydov theoretically developed another system developmental education, which raised the question of the possibility of creating a new education system with a direction opposite to the traditional one: from the general to the



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particular, from the abstract to the concrete, from the systemic to the individual. In the process of such training, according to V.V. Davydov, developing theoretical thinking of the child, and such training itself V.V. Davydov named developing. Basic provisions and principles of developmental education technology Elkonin-Davydov are that:

1. "development occurs through the child's growing into culture and relies as its foundation on the achievements of natural maturation (L.S. Vygotsky).
2. Training is a source of development (training occurs in the zone immediate development).
3. The principle of the child's subjectivity in the educational process. Student should be a subject, not an object of learning.
4. The principle of advanced learning (learning is ahead of development)" [Teacher's newspaper, 2005. No. 43].

These principles of developmental and intensive training seem to us important and applicable not only to teaching children, but also adults. We examined them in detail in order to select the most effective and rational for achieving the goals of our research, include them in the methodological system of teaching a foreign language that we are developing and speeches of students of specialized universities. Let us recall that this is based the methodological system lies in the development of creative thinking.

Speaking about teaching foreign languages, at schools, this training should take place within the framework of professionally oriented training with an emphasis on mastery foreign language as a means of implementing the future professional activity. Therefore, it will be fair further consider the main provisions of contextual training A.A. Verbitsky, which the author himself called "learning superimposed on the outline professional activity" [Verbitsky, 1981, p. 20]. This method training is especially suitable in vocational education, as it includes foreign language in the context of "professional and educational-professional activities organized with the help of semiotic, imitation and game (social) learning models" [Verbitsky, 1991, p. 8]

A.A. Verbitsky also cites the opinion of an American researcher contextual learning E. Johnson that "with a contextual approach the pupil's thinking is directed to experience: ideas are tested in practice, are assimilated in the context of action and acquire meaning for the learner." 31[Ibid., p. 56-57].



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In the contextual learning system, as A.A. Verbitsky writes, E.Johnson identifies the following 8 components:

- establishing semantic connections;
- doing meaningful work;
- self-regulated learning;
- cooperation in teaching;
- critical and creative thinking;
- personality education;
- achieving high results;
- adequate assessment (cited from: [Verbitsky, 2004, p. 58].

Conclusion

All in all, the provisions of the theory of contextual learning are close to our views, since they proclaim the creation of psychological, pedagogical and methodological conditions for the transformation of educational activities into professional with a gradual change of goals, actions, means, pupils results based on activity theory and theory developmental education, according to which, the acquisition of knowledge occurs as a result of the activity of the subject of learning through application of a whole complex of various forms, methods and means as active and traditional learning, but, according to A.A. Verbitsky “the basic unit of contextual learning content a problematic situation appears” [Verbitsky, 2004, p. 42] and this type of training carried out through a problem approach, that is, “presenting it content in the form of probabilistic information reflecting internally contradictory, subject and social nature of professional activities of the future specialist, as well as in the form of problematic situations, situational tasks, programs and scenarios of business games, heuristic programs, etc., which creates conditions for dialogic communication and interaction of subjects of the educational process, their creativity. This content ensures the inclusion of not only attention, perception, memory and pupil’s motor skills, as in traditional learning, but also all other mental functions, primarily thinking” [Verbitsky, 2004, p. 72].

According to most scientists, problem-based learning is specifically aimed at stimulating and developing creative thinking, creative abilities and personality traits.



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