

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
высшего образования
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

Методические указания

по выполнению лабораторных работ
по дисциплине

**«Развитие критического мышления на основе чтения иноязычных
текстов»**

Направление подготовки	<u>45.03.02 Лингвистика</u>
Направленность (профиль)	<u>Теория и методика преподавания иностранных языков и культур</u>
Год начала обучения	<u>2026</u>
Форма обучения	<u>Очная</u>
Реализуется в семестре	8

Ставрополь, 2026

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ВВЕДЕНИЕ

Цель освоения дисциплины «Развитие критического мышления на основе чтения иноязычных текстов» – формирование практикоориентированной составляющей лингводидактической компетенции в структуре профессиональной компетентности лингвиста, подготовка студентов-бакалавров к реализации производственно-практической, научно-методической и научно-исследовательской видов деятельности по направлению подготовки по направлению подготовки 45.03.02 Лингвистика.

Задачи дисциплины:

- ознакомление с основами компетентностного подхода, основами лингвистики и стилистики текста в соответствии с современными исследованиями русских и зарубежных учёных;
- развитие у студентов умения применять теоретические знания в практике выбора и обоснования стратегий критического мышления при чтении и декодировании аутентичного иноязычного текста
- формирование навыков и умений понимания, анализа, синтеза и оценивания аутентичного иноязычного текста;
- развитие у студентов умений научного мышления, самостоятельной переработки фундаментальной и текущей научной информации по предмету, самостоятельного формулирования умозаключений, сопоставления явлений изучаемого/иностранный и русского языков.

В результате освоения дисциплины «Развитие критического мышления на основе чтения иноязычных текстов» у студентов должны сформироваться следующие компетенции:

Код, формулировка компетенции	Код, формулировка индикатора	Планируемые результаты обучения по дисциплине (модулю), характеризующие этапы формирования компетенций, индикаторов
УК-1 Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач	ИД-1 УК-1. выделяет проблемную ситуацию, осуществляет ее многофакторный анализ и диагностику на основе системного подхода ИД-2 УК-1. осуществляет поиск, отбор и систематизацию информации для определения альтернативных вариантов стратегических решений в проблемной ситуации ИД-3 УК-1. определяет и оценивает риски возможных вариантов решений проблемной ситуации, выбирает оптимальный вариант её решения	Осуществляет поиск, критический анализ и синтез информации, применяя системный подход для решения профессиональных задач

ПК-1 Способен осуществлять педагогическую деятельность по проектированию и реализации основных общеобразовательных программ в области обучения иностранным языкам и культурам в учебных заведениях дошкольного, начального общего, основного и среднего общего образования, среднего профессионального образования, дополнительного образования.	ИД-1 ПК-1. использует эффективные приемы организации процесса изучения иностранного языка и культуры в рамках современных образовательных технологий, обеспечивающих качество образовательных результатов. ИД-2 ПК-1. способен определить эффективность отечественных и зарубежных учебников, учебных пособий и других дидактических материалов по иностранному языку для разных уровней, этапов и целей обучения. ИД-3 ПК-1. осуществляет оценку сформированности способности к межкультурной коммуникации, основных стратегий и умений в области владения иностранным языком.	Осуществляет педагогическую деятельность по проектированию и реализации основных общеобразовательных программ в области обучения иностранным языкам и культурам в учебных заведениях дошкольного, начального общего, основного и среднего общего образования, среднего профессионального образования, дополнительного образования
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Особенности авторского подхода к изложению учебного материала практикума (использование рисунков, фотографий, схем, таблиц, задания для работа над творческими проектами) способствуют стимулированию активности студентов, повышению их интереса к дисциплине; систематизации, углублению и обобщению полученных знаний, совершенствованию умений и навыков; переносе сформированных компетенций в среду самостоятельной деятельности.

Практикум предполагает активную самостоятельную работу студентов. Роль заданий для самостоятельной работы состоит не только в освоении и углублении содержания основных тем дисциплины, но и в формировании потребности в самообразовании.

Лабораторное занятие №1,2. Введение в проблему развития критического мышления.

Цель: сформировать у студентов представление о критическом мышлении как особом виде рефлексивной мыслительной деятельности человека.

Формируемые компетенции: УК-1, ПК-1.

Целью данного практического занятия является формирование и развитие у студентов следующих интеллектуальных умений критического мышления:

1. способности к рефлексии собственной мыслительной деятельности путём осознания и оценки своих размышлений и рассуждений;
2. общих представлений об интеллектуальных умениях критического мышления и сферах повседневной и учебной жизни, в которых они необходимы;

3. способности распознавать степень влияния посторонних факторов (социально-гуманитарных факторов, общественных стереотипов, собственных убеждений и представлений) на процесс мышления.

Оборудование и материалы: специальное оборудование не требуется.

Теоретическая часть (Theoretical Material)

Topic 1. Introduction to Critical Thinking

TEXT 1. Read the text and give the idea of critical thinking. Put down the definition of critical thinking and translate it from English into Russian.

Critical Thinking as the Ability to Think Carefully

Thinking develops over a lifetime. By continuing to develop our thinking abilities, we become even better prepared to make sense of our world, to explore the choices available to us, and to make appropriate decisions. We can improve our thinking in an organized and systematic way by following these three steps:

1. *Becoming aware of our thinking process.* We usually take thinking for granted and do not pay much attention to it. **Developing our thinking means that we have to think about the way we think.**

2. *Carefully examining our thinking process and the thinking process of others.*

3. *Practicing our thinking abilities.* To improve our thinking, we actually have to think for ourselves, to explore and make sense of thinking situations by using our thinking abilities. Although **it is important to read about thinking and learn how other people think**, there is no substitute for actually doing it ourselves.

The ability to think for ourselves by carefully examining the way that we make sense of the world is one of the most satisfying aspects of being a mature human being. **We will refer to this ability to think carefully about our thinking as the ability to think critically.** Using our definition of *thinking* as a starting point, we can define *thinking critically* as follows:

CRITICAL THINKING is an active, purposeful, organized cognitive process we use to carefully examine our thinking and the thinking of others, in order to clarify and improve our understanding.

Critical thinking can occur whenever one judges, decides, or solves a problem; in general, whenever one must figure out **what to believe or what to do**, and do so in a reasonable and *reflective* way. Reading, writing, speaking, and listening can all be done critically or uncritically. Critical thinking is crucial to becoming a close reader and a substantive writer. Critical thinking is an important element of all professional fields and academic disciplines. It is also crucial for everyday life.

Critical thinking is important, because it enables one to analyze, evaluate, explain, and restructure our thinking, decreasing thereby the risk of adopting, acting on, or thinking with, a false belief. However, even with knowledge of the methods of logical inquiry and reasoning, mistakes can happen due to a thinker's inability to apply the methods or because of character traits such as egocentrism. Critical thinking includes identification of prejudice, bias, propaganda, self-deception, distortion, misinformation, etc.

TEXT 2. Read the text and give your idea of the way to distinguish the notions “critical” VS “critical thinking”.

Critical VS Critical Thinking

Thinking is the way we make sense of the world; thinking critically is **thinking about our thinking** so that we can clarify and improve it. If we can understand the way our minds work **when we work toward our goals, make informed decisions, and analyze complex issues**, then we can learn to think more effectively in these situations.

The word **critical** comes from the Greek word for “critic” (*kritikos*), which means “to question, to make sense of, to be able to analyze”. It is by questioning, making sense of things and people, and analyzing that we examine our thinking and the thinking of others. These critical activities aid us in reaching the best possible conclusions and decisions.

The word **critical** is also related to the word **criticize**, which means to question and evaluate. Unfortunately, the ability to criticize is often only used destructively, to tear down someone else's thinking. Criticism, however, can also be **constructive** — analyzing for the purpose of *developing a better understanding* of what is going on. We will engage in constructive criticism as we develop our ability to think critically.

TEXT 3. John Dewey and “reflective thinking”

People have been thinking about ‘critical thinking’ and researching how to teach it for about 100 years. In a way, Socrates began this approach to learning over 2,000 years ago, but John Dewey, the American philosopher, psychologist and educator, is widely regarded as the ‘father’ of the modern critical thinking tradition. He called it ‘reflective thinking’ and defined it as: “Active, persistent, and careful consideration of a belief or supposed **form** of knowledge in the light of the grounds which support it and the further conclusions to which it tends”. Let us spend a moment unpacking this definition. By defining critical thinking as an ‘active’ process, Dewey is contrasting it with the kind of thinking in which you just receive ideas and information from someone else – what you might reasonably call a ‘passive’ process. For Dewey, and for everyone who has worked in this tradition subsequently, critical thinking is *essentially* an active process – one in which you think things through for yourself, raise questions yourself, find relevant information yourself and so on, rather than learning in a largely passive way from someone else.

In defining critical thinking as ‘persistent’ and ‘careful’ Dewey is contrasting it with the kind of unreflective thinking we all engage in sometimes, for example when we jump to a conclusion or make a ‘snap’ decision without thinking about it. Sometimes, of course, we have to do this because we need to decide quickly or the issue is not important enough to warrant careful thought, but often we do it when we ought to stop and think – when we ought to ‘persist’ a bit. However, the most important thing about Dewey’s definition is in what he says about the ‘grounds which support’ a belief and the ‘further conclusions to which it tends’. To express this in more familiar language, he is saying that what matters are the *reasons* we have for believing something and the *implications* of our beliefs. It is no exaggeration to say that critical thinking attaches huge importance to reasoning, to giving reasons and to evaluating reasoning as well as possible. There is more to it than that, but skilful reasoning is a key element.

TEXT 4. Edward Glaser, building on Dewey’s ideas

We will return to the central role of reasons and reasoning shortly, but let us look briefly at another definition which belongs to the critical thinking tradition. This one is due to Edward Glaser, co-author of what has become the world’s single most widely used test of critical thinking, the *Watson–Glaser Critical Thinking Appraisal*. Glaser defined critical thinking as:

(1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experience; (2) knowledge of the methods of logical enquiry and reasoning; and (3) some skill in applying those methods.

Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends. It is immediately obvious that this definition owes a lot to Dewey's original definition. Glaser refers to 'evidence' in place of 'grounds' but otherwise the second sentence is much the same. The first sentence speaks about an 'attitude' or disposition to be thoughtful about problems and recognizes that you can apply what he calls 'the methods of logical enquiry and reasoning' with more or less 'skill'. The tradition has picked up on both these elements, recognizing that critical thinking is partly a matter of having certain thinking skills (we will say which shortly), but is not just a matter of having these skills: it is also a matter of being disposed to use them (someone might be very skilled at, say, turning somersaults, but might not be disposed to do so). We will return to these points shortly, but let us now look at a third definition from this tradition.

TEXT 5. Robert Ennis – a widely used definition

One of the most famous contributors to the development of the critical thinking tradition is Robert Ennis; his definition, which has gained wide currency in the field, is: ***Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do.*** Notice the emphasis on being 'reasonable' and 'reflective', which picks up on earlier definitions, but notice also that Ennis speaks of 'deciding what to . . . do', which was not explicitly mentioned earlier; so decision-making is part of critical thinking in Ennis's conception. Unlike Dewey's definition, this definition needs no further explanation because the words are familiar to us. We shall see later that there may be questions about how good a definition it is, but it is reasonably clear what Ennis means.

TEXT 6. Richard Paul and "thinking about your thinking"

The final definition of critical thinking is due to Richard Paul who gave a definition of critical thinking which looks rather different from the other definitions given above. It is: ***Critical thinking is that mode of thinking – about any subject, content or problem – in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.*** This definition is interesting because it draws attention to a feature of critical thinking on which teachers and researchers in the field seem to be largely agreed, that the only realistic way to develop one's critical thinking ability is through 'thinking about one's thinking'.

TEXT 7. Skills, which underlie critical thinking: some basic competencies

Almost everyone who has worked in the critical thinking tradition has produced a list of thinking skills, which they see as basic to critical thinking. For example, Edward Glaser listed the abilities: (a) to recognize problems, (b) to find workable means for meeting those problems, (c) to gather and marshal pertinent information, (d) to recognize unstated assumptions and values, (e) to comprehend and use language with accuracy, clarity and discrimination, (f) to interpret data, (g) to appraise evidence and evaluate statements, (h) to recognize the existence of logical relationships between propositions, (i) to draw warranted conclusions and generalizations, (j) to put to test the generalizations and conclusions at which one arrives, (k) to reconstruct one's

patterns of beliefs on the basis of wider experience, and (l) to render accurate judgments about specific things and qualities in everyday life. Glaser was much influenced by Dewey, who saw scientific thinking as a model of ‘reflective thinking’, and this list is probably best understood as relating especially to scientific and similar thinking. It does, however, contain many elements which belong to more recent conceptions. For more recent thinking see. In this book we shall deal with *some* of the fundamental critical thinking skills, in particular how to: identify the elements in a reasoned case, especially reasons and conclusions; identify and evaluate assumptions; clarify and interpret expressions and ideas; judge the acceptability, especially the credibility, of claims; evaluate arguments of different kinds; analyse, evaluate and produce explanations; analyse, evaluate and make decisions; draw inferences; produce arguments. Of course, there are other thinking skills you might wish to develop but these are a good place to start.

Задания (Tasks)

Task 1. WARM-UP

Express your point of view:

1. *Is it possible to improve our thinking?*
2. *Can you name possible ways of improving our thinking?*
3. *How do you understand the phrase “thinking about thinking”?*
4. *Why is critical thinking so important for our life?*
5. *Can you give the examples of using critical thinking in everyday life?*
6. *What definitions of critical thinking can you give?*

Task 2. DISCUSSION

You’ve got some information about critical thinking. According to the ideas you’ve received can you explain what the word “critical” means in the context of critical thinking? How do concepts “critique” and “critical thinking” correspond? Does “critical” have negative or positive meaning in this sense?

Task 3. VOCABULARY DEVELOPMENT Can you give the synonyms to the word “critical” when it’s used in the word combination “critical thinking”? Copy the chart into your copybooks and fill it in.

Synonyms		
CRITICAL		THINKING

Task 4. WRITING

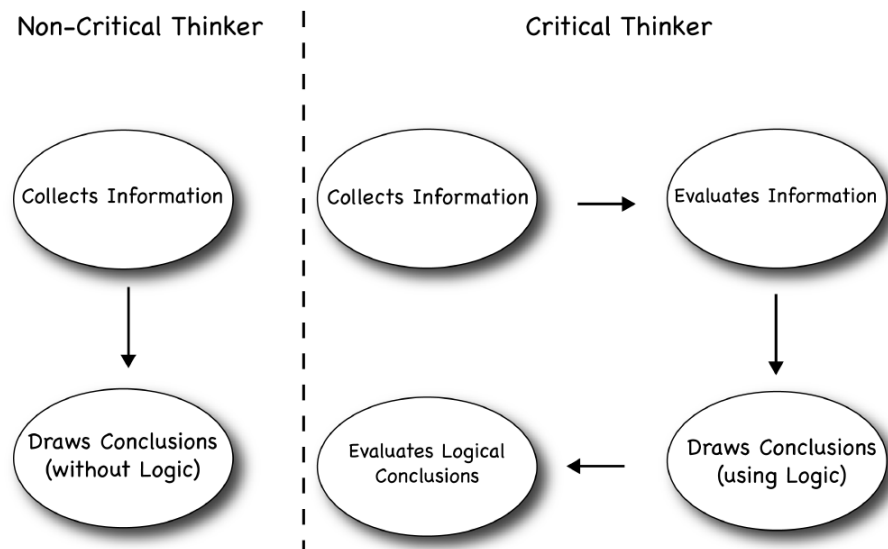
Write a short (150-170 words) descriptive essay and explain the essence of the idea: “Critical thinking is not simply one way of thinking, it is a total approach to the way we make sense of the world”. (J. Chaffee)

Task 5. DISCUSSION. Do the following activities involve critical thinking? Prove your point of view. DO YOU NEED Critical Thinking WHEN YOU...?

1. You are reading a novel for pleasure.

2. A professional basketball player is playing an important match.
3. You're buying a new car.
4. You're choosing the dress to put on.
5. The members of the jury decide if the defendant is guilty or not.
6. You're choosing the place to go for holidays.
7. You're preparing for your Oral PRACTICE Exam.

Task 6. DISCUSSION Consider the following mind-map. What separates a critical thinker from a non-critical thinker? Can you explain the importance of evaluation in CT process? What helps the person to evaluate information and conclusions?



Task 7. DISCUSSION

Do you agree that our thinking can be influenced in a positive and in a negative way? Prove your point of view. What can influence our thinking?

TASK 8. DISCUSSION

Analyze the content of Critical Thinking (given by J. Chaffee). Work in groups. Explain how you understand the activities. Prove your point of view. Give the examples. Give your model of Critical Thinking.



Task 9. DISCUSSION. The following list contrasts some of the key intellectual traits of critical thinkers with the relevant traits of uncritical thinkers. Which of the traits listed do you think is your strongest critical thinking trait? Why? Which is your weakest? Why? What could you do to improve in this latter regard? Be specific and realistic.

Critical Thinkers:	Uncritical Thinkers:
Have a passionate drive for clarity, precision, accuracy, and other critical thinking standards.	Often think in ways that are unclear, imprecise, and inaccurate.
Are skilled at understanding, analyzing, and evaluating arguments and viewpoints.	Often misunderstand or evaluate unfairly arguments and viewpoints.
Reason logically and draw appropriate conclusions from evidence and data.	Think illogically and draw unsupported conclusions from evidence and data.
Are intellectually honest with themselves, acknowledging what they don't know and recognizing their limitations.	Pretend they know more than they do and ignore their limitations.
Listen open-mindedly to	Are closed-minded and

opposing points of view and welcome criticisms of beliefs and assumptions.	resist criticisms of beliefs and assumptions.
Base their beliefs on facts and evidence rather than on personal preference or self-interest.	Often base beliefs on mere personal preference or self-interest.
Think independently and are not afraid to disagree with group opinion.	Tend to engage in “groupthink,” uncritically following the beliefs and values of the crowd.
Pursue truth and are curious about a wide range of issues.	Are often relatively indifferent to truth and lack curiosity.

Содержание отчета. Отчет по лабораторной работе №1 должен включать:

1. Конспект теоретического материала (тексты №1, 2, 3, 4,5,6,7)
2. Глоссарий ключевых терминов теоретического материала, а также незнакомых слов с дефинициями.
3. Заполненную таблицу задания № 3, согласно указанным инструкциям.
4. Эссе на тему: “Critical thinking is not simply one way of thinking, it is a total approach to the way we make sense of the world” (Задание 4).

Контрольные вопросы:

1. Критическое мышление как когнитивный процесс.
2. Пути совершенствования собственного мышления.
3. Критическое мышление как механизм, помогающий понять мышление как таковое: «размышление о мышлении».
4. Двойственная семантическая природа слова «критический». Конструктивная природа критики.
5. Основные концепции критического мышления западных исследователей (Дж. Дьюи, Э. Глейзер, Р. Эннис, Р.Пол)
6. Виды деятельности в рамках критического мышления.
7. Различие критического и некритического мышления.

Перечень основной литературы

1. Чельшева, И.В. Развитие критического мышления и медиакомпетентности студентов в процессе анализа аудиовизуальных медиатекстов: учебное пособие / И.В. Чельшева. - М. : Директ-Медиа, 2020. - 401 с. - ISBN 978-5-4458-3833-3; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=22149510.1.2>.

Перечень дополнительной литературы

1. Развитие критического мышления на основе чтения текстов: учебное пособие (лабораторный практикум): Направление подготовки 45.03.02. Лингвистика Теория и методика преподавания иностранных языков и культур. Бакалавр/Н.Л. Московская, В.П. Старичкова, Е.А. Калиновская; Сев.- Кав. федер. ун-т. - Ставрополь: СКФУ, 2018. - 122 с. – 20 экз.

2. Bassham G. Critical Thinking. A Student's Introduction, 4th edition. - Published by McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, 2011. – 490 p.
 3. Mason M. Critical Thinking and Learning. – Singapore: Blackwell Publishing, 2018. – 134 p.
 4. Paul, R., Elder, L. Critical thinking: Tools for taking charge of your learning and your life. – Upper Saddle River, NJ: Pearson/Prentice Hall, 2016.
- Ruggiero V.R. Beyond Feelings: A Guide to Critical Thinking. Alfred Publishing Co., Inc., NY, 2011.

Интернет-источники:

1. www.criticalthinking.org
2. www.criticalthinking.net
3. Foundation for Critical Thinking. Critical Thinking: Where to Begin? <http://www.criticalthinking.org/starting/index.cfm>
4. Paul R., Elder L. The Miniature Guide to Critical Thinking: Concepts & Tools www.criticalthinking.org/files/Concepts_Tools.pdf

Лабораторное занятие № 3,4. Виды мыслительной и текстовой деятельности в рамках критического мышления

Цель: сформировать у студентов представление о видах текстовой и мыслительной деятельности, которая осуществляется посредством использования приемов и технологий развития критического мышления.

Формируемые компетенции: УК-1, ПК-1

Целью данного практического занятия является формирование и развитие у студентов следующих интеллектуальных умений критического мышления:

1. способности к рефлексии собственной мыслительной деятельности путём осознания и оценки своих размышлений и рассуждений;
2. общих представлений об интеллектуальных умениях критического мышления и сферах повседневной и учебной жизни, в которых они необходимы;
3. умения задавать вопросы с целью получения необходимой информации и её оценки;
4. умений подбирать и выстраивать аргументы в защиту своей точки зрения;
5. умения рассматривать проблему с различных углов зрения, сравнивать и сопоставлять различные мнения.

Оборудование и материалы: компьютер, проектор.

Теоретическая часть (Theoretical Material)

Topic 2. Critical Thinking Activities

TEXT 1. Thinking actively

When you think critically, you are actively using your intelligence, knowledge, and abilities to deal effectively with life's situations. When you think actively, you are:

- Getting involved in potentially useful projects and activities instead of remaining disengaged.

- Taking initiative in making decisions on your own instead of waiting passively to be told what to think or do.
- Following through on your commitments instead of giving up when you encounter difficulties.
- Taking responsibility for the consequences of your decisions rather than unjustifiably blaming others or events “beyond your control.”

When you think actively, you are not just waiting for something to happen.

You are engaged in the process of achieving goals, making decisions, and solving problems. When you react passively, you let events control you or permit others to do your thinking for you. Thinking critically requires that you think actively – not react passively – to deal effectively with life’s situations.

TEXT 2. Carefully exploring situations with questions

Thinking critically involves actively using your thinking abilities to attack problems, meet challenges, and analyze issues. An important dimension of thinking actively is the ability to ask appropriate and penetrating questions. Active learners explore the learning situations they are involved in with questions that enable them to understand the material or task at hand and then integrate this new understanding into their knowledge framework. In contrast, passive learners rarely ask questions. Instead, they try to absorb information like sponges, memorizing what is expected and then regurgitating what they memorized on tests and quizzes.

Questions can be classified in terms of the ways that people organize and interpret information. We can identify six such categories of questions, a schema that was first suggested by the educator Benjamin Bloom. There are questions of:

1. Facts
2. Interpretation
3. Analysis
4. Synthesis
5. Evaluation
6. Application

Active learners are able to ask appropriate questions from all of these categories. These various types of questions are closely interrelated, and an effective thinker is able to use them in a productive relation to one another. These categories of questions are also very general and at times overlap with one another. This means that a given question may fall into more than one of the six categories of questions.

Following is a summary of the six categories of questions with some sample questions for each category.

1. Questions of Fact: Questions of fact seek to determine the basic information of a situation. These questions seek information that is relatively straightforward and objective. *Who, what, when, where, how?*

2. Questions of Interpretation: Questions of interpretation seek to select and organize facts and ideas, discovering the relationships among them. Examples of such relationships include the following:

Chronological relationships: What is the *time sequence* relating the following events....?

Process relationships: What are the steps in the *process of growth or development* in?

Comparison/contrast relationships: relating things in terms of their similar/different features. How would you *compare and contrast*...?

Causal relationships: relating events in terms of the way some events are responsible for bringing about other events. What was the *cause/effect* of...?

3. Questions of Analysis: Questions of analysis seek to separate an entire process or situation into its component parts and to understand the relation of these parts to the whole. These questions attempt to classify various elements, outline component structures, articulate various possibilities, and clarify the reasoning being presented. What are the *parts or features* of _____? *Classify* according to _____. *Outline/diagram/web* _____. What *evidence* can you present to support _____? What are the *possible alternatives* for _____? Explain the *reasons why* you think _____.

4. Questions of Synthesis: Questions of synthesis combine ideas to form a new whole or come to a conclusion, making inferences about future events, creating solutions, and designing plans of action. What would you *predict/infer* from _____? What ideas can you *add to* _____? How would you *create/design* a new _____? What might happen if you *combined* _____ with _____? What *solutions/decisions* would you suggest for _____?

5. Questions of Evaluation: The aim of evaluation questions is to help us make informed judgments and decisions by determining the relative value, truth, or reliability of things. The process of evaluation involves identifying the criteria or standards we are using and then determining to what extent the things in common meet those standards. How would you *evaluate* _____ and what standards would you use? Do you agree with _____? Why or why not? How would you *decide* about _____? What *criteria* would you use to assess _____?

6. Questions of Application: The aim of application questions is to help us take the knowledge or concepts we have gained in one situation and apply them to other situations. How is _____ *an example of* _____? How would you *apply* this rule/principle to _____? Mastering these forms of questions and using them appropriately will serve as powerful tools in your learning process. Becoming an expert questioner is an ongoing project. When you are talking to people about even everyday topics, get in the habit of asking questions from all of the different categories. Similarly, when you are attending class, taking notes, or reading assignments, make a practice of asking – and trying to answer – appropriate questions.

As children, we were natural questioners, but this questioning attitude was often discouraged when we entered the school system. Often we were given the message, in subtle and not so subtle ways, that “schools have the questions; your job is to learn the answers.” The educator Neil Postman has said: “Children enter schools as question marks and they leave as periods.” In order for us to become critical thinkers and effective learners, we have to become question marks again.

TEXT 3. Questions as Tools of Critical Thinking

To evaluate both information and conclusions, the critical thinker must use the most important tools in the critical thinking toolbox: **questions**. To think critically, we must ask

questions about the information or data we have collected. “Is it important?” “Is it relevant?” “Is it applicable?” “Is it significant?” But that’s not enough. We must also ask questions about the conclusion we’ve drawn from the information we’ve collected. We need to ask the following types of questions: “Is the conclusion fair?” “Is it logical?” “Is it reasonable?” and “Is it consistent with all the information collected?”

There are different kinds of questions (critical thinking tools) for different activities. There are questions for

- Getting the Facts
- Evaluating the Facts
- Drawing a Conclusion
- Evaluating the Conclusion.

Questions for Getting the Facts. Look at this picture. An officer has been called to an accident, the very first thing he does is getting the facts. What kind of questions does he ask to get the facts?



Who was involved? How were they involved? Which car hit first? Which car hit second? Who was driving? How fast was the first car going? *Look at these questions. Which words do they start with?* So, the questions that help us to gather facts, information, data are: “Who?” “What?” “Where?” “When?” “How?” The facts need to be accurate, clear, and precise. Questions that get to the details of facts, with words like “exactly,” “how much,” “what time,” etc., help to clarify the facts.

Questions for Evaluating the Facts. When an officer has collected all the facts for the



accident, he needs to evaluate the facts. Look at the picture below.

One driver in the accident may claim that because there was a full moon, the accident was the other driver’s fault. It might be a fact that there was a full moon, but is this fact relevant to the accident? Is it a significant fact concerning the accident? The officer has to evaluate the facts to

find out if they are facts that should or should not be used to draw a conclusion. Evaluating the Facts implies the way to determine the relevance and significance of the facts and explore whether the facts are substantial, crucial, or applicable to the conclusion or not.

Questions for Drawing Conclusions. Now when the officer has collected the facts and evaluated the facts, he can draw a conclusion. Look at the picture.



Another driver might not like men in flowered shirts. This driver might want to say that it was not the moon that caused the accident, but that it was the man in the flowered shirt that caused the accident because “men in flowered shirts always cause accidents.” Is this true, or is the driver making a logical error? Of course, he does. That is why a critical thinker tries to avoid logical mistakes by asking: “Is this valid and consistent with other information?” and “Are there any logical flaws in this conclusion?”

Questions for Evaluating Your Conclusions. Sometimes it’s not enough to have a logical conclusion. Sometimes it is necessary to evaluate your conclusion. We need to ask the following types of questions: “Is my conclusion fair?” “Has my conclusion taken into account all the information available?” “Is my conclusion reasonable?” and “Is there more information that should be considered?” etc.



For example, the officer may conclude that the moon did not cause the accident, and the man in the flowered shirt also did not cause the accident, but that instead, both of them were not watching where they were going. One was looking at the moon, and the other was fixing a button on his shirt; so they are both at fault. But does that conclusion take into account all the information available, or is there more information that must be considered before the officer can make a fair conclusion? Tools for Evaluating a Conclusion include questions that explore the fairness, reasonableness, depth, and breadth of a conclusion. “Is this fair and reasonable?” and “Does my conclusion have the necessary depth and breadth?”

Asking questions is the key for critical thinking. It is important that we ask questions not just of other people’s thinking, but that we also challenge and ask questions of our own thinking.

TEXT 4. Viewing Situations From Different Perspectives

Although it is important to think for yourself, others may have good ideas from which you can learn and benefit. Critical thinkers realize that their viewpoints are limited and that their perspective is only one of many. If we are going to learn and develop, we must try to understand and appreciate the viewpoints of others.

A critical thinker is a person who is willing to listen to and examine carefully other views and new ideas. In addition to our viewpoint, there may be other viewpoints that are equally important and need to be taken into consideration if we are to develop a more complete understanding of the situation. For most of the important issues and problems in our lives, one viewpoint is simply not adequate to give a full and satisfactory understanding. Thus, to increase and deepen our knowledge, we must seek other perspectives on the situations we are trying to understand. Being open to new ideas and different viewpoints means being flexible enough to change or modify our ideas in the light of new information or better insight.

For most of the important issues and problems in your life, one viewpoint is simply not adequate to provide a full and satisfactory understanding. To increase and deepen your knowledge, you must seek *other perspectives* on the situations you are trying to understand. You can sometimes accomplish this by using your imagination to visualize other viewpoints. Usually, however, you need to seek actively (and *listen* to) the viewpoints of others. It is often very difficult for people to see things from points of view other than their own, and if you are not careful, you can make the mistake of thinking that the way you see things is the way things really are. In addition to identifying with perspectives other than your own, you also have to work to understand the *reasons* that support these alternate viewpoints. This approach deepens your understanding of the issues and also stimulates you to evaluate critically your beliefs.

TEXT 5. Thinking independently

Answer the following questions with *yes*, *no*, or *not sure*, based on what you believe to be true.

1. Is the earth flat?
2. Is there a God?
3. Is abortion wrong?
4. Have alien life forms visited the earth?
5. Should men be the breadwinners and women the homemakers?

Your responses to these questions reveal aspects of the way your mind works. How did you arrive at these conclusions? Your views on these and many other issues probably had their beginnings with your family. As we grow up, we learn how to think, feel, and behave in various situations. In addition to our parents, our “teachers” include our brothers and sisters, friends, religious leaders, schoolteachers, books, television, and the Internet. Most of what we learn we absorb without even being aware of the process. Many of your ideas about the issues raised in the preceding questions were most likely shaped by the experiences you had growing up. As a result of our ongoing experiences, however, our minds - and our thinking— continue to mature. Instead of simply accepting the views of others, we use this standard to make our decisions: Are there good reasons or evidence that support this thinking? If there are good reasons, we can actively decide to adopt these ideas. If they do not make sense, we can modify or reject them.

How do you know when you have examined and adopted ideas yourself instead of simply borrowing them from others? One indication of having thought through your ideas is being able to explain *why* you believe them, explaining the reasons that led you to these conclusions.

For each of the views you expressed at the beginning of this section, explain how you arrived at it and give the reasons and evidence that you believe support it.

EXAMPLE: Is the earth flat?

EXPLANATION: I was taught by my parents and in school that the earth was round.

REASONS/EVIDENCE:

a. *Authorities*: My parents and teachers taught me this.

b. *References*: I read about this in science textbooks.

c. *Factual evidence*: I have seen a sequence of photographs taken from outer space that show the earth as a globe.

d. *Personal experience*: When I flew across the country, I could see the horizon line changing.

Of course, not all reasons and evidence are equally strong or accurate. For example, before the fifteenth century some people believed that the earth was flat.

This belief was supported by the following reasons and evidence.

- *Authorities*: Educational and religious authorities taught people the earth was flat.

- *References*: The written opinions of scientific experts supported the belief that the earth was flat.

- *Factual evidence*: No person had ever circumnavigated the earth.

- *Personal experience*: From a normal vantage point, the earth looks flat.

Thinking for yourself doesn't always mean doing exactly what you want to; it may mean becoming aware of the social guidelines and expectations of a given situation and then making an informed decision about what is in your best interests: for example, a dress code at the office where you work. Thinking for yourself often involves balancing your view of things against those of others, integrating yourself into social structures without sacrificing your independence or personal autonomy.

TEXT 6. Discussing ideas in an organized way

Thinking critically often takes place in a social context. Although every person has his or her own perspective on the world, no single viewpoint is adequate for making sense of complex issues, situations, or even people. We each have our own "lenses" through which we view the world – filters that shape, influence, and often distort the way we see things.

To promote the development of our thinking, we have to be open to the viewpoints of others and be willing to listen and exchange ideas with them. This process of give-and-take, of advancing our views and considering those of others, is known as discussion. When we participate in a discussion, we are not simply talking; we are exchanging and exploring our ideas in an organized way. Let us take a closer look at this discussion process.

Basic components of a successful discussion	
Listening carefully	Increasing understanding
Supporting views with reasons and evidence	
Responding to the points being made	
Asking questions	

1. Listening carefully. When we are working hard at listening to others, we are trying to understand the point they are making and the reasons for it. This enables us to imagine ourselves in their position and see things as they see them. Listening in this way often suggests to us new ideas and different ways of viewing the situation that might never have occurred to us.

2. Supporting views with reasons and evidence. Critical thinkers strive to support their points of view with evidence and reasons, developing an in-depth understanding of the evidence and reasons that support other viewpoints.

3. Responding to the points being made. When people engage in effective dialogue, they listen carefully to the people speaking and then respond directly to the points being made instead of simply trying to make their own points. When we respond directly to other people's views, and they to ours, we extend and deepen our explorations into the issues being discussed.

4. Asking questions is one of the driving forces in our discussions with others. We explore a subject by raising important questions and then trying to answer them together. This questioning process gradually reveals the various reasons and evidence that support each of the different viewpoints involved.

TEXT 7. Supporting diverse ideas with reasons and evidence

When you are thinking critically, you can give sound and relevant reasons to back up your ideas. It is not enough simply to take a position on an issue or make a claim; we have to *back up our views* with other information that we feel supports our position. There is an important distinction as well as a relationship between *what* you believe and *why* you believe it. If someone questions why you see an issue the way you do, you probably respond by giving reasons or arguments you feel support your belief. For example, consider the issue of whether using a cell phone while driving should be prohibited. As a critical thinker trying to make sense of this issue, you should attempt to identify not just reasons that support your view but also the reasons that support other views. The following are reasons that support each view of this issue.

Issue:	Cell phone use while driving should be prohibited.	Cell phone use while driving should be permitted.
Supporting reasons:	Studies show that using cell phones while driving increases accidents.	Many people feel that cell phones are no more distracting than other common activities in cars.

Now see if you can identify additional supporting reasons for each of these views on cell phone use while driving.

Seeing all sides of an issue combines two critical-thinking abilities:

- Viewing issues from different perspectives
- Supporting diverse viewpoints with reasons and evidence

Combining these two abilities enables you not only to understand other sides of an issue but also to understand *why* these views are held.

Задания (Tasks)

Task 1. WARM-UP. Answer the questions:

1. Give the definition of critical thinking.

2. *What activities does it imply?*
3. *Are there any influences upon our thinking?*
4. *What's the difference between "critical" and "critical thinking"?*
5. *Are there any obstacles and influences on our thinking?*

Task 2. DISCUSSION

Discuss the idea: "The quality of our thinking is given in the quality of our questions" (R. Paul).

Task 3. READING AND DISCUSSION

Do you agree with following ideas? Give your examples.

As our minds grow and develop, we are exposed to influences that encourage us to think actively. We also have many experiences, however, that encourage us to think passively. For example, some analysts believe that when people, especially children, spend much of their time watching television, they are being influenced to think passively, thus inhibiting their intellectual growth. Of course, in many cases people and activities can act as both active and passive influences, depending on the situations and our individual responses. For example, consider employers. If we are performing a routine, repetitive job, work tends to encourage passive, uncreative thinking. We are also influenced to think passively if our employer gives us detailed instructions for performing every task, instructions that permit no exception or deviation. On the other hand, when our employer gives us general areas of responsibility within which we are expected to make thoughtful and creative decisions, then we are being stimulated to think actively and independently.

Task 4. DISCUSSION

Listed here are some of the influences we experience in our lives. As you read through the list, identify those that make you think actively and those you consider to be passive influences. You may add your own influences to the list.

Activities: reading books, text messaging, dancing, drawing/painting, playing video games, using Facebook, playing sports, listening to music...

People: family members, friends, employers, advertisers, school/college teachers, police officers, religious leaders, politicians...

Task 5. WRITING

Identify one important influence in your life that mostly stimulates you to think actively and another that encourages you to think passively. For each influence, write a short expository essay (200-250 words) that addresses the following points:

1. Explain why you believe that the influence has affected your thinking. Provide specific examples of how the influence affects you.
2. Analyze whether you think this influence affects everyone the same way or some people differently. Give two or three examples.
3. Describe strategies for becoming more intellectually active in interacting with these influences.

Task 6. DISCUSSION AND WRITING

Do you think it's important to view any situations from different perspectives? Consider the following situation and do the tasks after the text. Write a short speech that an employer might have made.

Imagine that you have been employed at a new job for the past six months. Although you enjoy the challenge of your responsibilities and you are performing well, you find that you simply cannot complete all your work during office hours. To keep up, you have to work late, take work home, and even work occasionally on weekends. When you explain this to your employer, she says that although she is sorry that the job interferes with your personal life, it has to be done. She suggests that you view this as an investment in your future and that you try to work more efficiently. She reminds you that there are many people who would be happy to have your position.

1. Describe this situation from your employer's standpoint, identifying reasons that might support her views.
2. Describe some different approaches that you and your employer might take to help resolve this situation.

Task 7. DISCUSSION

Think of a well-known person, either historical (e.g., Socrates) or contemporary (e.g., Oprah Winfrey), and identify different perspectives from which that person can be viewed. For example, consider viewing Oprah Winfrey as a(n):

- pop culture icon.
- black activist.
- wealthy celebrity.
- self-help guru.
- actress.

Task 8. READING AND DISCUSSION

Read the letter of a person taken from the book “Thinking critically” by J. Chaffee. How have the author's beliefs changed? Why? After reading, describe a belief of yours about which you feel very strongly. Then explain the reasons or experiences that led you to this belief. Next, describe a point of view that *conflicts* with your belief.

Belief That I Feel Strongly About

I used to think that we should always try everything in our power to keep a person alive. But now I strongly believe that a person has a right to die in peace and with dignity. The reason why I believe this now is because of my father's illness and death.

It all started on Christmas Day, December 25, when my father was admitted to the hospital. The doctors diagnosed his condition as a heart attack. Following this episode, he was readmitted and discharged from several different hospitals. On June 18, he was hospitalized for what was initially thought to be pneumonia but which turned out to be lung cancer. He began chemotherapy treatments. When complications occurred, he had to be placed on a respirator. At first he couldn't speak or eat. But then they operated on him and placed the tube from the machine in his throat instead of his mouth. He was then able to eat and move his mouth. He underwent radiation therapy when they discovered he had three tumors in his head and that the cancer had spread all over his body. We had to sign a paper that asked us to indicate, if he should stop breathing, whether we would want the hospital to try to revive him or just let him go. We

decided to let him go because the doctors couldn't guarantee that he wouldn't become brain-dead. At first they said that there was a forty percent chance that he would get off the machine. But instead of that happening, the percentage went down. It was hard seeing him like that since I was so close to him. But it was even harder when he didn't want to see me. He said that by seeing me suffer, his suffering was greater. So I had to cut down on seeing him.

Everybody that visited him said that he had changed dramatically. They couldn't even recognize him. The last two days of his life were the worst. I prayed that God would relieve him of his misery. I had come very close to taking him off the machine in order for him not to suffer, but I didn't. Finally he passed away on November 22, with not the least bit of peace or dignity. The loss was great then and still is, but at least he's not suffering. That's why I believe that when people have terminal diseases with no hope of recovery, they shouldn't place them on machines to prolong their lives of suffering, but instead they should be permitted to die with as much peace and dignity as possible.

Somebody else might believe very strongly that we should try everything in our power to keep people alive. It doesn't matter what kind of illness or disease the people have. What's important is that they are kept alive, especially if they are loved ones. Some people want to keep their loved ones alive with them as long as they can, even if it's by a machine. They also believe it is up to God and medical science to determine whether people should live or die. Sometimes doctors give them hope that their loved ones will recover, and many people wish for a miracle to happen. With these hopes and wishes in mind, they wait and try everything in order to prolong a life, even if the doctors tell them that there is nothing that can be done.

Being open to new ideas and different viewpoints means being *flexible* enough to modify your ideas in the light of new information or better insight. Each of us has a tendency to cling to the beliefs we have been brought up with and the conclusions we have arrived at. If we are going to continue to grow and develop as thinkers, we have to modify our beliefs when evidence suggests that we should. As critical thinkers, we have to be *open* to receiving this new evidence and *flexible* enough to change and modify our ideas on the basis of it. In contrast to open and flexible thinking, *uncritical* thinking tends to be one-sided and close-minded. People who think this way are convinced that they alone see things as they really are and that everyone who disagrees with them is wrong. The words we use to describe this type of thinking include "subjective," "egocentric," and "dogmatic." It is very difficult for such people to step outside their own viewpoints in order to see things from other people's perspectives.

Task 9. WRITING

A critical thinker is someone who can develop an opinion of his or her own, but will also consider that others may have different though equally valid opinions. In other words, it is important to consider multiple perspectives as you generate your own ideas about yourself and about the world you live in. **Write a short narrative that describes an important incident in your own life. However, do not write the essay from your point of view. Choose another perspective from which to write the story.** Think about how the story will be different from this "other" perspective than if you had written it from your own perspective.

Task 10. DISCUSSION

Consider the following issues and identify reasons that support each side of the issue, their pros and cons.

Issue	pros	cons
The best way to deal with crime is to give long prison sentences.		
Long prison sentences will not reduce the crime.		
When a couple divorces the children should choose the parent with whom they wish to live.		
When a couple divorces the court should decide all custody issues regarding the children.		
It's better to live in a society that minimizes the role of government in the lives of its citizens.		
It's better to live in a society in which the government plays a major role in the lives of its citizens.		

Task 11. READING AND DISCUSSION

Consider the following dialogue and answer the question: How would you evaluate the level of communication (or noncommunication) taking place in this exchange? What are the reasons of your evaluation?

Person A: I have a friend who just found out she's pregnant and is trying to decide whether she should have an abortion or have the baby. What do you think?

Person B: Well, I think that having an abortion is a murder. Your friend doesn't want to be a murderer, does he?

Person A: How can you call her a murderer? An abortion is a medical operation.

Person B: Abortion is a murder. It's killing another human being, and your friend doesn't have the right to do it.

Person A: Well, you don't have the right to tell her what to do – it's her body and her decision. Nobody should be forced to have a child that is not wanted.

Person B: Nobody has the right to commit a murder – that's the law.

Person A: But abortion isn't a murder.

Person B: Yes, it is.

Person A: No, it isn't.

Person B: Goodbye! I can't talk to anyone who defends murderers.

Person A: And I can't talk to anyone who tries to tell other people how to run their lives.

Task 12. READING AND DISCUSSION

Contrast this first dialogue with the following one. Although it begins the same way, it quickly takes a much different direction. How would you contrast the level of communication taking place in this dialogue with that in the first dialogue? What are the reasons for your conclusion?

Person A: I have a friend who just found that she's pregnant and is trying to decide whether she should have an abortion or have the baby. What do you think?

Person B: Well, I think that having an abortion is a murder. Your friend doesn't want to be a murderer, does she?

Person A: Of course she doesn't want to be a murderer! But why do you believe that having an abortion is the same thing as murder?

Person B: Because murder is when we kill another human being, and when you have an abortion, you are killing another human being.

Person A: But is a fetus a human being yet? It certainly is when it is born. But what about before it's born, while it's still in the mother's womb? Is it a person then?

Person B: I think it is. Simply because the fetus hasn't been born doesn't mean that it isn't a person. Remember, sometimes babies are born prematurely, in their eighth or even seventh month of development. And they go on to have happy and useful lives.

Person A: I can see why you think that a fetus in the last stages of development — the seventh, eighth, or ninth month — is a person. After all, it can survive outside the womb with special help at the hospital. But what about at the beginning of development? Human life begins when an egg is fertilized by a sperm. Do you believe that the fertilized egg is a person?

Person B: Let me think about that for a minute. No, I don't think that a fertilized egg is a person, although many people do. I think that a fertilized egg has the potential to become a person — but it isn't a person yet.

Person A: Then at what point in its development do you think a fetus does become a person?

Person B: That's a good question, one that I haven't really thought about. I guess you could say that a fetus becomes a person when it begins to look like a person, with a head, hands, feet, and so on. Or you might say that a fetus becomes a person when all of its organs are formed — liver, kidneys, lungs, and so on. Or you might say that it becomes a person when its heart begins to start beating, or when its brain is fully developed. Or you might say that its life begins when it can survive outside the mother. I guess determining when the fetus becomes a person all depends on the standard that you use.

Person A: I see what you're saying! Since the development of human life is a continuous process that begins with a fertilized egg and ends with a baby, deciding when the fetus becomes a person depends on at what point in the process of development you decide to draw the line. But how do you decide where to draw the line?

Person B: That's a good place to begin another discussion. But right now I have to leave for class. See you later.

Task 13. DISCUSSION

Review the second dialogue and identify some of the reasons used by the participants to support their points of view. For example, Person B expresses the view that “abortion is a murder” and supports this view with the reasoning that “murder is killing another human being”. Fill in the table:

	Viewpoint	Supporting reason
Person A	1. 2.....	
Person B	1. 2.....	

Identify some of the key questions that are posed in the dialogue. For example, Person A poses the question: “But why do you believe that having an abortion is the same thing as murder?” (Asking this question directs the discussion toward a mutual exploration of the issues and away from angry confrontation). Find more of them.

Task 14. READING AND DISCUSSION

Read the following dialogue exploring the issue of capital punishment written by a student and then continue the discussion, creating an additional three or four responses for each person.

Person A: I heard on the news yesterday that a group of prisoners in Virginia took some hostages in one floor of the prison in protest for the death sentence of one of their inmates who was going to be executed last night. Nine persons were injured in the revolt.

Person B: Why was the man sentenced to die in the electric chair?

Person A: Because he had killed a pregnant woman and her five-year-old daughter a few years ago.

Person B: Do you believe in the death penalty?

Person A: Well, crime has been on the rise year after year. There has to be a way to regulate the increase, and capital punishment is one way.

Person B: It is true that crime has been on the rise, but to take such an option as capital punishment would make us less civilized and desperate. Capital punishment was used in the past with no positive results.

Person A: It may seem desperate to bring back capital punishment. What do you suggest instead?

Person B: I think there should be longer prison terms and less plea bargaining. Also, social programs should be available to help prisoners who finish their terms adapt to civilian life.

Person A: That sounds great, but you are talking about a great increase in the budget in correction and social programs. Why not just kill them and save the money?

Person B: Killing them is the easy way out. And if we kill them, that would make us just as bad as the criminals. What gives us the right to take a life?

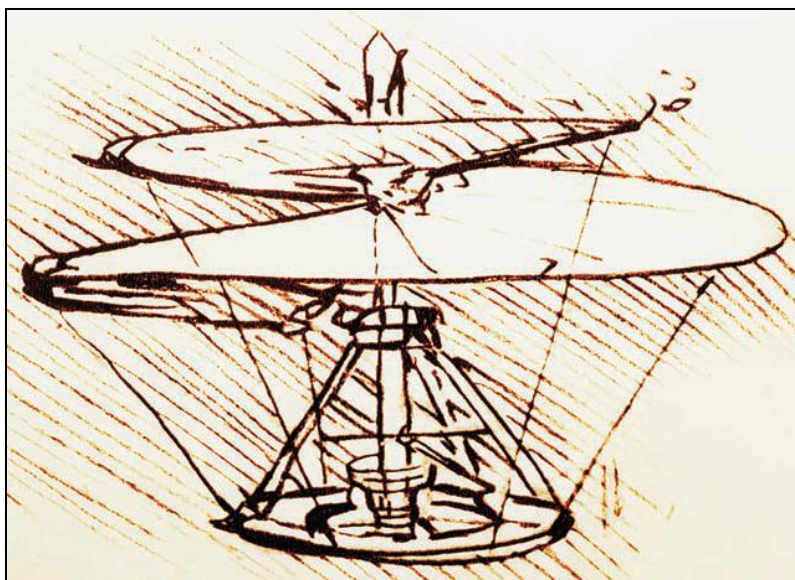
Person A: Suppose someone kills, serves his prison sentence, and then kills again. What then?

Now continue the dialogue.

Task 15. DISCUSSION

Look at the picture. What is it? Can you guess?

Leonardo da Vinci was an astonishingly *independent thinker*. For example, he depicted this idea of a helicopter centuries before anyone else conceived of it. But many people are not independent thinkers. What are the reasons that people too often get locked into passive, dependent ways of thinking? What strategies can we use to overcome these forces and think independently? Describe a time when you took an independent, and unpopular, stand on an issue. What was the experience like?



Task 16. PROJECT WORK

All of us are subject to powerful influences on our thinking, influences that we are often unaware of. For example, advertisers spend billions of dollars to manipulate our thinking in ways that are complex and subtle. For this exercise, choose one of the following tasks and present your idea in Power Point Presentation.

1. Watch some commercials, with several other class members if possible, and discuss the techniques each advertiser is using to shape your thinking. Analyze with the other viewers how each of the elements in a commercial – images, language, music – affects an audience. Pay particular attention to the symbolic associations of various images and words, and identify the powerful emotions that these associations elicit. Why are the commercials effective? What influential roles do commercials play in our culture as a whole? New technologies enable us to watch favorite shows without commercials. If we never had to watch commercials, would we lose a valuable part of the cultural experience – for example, those commercials that everyone talks about?
2. Select a commercial website and do an in-depth analysis of it. Explain how each of the site's element – design, content, use of music or video, and links – works to influence our thinking.

Содержание отчета. Отчет по лабораторной работе №2 должен включать:

1. Конспект теоретического материала (тексты №1, 2, 3, 4, 5, 6, 7)
2. Глоссарий ключевых терминов теоретического материала, а также незнакомых слов с дефинициями.
3. Письменное выполнение задания № 5 (написание эссе), согласно инструкции.
4. Выполнение задания № 6 в письменной форме.
5. Проект в виде презентации Power Point (Задание № 16).

Контрольные вопросы:

1. Виды деятельности в рамках критического мышления, его «инструменты». Умение задавать вопросы с целью получения необходимой информации и её оценки. Таксономия Блума.
2. Самостоятельное мышление как способность к анализу представлений, привитых в процессе воспитания и образования.

3. Социально-гуманитарные факторы, влияющие на мышление человека.
4. Анализ проблемы с различных углов зрения как неотъемлемый компонент критического мышления.
5. Обсуждение идей в организованном формате как способность мыслить критически: слышать собеседника, реагировать на высказываемые собеседником идеи, задавать вопросы, обосновывать собственную позицию путём предъявления доказательств и аргументов.

Перечень основной литературы

1. Чельшева, И.В. Развитие критического мышления и медиакомпетентности студентов в процессе анализа аудиовизуальных медиатекстов: учебное пособие / И.В. Чельшева. - М. : Директ-Медиа, 2020. - 401 с. - ISBN 978-5-4458-3833-3; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=22149510.1.2>.

Перечень дополнительной литературы

1. Развитие критического мышления на основе чтения текстов: учебное пособие (лабораторный практикум): Направление подготовки 45.03.02. Лингвистика Теория и методика преподавания иностранных языков и культур. Бакалавр/Н.Л. Московская, В.П. Старичкова, Е.А. Калиновская; Сев.- Кав. федер. ун-т. - Ставрополь: СКФУ, 2018. - 122 с. – 20 экз.
2. Bassham G. Critical Thinking. A Student's Introduction, 4th edition. - Published by McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, 2011. – 490 p.
3. Mason M. Critical Thinking and Learning. – Singapore: Blackwell Publishing, 2018. – 134 p.
4. Paul, R., Elder, L. Critical thinking: Tools for taking charge of your learning and your life. – Upper Saddle River, NJ: Pearson/Prentice Hall, 2016.
- Ruggiero V.R. Beyond Feelings: A Guide to Critical Thinking. Alfred Publishing Co., Inc., NY, 2011.

Интернет-источники:

1. www.criticalthinking.org
2. www.criticalthinking.net
3. Foundation for Critical Thinking. Critical Thinking: Where to Begin? <http://www.criticalthinking.org/starting/index.cfm>
4. Paul R., Elder L. The Miniature Guide to Critical Thinking: Concepts & Tools www.criticalthinking.org/files/Concepts_Tools.pdf

Лабораторное занятие № 5,6. Критическое мышление как способность к постановке и достижению целей.

Цель работы: сформировать у студентов представление о критическом мышлении как способности к постановке целей и разработке стратегий их достижения.

Формируемые компетенции: УК-1, ПК-1

Целью данного практического занятия является формирование и развитие у студентов следующих интеллектуальных умений критического мышления:

1. Анализировать собственный процесс постановки и реализации жизненных и других целей.
2. Разрабатывать стратегии достижения цели.
3. Анализировать собственные поступки и действия на пути к достижению цели.
4. Антиципировать возможные препятствия в процессе целедостижения.
5. Строить аргументированное высказывание.
6. Подбирать аргументы в защиту своей точки зрения.

Оборудование и материалы: специальное оборудование не требуется.

Topic 3. Working Toward Goals

TEXT 1. What is a goal?

Thinking helps us make sense of the world by enabling us to identify *goals* in our lives and to plan ways to reach these goals. WHAT ARE GOALS? Goals are clear statements of things you want to accomplish or solve in the future. They can be about personal, educational, or career aims, such as “I want to become a better soccer player,” or “I will work toward getting a raise in the next six months,” or “I should refinance my mortgage.” They include *the specific steps* you must take in order to achieve them, *creating a strategic plan* for you to follow. Goals also *identify the obstacles* you must overcome and *things you might need to acquire*, such as knowledge or help from others. Goals play extremely important functions in our lives by organizing our thinking and giving our lives order and direction. Goals suggest courses of action and influence our decisions. By performing these functions, goals contribute meaning to our lives. They give us something to aim for and lead to a sense of accomplishment when we reach them. It is our thinking abilities that enable us first *to identify what our goals are* and then to plan how to reach these goals.

TEXT 2. Achieving short-term goals

Thinking effectively plays a crucial role in helping you to achieve your goals by enabling you to perform two distinct, interrelated activities:

1. Identifying the appropriate goals
2. Devising effective plans and strategies to achieve your goals

You are involved in this goal-seeking process in every aspect of your daily life. Some of the goals you seek to achieve are more immediate (short-term) than others, such as planning your activities for the day or organizing your activities for an upcoming test.

Although achieving these short-term goals seems like it ought to be manageable process, the truth is your efforts probably meet with varying degrees of success. You may not always achieve your goals for the day, and you might *occasionally* find yourself inadequately prepared for a test. By improving your mastery of the goal seeking process, you should be able to improve the quality of every area of your life.

Let’s explore how to do this.

Identify five short-term goals you would like to achieve in the next week. Now rank these goals in order of importance, ranging from the goals that are most essential for you to achieve to those that are less significant. Once this process of identifying and ranking your goals is complete, you can then focus on devising effective plans and strategies to achieve your goals.

In order to complete this stage of the goal-seeking process, select the goal that you ranked 1 or 2, and then *list all of the steps* in the order in which they need to be taken to achieve your goal successfully. After completing this list, estimate how much time each step will take and plan the step in your daily/weekly schedule. For example, if your goal is to prepare for a quiz in biology, your steps might include:

Goal: Prepare for biology quiz in 2 days

<i>Steps to be taken:</i>	<i>Time involved:</i>	<i>Schedule:</i>
1. Photocopy the notes for the class I missed last week	20 minutes	after next class
2. Review reading assignments and class notes	2 hours	tonight
3. Make a summary review sheet	1 hour	tomorrow night
4. Study the review sheet	30 minutes	right before quiz

Although this method may seem a little mechanical the first few times you use, it will soon become integrated into your thinking processes and become a natural and automatic approach to achieving the goals in your daily life. Much of our failure to achieve our short-term goals is due to the fact that we skip one or more of the steps in this process. Common thinking errors in seeking our goals include the following:

- We neglect to explicitly identify important goals.
- We concentrate on less important goals first, leaving insufficient time to work on more important goals.
- We don't identify all of the steps required to achieve our goals, or we approach them in the wrong order.
- We underestimate the time each step will take and/or fail to plan the steps in our schedule.

Method for Achieving Short-Term Goals

Step 1: Identify the goals.

Identify the short-term goals.

Rank the goals in order of importance.

Select the most important goal(s) to focus on.

Step 2: Devise effective plans to achieve your goals.

List all of the steps in the order in which they should be taken.

Estimate how much time each step will take.

Plan the steps in your daily/weekly schedule.

TEXT 3. Achieving long-term goals

Identifying immediate or “short-term” goals tends to be a fairly simple procedure. Identifying the appropriate “long-term” goals is a much more complex and challenging process: career aims, plans for marriage, paying for children’s college, goals for personal development. Think, for example, about the people you know who have full-time jobs. How many of these people get up in the morning excited and looking forward to going to work that day? Probably

not that high a number. The unfortunate fact is that many people have not been successful in identifying the most appropriate career goals for themselves, goals that reflect their true interests and talents.

How do you identify the most appropriate long-term goals for yourself? To begin with, you need to develop an in-depth understanding of yourself: your talents, your interests, the things that stimulate you and bring you satisfaction. You also need to discover what your possibilities are, either through research or actual experience. Of course, your goals do not necessarily remain the same throughout your life. It is unlikely that the goals you had as an eight-year-old are the ones you have now. As you grow and mature, it is natural for your goals to change and evolve as well. The key point is that you should keep examining your goals to make sure that they reflect your own thinking and current interests.

Research studies have shown that high-achieving people are able to envision a detailed, three-dimensional picture of their future in which their goals and aspirations are clearly inscribed. In addition, they are able to construct a mental plan that includes the sequence of steps they will have to take, the amount of time each step will involve, and strategies for overcoming the obstacles they will likely encounter.

Such realistic and compelling concepts of the future enable these people to make sacrifices in the present to achieve their long-term goals. Of course, they may modify these goals as circumstances change and they acquire more information, but they retain a well-defined, flexible plan that charts their life course.

Research also reveals that people who are low achievers tend to live in the present and the past. Their concepts of the future are vague and ill defined: "I want to be happy" or "I want a high-paying job." This unclear concept of the future makes it difficult for them to identify the most appropriate goals for themselves, to devise effective strategies for achieving these goals, and to make the necessary sacrifices in the present that will ensure that the future becomes a reality. For example, imagine that you are faced with the choice of studying for an exam or participating in a social activity.

What would you do? If you are focusing mainly on the present rather than the future, then the temptation to go out with your friends may be too strong. But if you see this exam as connected to a future that is real and extremely important to you, then you are better equipped to sacrifice a momentary pleasant time for your future happiness.

Задания (Tasks)

Task 1. WARM-UP

Answer the questions:

What is a goal?

What function do goals play in our lives?

How do goals influence our courses of action and decisions?

What sense does the accomplished goal cause?

What does a person need to accomplish the goal?

What are minor and major goals? What ones are more important?

Task 2. WRITING

All the activities and our behavior have a purpose or purposes, a goal or goals, that we are trying to reach. We can begin to discover the goals of our actions by asking the question

“why” of what we are doing or thinking. Answer the following question: Why did you come to this class today?

Using your response to the question “Why did you come to this class today?” as a starting point, try to discover more basic goals in your life by asking a series of “why”- questions. After each response ask “why” again. Start like this:

Why did you come to this class today?

For ex. Because I want to pass this course.

Why do you want to pass this course?

Because:

Why do you want:

Because:

Why do you want:

Because:

Fill in the chart:

Why did you come to this class today?

Because I want to... _____.

Why do you want to... _____?

Because I want to ... _____.

Why do you want to... _____?

Because I want to ... _____.

Why do you want to... _____?

Because I want to ... _____.

Why do you want to... _____?

As you may have found in completing the activity, this "child's game" begins to reveal the network of goals that structures our experience and leads us to progressively more profound questions regarding our basic goals in life, such as "Why do I want to be successful?" or "Why do I want a happy and fulfilling life?" These are complex issues that require thorough and ongoing exploration. A first step in this direction is to examine the way our mind works to achieve our goals, which is the "goal" of this section. If we can understand the way our mind **functions when we think effectively, then we can use this knowledge to improve our thinking abilities.** This in turn will enable us to deal more effectively with new situations we encounter. To begin this process, think about an important goal you have achieved in your life, and then complete the following Task 3.

Task 3. WRITING

Observe and analyze the process of selecting and achieving your goals.

- Describe an important goal you recently achieved.
- Explain the reasoning process that led you to select this goal (see Task 1): Why did I want to...? Because... . Why did I want to...? etc.
- Identify the steps you had to take to achieve this goal in the order in which they were taken and estimate the amount of time each step took.
- Describe how you felt when you achieved this goal.

Task 4. READING AND DISCUSSION

Read the passage from the American student’s diary and answer the questions:

How did the student manage to reach the goal? What steps did she take?

Were there any obstacles while she was reaching her goal?

What feelings did she have? How did she manage to overcome her fear and uncertainty?

My Future Career Goal

My future career goal is to become a professional photographer, working for National Geographic Magazine and travelling around the world. I originally had different dreams, but gradually drifted away from them and lost interest. Then I enrolled in a photography course and loved it. I couldn't wait until the weekend was over to attend class on Monday or to begin my next class project – reactions that were really quite unusual for me! Not everyone is certain at my age about what they would like to become, and I think it is important to discover a career you will enjoy because you are going to spend the rest of your life doing it. I have many doubts, as I think everyone does. Am I good enough? The main thing I fear is rejection, people not liking my work, a possibility that is unavoidable in life. There is so much competition in this world that sometimes when you see someone better at what you do, you can feel inadequate. These problems and obstacles that interfere with my goals will have to be overcome. Rejection will have to be accepted and looked at as a learning experience, and competition will have to be used as an incentive for me to work at my highest level. But through it all, if you don't have any fears, then what do you have? Lacking competition and the possibility of rejection, there is no challenge to life.

Task 5. DISCUSSION

Fran's grades aren't good and she knows she can do better. She brainstorms possible solutions and makes the goal setting chart. Analyze her chart and answer the questions:

Is her goal realistic?

Is it minor or major? How can it influence her global life-time goal?

What points does her chart consist of?

What steps is she going to take? Are they appropriate?

What's her timetable for a goal achieving process?

What points, if any, has she missed? What would you add into her chart?

Goal Setting Chart

Goal: to get no grade below a B next marking period (which ends March 14)

What is in my way: too much socializing, poor study skills

How I will achieve my goal:

Step 1: cut back on socializing: do not sit with friends during class; no phone calls or computer until homework is done

Step 2: improve study skills; buy workbook on study skills and complete one practice exercise every day; keep notebooks organized by cleaning them out every day after school; make a file folder at home for each class; do homework every day at desk; ask teacher(s) for help if I don't understand something

What I need to accomplish goal: study skills workbook, file folders

Timeline for accomplishing goal:

Daily: no socializing in class or after school until homework is done; study skills workbook, clean out notebooks; complete all homework assignments

Weekly: file assignments, tests, and quizzes

When needed: ask teacher for help; complete missing assignments

Long term: keep up plan for getting better grades

What I will get from goal: better education; feeling of accomplishment; name on honor roll; respect of parents and teachers

Task 6. WRITING

- Describe an important goal you recently achieved.
- Explain the reasoning process that led you to select this goal (see Task 1): Why did I want to...? Because... . Why did I want to...? etc.
- Identify the steps you had to take to achieve this goal in the order in which they were taken and estimate the amount of time each step took.
- Describe how you felt when you achieved this goal.

Task 7. WRITING

Apply some of the insights we have been examining about working toward goals to a situation in your own life. Write a short essay on the topic “The Goal I Want to Achieve”. Use the plan.

1. Describe as specifically as possible an important goal that you want to achieve in your life (an academic, professional, personal goal etc.)
2. Explain the reasons that led you to select the goal that you did and why you believe that your goal is appropriate.
3. Identify both the major and the minor steps you will have to take to achieve your goal. List your steps in the order they need to be taken and indicate how much time you think each step will take. Make your responses as specific and precise as possible.

Содержание отчета. Отчет по лабораторной работе №3 должен включать:

1. Конспект теоретического материала (тексты №1, 2, 3)

2. Глоссарий ключевых терминов теоретического материала, а также незнакомых слов с дефинициями.
3. Письменное выполнение заданий №2, 3, 6, 7 согласно инструкциям.

Контрольные вопросы:

1. Мышление как активный целенаправленный организованный процесс.
2. Цель как жизнеорганизующая категория.
3. Краткосрочные цели и стратегии их достижения.
4. Долгосрочные цели и стратегии их достижения.

Перечень основной литературы

1. Чельшева, И.В. Развитие критического мышления и медиакомпетентности студентов в процессе анализа аудиовизуальных медиатекстов: учебное пособие / И.В. Чельшева. - М. : Директ-Медиа, 2020. - 401 с. - ISBN 978-5-4458-3833-3; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=22149510.1.2>.

Перечень дополнительной литературы

1. Развитие критического мышления на основе чтения текстов: учебное пособие (лабораторный практикум): Направление подготовки 45.03.02. Лингвистика Теория и методика преподавания иностранных языков и культур. Бакалавр/Н.Л. Московская, В.П. Старичкова, Е.А. Калиновская; Сев.- Кав. федер. ун-т. - Ставрополь: СКФУ, 2018. - 122 с. – 20 экз.
 2. Bassham G. Critical Thinking. A Student's Introduction, 4th edition. - Published by McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, 2011. – 490 p.
 3. Mason M. Critical Thinking and Learning. – Singapore: Blackwell Publishing, 2018. – 134 p.
 4. Paul, R., Elder, L. Critical thinking: Tools for taking charge of your learning and your life. – Upper Saddle River, NJ: Pearson/Prentice Hall, 2016.
- Ruggiero V.R. Beyond Feelings: A Guide to Critical Thinking. Alfred Publishing Co., Inc., NY, 2011.

Лабораторное занятие № 7,8. Организованный подход к решению проблемных ситуаций с помощью технологий критического мышления.

Цель: сформировать у студентов способность к организованному решению проблемных ситуаций с использованием технологий критического мышления.

Формируемые компетенции: УК-1, ПК-1

Целью данного практического занятия является формирование и развитие у студентов следующих интеллектуальных умений критического мышления:

1. Рассматривать проблему с различных углов зрения, сравнивать и сопоставлять различные мнения.
2. Антиципировать и оценивать возможные варианты разрешения проблемной ситуации.
3. Решать проблему путём поиска и анализа альтернатив её решения, оценки правомерности собственного выбора.
4. Разрабатывать стратегии решения проблемной ситуации.

Оборудование и материалы: компьютер, проектор.

Перечень основной литературы

1. Чельшева, И.В. Развитие критического мышления и медиакомпетентности студентов в процессе анализа аудиовизуальных медиатекстов: учебное пособие / И.В. Чельшева. - М. : Директ-Медиа, 2017. - 401 с. - ISBN 978-5-4458-3833-3; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=22149510.1.2>.

Перечень дополнительной литературы

1. Развитие критического мышления на основе чтения текстов: учебное пособие (лабораторный практикум): Направление подготовки 45.03.02. Лингвистика Теория и методика преподавания иностранных языков и культур. Бакалавр/Н.Л. Московская, В.П. Старичкова, Е.А. Калиновская; Сев.- Кав. федер. ун-т. - Ставрополь: СКФУ, 2018. - 122 с. – 20 экз.
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4. Paul, R., Elder, L. Critical thinking: Tools for taking charge of your learning and your life. – Upper Saddle River, NJ: Pearson/Prentice Hall, 2016.
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Интернет-источники:

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4. Paul R., Elder L. The Miniature Guide to Critical Thinking: Concepts & Tools www.criticalthinking.org/files/Concepts_Tools.pdf

Теоретическая часть (Theoretical Material)

Topic 4. Solving Problems

TEXT 1. Thinking critically about problems

Throughout the life, people are continually solving problems, including the many minor problems that you solve each day: negotiating a construction delay on the road, working through an unexpected difficulty at one's job, helping an upset child deal with a disappointment. As a student, you are faced with a steady stream of academic assignments, quizzes, exams, and papers. Relatively simple problems like these do not require a systematic or complex analysis. For example, to do well on an exam, you need to *define* the problem (what areas will the exam cover, and what will be the format?), identify and evaluate various *alternatives* (what are possible study approaches?), and then put all these factors together to reach a *solution* (what will be your study plan and schedule?).

But the difficult and complicated problems in life require more attention. Problems are the crucibles that forge the strength of our characters. When you are tested by life—forced to overcome adversity and think your way through the most challenging situations—you will emerge a more intelligent, resourceful, and resilient person. However, if you lead a sheltered existence that insulates you from life’s trials, or if you flee from situations at the first sign of trouble, then you are likely to be weak and unable to cope with the eruptions and explosions that are bound to occur. Adversity reveals the person you have become, the character you have created. As the Roman philosopher and poet Lucretius explained, “So it is more useful to watch a man in times of peril, and in adversity to discern what kind of man he is; for then, at last, words of truth are drawn from the depths of his heart, and the mask is torn off, reality remains.”

The quality of your life can be traced in large measure to your competency as a problem solver. The fact that some people are consistently superior problem solvers is largely due to their ability to approach problems in an informed and organized way. Less competent problem solvers just muddle through when it comes to confronting adversity, using hit-or-miss strategies that rarely provide the best results. How would you rate yourself as a problem solver? Do you generally approach difficulties confidently, analyze them clearly, and reach productive solutions? Or do you find that you often get “lost” and confused in such situations, unable to understand the problem clearly and to break out of mental ruts? Of course, you may find that you are very adept at solving problems in one area of your life—such as your job—and miserable at solving problems in other areas, such as your love life or your relationships with your children. Becoming an expert problem solver is, for the most part, a learned skill that you can develop by practicing and applying the principles described in this chapter. You can learn to view problems as *challenges*, opportunities for growth instead of obstacles or burdens. You can become a person who attacks adversity with confidence and enthusiasm.

TEXT 2. Types of Problems. A Problem-Solving Strategy

Once you recognize that a problem exists, but before you begin to solve it, you should determine the type of problem as it relates to a timeframe and your personal priorities. There are two criteria to use in your determination: **severity** and **importance**.

Severe Problems. These problems may be identified by the following characteristics:

- require immediate solutions
- may call for the involvement of others who have more expertise than you
- result in increasingly drastic consequences the longer they remain unsolved

For example, a break in your house’s plumbing is a severe problem. Water will continue to leak, or perhaps, gush out until the break is fixed. The water can damage everything it comes in contact with, including hardwood floors, carpeting, furniture, and walls. Unless you are a plumber, you will need to call a professional to solve the problem immediately. Delays can result in a more difficult plumbing issue and also costly water damage repairs. You might even need to replace flooring or other items if the break is not fixed quickly.

Important Problems. Problems are viewed as important or unimportant in relation to one another, and according to personal priorities. When you are faced with a number of problems, you must evaluate them in terms of priority so that you are not dealing with minor issues first, and leaving the more important ones to go unattended until the last minute. Prioritizing means looking at each problem or issue, and ranking it in terms of importance. What is most important to you as you begin the critical thinking process.

When we first approach a difficult problem, it often seems a confused tangle of information, feelings, alternatives, opinions, considerations, and risks. For example, consider the following problem:

Loss of Financial Aid

I'm just about to begin my second year of college, following a very successful first year. To this point, I have financed my education through a combination of savings, financial aid, and a part-time job (sixteen hours per week) at a local store. However, I just received a letter from my college stating that it was reducing my financial aid package by half due to budgetary problems. The letter concludes, "We hope this aid reduction will not prove to be too great an inconvenience." From my perspective, this reduction in aid isn't an inconvenience – it's a disaster! My budget last year was already tight, and with my job, I had barely enough time to study, participate in a few college activities, and have a modest (but essential) social life. To make matters worse, my mother has been ill, a condition that has reduced her income and created financial problems at home. I'm feeling panicked! What in the world am I going to do?

The problem of the college student just described is a complicated situation that does not seem to offer a single simple solution. Without the benefit of a systematic approach, our thoughts might wander through the tangle of issues like this:

I want to stay in school . . . but I'm not going to have enough money . . . I could work more hours at my job . . . but I might not have enough time to study and get top grades . . . and if all I'm doing is working and studying, what about my social life? . . . and what about Mom and the kids? . . . They might need my help . . . I could drop out of school for a while . . . but if I don't stay in school, what kind of future do I have? . . .

Very often when we are faced with difficult problems like this, we simply do not know where to begin trying to solve them. Frustrated by not knowing where to take the first step, we often give up trying to understand the problem. Instead, we may:

1. *Act impulsively* without thought or consideration (e.g., "I'll just quit school").
2. *Do what someone else suggests* without seriously evaluating the suggestion (e.g., "Tell me what I should do—I'm tired of thinking about this").
3. *Do nothing* as we wait for events to make the decision for us (e.g., "I'll just wait and see what happens before doing anything").

None of these approaches is likely to succeed in the long run, and they can gradually reduce our confidence in dealing with complex problems. An alternative to these reactions is to *think critically* about the problem, analyzing it with an organized approach based on the five-step method:

Problem-Solving Method

Step 1: What is the problem?

- a. What do I know about the situation?
- b. What results am I aiming for in this situation?
- c. How can I define the problem?

Step 2: What are the alternatives?

- a. What are the boundaries of the problem situation?
- b. What alternatives are possible within these boundaries?

Step 3: What are the advantages and/or disadvantages of each alternative?

- a. What are the advantages of each alternative?
- b. What are the disadvantages of each alternative?

c. What additional information do I need to evaluate each alternative?

Step 4: What is the solution?

a. Which alternative(s) will I pursue?

b. What steps can I take to act on the alternative(s) chosen?

Step 5: How well is the solution working?

a. What is my evaluation?

b. What adjustments are necessary?

Although we will be using an organized method for working through difficult problems and arriving at thoughtful conclusions, the fact is that our minds do not always work in such a logical, step-by-step fashion. Effective problem solvers typically pass through all the steps we will be examining, but they don't always do so in the sequence we will be describing. Instead, the best problem solvers have an integrated and flexible approach to the process in which they deploy a repertoire of problem-solving strategies as needed. Sometimes exploring the various alternatives helps them go back and redefine the original problem; similarly, seeking to implement the solution can often suggest new alternatives.

The key point is that, although the problem-solving steps are presented in a logical sequence here, you are not locked into following these steps in a mechanical and unimaginative way. At the same time, in learning a problem-solving method like this, it is generally not wise to skip steps because each step deals with an important aspect of the problem. As you become more proficient in using the method, you will find that you can apply its concepts and strategies to problem solving in an increasingly flexible and natural fashion, just as learning the basics of an activity like driving a car gradually gives way to a more organic and integrated performance of the skills involved. Before applying a method like the one just outlined above to your problem, however, you need first to prepare yourself by *accepting* the problem.

TEXT 3. Recognizing and Accepting the Problem

In terms of critical thinking skills, a problem is defined as a question or situation that calls for a solution. That means when you are faced with a problem, you must take an action or make decisions that will lead to resolution of that problem. One of the most common reasons for not recognizing a problem is the desire to avoid taking action or responsibility. The thinking goes that no recognition means no responsibility. Realize that by not recognizing the problem, you make the solution more difficult. The initial problem could grow larger and more complex with time, or by waiting you could create multiple problems that need solutions. In other words, the failure to recognize a problem almost always creates more work for you.

To solve a problem, we must be willing to admit that a problem exists and we must also be willing to involve ourselves actively in doing something about it. The truth is, we can only solve problems effectively if we are genuinely interested in making sense of them. This means that we must accept responsibility for the problem, actively work toward a solution, and then commit ourselves to action. If we are unwilling — or unable — to think critically by taking an active role in figuring things out and then *acting* on our conclusions, then many of the problems in our lives will simply remain unsolved.

There are two distinct dimensions to accepting problems or challenges: (1) *acknowledging* that the problem exists, and (2) *committing* ourselves to trying to solve the problem. Sometimes we have difficulty in recognizing that there is a problem, unless it is pointed out to us. Other

times we may actively *resist* acknowledging a problem, even when it is pointed out to us. The person who confidently states, "I don't really have any problems," sometimes has very serious problems — but is simply unwilling to acknowledge them.

On the other hand, mere acknowledgment is not enough to solve a problem. Once we have identified a problem, we must commit ourselves to trying to solve it. Successful problem solvers are highly motivated and willing to persevere through many challenges and frustrations of the problem-solving process. This willingness to persevere is an important factor in preparing to solve a problem.

The first step in solving problems is to determine exactly what the central issues of the problem are. If we do not clearly understand what the problem really is, then our chances of solving it are considerably reduced. We may spend our time trying to solve the wrong problem. The way we define a problem determines not only *how* we will go about solving it, but whether we feel that the problem can be solved at all.

Задания (Tasks)

Task 1. WARM-UP

Answer the questions:

1. *What is a problem?*
2. *What types of problems do you know?*
3. *What thinking skills does a person use to solve the problem?*
4. *Explain the problem-solving method.*

Task 2. READING AND DISCUSSION

Imagine yourself in the following situations. What kind of problems they are? Severe or important? What would your next move be, and what are your reasons for it?

Procrastination. I am a procrastinator. Whenever I have something important to do, especially if it's difficult or unpleasant, I tend to put it off. Though this chronic delaying bothers me, I try to suppress my concern and instead work on more trivial things. It doesn't matter how much time I allow for certain responsibilities, I always end up waiting until the last minute to really focus and get things done, or I overschedule too many things for the time available. I usually meet my deadlines, but not always, and I don't enjoy working under this kind of pressure. In many cases I know that I'm not producing my best work. To make matters worse, the feeling that I'm always behind causes me to feel really stressed out and undermines my confidence. I've tried every kind of schedule and technique, but my best intentions simply don't last, and I end up slipping into my old habits. I must learn to get my priorities in order and act on them in an organized way so that I can lead a well-balanced and happier life.

Losing Weight. My problem is the unwelcome weight that has attached itself to me. I was always in pretty good physical shape when I was younger, and if I gained a few extra pounds, they were easy to lose if I adjusted my diet slightly or exercised a little more. As I've gotten older, however, it seems easier to add the weight and more difficult to take it off. I'm eating healthier than I ever have before and getting just as much exercise, but the pounds just keep on coming. My clothes are tight, I'm feeling slow and heavy, and my self-esteem is suffering. How can I lose this excess poundage?

Smoking. One problem in my life that has remained unsolved for about twelve years is my inability to stop smoking. I know it is dangerous for my health, and I tell my children that they should not smoke. They then tell me that I should stop, and I explain to them that it is very hard to do. I have tried to stop many times without success. The only times I previously was able to stop were during my two pregnancies because I didn't want to endanger my children's health. But after their births, I went back to smoking, although I realize that secondhand smoke can also pose a health hazard. I want to stop smoking because it's dangerous, but I also enjoy it. Why do I continue, knowing it can only damage me and my children?

Task 3. WRITING

Choose one of the problems given in Task 2 and apply an organized problem-solving method for its solution. Put down all the steps to be taken.

Task 4. READING AND DISCUSSION

Consider the following problem situation and do the tasks that follow.

The problem that I solved recently dealt with my nine-year-old son Damon. He is a very bright child in the fourth grade who has a reading score of 8.3 and a math score of 7.3. The problem was that he got bored very quickly when the class moved at a slow pace. He started to clown around, fought with other children, and left the room when he got too bored. I went constantly to the school and met with the teachers to discuss Damon's behavior.

The teachers suggested that Damon had an emotional problem and asked me to have him tested. I took him to be tested, but instead of finding an emotional problem, they found that he was academically way above average. Unfortunately, his school doesn't have a placement for gifted children in his grade. Despite his test results, the principal and his teachers continued to maintain that Damon was emotionally disturbed. I knew that Damon was capable of doing the work and so did his teacher. He just needed a different learning environment.

I solved the problem by going to my district office to discuss what was going on. We came to the conclusion that Damon needed to be placed in a class that specializes in gifted children. He will be tested again, and if he meets the requirements, he will be eligible for admission and financial support to a private school where he can get the kind of work he needs.

Task 5. DISCUSSION

In reflecting on this situation, think about how different "definitions" of the problem lead to two contrasting analyses (and hence two entirely different courses of action):

- *Damon's problem is that he is emotionally disturbed.*
- *Damon's problem is that he is academically gifted and gets bored in class.*

As this example shows, correct identification of a problem is essential if we are going to be able to perform a successful analysis and reach an appropriate conclusion. If we misidentify the problem, we can find ourselves pursuing an unproductive and even destructive course of action.

Task 6. DISCUSSION

Which, if any, of these problems is severe?

- a. You realize you are out of shampoo on the morning of an important job interview.

- b. You find a tick on your dog which has probably been in place for a day or two, and suspect Lyme disease.
- c. You find a nail in your tire; there is little air loss, but you are ten miles from the closest gas station.
- d. You lose your job when your boss suspects you have been stealing from your company.

Task 7. DISCUSSION

Three problems arise at work simultaneously. In what order do you solve the following?

- a. The printer in your office is down.
- b. You need to finish writing a report to meet a 3:00 P.M. deadline.
- c. Documents must be dropped off at FedEx by 5:00 P.M.

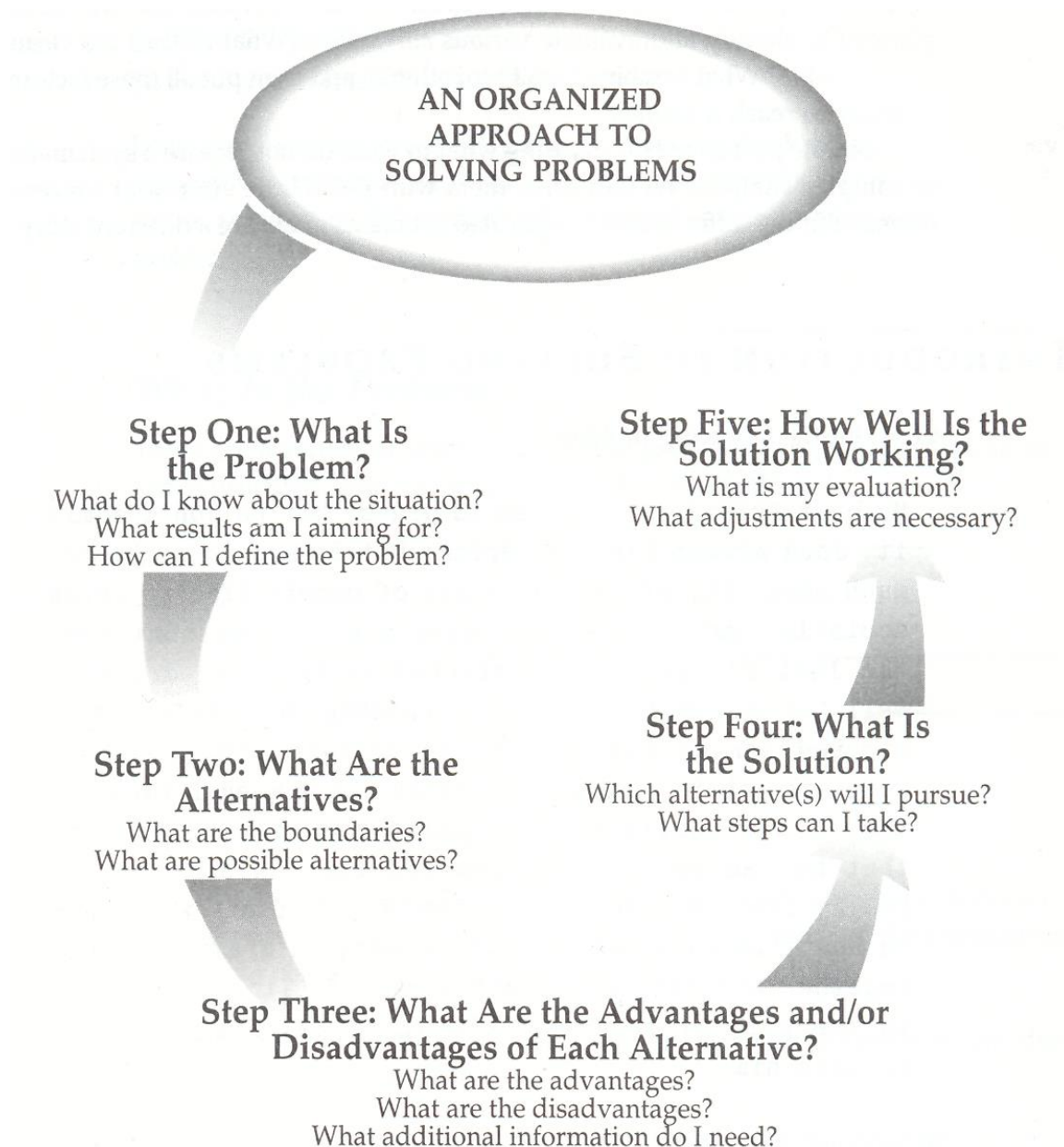
You are planning a family vacation to a resort 800 miles from your home. Here are some of the details you will need to take care of:

- purchase plane tickets
- research restaurants in the area around the resort
- reserve accommodations
- hire a pet sitter for your cats

–In what order should you complete these tasks? Which is most important? Least important?

Task 8. DISCUSSION

Consider the following mind-map and do the tasks that follow.



Task 9. DISCUSSION AND WRITING

Simple problems like choosing what to wear do not require a systematic or complex analysis. We can solve them with just a little effort and concentration. But the difficult and complicated problems in life are a different story. Consider the following problem and do the tasks that follow:

My best friend is addicted to drugs, but he won't admit it. Jack always liked to drink, but I never thought too much about it. After all, a lot of people like to drink socially, get relaxed and have a good time. But over the last few years he's started using other drugs as well as alcohol, and it's ruining his life. He's stopped taking classes at the college and will soon lose his job if he doesn't change. Last week I told him that I was really worried about him, but he told me that he has no drug problem and that in any case it really isn't any of my business. I just don't know what to do. I've known Jack since we were in grammar school together and he's a wonderful person. It's as if he's in the grip of some terrible force and I'm powerless to help him.

In working through this problem, the student who wrote this description will have to think carefully and systematically in order to reach a solution. When we think effectively in situations

like this, we usually ask ourselves **a series of questions**, although we may not be aware of the process that our minds are going through.

Let's explore these questions further - and the thinking process that they represent - by applying them to the problem described here. Put yourself in the position of the student whose friend seems to have a serious drug problem.

What Is the Problem?

There are a variety of ways to define the problem facing this student. In brief, describe what you think is the problem.

What Are the Alternatives?

In dealing with this problem, you have a wide variety of possible actions to consider before selecting the best choices. Identify some of the alternatives you might consider. Give two more alternatives.

1. Speak to your friend in a candid and forceful way to convince him that he has a serious problem.

2. _____

3. _____

What Are the Advantages and/or Disadvantages of Each Alternative?

For each of the alternatives you identified, evaluate the strengths and weaknesses so you can weigh your choices and decide on the best course of action.

1. Speak to your friend in a candid and forceful way to convince him that he has a serious problem.

Advantage: He may respond to your direct emotional appeal, acknowledge that he has a problem, and seek help.

Disadvantage: He may react angrily, further alienating you from him and making it more difficult for you to have any influence on him.

2. _____

Advantage: _____ *Disadvantage:* _____

3. _____

Advantage: _____

Disadvantage: _____

What Is the Solution?

After evaluating the various alternatives, select what you think is the most effective alternative for solving the problem and describe the sequence of steps you would take to act on the alternative.

Alternative: _____

Steps:

1. _____

2. _____

3. _____

How Well Is the Solution Working?

The final step in the process is to review the solution and decide whether it is working well. If it is not, we must be able to modify our solution or perhaps choose an alternate solution we had disregarded earlier. Describe what results would inform you that the alternative you selected was working well or poorly.

Task 10. DISCUSSION

Work in groups. Consider the following problems. Choose any problem. Give your variants of possible ways of solving them. Apply the problem-solving strategy.

	John: “The most important unsolved problem that exists for me is the inability to make that crucial decision of what to major in. I want to be secure with respect to both money and happiness when I make a career for myself, and I don't want to make a mistake in choosing a field of study. I want to make this decision before beginning the next semester so that I can start immediately in my career. I've been thinking about managerial studies. However, I often wonder if I have the capacity to make executive decisions when I can't even decide on what I want to do with my life.”
	Eddy: “One of my problems is my difficulty in taking tests. It's not that I don't study. What happens is that when I get the test I become nervous and my mind goes blank. For example, in my social science class, the teacher told the class on Tuesday that there would be a test on Thursday. That afternoon I went home and began studying for the test. By Thursday I knew most of the work, but when the test was handed out, I got nervous and my mind went blank. For a long time I just stared at the test, and I ended up failing it.
	George: “My problem is "the weed." I have been smoking cigarettes for over five years. At first I did it because I liked the image and most of my friends were smoking as well. Gradually, I got hooked. It's such a part of my life now, I don't know if I can quit. Having a cup of coffee, studying, talking to people — it just seems natural to have a cigarette in my hand. I know there are a lot of good reasons for me to stop. I've even tried a few times, but I always ended up bumming cigarettes from friends and then giving up entirely. I don't want my health to go up in smoke, but I don't know what to do.”
	Wendy: “One of the serious problems in my life is learning English as a second language. It is not so easy to learn a second language, especially when you live in an environment where only your native language is spoken. When I came to this country three years ago, I could speak almost no English. I have learned a lot, but my lack of fluency is getting in the way of my studies and my social relationships.”

Task 11. PROJECT WORK

Not all problems we encounter are personal problems. There are, of course, many problems that affect large groups of people. These are often called social problems. You might or might not be part of the group, but the problem can affect you nonetheless. You may not be homeless, or impoverished, but these large social problems certainly affect all of us as thinking, feeling human beings. Using the basic problem-solving method consider a social problem you are familiar with but that does not seem to have an easy solution. You might also think about problems that have a variety of solutions. (If you are having trouble generating ideas, think about a local issue or problem in your city or community that does not seem to have an easy, straightforward solution. What are the possible solutions to this kind of problem? Who loses and who gains?)

Task 12. WRITING

1. Describe in specific detail an important problem you have solved recently.
2. Explain how you went about solving the problem. What were the steps, strategies, and approaches you used to understand the problem and make an informed decision?
3. Apply the five-step problem-solving method we have been exploring to your problem.
4. Share your problem with other members of the class and have them try to analyze and solve it. Then explain the solution you arrived at.

Содержание отчета. Отчет по лабораторной работе №2 должен включать:

1. Конспект теоретического материала (тексты №1, 2, 3)
2. Глоссарий ключевых терминов теоретического материала, а также незнакомых слов с дефинициями.
3. Выполнение заданий №3, 9, 12 в письменной форме.
4. Проект в виде презентации Power Point (Задание № 11).

Контрольные вопросы:

1. Организованный подход к решению проблем, основанный на критическом мышлении.
2. Распознавание и принятие проблемы. Типы проблем. Проблемы, требующие немедленного решения. Альтернативы решения проблемы.
3. Пошаговая стратегия решения проблем.

Перечень основной литературы

1. Чельшева, И.В. Развитие критического мышления и медиакомпетентности студентов в процессе анализа аудиовизуальных медиатекстов: учебное пособие / И.В. Чельшева. - М. : Директ-Медиа, 2020. - 401 с. - ISBN 978-5-4458-3833-3; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=22149510.1.2>.

Перечень дополнительной литературы

1. Развитие критического мышления на основе чтения текстов: учебное пособие (лабораторный практикум): Направление подготовки 45.03.02. Лингвистика Теория и методика преподавания иностранных языков и культур. Бакалавр/Н.Л. Московская, В.П. Старичкова, Е.А. Калиновская; Сев.- Кав. федер. ун-т. - Ставрополь: СКФУ, 2018. - 122 с. – 20 экз.

2. Bassham G. Critical Thinking. A Student's Introduction, 4th edition. - Published by McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, 2011. – 490 p.

3. Mason M. Critical Thinking and Learning. – Singapore: Blackwell Publishing, 2018. – 134 p.

4. Paul, R., Elder, L. Critical thinking: Tools for taking charge of your learning and your life. – Upper Saddle River, NJ: Pearson/Prentice Hall, 2016.

Ruggiero V.R. Beyond Feelings: A Guide to Critical Thinking. Alfred Publishing Co., Inc., NY, 2011.

Интернет-источники:

1. www.criticalthinking.org

2. www.criticalthinking.net

3. Foundation for Critical Thinking. Critical Thinking: Where to Begin? <http://www.criticalthinking.org/starting/index.cfm>

4. Paul R., Elder L. The Miniature Guide to Critical Thinking: Concepts & Tools www.criticalthinking.org/files/Concepts_Tools.pdf

Лабораторное занятие № 9,10. Критическое мышление и процесс восприятия.

Цель: сформировать у студентов представление о восприятии информации через призму критического мышления.

Формируемые компетенции: УК-1, ПК-1

Целью данного практического занятия является формирование и развитие у студентов следующих интеллектуальных умений критического мышления:

1. Распознавать степень влияния посторонних факторов (общественных стереотипов, собственных убеждений и представлений) на процесс мышления.

2. Обнаруживать наличие или отсутствие субъективных оценок и предубеждений источника информации в отношении излагаемой им информации.

3. Сопоставлять различные источники информации.

Оборудование и материалы: компьютер, проектор, видеозапись кинофильма «Трасса № 60» на английском языке.

Теоретическая часть (Theoretical Material)

Topic 5. Thinking Critically About Perceptions

TEXT 1. Perceiving

Thinking is the way you make sense of the world. By thinking in an active, purposeful, and organized way, you are able to solve problems, work toward your goals, analyze issues, and make decisions. Your experience of the world comes to you by means of your *senses*: sight, hearing, smell, touch, and taste. These senses are your bridges to the world, making you aware of what occurs outside you, and the process of becoming aware of your world through your senses is known as *perceiving*.

In this theoretical part you will explore the way your perceiving process operates, how your perceptions lead to the construction of your beliefs about the world, and how both your perceptions and your beliefs relate to your ability to think effectively. In particular, you will discover the way you shape your personal experience by actively selecting, organizing, and

interpreting the sensations provided by the senses. In a way, each of us views the world through a pair of individual “eyeglasses” or “contact lenses” that reflect our past experiences and unique personalities. As a critical thinker, you want to become aware of the nature of your own “lenses” to help eliminate any bias or distortion they may be causing. You also want to become aware of the “lenses” of others so that you can better understand why they view things the way they do.

At almost every waking moment of your life, your senses are being bombarded by a tremendous number of stimuli: images to see, noises to hear, odors to smell, textures to feel, and flavors to taste. The experience of all these sensations happening at once creates what the nineteenth-century American philosopher William James called “a bloomin’ buzzin’ confusion.” Yet for us, the world usually seems much more orderly and understandable. Why is this so?

In the first place, your sense equipment can receive sensations only within certain limited ranges. For example, there are many sounds and smells that animals can detect but you cannot because their sense organs have broader ranges in these areas than yours do.

A second reason you can handle this sensory bombardment is that from the stimulation available, you *select* only a small amount on which to focus your attention. To demonstrate this, try the following exercise. Concentrate on what you can *see*, ignoring your other senses for the moment. Focus on sensations that you were not previously aware of and then answer the first question. Concentrate on each of your other senses in turn, following the same procedure.

1. What can you *see*? (For example, the shape of the letters on the page, the design of the clothing on your arm)
2. What can you *hear*? (For example, the hum of the air conditioner, the rustling of a page)
3. What can you *feel*? (For example, the pressure of the clothes against your skin, the texture of the page, the keyboard on your fingers)
4. What can you *smell*? (For example, the perfume or cologne someone is wearing, the odor of stale cigarette smoke)
5. What can you *taste*? (For example, the after effects of your last meal)

Compare your responses with those of the other students in the class. Do your classmates perceive sensations that differ from the ones you perceived? If so, how do you explain these differences?

As you practice this simple exercise, it should become clear that for every sensation that you focus your attention on, there are countless other sensations that you are simply ignoring. If you were aware of *everything* that is happening at every moment, you would be completely overwhelmed. By selecting certain sensations, you are able to make sense of your world in a relatively orderly way. The activity of using your senses to experience and make sense of your world is known as **perceiving**.

TEXT 2. Actively Selecting, Organizing and Interpreting Sensations

When you actively perceive the sensations you are experiencing, you are engaged in three distinct activities:

1. *Selecting* certain sensations to pay attention to
2. *Organizing* these sensations into a design or pattern
3. *Interpreting* what this design or pattern means to you

Of course, when you perceive, these three operations of selecting, organizing, and interpreting are usually performed quickly, automatically, and oft en simultaneously. Also, you

are normally unaware that you are performing these operations because they are so rapid and automatic. This chapter is designed to help you slow down this normally automatic process of perceiving so that you can understand how the process works.

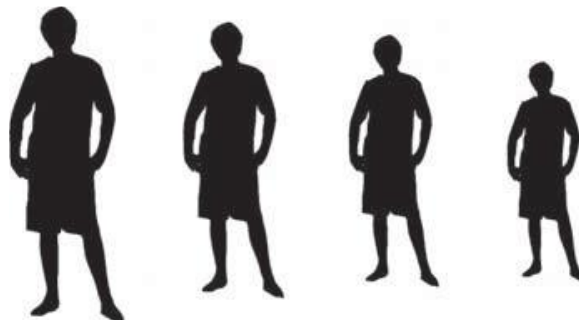
Let's explore more examples that illustrate how you actively select, organize, and interpret your perceptions of the world. Carefully examine the following figure.



Do you see both the young woman and the old woman? If you do, try switching back and forth between the two images. As you switch back and forth, notice how, for each image, you are

- *Selecting* certain lines, shapes, and shadings on which to focus your attention.
- *Organizing* these lines, shapes, and shadings into different patterns.
- *Interpreting* these patterns as representing things that you are able to recognize —a hat, a nose, a chin.

Another way for you to become aware of your active participation in perceiving your world is to consider how you see objects. Examine the illustration that follows. Do you perceive different-sized people or the same-sized people at different distances?



When you see someone who is far away, you usually do not perceive a tiny person. Instead, you perceive a normal-sized person who is far away from you. Your experience in the world has enabled you to discover that the farther things are from you, the smaller they look. The moon in the night sky appears about the size of a quarter, yet you perceive it as being considerably larger. As you look down a long stretch of railroad tracks or gaze up at a tall building, the boundary lines seem to come together. Even though these images are what your eyes “see,” however, you do not usually perceive the tracks meeting or the building coming to a point. Instead, your mind actively organizes and interprets a world composed of constant shapes and sizes, even though the images you actually see usually vary, depending on how far you are from them and the angle from which you are looking at them.

In short, your mind actively participates in the way you perceive the world. By combining the sensations you are receiving with the way your mind selects, organizes, and

interprets these sensations, you perceive a world of things that is stable and familiar, a world that usually makes sense to you.

The process of perceiving takes place at a variety of different levels. At the most basic level, the concept of “perceiving” refers to the selection, organization, and interpretation of sensations: for example, being able to perceive the various objects in your experience, like a basketball. However, you also perceive larger patterns of meaning at more complex levels, as when you are watching the action of a group of people engaged in a basketball game. Although these are very different contexts, both engage you in the process of actively selecting, organizing, and interpreting what is experienced by your senses – in other words, “perceiving”.

Your *active participation* in perceiving your world is something you are not usually aware of. You normally assume that what you are perceiving is what is actually taking place. Only when you find that your perception of the same event differs from the perceptions of others you are forced to examine the manner in which you are selecting, organizing, and interpreting the events in your world.

In most cases, people in a group will have a variety of perceptions about what is taking place in the picture:



Some may see the couple having a serious conversation, perhaps relating to the baby behind them. Others may view them as being in the middle of an angry argument. Still others may see them as dealing with some very bad news they just received. In each case, the perception depends on how the person is actively using his or her mind to organize and interpret what is taking place. Since the situation pictured is by its nature somewhat puzzling, different people perceive it in different ways.

TEXT 3. What Factors Influence Our Perceptions

Your perceptions of the world are dramatically influenced by your past experiences: the way you were brought up, the relationships you have had, and your training and education. Every dimension of “who” you are is reflected in your perceiving lenses. It takes critical reflection to become aware of these powerful influences on our perceptions of the world and the beliefs we construct based on them.

Your special interests and areas of expertise also affect how you see the world. Consider the case of two people who are watching a football game. One person, who has very little

understanding of football, sees merely a bunch of grown men hitting each other for no apparent reason. The other person, who loves football, sees complex play patterns, daring coaching strategies, effective blocking and tackling techniques, and zone defenses with “seams” that the receivers are trying to “split.” Both have their eyes focused on the same event, but they are perceiving two entirely different situations. Their perceptions differ because each person is actively selecting, organizing, and interpreting the available stimuli in different ways. The same is true of any situation in which you are perceiving something about which you have special knowledge or expertise. The following are examples.

- A builder examining the construction of a new house
- A music lover attending a concert
- A naturalist experiencing the outdoors
- A cook tasting a dish just prepared
- A lawyer examining a contract
- An art lover visiting a museum

Think about a special area of interest or expertise that you have and how your perceptions of that area differ from those of people who don’t share your knowledge.

Ask other class members about their areas of expertise. Notice how their perceptions of that area differ from your own because of their greater knowledge and experience.

In all these cases, the perceptions of the knowledgeable person differ substantially from the perceptions of the person who lacks knowledge of that area. Of course, you do not have to be an expert to have more fully developed perceptions. It is a matter of degree.

TEXT 4. Thinking Critically About Perceptions

Since we actively participate in selecting, organizing, and interpreting the sensations we experience, however, our perceptions are often incomplete, inaccurate, or subjective. The only way we can correct the mistakes, distortions, and incompleteness of our perceptions is to become aware of this normally unconscious process by which we perceive and make sense of our world. By becoming aware of this process, we can think critically about what is going on and then correct our mistakes and distortions. In other words, we can use our critical thinking abilities to create a clearer and more informed idea of what is taking place. Perception alone cannot be totally relied on, and if we remain unaware of how it operates and of our active role in it, then we will be unable to exert any control over it. And in that case, we will be convinced that the way we see the world is the way the world is, even when our perceptions are mistaken, distorted, or incomplete.

The first step in critically examining our perceptions is to be willing to ask questions about what we are perceiving. As long as we believe that the way we see things is the only way to see them, we will be unable to recognize when our perceptions are distorted or inaccurate. If we are willing to question our perception (“What are some other possible interpretations?”), then we will open the way to more fully developing our perception of what is taking place. Thinking critically about our perceptions means trying to avoid impulsive or superficial perceptions. A critical thinker is thoughtful in approaching the world and open to modifying his or her views in the light of new information or better insight.

Consider the following perceptions:

- Women are very emotional.
- Politicians are corrupt.

- Movie stars are self-centered.
- People who are good athletes are usually poor students.

These types of general perceptions are known as stereotypes because they express a belief about an entire group of people without recognizing the individual differences between members of the group. Stereotypes affect our perception of the world because they encourage us to form an inaccurate and superficial idea of a whole group of people ("All teenagers are reckless drivers"). When we meet someone who falls into this group, we automatically perceive that person as having these stereotyped qualities ("This person is a teenager, so he is a reckless driver"). But when we are perceiving in a thoughtful fashion, we try to see what a person is like as an individual, instead of trying to fit him or her into a pre-existing category.

As we have seen, much of our knowledge of the world begins in perceiving. But to develop knowledge and understanding, we must make use of our thinking abilities in order to examine this experience critically. Increased understanding of the way the world operates thus increases the accuracy and completeness of our perceptions and leads us to informed beliefs about what is happening.

Задания (Tasks)

Task 1. WARM-UP

1. *What is perceiving?*
2. *Do people's perceptions differ? In what way? Give the examples.*
3. *What can influence our perceptions?*

Task 2. DISCUSSION

Reflect on the elements in yourself and your personal history that you believe exert the strongest influence on the way that you view the world. These factors will likely include the following categories.

- Demographics (age, gender, race/ethnicity, religion, geographical location)
- Tastes in fashion, music, leisure activities
- Special knowledge, talents, expertise
- Significant experiences in your life, either positive or negative
- Values, goals, aspirations

Task 3. DISCUSSION

Watch the episode "The Museum of Fraud Art" from the movie "Interstate 60" and say how visitors' perceptions of pictures changed. Why? Explain how our prejudices may influence our perceptions.

Task 4. DISCUSSION

Carefully examine the following pictures. What do you think is happening in these pictures?



1. Describe as specifically as possible what you perceive is taking place in the picture.
2. Describe what you think will take place next.
3. Identify the details of the picture that led you to your perceptions.
4. Compare your perceptions with the perceptions of other students in the class. List several perceptions that differ from yours.
5. Why do people's perceptions differ? Discuss this idea.

Task 5. DISCUSSION

Consider the situation: two people take a walk along the street together. What do they see? Look at the list of their perceptions.

What are the different needs and interests of these two persons reflected in the two lists? What kind of people are they?

Person A:	Person B:
1. Antique store with quilt 2. Fire engine with siren blaring 3. Boutique with sweaters and wool plaid skirt 4. Jewelry store with bracelets on sale 5. Strange man asking for \$1 for coffee 6. Dance classes in second floor studio 7. Variety store with Halloween costumes in window 8. Cat sleeping in store window 9. Woman charging \$3 to analyze handwriting	1. Three teenage boys talking loudly 2. Hook and ladder on way to fire 3. Woman driving BMW motorcycle 4. Ray's Famous Pizza 5. Elderly man pushing grocery cart 6. Szechuan restaurant 7. Young man carrying large radio 8. Panhandler — unshaven, shabby clothes, bloated stomach 9. Mercedes stretch limousine 10. Woman at card table offering handwriting analysis

Task 6. PROJECT WORK

Take three different newspaper (Russian/American/British) or magazine accounts of an important event - a court decision, a crime, a political demonstration etc. (any you like).

- Analyze and compare the perceptions of one and the same event of each of the writers (papers, magazines).
- Characterize the newspaper according to its “quality” (if it is a quality newspaper or a yellow one) and say how it may influence the author's perception of an event.
- Give possible reasons of the difference in perceptions and interpretations.

Task 7. WRITING

1. Describe an incident in which you (your friend, somebody you know) were perceived as a stereotype because of your age, ethnic or religious background, employment, accent, or place of residence.
2. Describe how it felt to be stereotyped in this way.
3. Explain what you think are the best ways to overcome stereotypes such as these.

Содержание отчета. Отчет по лабораторной работе №5 должен включать:

1. Конспект теоретического материала (тексты №1, 2, 3, 4)
2. Глоссарий ключевых терминов теоретического материала, а также незнакомых слов с дефинициями.
3. Выполнение задания № 7 в письменной форме.
4. Проект в виде презентации Power Point (Задание № 6).

Контрольные вопросы:

1. Восприятие как процесс активного отбора, организации и интерпретации информации.
2. Взаимосвязь восприятия и критического мышления.
3. Влияние критического мышления на понимание и восприятие окружающей действительности.
4. Факторы, препятствующие достоверному восприятию действительности: предрассудки и стереотипы.

Перечень основной литературы

1. Чельшева, И.В. Развитие критического мышления и медиакомпетентности студентов в процессе анализа аудиовизуальных медиатекстов: учебное пособие / И.В. Чельшева. - М. : Директ-Медиа, 2020. - 401 с. - ISBN 978-5-4458-3833-3; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=22149510.1.2>.

Перечень дополнительной литературы

1. Развитие критического мышления на основе чтения текстов: учебное пособие (лабораторный практикум): Направление подготовки 45.03.02. Лингвистика Теория и методика преподавания иностранных языков и культур. Бакалавр/Н.Л. Московская, В.П. Старичкова, Е.А. Калиновская; Сев.- Кав. федер. ун-т. - Ставрополь: СКФУ, 2018. - 122 с. – 20 экз.
 2. Bassham G. Critical Thinking. A Student's Introduction, 4th edition. - Published by McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, 2011. – 490 p.
 3. Mason M. Critical Thinking and Learning. – Singapore: Blackwell Publishing, 2018. – 134 p.
 4. Paul, R., Elder, L. Critical thinking: Tools for taking charge of your learning and your life. – Upper Saddle River, NJ: Pearson/Prentice Hall, 2016.
- Ruggiero V.R. Beyond Feelings: A Guide to Critical Thinking. Alfred Publishing Co., Inc., NY, 2011.

Интернет-источники:

1. www.criticalthinking.org
2. www.criticalthinking.net

3. Foundation for Critical Thinking. Critical Thinking: Where to Begin?
<http://www.criticalthinking.org/starting/index.cfm>
4. Paul R., Elder L. The Miniature Guide to Critical Thinking: Concepts & Tools
www.criticalthinking.org/files/Concepts_Tools.pdf

Лабораторное занятие № 11,12. Критическое мышление в эпоху информации.

Цель: сформировать у студентов представление о способах обработки и оценки информации с помощью технологий критического мышления.

Формируемые компетенции: УК-1, ПК-1

Целью данного практического занятия является формирование и развитие у студентов следующих интеллектуальных умений критического мышления:

1. Оценивать надёжность источников информации.
2. Анализировать и оценивать качество, правомерность, достоверность и логичность приводимых высказываний, предположений, аргументов, выводов, доводов, доказательств и т.п.
3. Отбирать необходимую и релевантную информацию.
4. Получать необходимую дополнительную информацию путём сопоставления различных источников.
5. Обнаруживать наличие или отсутствие субъективных оценок и предубеждений источника информации в отношении излагаемой им информации.

Оборудование и материалы: компьютер, проектор.

Теоретическая часть (Theoretical Material)

Topic 6. Critical Thinking in the Digital Age

TEXT 1. The Information Revolution

More than 5,000 years ago, the first librarians, the Mesopotamians, began collecting clay tablets. In 300 B.C.E., the Ptolemies in Egypt created the Great Library of Alexandria by amassing copies of all known books in the world—500,000 scrolls. When the moveable type printing press was invented, by Bi Sheng in China in 1041 C.E. and by Johan Gutenberg in Germany in 1440 C.E., millions of books became available to the public, not just to scholars who could afford to travel to the public libraries. With the advent of the digital age in the last century, we are now experiencing another information revolution—this one global. The Internet has brought us an embarrassment of riches. We now have more information, more kinds of information, and more access to information than ever before in history.

In spite of these dramatic changes, the goal of collecting information and making it available to the public remains the same from ancient times to the present: to provide people with the quality sources they need to understand the world and to reflect carefully on existing beliefs and opinions. In other words, the goal of information repositories, digital or otherwise, is to support research, by providing access to the information necessary to foster the development of critical thinking. As our ability to gather and store information evolves, however, our skills in finding and analyzing information must also evolve. Today we need new critical thinking skills to help us be wise consumers of the data available to us.

When we depend on information provided by others we will try to evaluate the information being presented by asking the following questions:

How reliable is the *information*?

How reliable is the *source* of the information?

TEXT 2. Trusting the Source (by L. Starkey)

Not everyone who gives out information is telling the truth. Pretty obvious, you think, and many times you are right. You probably don't take newspaper accounts of alien abductions seriously, even though you see them in print. But what about a documentary that purports to reveal the same thing? Can you be fooled by the delivery of the information, with fancy sets and a well-known actor as narrator, to believing what you might otherwise dismiss? In order to trust the source of any information, you need to determine the agenda of the person or organization disseminating it. Are they simply trying to relay facts, or are they trying to get you to believe something or change your mind on a subject? It can be difficult to find a direct answer to that question; you can begin to get a clearer picture by looking into the following:

What are the author's credentials on this subject? Is he or she qualified to write on the topic based on background or education? For some subjects, it is acceptable to use information obtained from a hobbyist, self-proclaimed expert, or enthusiast, if you can verify it elsewhere. However, most factual information should be obtained from a reputable source. And since you need to verify anyway, why not use information, for instance, derived from Yale University's Thomas Hardy Association, rather than from John Doe's personal web page paying homage to his favorite writer?	Does the author document sources? Where do relevant facts and figures come from? If you are consulting print material, there should be footnotes and a bibliography of the author's sources. On the Internet, you may also find such documentation, or sources may be documented with links to other websites.
Are the sources balanced and reputable? Pages of footnotes are meaningless if they simply indicate that the author used untrustworthy sources, too. Check some of the sources to verify that they are accurate and unbiased. For example, a book on gun laws that relies heavily on material published by the National Rifle Association is not as reliable as another book on the subject that uses a wide variety of sources representing both sides of the issue.	What do others say about the individual writer or the group? A quick way to check is to do an Internet search for the name of the author or group. The results can be revealing, but be sure to read with a critical eye. If you're searching for a person or group with a controversial view, you'll probably find detractors. A few skeptics shouldn't worry you, but pages of negative criticism might.

TEXT 3. Evaluating Internet Information

Anyone can publish on the Internet. It takes very little money or skill to create a website, so the existence and look of a site is no indication that it's a valuable resource. That being said, the Internet really can be a great resource for information— just don't assume that

everything you read is truthful and unbiased. You have to learn to differentiate between authentic and bogus information.

Who Wrote It?

The first step in determining if Internet information is truthful and unbiased is to evaluate it in terms of authority. Ask questions:

1. *“Who wrote or takes responsibility for this content?”* Look for the name and contact information of the author, who may be an individual or an organization—more than just an e-mail address.

2. *“What are the qualifications of the person or group responsible for this page?”*

Many people write daily blogs and may not have any know-how on the subject.

Check Dates

Legitimate websites typically include the date the site was written, when it was launched, and the last time it was updated. Without these dates, you cannot with any certainty use the information found on the site, especially if it is of a factual or statistical nature. If you have dates, ask yourself:

Is the information current enough for my needs?

If I need time-sensitive information, are the facts I found stale or do they represent the latest findings?

If I don’t need time-sensitive information, was this information placed on the Internet near the time it occurred?

Was the page updated a relatively short time ago or could the author have abandoned it?

Use Links to Evaluate a Site

Most websites use links to help you move from their site to other web pages. These links may be used to document sources (think of them as the Internet equivalent of footnotes) or simply to take you to more information about the topic which may be of interest. If there are links to other pages as sources, ask yourself the following:

Do the links work?

Are they to reliable sources or only to other locations on the same website?

If they take you to more information on the subject, are they well chosen and well-organized?

Do the links represent other viewpoints?

Do they indicate a bias?

TEXT 4. Reading Critically

A crucial aspect of being an effective critical thinker in the world is learning to read critically. As a critical reader, you will analyze the text and evaluate its ideas and methods of presenting them. You will think of other subjects or issues to which the text might be connected. One of the most powerful tools in reading critically is asking the right questions.

Asking questions will help you read critically. One set of useful questions is based on the basic components of writing: purpose, audience, subject, writer, and context.

- What is the *purpose* of the selection, and how is the author trying to achieve it?
- Who is the intended *audience*, and what assumption is the writer making about it?

- What is the *subject* of the selection, and how would you evaluate its cogency and reliability?
- Who is the *writer*, and what perspective does she bring to the writing selection?
- What is the larger *context* in which this selection appears? Is the writer responding to a particular event or participating in an ongoing debate?

The questions that we explored earlier in this chapter are often used to generate writing and can also help with critical reading.

Questions of Interpretation: Questions of interpretation probe for relationships among ideas.

- Is a *time sequence* given in this text? If so, what is its importance?
- Is a *process of growth or development* explained in this text? If so, what is its importance?
- What is *compared or contrasted* in this text? What are the purposes of any comparisons?
- What is the *context* of the selection, and what contextual components might be significant? (For example, the time of its writing, characteristics of that time, the relationship to other works by the same author, whether or not it is a translation)
- Are *causes* discussed in this text? If so, what is suggested about those causes and their effects?

Questions of Analysis: Questions of analysis look at parts of a text and the relationship of those parts to the whole, and at the reasoning being presented.

- Is this text divided into identifiable *sections*? What are they? Are sections arranged logically?
- What *evidence* or *examples* support the ideas presented in the text?
- Does the text give *alternatives* to the ideas presented?

Questions of Evaluation: Questions of evaluation establish the truth, reliability, applicability—the value of the text. They usually address the effectiveness of the writing as well.

- What is the *significance* of the ideas in this text?
- What is the apparent level of *truth* in this text? What criteria for truth does it meet?
- What are the sources of information in this text? Are they *reliable*? Why?
- Can the ideas in this text be *applied* to other situations?
- What is *effective* about the writing in this text? Clarity? The right tone? Appropriate—or imaginative—word choices? Organization?

Of course, you are not likely to ask all these questions about everything you read, and you will find other questions to ask as well.

TEXT 5. Evaluating Online Information

The Internet is an incredibly rich source of information on almost every subject that exists. But it's important to remember that information is not knowledge. Information doesn't become *knowledge* until we think critically about it. As a critical thinker, you should never accept information at face value without first establishing its accuracy, evaluating the credibility of the source, and determining the point of view or bias of the source.

Before You Search

The first stage of evaluating Web sources should happen before you search the Internet! Ask yourself what you are looking for. If you don't know what you're looking for, you probably

won't find it! You might want narratives arguments, facts statistics, opinions eyewitness reports, photographs or graphics. Do you want new ideas, support for a position you already hold, or something entirely different? Once you decide, you will be better able to evaluate what you find on the Web.

Choose Sources Likely to Be Reliable

Ask yourself, "What sources (or what kinds of sources) would be most likely to give me the kind of reliable information I'm looking for?" Some sources are more likely than others to be fair lack hidden motives be objective show quality control

Sometimes a site's address (or uniform resource locator [URL]) suggests its reliability or its purpose. Sites ending in

- **.edu** indicate educational or research material.
- **.gov** indicate government resources.
- **.com** indicate commercial products or commercially sponsored sites.
- **.org** usually indicate non-profit organizations.

Задания (Tasks)

Task 1. WARM UP

1. *Speak about the problem of a huge amount of information and its sources.*
2. *Speak about the importance of evaluating information and its sources.*
3. *How can you evaluate information taken from the Internet?*

Task 2. DISCUSSION

How do you understand the words of a British writer and physician T. Fuller "*Get the facts, or the facts will get you. And when you get them, get them right, or they will get you wrong*".

Task 3. READING AND DISCUSSION

Read the text and say if you agree with the author or not. Do you use Wikipedia often? Do you use it in your native language or in English?

So can we use Wikipedia as a reliable source in our research?

Many college and university departments will advise their students that it is not acceptable to cite Wikipedia as a source. However, you can see from the sections above that it could be a good and reliable source if the rules are followed in a given article. In particular, if reliable sources are referenced by means of inline citations, such Wikipedia material could be a good source at least to start one's research. Such an article would enable the reader to *track* its source to reliable published sources. Of course, anyone who has read Wikipedia articles will know that this is often *not* the case; a lot of the material is unattributed. This is fine if the material is unattributed simply because it is non-controversial; on the other hand, material is often unattributed simply because the author has failed to meet Wikipedia's verifiability requirement. In this case, there will often be a note at the beginning of the article along the following lines: This article needs additional citations for verification. Please help improve this article by adding reliable references. Unsourced material may be challenged and removed. In summary, then, although you don't usually know who has written the material in Wikipedia or who has edited it, where there are inline citations to reliable published sources, Wikipedia could be a good and reliable source of information.

Task 4. PROJECT WORK

Search for information on *hunting whales*, published during the past year, from the BBC, the *New York Times* and the International Whaling Commission. Say how reliable you think it is likely to be and why.

Task 5. PROJECT WORK

- 1. Choose any Internet information (article, report, review etc.) and apply the model of analyzing Internet information (given in the theoretical part) to explore if it's reliable and quality or not.**
- 2. Find the alternative information (the information opposed to the previous one) and check it.**

Содержание отчета. Отчет по лабораторной работе №6 должен включать:

1. Конспект теоретического материала (тексты №1, 2, 3, 4, 5)
2. Глоссарий ключевых терминов теоретического материала, а также незнакомых слов с дефинициями.
3. Проект в виде презентации Power Point (Задания № 4,5).

Контрольные вопросы:

1. Проблема критического мышления в расширяющемся информационном пространстве.
2. Качество информации, предоставляемой СМИ и Интернет.
3. Стратегии и технологии критического мышления по оценке достоверности информации и её источников.

Перечень основной литературы

1. Чельшева, И.В. Развитие критического мышления и медиакомпетентности студентов в процессе анализа аудиовизуальных медиатекстов: учебное пособие / И.В. Чельшева. - М. : Директ-Медиа, 2020. - 401 с. - ISBN 978-5-4458-3833-3; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=22149510.1.2>.

Перечень дополнительной литературы

1. Развитие критического мышления на основе чтения текстов: учебное пособие (лабораторный практикум): Направление подготовки 45.03.02. Лингвистика Теория и методика преподавания иностранных языков и культур. Бакалавр/Н.Л. Московская, В.П. Старичкова, Е.А. Калиновская; Сев.- Кав. федер. ун-т. - Ставрополь: СКФУ, 2018. - 122 с. – 20 экз.
2. Bassham G. Critical Thinking. A Student's Introduction, 4th edition. - Published by McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, 2011. – 490 p.
3. Mason M. Critical Thinking and Learning. – Singapore: Blackwell Publishing, 2018. – 134 p.
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- Ruggiero V.R. Beyond Feelings: A Guide to Critical Thinking. Alfred Publishing Co., Inc., NY, 2011.

Интернет-источники:

1. www.criticalthinking.org
2. www.criticalthinking.net
3. Foundation for Critical Thinking. Critical Thinking: Where to Begin? <http://www.criticalthinking.org/starting/index.cfm>
4. Paul R., Elder L. The Miniature Guide to Critical Thinking: Concepts & Tools www.criticalthinking.org/files/Concepts_Tools.pdf

Лабораторное занятие № 13,14. Реклама и критическое мышление.

Цель: формирование и развитие у студентов умений анализировать информацию рекламного и агитационного характера.

Формируемые компетенции: УК-1, ПК-1

Целью данного практического занятия является формирование и развитие у студентов следующих интеллектуальных умений критического мышления:

1. Анализировать и оценивать качество предоставляемой информации.
2. Распознавать противоречивую и неподтверждённую информацию, языковое манипулирование, ложные умозаключения.
3. Обнаруживать наличие субъективных оценок и предубеждений источника информации.

Оборудование и материалы: компьютер, проектор.

Теоретическая часть (Theoretical Material)

Topic 7. Thinking Critically About Commercials

TEXT 1. The Language of Advertising (by J. Chaffee)

Advertisers have nearly made a science out of using language to influence people's perceptions, beliefs, and actions. Most advertisements blend visual images and written messages to influence us to buy the products. One basic advertising strategy is to associate positive or negative thoughts and emotions with the product or service being sold. If the strategy succeeds, we are likely to recall these associations (although we are not always conscious of this) when we see the product on our next shopping trip and buy it as a result of the associations. Many people buy products not because they are of better quality than another, but because of associations that have absolutely nothing to do with the products. Here are some products and some of the associations for which their advertisers aim:

Coca-Cola	"It just feels right!" — young attractive people having lots of fun
Nike tennis shoes	"Just do it!" — Muscular, superbly conditioned young, attractive men and women exercising and sweating with looks of grim determination
Head and Shoulders shampoo	Young men/women lose perspective job/promotion/date because of dandruff on their shoulders
Lottery tickets	Average people fulfilling their fantasies by winning the jackpot
Marlboro cigarettes	"Marlboro Country" — macho, strong, ruggedly

Modern advertising thus appeals to fundamental human fears and desires, offering magic potions and sacred objects that will help us avoid the things we dread (aging, dependence, personal embarrassment, etc.) and gain the things we want (youth and beauty, independence, social grace, personal comfort, etc.). It appeals to our cultural values: dependability, tradition, excellence, sexual attractiveness, and pleasure. In these strategies advertisers are often no different than the "snake-oil" salesmen of a century ago who "guaranteed" relief from "all human ills and maladies."

TEXT 2. Persuasive Techniques (by L. Starkey)

There are two types of advertising. Informative marketing simply seeks to familiarize the consumer with a product or service by spreading the news about it. It can remind you of an existing product or introduce you to a new one. In persuasive advertising, the marketer aims to manipulate your spending habits by making you want to buy his or her product or service. The manipulation can occur by appealing to the consumer's senses, emotions, or intellect.

Some of the most common appeals and claims include:

- **Sensory appeal:** a perfect looking product, an exciting background color, a catchy slogan or jingle

- **Sex appeal:** can be accomplished through visuals, voice, and/or word choice

- **Group appeal:** can be a snob (makes consumer believe purchase will place him/her in ranks of the elite), an Average Joe (reverse snob appeal—you will be like everyone else, won't stand out), "in" group (you will be more popular or cooler if you buy), or a bandwagon (you want what everyone else has)

- **Authority:** uses the endorsements of celebrities or other powerful people; you will be like them if you use the product or service

- **Scientific or statistical:** uses figures, experiments, impressive-sounding ingredients, and other proof that product is superior

- **Flattery:** makes you feel smart, attractive, etc. first with compliments, then follows with your need to buy the product

- **Unfinished claim:** says product or service is better, but doesn't tell you what it is better than.

As with other forms of persuasion, you need to be aware that an advertising claim or appeal exists before you can resist it. Advertising is not difficult to spot or to understand, because it uses the same types of claims and appeals many times. Use the evaluation form below to take a close look at an advertisement or two of your choice. When you understand what you are looking for you can habitually evaluate the advertising you see and hear, without filling out the form. Instead of being drawn in, you will see the claims for what they are: attempts to manipulate you.

Задания (Tasks)

Task 1. WARM UP

Discuss the idea: One of the main goals of our thinking is to make sense of information. Much of the information we are exposed to is from advertisers seeking to sell their products. Advertisers use various techniques to make the person buy their products. How can critical thinking help us not to buy what we do not need?

Task 2. DISCUSSION

Review the following advertisement taken from a popular magazine and then evaluate the information presented by answering the questions that follow it:

This is the new Nissan Stanza GL. A family car that seats 5 with room to spare. Room that includes luxuries like 6-speaker stereo with cassette, power windows and door locks, and plush upholstery.

And when a family sedan has Nissan technology going for it, you get even more than room and luxuries. You also get performance. Performance from a semi-combustion engine with two spark plugs per cylinder, fed by electronic fuel-injection. Go ahead, step on it, and feel your Stanza come to life.

Another nice thing about owning a Nissan Stanza, you don't have to feel guilty every time you step on the gas. Because Stanza's highly developed Nissan engine is as gas efficient as it is responsive.

So before you buy your family's next car, compare its specifications to that of a new Stanza. Stanza thrives on comparison. After all, Stanza has Nissan technology behind it. And that takes it way beyond transportation; all the way to Major Motion.

How reliable is the information?

- a. What are the main ideas being presented?
- b. What reasons or evidence support the information?
- c. Is the information accurate? Is there anything you believe to be false? Is there anything that you believe has been left out?

How reliable is the source of the information?

- a. What is the source of the information?
- b. What are the interests or purposes of the source of this information?
- c. How have the interests and purposes of the source of the information influenced the information selected for inclusion?
- d. How have these interests and purposes influenced the way this information is presented?

Task 3. DISCUSSION

Examine carefully this description of the Nissan Stanza GL from *Consumer Reports*, a magazine that tests various consumer products and then reports its findings.

- *On the road.* The 2-liter Four started quickly and ran well. The 5-speed manual transmission shifted easily. This front-wheel drive model handled very well. Excellent brakes.
- *Comfort and convenience.* Very comfortable individual front seats. Short on driver leg room. Comfortable rear seat for two, fairly comfortable for three. Moderate noise level. Choppy ride on poor roads, satisfactory on expressways. Excellent climate-control system, controls, displays.
- *Major options.* Automatic transmission, \$350. Air-conditioner, \$650.
- *Fuel economy.* Mpg with 5-speed manual transmission: city, 23; expressway, 45. Gallons used in 15,000 miles, 465. Cruising range, 485 miles.
- *Predicted reliability.* Much better than average.

Analyze the information being presented here by answering the following questions.

How reliable is the information?

- a. What are the main ideas being presented?
- b. What reasons or evidence support the information?
- c. Is the information accurate? Is there anything you believe to be false? Is there anything that you believe has been left out?

How reliable is the source of the information?

- a. What is the source of the information?
- b. What are the interests or purposes of the source of this information?
- c. How have the interests and purposes of the source of the information influenced the information selected for inclusion?
- d. How have these interests and purposes influenced the way this information is presented?

Task 4. DISCUSSION

After analyzing the information presented in various accounts, the next step is to compare the accounts with one another. For example, how do these two descriptions of the Nissan Stanza GL compare in terms of the information provided and the way that this information is presented?

Task 5. PROJECT WORK

Analyze any 5 ads taken from Russian/American/British mass media. Compare the persuasive techniques used by the publishers from different countries. Make a Power Point Presentation under the title: “I would/wouldn’t buy this product (products) because...” Pay attention to images, colours and persuasive techniques. Analyze them by answering the questions that follow.

1. Describe your subjective response to each ad — what are your first impressions and emotional reactions? What does the ad do for you? How do you look at it? Do you read it carefully or skim over it? What parts attract your attention most? Do you find yourself staring at a certain portion of it?
2. Analyze the way the ads are designed to create responses that you described in the first question. What is the major theme of each ad? What words and phrases in the ad express the main idea? Identify the action verbs, concrete nouns, and vivid adjectives.
3. What images in each ad express its major theme? Why were these images selected?
4. To what audience does each ad appeal? What assumptions does each ad make about the tastes, habits, hopes, weaknesses, and fears of its audience?

Содержание отчета. Отчет по лабораторной работе №7 должен включать:

1. Конспект теоретического материала (тексты №1, 2)
2. Глоссарий ключевых терминов теоретического материала, а также незнакомых слов с дефинициями.
3. Проект в виде презентации Power Point (Задание № 5).

Контрольные вопросы:

1. Рекламный текст как объект критического мышления.
2. Использование языковых средств в убеждении: эвфемизмы, эмотивные языковые средства, язык и техники рекламы.
3. Языковое манипулирование.

Основная литература:

Перечень основной литературы

1. Чельшева, И.В. Развитие критического мышления и медиакомпетентности студентов в процессе анализа аудиовизуальных медиатекстов: учебное пособие / И.В. Чельшева. - М. : Директ-Медиа, 2020. - 401 с. - ISBN 978-5-4458-3833-3; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=22149510.1.2>.

Перечень дополнительной литературы

1. Развитие критического мышления на основе чтения текстов: учебное пособие (лабораторный практикум): Направление подготовки 45.03.02. Лингвистика Теория и методика преподавания иностранных языков и культур. Бакалавр/Н.Л. Московская, В.П. Старичкова, Е.А. Калиновская; Сев.- Кав. федер. ун-т. - Ставрополь: СКФУ, 2018. - 122 с. – 20 экз.
2. Bassham G. Critical Thinking. A Student's Introduction, 4th edition. - Published by McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, 2011. – 490 p.
3. Mason M. Critical Thinking and Learning. – Singapore: Blackwell Publishing, 2018. – 134 p.
4. Paul, R., Elder, L. Critical thinking: Tools for taking charge of your learning and your life. – Upper Saddle River, NJ: Pearson/Prentice Hall, 2016.
Ruggiero V.R. Beyond Feelings: A Guide to Critical Thinking. Alfred Publishing Co., Inc., NY, 2011.

Интернет-источники:

1. www.criticalthinking.org
2. www.criticalthinking.net
3. Foundation for Critical Thinking. Critical Thinking: Where to Begin? <http://www.criticalthinking.org/starting/index.cfm>
4. Paul R., Elder L. The Miniature Guide to Critical Thinking: Concepts & Tools www.criticalthinking.org/files/Concepts_Tools.pdf

Лабораторное занятие № 15. Использование критического мышления в процессе принятия решений.

Цель: формирование и развитие у студентов способности использовать технологии критического мышления в процессе принятия решений.

Формируемые компетенции: УК-1, ПК-1

Целью данного практического занятия является формирование и развитие у студентов следующих интеллектуальных умений критического мышления:

1. Оценивать надёжность источников информации.
2. Анализировать и оценивать качество, правомерность, достоверность и логичность приводимых высказываний, предположений, аргументов, выводов, доводов, доказательств и т.п.
3. Обнаруживать наличие или отсутствие субъективных оценок и предубеждений источника информации в отношении излагаемой им информации.

4. Рассматривать проблему с различных углов зрения, сравнивать и сопоставлять различные мнения, сопоставлять источники информации.
 5. Рассматривать и оценивать альтернативы принятия решения.
 6. Предвосхищать последствия принимаемых решений.
 7. Принимать взвешенные решения и уметь обосновать свой выбор.
- Оборудование и материалы:** специальное оборудование не требуется.

Теоретическая часть (Theoretical Material)

Topic 8. Decision Making

TEXT 1. Introduction into Decision Making

How often have you said, or heard someone else say, ‘How could I have been so stupid?’ after making a decision which turned out to be a disaster? As with causal explanations, the thinking involved in *deciding what to do* – or *recommending a course of action*, or *weighing someone else’s recommendation* – needs special attention because it is very common, is often important, and has to be evaluated in a distinctive way.

We are all used to making decisions (or recommending a course of action), but sometimes we do that less skillfully than we might and the purpose of this chapter is to explain how to do it better and to give you practice in doing so. Of course, we make decisions and recommendations about many matters which are not very important, like what clothes to put on in the morning before lazing about at home, or what to have for breakfast on such a day, but in this chapter we are mainly concerned with decisions and recommendations about more substantial matters: personal issues such as which university to go to, which subjects to study, whether to take a job, whether to become vegetarian, and so on, and more ‘policy’ ones like whether some currently illegal drugs should be legalised, whether boxing should be banned, whether fox-hunting with hounds should be illegal, whether parents should be punished if their children break the law, and so on. In short, we are more concerned with decisions of a significant kind – which merit careful consideration but which we often decide rather hastily. Sometimes, of course, decisions have to be taken very quickly – perhaps to deal with an emergency – and then one just has to act. But often we do have time to think, and if the decision matters, the question is how to make a good decision rather than a poor one. Most of us have never been taught how to take decisions well – in particular what questions to ask before deciding – but this is a skill which can and should be taught.

TEXT 2. An Organized Approach to Making Decisions

Identifying and reaching the goals in our lives involves making informed, intelligent decisions. Many of the decisions we make are sound and thoughtful, but we may also find that some of the decisions we make turn out poorly, undermining our efforts to achieve the things we most want in life. Many of our poor decisions involve relatively minor issues—for example, selecting an unappealing dish in a restaurant, agreeing to go out on a blind date, taking a course that does not meet our expectations.

Although these decisions may result in unpleasant consequences, the discomfort is neither life-threatening nor long-lasting (although a disappointing course may seem to last forever!). However, there are many more significant decisions in our lives in which poor choices can result in considerably more damaging and far-reaching consequences. For example, one reason that the current divorce rate in the United States stands at approximately 50 percent (for

first marriages) is the poor decisions people make before or after the vows “till death do us part.” Similarly, the fact that many employed adults wake up in the morning unhappy about going to their jobs, anxiously waiting for the end of the day and the conclusion of the week so they are free to do what they really want to do, suggests that somewhere along the line they made poor career decisions, or they felt trapped by circumstances they couldn’t control.

Our jobs should be much more than a way to earn a paycheck—they should be vehicles for using our professional skills, opportunities for expressing our creative talents, stimulants to our personal growth and intellectual development, and experiences that provide us with feelings of fulfillment and self-esteem. In the final analysis, our careers are central elements of our lives and important dimensions of our life portraits. Our career decision is one that we’d better try to get right!

An important part of becoming an educated thinker is learning to make effective decisions. Let’s explore the process of making effective decisions.

Step 1: Define the Decision Clearly. This seems like an obvious step, but a lot of decision making goes wrong at the starting point. For example, imagine that you decide that you want to have a “more active social life.” The problem with this characterization of your decision is it defines the situation too generally and therefore doesn’t give any clear direction for your analysis. Do you want to develop an intimate, romantic relationship? Do you want to cultivate more close friendships? Do you want to engage in more social activities? Do you want to meet new people? In short, there are many ways to define social life.” The more specific your definition of the decision to be made, the clearer will be your analysis and the greater the likelihood of success.

Step 2: Consider All the Possible Choices Successful decision makers explore all of the possible choices in their situation, not simply the obvious ones. In fact, the less obvious choices often turn out to be the most effective ones. For example, a student in a recent class of mine couldn’t decide whether he should major in accounting or business management. In discussing his situation with other members of the class, he revealed that his real interest was in the area of graphic design and illustration.

Although he was very talented, he considered this area to be only a hobby, not a possible career choice. Class members pointed out to him that this might turn out to be his best career choice, but he needed first to see it as a possibility.

Step 3: Gather All Relevant Information and Evaluate the Pros and Cons of Each Possible Choice In many cases you may lack sufficient information to make an informed choice regarding a challenging, complex decision. Unfortunately, this doesn’t prevent people from plunging ahead anyway, making a decision that is oft en more a gamble than an informed choice. Instead of this questionable approach, it makes a lot more sense to seek out the information you need in order to determine which of the choices you identified has the best chance for success. For example, in the case of the student mentioned in Step 2, there is important information he would need to have before determining whether he should consider a career in graphic design and illustration, including asking: What are the specific careers within this general field? What sort of academic preparation and experience are required for the various careers? What are the prospects for employment in these areas, and how well do they pay?

In addition to locating all relevant information, each of the possible choices you identified has certain advantages and disadvantages, and it is essential that you analyze these pros and cons in an organized fashion. For example, in the case of the student described earlier,

the choice of pursuing a career in accounting may have advantages like ready employment opportunities, the flexibility of working in many different situations and geographical locations, moderate to high income expectations, and job security. On the other hand, disadvantages might include the fact that accounting may not reflect a deep and abiding interest for the student, he might more clearly the decision to have a “more active lose interest over time, or the career might not result in the personal challenge and fulfillment that he seeks.

Step 4: Select the Choice That Seems to Best Meet the Needs of the Situation. The first three steps of this approach are designed to help you analyze your decision situation: to clearly define the decision, generate possible choices, gather relevant information, and evaluate the pros and cons of the choices you identified. In this fourth step, you must attempt to synthesize all that you have learned, weaving together all of the various threads into a conclusion that you believe to be your “best” choice. How do you do this? There is no one simple way to identify your “best” choice, but there are some useful strategies for guiding your deliberations.

Step 5: Implement a Plan of Action and Then Monitor the Results, Making Necessary Adjustments Once you have selected what you consider your best choice, you need to develop and implement a specific, concrete plan of action.

As was noted in the section on short-term goals, the more specific and concrete your plan of action, the greater the likelihood of success. For example, if the student in the case we have been considering decides to pursue a career in graphic design and illustration, his plan should include reviewing the major that best meets his needs, discussing his situation with students and faculty in that department, planning the courses he will be taking, and perhaps speaking to people in the field.

Задания (Tasks)

Introduction into the problem. We live in a complex world filled with challenging and often perplexing issues that we are expected to make sense of. For example, the media inform us every day of issues related to AIDS, animal experimentation, budget priorities, child custody, crime and punishment, drugs, environmental pollution, global warming, genetic engineering, human rights, individual rights, international conflicts, moral values, poverty, racism, reproductive technology, the right to die, sex education, terrorism, the economy, and many others. Often these broad social issues intrude into our own personal lives, taking them from the level of abstract discussion into our immediate experience. As effective thinkers, we have an obligation to develop informed, intelligent opinions about these issues so that we can function as responsible citizens and also make appropriate decisions when confronted with these issues in our lives. Almost everyone has opinions about these and other issues. Some opinions, however, are more informed and well supported than others. To make sense of complex issues, we need to bring to them a certain amount of background knowledge and an integrated set of thinking and language abilities.

“Mary Barnett’s Case”

TASK 1. Imagine that you have been called for jury duty and subsequently impaneled on a jury that is asked to render a verdict on the following situation. Being a juror your task is to analyze the evidence and the arguments given by the prosecution and the defense and decide whether the defendant is guilty or not. (*Note:* This fictional case is based on an actual case that was tried in May 1990, in Minneapolis, Minnesota.)

CASE DESCRIPTION

On January 23, the defendant, Mary Barnett, left Chicago to visit her fiancé in San Francisco. She left her six-month-old daughter, Alison, unattended in the apartment. Seven days later, Mary Barnett returned home to discover that her baby had died of dehydration. She called the police and initially told them that she had left the child with a baby sitter. She later stated that she knew she had left the baby behind, that she did not intend to come back, and that she knew Alison would die in a day or two. She has been charged with the crime of second-degree murder: intentional murder without premeditation. If convicted, she could face up to eighteen years in jail.

INSTRUCTIONS: As a member of the jury, your role is to hear and weigh the evidence, evaluate the credibility of the witnesses, analyze the arguments presented by the prosecution and defense, determine whether the law applies specifically to this situation, and render a verdict on the guilt or innocence of the defendant. To perform these tasks with clarity and fairness, you will have to use a variety of sophisticated thinking and language abilities.

TASK 2. Describe your initial assessment of whether the defendant is innocent or guilty and explain your reasons for thinking so. As part of the jury selection process, you are asked by the prosecutor and defense attorney whether you will be able to set aside your initial reactions or preconceptions to render an impartial verdict.

TASK 3. Identify any ideas or feelings related to this case that might make it difficult for you to view it objectively. Are you a parent? Have you ever had any experiences related to the issues in this case? Do you have any preconceived views concerning individual responsibility in situations like this?

TASK 4. What Is the Evidence? The evidence at judicial trials is presented through the testimony of witnesses called by the prosecution and the defense. As a juror, your job is to absorb the information being presented, evaluate its accuracy, and assess the reliability of the individuals giving the testimony.

INSTRUCTIONS: Read the following witnesses for the prosecution and defense. Evaluate the credibility of the witnesses by identifying those factors that led you to believe their testimony and those factors that raised questions in your mind about the accuracy of the information presented. Use the plan.

a) What is the witness? About what age do you think the witness is? Does he/she have any relationship with the defendant? What's his/her attitude toward the defendant?

b) How can you evaluate the level of expertise of the witness? Does he/she have any credentials for being a witness (education, experience, job, reputation, achievements)?

c) Can the witness have any prejudices to the defendant? Is her/his evidence objective or preconceived? Prove your point of view.

d) What kind of evidence does the witness present? Is he/she an eyewitness? Is the evidence based on his/her experience or opinion? Find the words and phrases in the text of the testimony to prove your point of view

a) Does the information presented by the witness fit with the facts and other testimonies?

b) Does the witness give facts or personal opinions? Find the facts. Find the opinions.

c) It is not clear for me that the witness says...

d) I believe his/her testimony because...

e) I don't believe his/her testimony because...

WITNESSES FOR THE PROSECUTION:

Caroline Hospers: On the evening of January 30, I was in the hallway when Mary Barnett entered the building. She looked distraught and didn't have her baby Alison with her. A little while later the police arrived and I discovered that she had left poor little Alison all alone to die. I'm not surprised this happened. I always thought that Ms. Barnett was a disgrace — I mean, she didn't have a husband. In fact, she didn't even have a steady man after that sailor left for California. She had lots of wild parties in her apartment and that baby wasn't taken care of properly. Her garbage was always filled with empty whiskey and wine bottles. I'm sure that she went to California just to party and have a good time, and didn't give a damn about little Alison. She was thinking only of herself. It's obvious that she is entirely irresponsible and was not a fit mother.

Policeman A: We were called to the defendant's apartment at 11 P.M. on January 30 by the defendant, Mary Barnett. Upon entering the apartment, we found the defendant holding the deceased child in her arms. She was sobbing and was obviously extremely upset. She stated that she had left the deceased with a baby sitter one week before when she went to California, and had just returned to discover the deceased alone in the apartment. When I asked the defendant to explain in detail what had happened before she left, she stated: "I remember making airline reservations for my trip. Then I tried to find a baby-sitter, but I couldn't. I knew that I was leaving Alison alone and that I wouldn't be back for a while, but I had to get to California at all costs. I visited my mother and then left." An autopsy was later performed that determined that the deceased had died of dehydration several days earlier. There were no other marks or bruises on the deceased.

Dr. Parker: I am a professional psychiatrist who has been involved in many judicial hearings on whether a defendant is mentally competent to stand trial and I am familiar with these legal tests. At the request of the District Attorney's office, I interviewed the defendant four times during the last three months. Ms. Barnett is suffering from depression and anxiety, possibly induced by the guilt she feels for what she did. These symptoms can be controlled with proper medication. Based on my interview, I believe that Ms. Barnett is competent to stand trial. She understands the charges against her, the roles of her attorney, the prosecutor, judge and jury, and can participate in her defense. Further, I believe that she was mentally competent on January 23, when she left her child unattended. In my opinion she knew what she was doing and what the consequences of her actions would be. She was aware that she was leaving her child unattended and that the child would be in great danger. I think that she feels guilty for the decisions she made, and that this remorse accounts for her current emotional problems.

WITNESSES FOR THE DEFENSE:

Alice Jones: I have known the defendant, Mary Barnett, for over eight years. She is a very sweet and decent woman, and a wonderful mother. Being a single parent isn't easy, and Mary has done as good a job as she could. But shortly after Alison's birth Mary got depressed.

Then her fiancé, Tim Stewart, was transferred to California. He's a Navy engine mechanic. She started drinking to overcome her depression, but this just made things worse. She began to feel trapped in her apartment with little help raising the baby and few contacts with her family or friends. As her depression deepened, she clung more closely to Tim, who as a result became more distant and put off their wedding, which caused her to feel increasingly anxious and desperate. She felt that she had to go to California to get things straightened out, and by the time she reached that point I think she had lost touch with reality. I honestly don't think she realized that she was leaving Alison unattended. She loved her so much.

Dr. Bloom: Although I have not been involved in judicial hearings of this type, Mary Barnett has been my patient, twice a week for the last four months, beginning two months after she returned from California and was arrested. In my professional opinion, she is mentally ill and not capable of standing trial. Further, she was clearly not aware of what she was doing when she left Alison unattended and should not be held responsible for her action. Ms. Barnett's problems began after the birth of Alison. She became caught in the grip of the medical condition known as postpartum depression, a syndrome that affects many women after the birth of their children, some more severely than others. Women feel a loss of purpose, a sense of hopelessness, and a deep depression. The extreme pressures of caring for an infant create additional anxiety. When Ms. Barnett's fiancé left for California, she felt completely overwhelmed by her circumstances. She turned to alcohol to raise her spirits, but this just exacerbated her condition. Depressed, desperate, anxious, and alcoholic, she lapsed into a serious neurotic state and became obsessed with the idea of reaching her fiancé in California. This single hope was the only thing she could focus on, and when she acted on it she was completely unaware that she was putting her daughter in danger. Since the trial has begun, she has suffered two anxiety attacks, the more severe resulting in a near-catatonic state necessitating her hospitalization for several days. This woman is emotionally disturbed. She needs professional help, not punishment.

Mary Barnett: I don't remember leaving Alison alone. I would never do that if I realized what I was doing. I don't remember saying any of the things that they said I said, about knowing I was leaving her. I have tried to put the pieces together through the entire investigation, and I just can't do it. I was anxious and I was real frightened. I didn't feel like I was in control and it felt like it was getting worse. The world was closing in on me, and I had nowhere to turn. I knew that I had to get to Tim, in California, and that he would be able to fix everything. He was always the one I went to, because I trusted him. I must have assumed that someone was taking care of Alison, my sweet baby. When I was in California I knew something wasn't right, I just didn't know what it was.

Experts' Testimonies.

TASK 5. Compare the evidence given by Dr. Parker and Dr. Bloom according the following criteria. Fill in the table.

	Dr. Parker	Dr. Bloom
The level of expertise		
How long the patient has been observed		
The diagnosis		

The facts given		
Personal opinions (if any)		
Stated claims		
Unstated claims		
My commentaries		

What Are the Arguments?

TASK 6. After the various witnesses present their testimony through examination and cross-examination questioning, the prosecution and defense then present their final arguments and summation. The purpose of this phase of the trial is to tie together — or raise doubts about — the evidence that has been presented in order to persuade the jury that the defendant is guilty or innocent. Included here are excerpts from these final arguments.

INSTRUCTIONS: Read the following prosecution and defense arguments and describe those points you find most persuasive and those you find least persuasive. Answer the questions:

- What's the speaker's tone in the text?
- What purpose does it serve?
- Find, identify and explain the stylistic devices used in the text.
- Identify the key arguments used in the prosecution's and defense's summation.
- What are the strongest/the weakest arguments? Explain your point of view.

Prosecution Arguments: Child abuse and neglect is a national tragedy. Every day thousands of innocent children are neglected, abused, and even killed. The parents responsible for these crimes are rarely brought to justice because their victims are usually not able to speak in their own behalf. In some sense, all of these abusers are emotionally disturbed, because it takes emotionally disturbed people to torture, maim, and kill innocent children. But these people are also responsible for their actions and they should be punished accordingly. They don't have to hurt these children. No one is forcing them to hurt these children. They can choose not to hurt these children. If they have emotional problems, they can choose to seek professional help. Saying you hurt a child because you have "emotional problems" is the worst kind of excuse.

The defendant, Mary Barnett, claims that she left her child unattended, to die, because she has "emotional problems," and that she is not responsible for what she did. This is absurd. Mary Barnett is a self-centered, irresponsible, manipulative, deceitful mother, who abandoned her six-month-old daughter to die so that she could fly to San Francisco to party all week with her fiancé. She was conscious, she was thinking, she knew exactly what she was doing, and that's exactly what she told the police when she returned from her little pleasure trip. Now she claims that she can't remember making these admissions to the police, nor can she remember leaving little Alison alone to die. How convenient!

You have heard testimony from her neighbor, Caroline Hospers, that she was considerably less than an ideal mother: a chronic drinker who liked to party rather than devoting herself to her child. You have also heard the testimony of Dr. Parker, who stated that Mary Barnett was aware of what she was doing on the fateful day in January and that any emotional

disturbance is the result of her feelings of guilt over the terrible thing she did, and her fear of being punished for it.

Mary Barnett is guilty of murder, pure and simple, and it is imperative that you find her so. We need to let society know that it is no longer open season on our children.

Defense Arguments: The district attorney is certainly correct — child abuse is a national tragedy. Mary Barnett, however, is **not** a child abuser. You heard the police testify that the hospital found no marks, bruises, or other indications of an abused child. You also heard her friend, Alice Jones, testify that Mary was a kind and loving mother who adored her child. But if Mary Barnett was not a child abuser, then how could she have left her child unattended? Because she had snapped psychologically. The combination of postpartum depression, alcoholism, the pressures of being a single parent, and the loss of her fiancé were too much for her to bear. She simply broke under the weight of all that despair and took off blindly for California, hoping to find a way out of her personal hell. How could she leave Alison unattended? Because she was completely unaware that she was doing so. She had lost touch with reality and had no idea what was happening around her.

You have heard the in-depth testimony of Dr. Bloom, who has explained to you the medical condition of postpartum depression and how this led to Mary's emotional breakdown. You are aware that Mary has had two severe anxiety attacks while this trial has taken place, one resulting in her hospitalization. And you have seen her desperate sobbing whenever her daughter Alison has been mentioned in testimony.

Alison Barnett is a victim. But she is not a victim of intentional malice from the mother who loves her. She is the victim of Mary's mental illness, of her emotional breakdown. And in this sense Mary is a victim also. In this enlightened society we should not punish someone who has fallen victim to mental illness. To do so would make us no better than those societies who used to torture and burn mentally ill people whom they thought were possessed by the devil. Mary needs treatment, not blind vengeance.

What Is the Verdict?

Following the final arguments and summations, the judge will sometimes give specific instructions to clarify the issues to be considered. In this case the judge reminds the jury that they must focus on the boundaries of the law and determine whether this case falls within these boundaries or outside them. The jury then retires to deliberate the case and render a verdict.

For a defendant to be found guilty of a second-degree murder, the prosecution must prove that he or she intended to kill someone, made a conscious decision to do so at that moment (without premeditation), and was aware of the consequences of his or her actions.

In your discussion with the other jurors, you must determine whether the evidence indicates, **beyond a reasonable doubt**, that the defendant's conduct in this case meets these conditions. What does the qualification "beyond a reasonable doubt" mean? A principle like this is always difficult to define in specific terms, but in general the principle means that it would not make good sense for thoughtful men and women to conclude otherwise.

Task 7. Based on your analysis of the evidence and arguments presented in this case, describe what you think the verdict ought to be and explain your reasons for thinking so. Verdict: Guilty! or Not Guilty!

Task 8. WRITING

Write a 230-250 words essay to explain your choice and give the reasons for your verdict.

Содержание отчета. Отчет по лабораторной работе №8 должен включать:

1. Конспект теоретического материала (тексты №1, 2)
2. Глоссарий ключевых терминов теоретического материала, а также незнакомых слов с дефинициями.
3. Выполнение письменных заданий (Задание № 5, 6, 8).

Контрольные вопросы:

1. Принятие решений как сложный мыслительный процесс.
2. Влияние эмоций и стереотипов на процесс принятия решений.
3. Стратегии критического мышления в процессе принятия решений.
4. Организованный подход к принятию решений.

Перечень основной литературы

1. Чельшева, И.В. Развитие критического мышления и медиакомпетентности студентов в процессе анализа аудиовизуальных медиатекстов: учебное пособие / И.В. Чельшева. - М. : Директ-Медиа, 2020. - 401 с. - ISBN 978-5-4458-3833-3; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=22149510.1.2>.

Перечень дополнительной литературы

1. Развитие критического мышления на основе чтения текстов: учебное пособие (лабораторный практикум): Направление подготовки 45.03.02. Лингвистика Теория и методика преподавания иностранных языков и культур. Бакалавр/Н.Л. Московская, В.П. Старичкова, Е.А. Калиновская; Сев.- Кав. федер. ун-т. - Ставрополь: СКФУ, 2018. - 122 с. – 20 экз.
2. Bassham G. Critical Thinking. A Student's Introduction, 4th edition. - Published by McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, 2011. – 490 p.
3. Mason M. Critical Thinking and Learning. – Singapore: Blackwell Publishing, 2018. – 134 p.
4. Paul, R., Elder, L. Critical thinking: Tools for taking charge of your learning and your life. – Upper Saddle River, NJ: Pearson/Prentice Hall, 2016.
Ruggiero V.R. Beyond Feelings: A Guide to Critical Thinking. Alfred Publishing Co., Inc., NY, 2011.

Интернет-источники:

1. www.criticalthinking.org
2. www.criticalthinking.net
3. Foundation for Critical Thinking. Critical Thinking: Where to Begin? <http://www.criticalthinking.org/starting/index.cfm>
4. Paul R., Elder L. The Miniature Guide to Critical Thinking: Concepts & Tools www.criticalthinking.org/files/Concepts_Tools.pdf

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
высшего образования
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ СТУДЕНТОВ ПО
ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ
ПО ДИСЦИПЛИНЕ

«Развитие критического мышления на основе чтения иноязычных
текстов»

Направление подготовки	<u>45.03.02 Лингвистика</u>
Направленность (профиль)	<u>Теория и методика преподавания иностранных языков и культур</u>
Год начала обучения	<u>2026</u>
Форма обучения	<u>Очная</u>
Реализуется в семестре	8

Ставрополь 2026

СОДЕРЖАНИЕ

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4. Методические рекомендации по изучению теоретического материала
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6. Список литературы, использованной при составлении методических рекомендаций

1. Введение

В современной образовательной парадигме самостоятельная работа студентов является ведущей составляющей образовательного процесса. Выпускник должен обладать фундаментальными знаниями, профессиональными умениями и навыками деятельности по направлению и профилю подготовки, опытом творческой и исследовательской деятельности по решению новых проблем, опытом социально-оценочной деятельности. Все эти составляющие образования формируются именно в процессе самостоятельной работы студентов, поскольку предполагает максимальную индивидуализацию деятельности каждого студента и может рассматриваться одновременно и как средство совершенствования творческой индивидуальности.

Методические рекомендации к самостоятельной работе студентов по дисциплине «Развитие критического мышления на основе чтения иноязычных текстов» разработаны в соответствии с рабочей программой данной дисциплины.

Основным принципом организации самостоятельной работы студентов является комплексный подход, направленный на формирование навыков репродуктивной и творческой деятельности студента в аудитории, при внеаудиторных контактах с научным руководителем на консультациях и домашней подготовке.

В рамках данной дисциплины среди основных видов самостоятельной работы студентов выделяется: подготовка к семинару-дискуссии, подготовка к моделированию педагогической деятельности, выполнение заданий в письменной форме, разработка планов-конспектов уроков, подготовка проекта, конспектирование научно-методической литературы, написание эссе, резюмирование текстов.

2. Общая характеристика самостоятельной работы студента при изучении дисциплины

Самостоятельная работа студента магистратуры в рамках дисциплины «Развитие критического мышления на основе чтения иноязычных текстов» понимается как планируемая учебная работа, выполняемая во внеаудиторное (аудиторное) время по заданию и при методическом руководстве преподавателя, но без его непосредственного участия.

Самостоятельная работа направлена на формирование следующих компетенций:

Код, формулировка компетенции	Код, формулировка индикатора	Планируемые результаты обучения по дисциплине
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		(модулю), характеризующие этапы формирования компетенций, индикаторов
УК-1 Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач	ИД-1 УК-1. выделяет проблемную ситуацию, осуществляет ее многофакторный анализ и диагностику на основе системного подхода ИД-2 УК-1. осуществляет поиск, отбор и систематизацию информации для определения альтернативных вариантов стратегических решений в проблемной ситуации ИД-3 УК-1. определяет и оценивает риски возможных вариантов решений проблемной ситуации, выбирает оптимальный вариант её решения	Осуществляет поиск, критический анализ и синтез информации, применяя системный подход для решения профессиональных задач
ПК-1 Способен осуществлять педагогическую деятельность по проектированию и реализации основных общеобразовательных программ в области обучения иностранным языкам и культурам в учебных заведениях дошкольного, начального общего,	ИД-1 ПК-1. использует эффективные приемы организации процесса изучения иностранного языка и культуры в рамках современных образовательных технологий, обеспечивающих качество образовательных результатов. ИД-2 ПК-1. способен определить эффективность отечественных и зарубежных учебников, учебных пособий и других дидактических материалов по иностранному языку для разных уровней, этапов и целей обучения.	Осуществляет педагогическую деятельность по проектированию и реализации основных общеобразовательных программ в области обучения иностранным языкам и культурам в учебных заведениях дошкольного, начального общего, основного и среднего общего образования, среднего

основного и среднего общего образования, среднего профессионального образования, дополнительного образования.	ИД-3 ПК-1. осуществляет оценку сформированности способности к межкультурной коммуникации, основных стратегий и умений в области владения иностранным языком.	профессионального образования, дополнительного образования
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Цель самостоятельной работы студентов в процессе изучения дисциплины «Развитие критического мышления на основе чтения иноязычных текстов» – научить студента осмысленно и самостоятельно работать с основным и дополнительным учебным материалом по теории развития критического мышления в обучении иностранным языками на изучаемом языке над развитием способности использовать в профессиональной деятельности достижения отечественного и зарубежного методического наследия, современные методические концепции обучения иностранным языкам.

Таким образом, самостоятельная работа приобщает к научному и исследовательскому творчеству, поиску и анализу актуальных проблем современной лингводидактики.

Для выполнения самостоятельной работы необходимо пользоваться литературой, которая предложена в списке рекомендуемой литературы, Интернет-ресурсами или другими источниками по усмотрению студента.

Самостоятельная работа рассчитана на разные уровни мыслительной деятельности. Выполненная работа позволит приобрести не только знания, но и умения, навыки, а также выработать свою методику подготовки, что очень важно в дальнейшем процессе профессиональной деятельности.

При изучении дисциплины предусматриваются следующие формы самостоятельной работы студента:

- подготовка к семинару-дискуссии;
- подготовка к моделированию педагогической деятельности;
- выполнение заданий в письменной форме;
- разработка планов-конспектов уроков, подготовка проекта;
- конспектирование научно-методической литературы;
- подготовка к зачету.

3. План-график выполнения самостоятельной работы

На первом этапе необходимо ознакомиться с рабочей программой дисциплины, в которой рассмотрено содержание тем дисциплины лекционного курса, взаимосвязь тем лекций с практическими занятиями, темы и виды самостоятельной работы. По каждому виду самостоятельной работы предусмотрены определённые формы отчетности.

Код реализуемой компетенции	Вид деятельности студентов	Итоговый продукт самостоятельной работы	Средства и технологии оценки	Объем часов
8 семестр				
УК-1, ПК-1	Изучение литературы и подготовка к практическим занятиям	Конспект, упражнения, глоссарий грамматических терминов	Собеседование	28
УК-1, ПК-1	Письменная работа по заданной теме	Письменная работа	Собеседование Письменная работа (письменно)	12
УК-1, ПК-1	Подготовка к участию в собеседовании			18
	Итого за 8 семестр			58

4. Методические рекомендации по изучению теоретического материала

Чтение основной и дополнительной литературы по курсу с конспектированием по разделам.

Самостоятельная работа при чтении учебной литературы начинается с изучения конспекта материала, полученного при слушании лекций преподавателя. Полученную информацию необходимо осмыслить. При необходимости, в конспект лекций могут быть внесены схемы, другая дополнительная информация. При изучении нового материала составляется конспект. Сжато излагается самое существенное в данном материале.

Работа с электронными ресурсами в сети Интернет.

Для повышения эффективности самостоятельной работы студент должен уметь работать в поисковой системе сети Интернет и использовать найденную информацию при подготовке к занятиям. Поиск информации можно вести по автору, заглавию, виду издания, году издания или издательству. Также в сети Интернет доступна услуга по скачиванию методических указаний и учебных пособий, подбору необходимой научной

литературы. Начинать работу необходимо с точной и краткой формулировки запроса, для этого можно пользоваться тематическим понятийным словарем.

Конспектирование и реферирование первоисточника и научно-исследовательской литературы.

Конспект представляет собой дословные выписки из текста источника. При этом необходимо понимать, что конспект – это не полное переписывание чужого текста. Необходимо знать, что при написании конспекта сначала прочитывается текст – источник, в нём выделяются основные положения, подбираются примеры, идёт перекомпоновка материала, а уже затем оформляется текст конспекта. Конспект может быть полным, когда работа идёт со всем текстом источника или неполным, когда интерес представляет какой-либо один или несколько вопросов, затронутых в источнике.

5. Методические указания (по видам работ, предусмотренных рабочей программой дисциплины)

Подготовка к собеседованию (круглому столу)

Подготовка к собеседованию начинается с распределения форм участия и функции студентов в круглом столе. Студентами осуществляется определение круга проблем и вопросов, подлежащих обсуждению; подбор основной и дополнительной литературы к теме семинара - круглого стола, а также дальнейшее изучение литературы и подготовка выступления с мультимедийной презентацией.

Подготовка мультимедийной презентации Презентация, согласно толковому словарю русского языка Д.Н. Ушакова: «... способ подачи информации, в котором присутствуют рисунки, фотографии, анимация и звук». Для подготовки презентации рекомендуется использовать: PowerPoint, MS Word, AcrobatReader. Самая простая программа для создания презентаций – Microsoft PowerPoint. Для подготовки презентации необходимо собрать и обработать начальную информацию.

Последовательность подготовки презентации:

1. Четко сформулировать цель презентации: вы хотите свою аудиторию мотивировать, убедить, заразить какой-то идеей или просто формально отчитаться.
2. Определить каков будет формат презентации: живое выступление (тогда, сколько будет его продолжительность) или электронная рассылка (каков будет контекст презентации).
3. Отобрать всю содержательную часть для презентации и выстроить логическую цепочку представления.

4. Определить ключевые моменты в содержании текста и выделить их.
5. Определить виды визуализации (картинки) для отображения их на слайдах в соответствии с логикой, целью и спецификой материала.
6. Подобрать дизайн и форматировать слайды (количество картинок и текста, их расположение, цвет и размер).
7. Проверить визуальное восприятие презентации.

К видам визуализации относятся иллюстрации, образы, диаграммы, таблицы.

Иллюстрация – представление реально существующего зрительного ряда.

Образы – в отличие от иллюстраций – метафора. Их назначение – вызвать эмоцию и создать отношение к ней, воздействовать на аудиторию. С помощью хорошо продуманных и представляемых образов, информация может надолго остаться в памяти человека.

Диаграмма – визуализация количественных и качественных связей. Их используют для убедительной демонстрации данных, для пространственного мышления в дополнение к логическому.

Таблица – конкретный, наглядный и точный показ данных. Ее основное назначение – структурировать информацию, что порой облегчает восприятие данных аудиторией.

Практические советы по подготовке презентации

- готовьте отдельно: печатный текст + слайды + раздаточный материал;
- слайды – визуальная подача информации, которая должна содержать
- минимум текста, максимум изображений, несущих смысловую нагрузку, выглядеть наглядно и просто;
- текстовое содержание презентации – устная речь или чтение, которая
- должна включать аргументы, факты, доказательства и эмоции;
- рекомендуемое число слайдов 10-12;
- обязательная информация для презентации: тема, фамилия и инициалы
- выступающего; план сообщения; краткие выводы из всего сказанного;
- раздаточный материал – должен обеспечивать ту же глубину и охват, что и живое выступление: люди больше доверяют тому, что они могут унести с собой, чем исчезающим изображениям, слова и слайды забываются, а раздаточный материал остается постоянным осязаемым напоминанием; раздаточный материал важно раздавать в конце презентации; раздаточный материалы должны отличаться от слайдов, должны быть более информативными.

Доклад, согласно толковому словарю русского языка Д.Н. Ушакова:

«... сообщение по заданной теме, с целью внести знания из дополнительной литературы, систематизировать материал, проиллюстрировать примерами, развивать навыки самостоятельной работы с научной литературой, познавательный интерес к научному познанию».

Тема доклада должна быть согласованна с преподавателем и соответствовать теме учебного занятия. Материалы при его подготовке, должны соответствовать научно-методическим требованиям вуза и быть указаны в докладе. Необходимо соблюдать регламент, оговоренный при получении задания. Иллюстрации должны быть достаточными, но не чрезмерными.

Работа студента над докладом-презентацией включает отработку умения самостоятельно обобщать материал и делать выводы в заключении, умения ориентироваться в материале и отвечать на дополнительные вопросы слушателей, отработку навыков ораторства, умения проводить диспут.

Докладчики должны знать и уметь: сообщать новую информацию; использовать технические средства; хорошо ориентироваться в теме всего семинарского занятия; дискутировать и быстро отвечать на заданные вопросы; четко выполнять установленный регламент (не более 10 минут); иметь представление о композиционной структуре доклада и др.

Структура выступления

Вступление помогает обеспечить успех выступления по любой тематике. Вступление должно содержать: название, сообщение основной идеи, современную оценку предмета изложения, краткое перечисление рассматриваемых вопросов, живую интересную форму изложения, акцентирование внимания на важных моментах, оригинальность подхода.

Основная часть, в которой выступающий должен глубоко раскрыть суть затронутой темы, обычно строится по принципу отчета. Задача основной части – представить достаточно данных для того, чтобы слушатели заинтересовались темой и захотели ознакомиться с материалами. При этом логическая структура теоретического блока не должны даваться без наглядных пособий, аудиовизуальных и визуальных материалов.

Заключение – ясное, четкое обобщение и краткие выводы, которых всегда ждут слушатели.

С учетом того, что дисциплина реализуется на иностранном языке, тексты сообщений и доклады необходимо составлять на доступном уровне с использованием

общеупотребительной лексики и они должны быть краткими. Текст сообщения и выступления лучше снабжать раздаточным материалом или презентациями.

6. Литература

Основная литература:

Перечень основной литературы

1. Чельшева, И.В. Развитие критического мышления и медиакомпетентности студентов в процессе анализа аудиовизуальных медиатекстов: учебное пособие / И.В. Чельшева. - М. : Директ-Медиа, 2020. - 401 с. - ISBN 978-5-4458-3833-3; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=22149510.1.2>.

Перечень дополнительной литературы

1. Развитие критического мышления на основе чтения текстов: учебное пособие (лабораторный практикум): Направление подготовки 45.03.02. Лингвистика Теория и методика преподавания иностранных языков и культур. Бакалавр/Н.Л. Московская, В.П. Старицкова, Е.А. Калиновская; Сев.- Кав. федер. ун-т. - Ставрополь: СКФУ, 2018. - 122 с. – 20 экз.
2. Bassham G. Critical Thinking. A Student's Introduction, 4th edition. - Published by McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, 2011. – 490 p.
3. Mason M. Critical Thinking and Learning. – Singapore: Blackwell Publishing, 2018. – 134 p.
4. Paul, R., Elder, L. Critical thinking: Tools for taking charge of your learning and your life. – Upper Saddle River, NJ: Pearson/Prentice Hall, 2016.
Ruggiero V.R. Beyond Feelings: A Guide to Critical Thinking. Alfred Publishing Co., Inc., NY, 2011.

Интернет-источники:

1. www.criticalthinking.org
2. www.criticalthinking.net
3. Foundation for Critical Thinking. Critical Thinking: Where to Begin? <http://www.criticalthinking.org/starting/index.cfm>
4. Paul R., Elder L. The Miniature Guide to Critical Thinking: Concepts & Tools www.criticalthinking.org/files/Concepts_Tools.pdf