

## USE OF VIDEO FOR DEVELOPING 1<sup>st</sup> YEAR STUDENTS' CRITICAL THINKING ABILITY

**Vladimir A.B.,**

*2<sup>nd</sup> year Masters student, Aktobe regional university named after K.Zhubanov, Kazakhstan, Aktobe*

**Abstract:** The article focuses on developing critical thinking abilities is a key component of the contemporary approach to teaching a foreign language since it promotes communicative proficiency. Working with videos from the Internet is another potent educational tool in the teacher's toolbox.

**Key words:** critical thinking, practical issues, skills, communicative proficiency, "language density", difficulty, motivating the learners.

The renowned American educator John Dewey stated, correctly, that the main goal of the educational system should be to "teach man to think" back in the first part of the 20th century. Today's teachers have a more challenging job: improve the student's capacity for critical thought. What is critical thinking, and why should you practice it? Thinking critically (critically thinking) - A judgment system is "a method for analyzing things and events through the formulation of reasoned conclusions and permits the making of reasonable assessments, interpretations, as well as the proper application of results to situations and problems" [1]. In a more focused sense, it comes down to a particular way of thinking that challenges all of the information being received as well as our in addition to our own opinions and judgments. The best book on the subject is called "Psychology of Critical Thinking," and according to its author, American psychologist Diana Halpern, "critical thinking skills should be used to recognize the impossible electoral promises, arguments that are themselves require evidence, wrong probability estimates, weak arguments, or purely rhetorical constructions." Critical thinkers need to be better at handling practical issues, whether they include the possibility of nuclear war or the configuration of a just acquired video recorder. These abilities "should have a long-term effect," claims D. Halpern.

The author also discusses six prerequisites for having someone who can actively employ these skills:

1. Planning readiness. This element is essential for critical thinking since it may control impulsivity and ideas.
2. Be flexible. Conservative viewpoints should be avoided by a critical thinker as they prevent the formation of original ideas. People with this way of thinking might go over the obvious points several times and won't give up until the issue is resolved.
3. Resilience. A critical thinker understands that thinking is difficult work that demands patience and persistence in order to succeed.
4. The ability to repair errors. The capacity to acknowledge and properly evaluate one's errors is key to determining the circumstance, to identify the reasons why they arise, and to alter the customary approaches to more efficient ones.
5. Mindfulness or reflection. Critical thinkers have a penchant for scrutinizing what they observe.
6. Identifying workable compromises. A successful individual in today's culture cannot function without effective communication skills and the capacity to identify solutions that appeal to the majority.

Developing critical thinking abilities is a key component of the contemporary approach to teaching a foreign language since it promotes communicative proficiency. Work with videos from the Internet is another potent educational tool in the teacher's toolbox. Why do so many teachers enjoy working with videos? What are the key factors considered while choosing video content? How can this kind of activity aid in the growth of critical thinking? Let's merely respond to these queries that appear in this article. The following intellectuals develop their critical thinking abilities through the systematic use of video materials:

- generalization of ideas,
- argumentation/counterargument,

- exploration of alternative viewpoints,
- significance analysis,
- comparison,
- wording,
- establishment of causal relationships,
- improvement of prior subject knowledge,
- formulation of hypotheses, and inferences.

Along with the great prospects, there is a chance that this type of training may be underestimated and lose some of its efficiency. Unfortunately, some candidates think it is feasible to include pupils while keeping their distance from the learning process because they wrongly think that it happens on its own. Jim Scrivener, Director of the English-English Teacher Training Institute, issuing that '«...The most effective way to learn is it is when the student is really involved in the class.»'. He claims that in order for students to learn more, you need to push them, give them an issue to solve, and then allow them to experiment, put their knowledge into practice, try, and fail. Consequently, any video content utilized in class, along with other training methods used should encourage critical thinking, effective communication, and active learning.

The video's selection criteria are determined by the specific objectives and stage of the class in which it is intended to be used. However, we think it's crucial to highlight the following fundamental points while working with video content:

1. No more than 2-3 minutes should be in the video.
2. Both the sound and the image must be of high quality.
3. Depending on the tasks, the content should be presented at a certain point in the lesson.
4. The subject matter should be suitable for the pupils' ages and interests.
5. The authenticity of the content is a big plus.

It should be emphasized that a few of the requirements are rather contentious. For instance, there are many viewpoints about "language density."

Under the phrase, one should be aware of the variety of tongues spoken on the radio stage of the devil. We disagree with the assertion made by many foreign language teachers that the subject being presented must be voluminous in speech. For instance, a number of recent short films highlight concerns about what constitutes a good life.

The "language density" in these videos is quite low, but the effect of the impact of reach- is achieved by visual methods, including skilled direction, quality camerawork, talented performers, and moving background music. Such problematic videos are advised against being used as pro-vocal material because, in general, they actively interest and motivate students of States Parties to the Convention on the Rights of the Child and the development of the aforementioned intellectual skills, the critical person, as well as the study of opposing viewpoints, counter-mentality, significance analysis, compromise, and others. According to methodologists, the lexical and grammatical content of the film should match the pupils' level of language proficiency. The tour, however, must be created to meet the ability of the majority of students. We think that realistic teaching materials may and even must contain a certain percentage of new terms and grammatical structures. The same video may therefore be utilized in courses with varying student proficiency, varying degrees of difficulty, and occasionally a variety of jobs. A further issue brought up by spores is the fraction of acceptable unknown words. We are unsure of the exact percentage, but we are convinced that new words, as long as they do not get in the way, help students develop one of D. Halpern's six traits of persistence, which enables them to keep going in the face of obstacles and concentrate on getting through them.

The three essential steps of critical thinking technology are the "Challenge of Reflection and Comprehending," usually, this model's functioning principles are illustrated with a text-based example. Think about your possibilities while working with videos.

-The difficulty. The objective of this phase is to include the class in an active activity. In this regard, the following categories of practical assignments are advised: to determine the movie's content based on specific words and phrases written on a board; on the "frozen" moment from the opium video satisfy the hero's emotions and offer a theory as to what could have caused them; polls that pique individual curiosity and advance knowledge, etc.

- Understanding. New information is now acquired, followed by more contemplation and the start of the process of developing a personal stance. Tasks that are advised include: A: Complete the table, take notes, compare the characters' behaviors, and use multiple choice; highlight phrases whose meanings are consistent with the video's content; idiom comparison- Click on the concepts with which you want to express disagreement, etc.

- Introspection. The "assignment" of new knowledge, investigation of one's own thoughts, and eventual formulation of one's own opinion regarding the subject of study all take place at this level. Writing quests with personification elements (writing letters on behalf of heroes, playing roles in the continuation of the plot, and responding to questions like "What would you do in his/her place?") are some of the most effective tasks of this stage. Others include participating in discussions and debates altering the video's finale, etc.

Understanding the function of the educator and his involvement in this model's work is crucial.

Motivating the learner is the key educational behavior concept in this style. Free speech without Cree Fear ticks or bug patches, as well as group discussions without hostility. Foreign language students learn crucial abilities like writing thanks to the effective use of technology in the classroom. Create and express an opinion based on the study of newly acquired knowledge; draw inferences and project future occurrences while debating their positions deftly and persuasively and maintaining the proper demeanor toward others.

Finally, the use of video to develop critical thinking among first-year students is a promising and effective approach that can improve the quality of education and learning in higher education. Video materials provide a wide range of opportunities to stimulate student activity, as well as help develop critical thinking in the learning process. Hence, the introduction of video in the educational process of freshmen can significantly improve their learning and development.

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