THEORETICAL BASES OF DEVELOPMENT OF CREATIVE THINKING AND SPEECH PATHOLOGISTS STUDENTS

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Abstract. The article describes the methods and means by which students develop in thought processes, formed skills, abilities and ways of knowing. In order to really become critically-minded people, students should try to think critically. The author claims, critical thinking is not formed as a result of the transfer of ready knowledge. Critical thinking - this is the result, students can challenge, integrate, restructure, adapt or not to take into account information. The development of students' cognitive sphere includes a three-phase: "Call" - activation of prior learning; "Understanding" - the assimilation of new knowledge; "Thinking" - consolidation of new knowledge.

Keywords: student, techniques, critical thinking, learning process, challenge, meditation, reflection, fashion, knowledge, phase, brainstorming, group cognitive processes, speech analysis, synthesis, coach, motivation, result.

In the early twentieth century educator psychologist and philosopher John Dewey proposed a new educational program based on the fact that the main task of education is teaching students to think independently, critically and intelligently. His ideas led to a movement that has been called "progressive education". It puts higher understanding than rote memorization, critical thinking, higher than blind acceptance and the experience gained from the real world, based on the desires and needs of students is higher than the abstract knowledge. But then, during the American Depression, the rise of fascism and the consolidation of the Soviet totalitarian regime progressive education's ideas were perverted and forgotten.

However, democratic values again won their recognition and we all witnessed the revival of the original ideas of Dewey in recent years.

Among the positive goals of thinking called the desire to be competent, inquisitive and get pleasure from the process of reflection and knowledge, which is often caused by culture or upbringing (White 1959, Mc. Clelland 1960).

Psychologists say that the knowledge of the standards of good thinking, a belief about how to think, and that is a good thinker, no less important for the successful solution of problems than the use of methods of thinking (Dweek, 1973, 1978; Baron 1994).

Consider the third group of studies separating the informational approach to knowledge. According to these scientists, the two components are inseparably linked with each other can be identified in knowledge. The first component includes information consisting of individual facts, information, our world events and thought processes necessary for obtaining and processing information. The second component is the relationship of man to information. Information is seen as a means by which it is necessary to develop the students thinking processes, generate skills, abilities and ways of knowing. The development of the lesson of cognitive sphere includes a three phases: 1 "Call" - activation of prior learning; 2 "Understanding" - the assimilation of new knowledge; 3 "Meditation" - consolidation of new knowledge. Here are some methodological techniques for the development of thinking, these authors proposed Phase "call" - a method of "clusters" (Steele and Steele, 1991). Due to the huge amount of available information, it is impossible and even ridiculous to think that you can teach enough content to knock a significant dent in the total amount of information in higher education. That information, which we are able to pass on to our students, put only a small fraction of all content, and only a small piece of information that they will need throughout life.

If it is important to teach students to think critically, then it must be systematically incorporated into educational practice (Zelina, 1994). We should not think that students will come to a spectacular critical thinking naturally or because they will be told that this is important. Critical thinking is not formed as a result of the transfer of ready knowledge. In order to really become critically-minded people, students should try to think critically.
Critical thinking - this is the result. It is the fulcrum for the human mind, it is a natural way to interact with ideas and information. It is an active process that occurs at different levels, or spontaneously, which is the student the opportunity to think control of information, so that students may be challenged, to integrate, to reconstruct, adapt or not to take into account information. This happens when students ask questions like: "What is the information in it for me?", "How can I use this knowledge?", "What does this knowledge to what I already know?", "This information is useful? " How do I feel about these ideas? ".

Thinking - a process similar to reading, writing, speaking and listening. This is an active, coordinated a complex process that involves thinking about something original. Thinking - is not a skill that can be crafted out of context. Thinking - is not something that can be learned in terms of the general context of higher education programs or everyday life. To learn how to think critically institute is best to use this method as a way to study the content, as something which is part of the expected result of daily routine of study. For example Brown (1989) argues that the study skills, isolated on tasks and real-world purposes may enable obuchayushimsya well exams, tests, but they will not be able to apply these skills to new situations, and critical thinking works to achieve a certain goal and in the case when the target is too unspecific, it is valuable as a kind of creativity. Critical thinking - a complex thought process.

The term "critical thinking" is used in educational environments for decades and different teachers make sense of this concept in different ways. For the majority of teachers and trainers critical thinking means thinking "higher order" - the highest in the sense that it is the last "higher" level of the hierarchy of cognitive abilities on the system by Benjamin Bloom. On the philosophical faculties of higher educational institutions under the critical thinking usually understood logical thinking and reasoning skills, through which students are able to carefully read, conduct in-depth discussions and clearly weighed and express their thoughts in writing. For theorists and historians of literature "critical" considered this approach to the text, which allows you to identify its components and to critically rethink the ways of influencing the text to the reader, as well as to discover the motives that guided the author in creating the work.

Definition of learning and thinking, this Riherom, based on the results in the field of cognitive psychology studies, philosophy, and multicultural education. The main results of these studies include:

1. Effective continuous teaching that can be applied to new situations is generally a problem understanding the information available to us, and ideas. The best results are achieved when students are active when they learn, synthesize information and assign (Anderson et al, 1985).
2. The process of teaching more successful, if you are using a variety of methods and techniques of mental activity. Such methods make the learning process more meaningful (Poliskar and Brown, 1989).
3. The teaching of critical thinking and develop when students have the opportunity to apply new knowledge to specific problems (Resnick, 1987).
4. The teaching is strengthened when it is based on prior knowledge of students on their experience. This enables students to relate what they know with the new information (Roth, 1990).
5. Critical thinking and learning is possible when teachers and students understand and appreciate the diversity of ideas and experience. Critical thinking is not possible with the mentality of taking "the only correct answer" (Banks, 1988).

In our approach to developing theoretical approaches to the development of cognitive capabilities of pathologists students who were used to a greater or lesser extent, all the definitions and approaches listed above used by us in the design concept of our study, formulated in such a way that the development of thinking and speech of students fit those thought processes that meet our objectives - to prepare creatively minded person, competent specialists-defectologists, conscious members of a democratic society:

• develop the students' original point of view;
• the ability to reasonably express their thoughts and ideas;
• the ability to solve complex problems;
• be able to argue convincingly;

Fundamentals of thought, speech and cognition - a strategy that allows teachers, psychologists, trainers can help learners to achieve understanding of the information or educational material.
Fundamentals of thinking, speaking, and teaching based on the following premise: that the person knows, determines what he can learn.

Application examples of methods of teaching vary according to the age and abilities of students. The techniques and methods, and some texts proposed here are drawn from the project "Foundation for Critical Thinking Development" (by Jenny Steele, Kurt Meridis Charles Tetpl). Theoretical bases of development in children or cognitive sphere includes critical thinking phase when:

• "call" phase (activation of the acquired knowledge before).
• Phase "Comprehending" (the assimilation of new knowledge).
• Phase "Reflections" (securing new knowledge).

Research foundations

Call

This first phase is called the phase of the call. In the group, using the foundations of the call phase, students can get a job, first by brainstorming a list of what they know or what they think they know about the proposed theme. Sometimes brainstorming conducted individually, sometimes in pairs, and then with the whole group. Someone will write down the ideas the group attack on the board, all the ideas are accepted regardless of whether they are correct or not. During this phase, it is important that the trainer (teacher) said as little as possible and let us talk to the students. The role of a coach (teacher) is to act as a conductor and force students to think, while carefully listening to their concerns.

In phase calls made several important cognitive activities. Firstly, the learner is actively involved in the restoration of what he knows about the subject. The second purpose of the call phase - activation of the learner. Doctrine active, not a passive activity. Participation becomes active when the student purposefully think, express his thoughts in his own words. Demonstration of knowledge (myself and partner) takes place with the active mental activity by means of spoken or written language. Now they can become the basis for the assimilation of new knowledge.

Very important is the third objective of the call stage - at this stage is of interest and determined the purpose of consideration of the proposed themes. The interest and the goal is important to maintain the activity of students. Targets selected independently - are stronger than the goals imposed from the outside. Motivation of educational activity is reduced if there is no sustained interest.

Comprehension

The second phase - understanding. This is the phase in which the student comes into contact with new information and ideas. This contact can take the form of text reading, watching a movie, listening to or performing experience. It was during this phase of the student must independently and to participate actively in this work. The implementation stage of understanding is essential to the process of learning, as might miss opportunities for learning if the learner is passive. The main task of the second stage - the stage of reflection - is that, firstly, to maintain activity, and maintain the interest of inertia movement created during the call phase. The second important task is to maintain the efforts of students to monitor their own understanding. In addition, when students monitor their own understanding, they relate new information with its established concept. They consciously link the new already known, they build a bridge between old and new knowledge to create new understanding. This encouraged production setting goals, critical analysis, comparative analysis and synthesis.

Thinking

The third phase is the thinking. It is at this phase, students consolidate new knowledge and actively restructuring their presentation, in order to include the new concepts. It is at this stage they do make their new knowledge, in this phase there is a teaching that man is long. Doctrine - an act changes, the transition to a new quality. Regardless of whether this difference is considered in terms of the understanding of the new or as new set of behaviors, or as a new idea - in any case characterized teachings genuine and long-term changes. These changes occur only when children are actively working on the restructuring of their submissions to include a new in them. At this stage scheduled achieve several important objectives. First of all, students should try to express new ideas and information in your own words. This is necessary in order to build new ideas. Long-term results of teaching, as well as the degree of understanding of different people are different. Students remember best what they concepts in their own context, expressing it in their own words. When the child, a
teenager, is actively reformulate using your own understanding of the vocabulary, it creates a personal meaningful context. The second objective of this stage is a lively exchange of ideas between students, enabling them to expand their expressive vocabulary coherently express their thoughts and listen to others saying. At this stage, there is ample opportunity to discuss its meaning, about the educational experience that they have gained, to consider the extent to which the process of teaching has undergone changes.

How did these bases (call, comprehension, reasoning), teaching and learning to critical thinking? As described above, critical thinking involves the ability to understand and reflect on about what a man knows and thinks. But to make this possible, you need to bring their knowledge and understanding on the level of awareness. Very often students can not activate their previous knowledge, making it difficult to think through new information in meaningful terms. To think critically, you need to start to determine the level of their knowledge of vocabulary.

Reflection and critical analysis of the creative thought provoking look at how new knowledge can howl combined with previous ideas, as the previous view can be changed under the influence of new information. It is an active process that requires time, understanding and will. Students should be given time to activate prior knowledge. The teacher (coach) is not just a mechanical guide information, do not provide students with annual knowledge. The teacher (coach) promotes quality rather than the illusory teachings in a meaningful context (Meridis and Steele, 1995), the students can apply this knowledge in practice. The teacher (trainer) becomes a partner. Students take an active learning stance. Group turns into the community. So they can gradually learn to use the experience gained.

Thus, the theoretical basis of the analysis of the development of critical thinking provides a framework for thinking about learning and teaching. However, the theory would have no value if they are not backed up by action.

Taking the theoretical teachings on the development of critical thinking and speech of students of higher educational institutions of the methodological framework, the strategy of development of cognitive capabilities, we have assumed that in the process of experiential learning, we set ourselves the following objectives:

* Understand and describe the three steps the basics of learning and teaching;
* Learn how to use different strategies in a certain stage of the foundations;
* Be able to use the data bases for the preparation of studies on the basis of curriculum and materials available;
* Be able to use in the classroom a variety of pedagogical strategies.

Fundamentals enables us to obtain the following results of the trainees:

- strengthen students' thinking;
- highlight the purpose of learning;
- promote active debate;
- raise the motivation of learning;
- ensure active learning activities;
- catalyze change;
- stimulate reflection;
- provide an opportunity for students to hear different opinions;
- helping students to ask questions;
- promote self-expression;
- To provide students with information processing;
- promote critical thinking;
- promote the development of productive speech;

The development of critical thinking - is not an easy task. There is no definitive set of paths that lead to critical thinking. However, there is a specific set of educational conditions, which contributes to the formation of independent thinking and speech, so you must:

1. To provide the time and opportunity to acquire critical thinking and speech experience.
2. Give students an opportunity to reflect.
3. Accept a variety of ideas and opinions.
4. Promote the activity of students in the learning process.
5. Ensure that students. that they do not risk to be ridiculed.
6. Expresses its belief that every student is capable of critical thinking aloud.
7. Appreciate manifestations of critical thinking.
In this case, the student must:
1. Develop self-confidence and understanding of the value of their opinions and ideas;
2. Actively participate in the educational process;
3. With respect to listen to different opinions;
4. Be prepared to form a judgment as well as to refrain from them.

Theoretical and methodological results of the study make it possible to offer scientific and practical recommendations that increase the efficiency of the system of training personnel defectological in society. In preparing future teachers-defectologists use active forms and methods of individually-creative activity of students with the use of innovative teaching methods;

References