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TEACHING TOOLS
FOR CRITICAL READING DEVELOPMENT

I.V. Rodionova, O.A. Titova

With development of the Internet the world has become bigger and now people who are living in different parts of the world have the means to communicate with each other in their pockets, there are all sorts of social media websites with all kinds of bloggers, streamers and the like who amass multicultural audience; big companies and small businesses develop connections more rapidly; individuals in general have more opinions and points of view to consider; and because of that the ability to think critically is now more important than ever before in human history. That is why modern higher education institutions tend to teach their students critical reading which helps them develop many adjacent skills such as researching information, communicating with, understanding and tolerating people of different background.

This means that future critically thinking professionals need to be able to consider problems from different angles and find solutions to them suitable for everyone. Moreover, a critically thinking person should have an ability to understand the meaning of the text and its subtext implied by the author; to take different viewpoints into consideration, analyze them wisely and disregard the negative background of communication.

Purpose. *The paper aims at considering the ways of developing critical reading skills through reading foreign periodicals. The authors offer a set of teaching techniques for critical reading skill formation. The key point here is that the work with the text presupposes several successive steps.*

Results. *The consequence of using these teaching techniques will be the students' ability to formulate goals and objectives, to set hypotheses, to assess their own and others' judgments and put forward a compromise solution. In the future, reading any publication, they will be able to assess the opinion of the author, to see the degree of the author's influence on the reader's views, but, simultaneously, adequately receive the information transferred by the text itself.*

Practical implication. *Therefore, the skill of critical reading opens up new opportunities for effective participation in foreign language communication, thanks to which mutual understanding between different nationalities becomes a reality.*

Keywords: *critical reading; critical thinking; journalistic text; foreign language; cluster; effective reading; reflection; tolerance; cross-cultural communication*

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Научная статья | Теория и методика обучения и воспитания

МЕТОДИЧЕСКИЕ ПРИЕМЫ ФОРМИРОВАНИЯ НАВЫКА КРИТИЧЕСКОГО ЧТЕНИЯ

И.В. Родионова, О.А. Титова

С развитием Интернета мир стал больше, а люди в нём ближе благодаря социальным сетям, блоггерам, стримерам и тем, кто собирает мультикультурную аудиторию. Крупные компании и малый бизнес постоянно налаживают международное взаимодействие. Всё это диктует необходимость формирования готовности к межкультурному общению и сотрудничеству, умения идти на компро-

мисс и уважать чужую точку зрения. В этой связи способность критически мыслить сейчас более важна, чем когда-либо прежде в истории человечества, и формирование навыка критического восприятия информации в целом и критического чтения в частности у студентов высших учебных заведений становится достаточно актуальной задачей. Это, в свою очередь, стимулирует развитие многих смежных навыков, таких как исследовательский навык, навык общения, кросс культурная толерантность.

Будущим критически мыслящим специалистам необходимо уметь рассматривать любую проблему с разных сторон и находить решение, удовлетворяющее каждого. Критически мыслящий читатель должен обладать способностью понимать смысл текста и подтекст, заложенный автором, учитывать различные точки зрения, грамотно их анализировать и не обращать внимания на возможную предвзятость суждений.

Цель. В статье ставится задача рассмотреть методические приемы формирования навыка критического чтения зарубежной периодической печати. Работа с текстом рассматривается как система последовательных шагов. Авторы предлагают комплекс обучающих методик для формирования навыка критического чтения.

Результаты. В результате использования предлагаемых приемов сформируются умения формулировать цели и задачи, ставить гипотезы, оценивать свои и чужие суждения и выдвигать компромиссные решения. В дальнейшем чтение любой публикации позволит читателю оценить мнение автора, увидеть степень влияния передаваемой информации на читателя, а также полноценно воспринять информацию, передаваемую самим текстом.

Область применения результатов. Навык критического чтения открывает новые возможности для эффективного участия в иноязычном общении, благодаря которому взаимопонимание между разными национальностями становится реальностью.

Ключевые слова: критическое чтение; критическое мышление; публицистический текст; иностранный язык; кластер; эффективное чтение; рефлексия; толерантность; межкультурная коммуникация

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Introduction

With development of the Internet the world has become bigger and now people who are living in different parts of the world have the means to communicate with each other in their pockets, there are all sorts of social media websites with all kinds of bloggers, streamers and the like who amass multicultural audience; big companies and small businesses develop connections more rapidly; individuals in general have more opinions and points of view to consider, and because of that the ability to think critically is now more important than ever before in human history. That is why modern higher education institutions tend to teach their students critical reading which helps them develop many adjacent skills such as researching information, communicating with, understanding and tolerating people of different background.

This means that future critically thinking professionals need to be able to consider problems from different angles and find solutions to them suitable for everyone. Moreover, a critically thinking person should have an ability to understand the meaning of the text and its subtext implied by the author, to take different viewpoints into consideration, analyze them wisely and disregard the negative background of communication.

In the work “Improving the Quality of Teaching Humanities in the Context of the Requirements of the Federal State Educational Standard”, the authors have already underlined the need to develop students’ skills for active independent mastery of knowledge, skills to expand their theoretical horizons, abilities to extract information from various sources and turn it into knowledge, abilities to properly organize the way of studying and practical application of knowledge and skills acquired in the course of work [3].

As today’s educational principles include taking a student’s personality into account, which is consistent with the principles of humanistically-oriented education, the teaching of foreign languages (being a sociocultural

and personality-oriented process) implements such basics of humanitarian education as being cooperative, tolerant as much as being conformant with nature [4].

The texts presented in a newspaper – whether it is in electronic or printed form – are the works of different journalists, each with their own views and opinions on the world and reality, who act as a collective author. Media outlets such as newspapers as a source of unknown information for the reader tend to cover a broad variety of topics and problems, which is a reason to constantly use them in teaching foreign languages [7].

To achieve understanding people of different nationalities, one must communicate successfully, which means that they must be motivated and interested in the conversation, open to other worldviews. Being able and willing to participate in foreign language communication is an important quality for many modern specialists. With that goal in mind giving students in class media sources to read is a must.

Theoretical grounding: requirements for critical thinking development

Critical reading is a part of a larger concept of critical thinking (that can partially be developed with the help of reading) which needs to be talked about before moving on.

The term “critical thinking” was introduced by foreign psychologists: Jerome S. Bruner, Jean W. Piaget, Diane F. Halpern. D. Wood and J. Braus state in their works on the matter that a person who is able to think critically, is capable of sound criticism (which includes being objective and logical), and what is more, can put forward completely new, unique ideas [9]. By their definition critical thinking is the ability of an individual to find common sense. The definition of D. Halpern is similar to the one presented above, it presents critical thinking as entirely logical, balanced, directed thinking [12].

Moreover, critical thinking development is closely connected with elaborating students’ analytical and creative thinking. According to scientists in the field, the basic methods of developing critical thinking (that also incorporates logic, analysis and creativity) are reading and writing which are, it is safe to conclude, the same as with critical reading itself.

Critical thinking and critical reading are – as any other skill – honed throughout one’s life. By D. Halpern’s assessment there are several required traits that a person needs to develop to engage reasonably and logically in critical analysis while reading different types of texts:

1. planning: the ability to arrange thoughts in a coherent narrative, so that each thought naturally leads to the next;

2. flexibility: if an article is emotionally coloured or the author heavily sways in some matter that is not to the liking of the student, he must be able to put aside his bias and assess the facts presented in the article;

3. commitment to success: some issues are hard to comprehend, but students must not procrastinate or postpone difficult issues, and should be persistent in their thoughts and thinking processes to be successful in achieving their goals;

4. error correction ability: the teacher must be vigilant to incentivise the students to regard their mistakes not as a brick wall in the process of understanding, but just another step of the ladder to their goal; the student should understand that the whole learning process is impossible (and, what’s more, futile) without mistakes, as they help to draw conclusions and assess the gained experience;

5. perception: while reading students must be able to follow the author’s train of thought, as well as their own;

6. ability to find an intermediary solution: it is necessary for a student to find a way to communicate one’s thoughts to others so that he can be understood and listened to.

To summarise, one should point out that critical thinking is a process that demands from a person engaging in it to have a handful of key abilities, such as being able to comprehend the problem presented in a publication, consider it from the author’s position, hear what others have to say about the issue and to communicate one’s thoughts about it to them. The critically thinking student must learn to tolerate differing opinions, especially if it is the opinion of the publication’s author, and offer possible solutions.

Teaching tools for critical reading development

Who is responsible for the development of this skill at the university but the teacher? It is he who creates certain educational environment,

builds up good relationship between all concerned, contributes to the harmonious development of the student's personality through the culture of another country and another language [6].

The use of authentic mass media texts, what were created by foreign language speakers for other foreign language speakers, during lessons is justified by the authors of this paper in the work "Authentic mass media texts as the basis of foreign language and culture teaching" [8]. It helps to solve educational tasks and makes learning process similar to natural communication. The authors highlight the advantages of newspaper articles for the general cultural development of the students and present the criteria of text selection, such as completeness, integrity, purposefulness, functionality, relevance, the motivation of learning activity.

Educationally any text performs several functions which contribute to the development of speaking skills to the highest degree. First of all, the text contains some language and verbal means used by native speakers in everyday communication; besides, it acts as a model for students to build up their own monologues; moreover, it is a source of socially significant and culturally specific information. Thus, a text discussion develops students' communicative culture, improves their way of thinking, broadens their horizons and enriches their vocabulary [5].

Successful development of critical reading requires certain teaching tools. Ch. Temple and J. Steele, American educators working in the field, developed a pedagogical system aimed at acquiring critical thinking skills through reading and writing. According to them the lesson should be divided into 3 stages:

1. challenge: a student must be able to set goals, which he can achieve with the help of existing knowledge and skills, determining the motives for receiving new information;
2. comprehending the information given in a publication to understand if any adjustments of the goals are needed;
3. ability to reflect on the facts extracted from a publication to further one's knowledge and improve one's skills so that new objectives can be set [11].

To better explain the workflow according to the aforementioned stages, let us say that the teacher presents an article for the students. At the challenge stage the main focus of their work (with the help of the teacher) will

be the title of the publication, as it is supposed to help the reader understand the potential themes and problems that will be covered in the main body of work. Students pay attention to the title's style, analyse its grammatical and lexical peculiarities if there are any. Then the teacher gives students a chance to recollect what knowledge they have on the topic at hand (using a brainstorming method) to later ask them to divide the potentially big issue of the article into smaller problems, and possibly to come up with the list of potential key words on the topic. These little steps are described in detail in the work "Lexical and Stylistic Features of Newspaper Headlines Built in the Form of Simple Narrative Sentences" [1].

At the stage of comprehension, the teacher may divide students into groups or pairs to incentivise them so that their interest in the process is maintained. At this stage they are to read the article, find and take note of key facts on the matter and try to find answers to the questions asked in the title of the publication and during the first stage.

The teacher can arrange the last stage – stage of reflection, as a debate, discussion or a round table, that way it will be easier for the students to listen to each other and discuss the possible solutions to a problem stated in the article. At this stage they are to analyse the information and to compare the notes made while reading to the ones they made during the first stage so that they can define what is actually essential to the article. In this way, it will be easier for them to find the answer to the question indicated at the beginning of the lesson.

Implementing such teaching processes and techniques allows students to develop the needed skills so that they are able to set goals for themselves, put forward hypotheses and to hear other people's judgments while expressing their own and coming to a compromised solution. These skills will help them later in life, because students will be able to read any article and understand what the author's position on the problem is and he expects his readers to come away with after reading the publication.

Planning in accordance with this three-stage system (challenge, comprehension, reflection) allows the teacher to build a coherent narrative throughout the whole lesson while sticking to the necessary methods, techniques and forms of work.

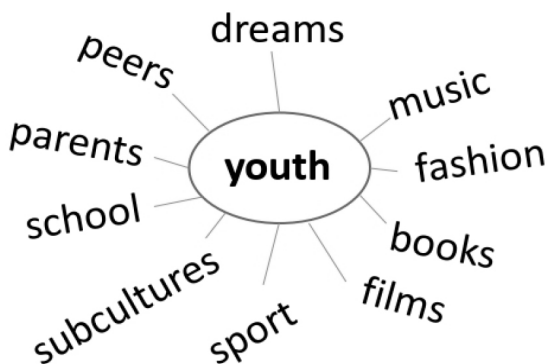
Critical thinking through reading can be taught with the use of a number of certain techniques:

1. Clusters / cobwebs / spidergrams;
2. INSERT (Interactive Noting System of Effective Reading and Thinking);
3. Reading with stops.

The technique of “clusters” requires students to pick out the facts, which they think might be important for comprehending the main issue and put it in a diagram with branches (there can be an infinite number of branches).

The information is conveniently sorted in an orderly fashion and in different categories using this technique, which allows to add more information than there was at the first stage of challenge when the main idea is identified by the students, then, they make assumptions, inscribing facts on the offshoots of the central question that can confirm the correctness and validity of the topic. Such a diagram starts with the central question from which other corresponding topics branch out that can help to come with the solution to the main problem.

Let’s consider a very popular and widely discussed in the media topic – “Lifestyle of Contemporary Youth”. Initially, the cluster may look like this:



At the next stage the students familiarise themselves with the publication and information is added to any relevant branches of the diagram, and during the reflection stage students correct any mistakes that were

made at the first stage. It must be done under the teacher's guidance as any mistakes should be corrected and the information irrelevant to the topic discarded after acquaintance with the article. Clusters develop students' skills of self-control and self-education, increase their proactive attitude and initiative.

Another technique for working with texts is called "INSERT". It was worked out by J. Vaughn and T. Estes in 1986. INSERT stands for Interactive Noting System of Effective Reading and Thinking [13]. The essence of this technique is that while reading, students are asked to mark the important information with guide-marks. For example, "v" – already knew, "+" – new, "-" – thought differently, "?" – do not understand, have questions. Then, all marked information is put into a table, the headings of which will be these guide-marks. The guide-marks are placed in the margins as the text is read, notes are made, and later, depending on the information given in the text, previously made assumptions are corrected if necessary or new entries are added.

The work with any text arranged in such a manner is useful, especially if the body of texts presented is diverse and vast in the number of possible topics, for example, in the texts on geography:

Von Norden nach Süden lassen sich folgende größere naturräumige Einheiten differenzieren: das Norddeutsche Tiefland, Mittelgebirge und die Alpen mit ihrem Vorland. v (bekannt)

Das Norddeutsche Tiefland ist nicht völlig eben, sondern von Hügeln unterbrochen. In der Lüneburger Heide gibt es Höhen bis etwa 160 m.

Südlich des Tieflandes erheben sich die Mittelgebirge, die etwa 400 km weit nach Süden bis zur Donau reichen. + (neu)

Der Rhein und seine Nebenflüsse Neckar, Main und Mosel, die Weser mit ihren beiden Quellflüssen Fulda und Werra, die Elbe und die Donau haben in den Mittelgebirgen landschaftlich reizvolle Durchbruchstäler geschaffen. Naturseen und Talsperren bereichern das Landschaftsbild im Westerland, im Hessischen Bergland, im Thüringer Wald, im Harz und im Schwarzwald. v (bekannt)

Zwischen der Donau im Norden und der Alpenkette im Süden erstreckt sich das Alpenvorland. neue Bezeichnungen + (neu)
Ganz im Süden hat Deutschland Anteil an den Alpen, dem größten Hochgebirge Europas.

Der deutsche Charakterbaum ist die Eiche, die praktisch überall vorkommt. Man findet sommergrüne Eichen-Buchen-Mischwälder als natürliche Vegetation. Im Harz und im Schwarzwald treten Tannen- und Fichtenwälder hervor. Im Süden sind Linden und Birken ganz typisch. v (bekannt)

Rehe, Hirsche, Wildschweine, Füchse, Wiesel, Marder, Hasen und Kaninchen sind als einzige noch in größerer Zahl vorkommende Säugetiere zu nennen. Luchse, Wölfe und andere Raubtiere sind ausgestorben oder in Nationalparks anzutreffen [14]. neue Bezeichnungen

By making notes in the margins, the student comprehends the text, separates the main issues from those of secondary importance, the essential from the insignificant, the new from the known. Thus, students develop the ability to anticipate and predict, to put forward hypotheses, to confirm it or refute.

This technique will provide a thoughtful reading, because it requires students to work with the text continuously to fill in the table. Students will be able to visualize their success, see how their level of knowledge will increase by the end of the lesson. This method will be useful with “clusters”. In the beginning of the lesson the “cluster” is used to introduce the students to the essence of the matter, and at the comprehension stage they are to add to it using the “INSERT” technique.

There is another technique -- “reading with stops” -- that, in our opinion, can be very useful if implemented in reading media publications, even though its creators believe the technique is only suitable for reading fiction. The stage of comprehension is when this technique should be used according to its creators, and at its core is using of different types of questions in the process of reading [10].

As an example, let’s consider an article on virtual learning space and sample questions to it:

Immer mehr junge Leute nutzen das virtuelle Studium. Die Studenten müssen nicht selbst zur Hochschule gehen. *Wie finden Sie das virtuelle Studium?*

Das Studium findet am Computer statt. Die Studenten arbeiten nebenbei oder haben kein Geld, um in Deutschland zu studieren. *Möchten Sie so studieren? Warum bevorzugen die Studenten in Deutschland virtuelles Studium?*

Viele Hochschulen haben für das Fernstudium einen virtuellen Lernraum geschaffen. In diesem Raum können die Studenten untereinander und mit den Professoren kommunizieren. Alles funktioniert über Computer und Webkamera.

Wie können die Studenten in einem virtuellen Lernraum kommunizieren?

Könnten Sie auf solche Weise kommunizieren?

Welche Nachteile hat das Fernstudium?

Bei allen Vorteilen des Fernstudiums fehlt aber der persönliche Kontakt mit anderen Studierenden. Hinzu kommt die Sprache. Ein richtig gutes Deutsch lernt man nur, wenn man es auch in seiner Freizeit spricht. Das geht nur in Deutschland [14].

There are some requirements that must be met for the effective use of this technique:

- the text should be unfamiliar to students;
- the text is divided into parts in advance, stops are marked, the semantic connection between the passages is taken into account (the number of parts is no more than five);
- questions are posed taking into account the hierarchy of B. Bloom's cognitive activity: knowledge, comprehension, application, analysis, synthesis, evaluation.

As for the questions themselves, students should be taught to pose in the pauses between text passages the following types of questions [2]:

1. questions that require the use of the existing knowledge and facts to answer – simple questions;
2. questions that often begin with such phrases as “Do you affirm that...” or “Do you think the author means...”, and their purpose is to look for answers outside of the body of the publication – clarifying questions;
3. explanatory questions, used to establish causation; they often begin with the word “Why?”;
4. creative questions, built in subjunctive mood and implying hypothetical ideas;
5. evaluative questions, aimed at evaluating facts;
6. questions of practicality, to develop the relationship between practice and theory.

Conclusions

It should be stated that the successful development of critical reading depends on the way the teacher arranges the work with newspaper texts. The proposed stages will definitely help to develop this competence:

- the stage of challenge is the stage of forecasting the content; it is devoted to pre-discussion of the main issues of the paper taking into account the title, since a flashy title is the key to the article content in journalism;
- the stage of comprehending the content is the stage of reading the text, which is pre-divided into passages by the teacher; it is important to cover all 6 groups of questions to fully understand the article and establish causative-consecutive relations;
- the stage of reflection is the stage of full understanding; the text must be viewed as a whole; for its complete understanding, the teacher can suggest some creative work (essays) or a group discussion.

Critically thinking professionals need to be able to consider problems from different angles and find solutions to them suitable for everyone. Moreover, a critically thinking person should have an ability to understand the meaning of the text and its subtext implied by the author, to take different viewpoints into consideration, analyze them wisely and disregard the negative background of communication.

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DATA ABOUT THE AUTHORS

Irina V. Rodionova, Docent, Department of Humanitarian, Social and Economic Science, PhD in Philology, Master Degree in Management
Plekhanov Russian University of Economics, Tula Branch
53, Lenin Ave., Tula, Tul'skaya oblast, 300000, Russian Federation
rodionova2477@mail.ru
SPIN-code: 4308-5004
ORCID: <https://orcid.org/0000-0002-9895-4501>

Olga A. Titova, Docent, Department of Foreign Languages, PhD in Pedagogics, Master Degree in Management
Tula State Lev Tolstoy Pedagogical University
125, Lenin Ave., Tula, Tul'skaya oblast, 300000, Russian Federation

olga-titowa@yandex.ru

SPIN-code: 9015-2780

ORCID: <https://orcid.org/0009-0006-3118-2363>

ДАнные ОБ АВТОРАХ

Родионова Ирина Владимировна, доцент, кафедра гуманитарных и социально-экономических дисциплин, кандидат филологических наук, магистр по направлению Менеджмент
Тульский филиал РЭУ им. Г.В. Плеханова
проспект Ленина, 53, г. Тула, Тульская обл., 300000, Российская Федерация
rodionova2477@mail.ru

Титова Ольга Александровна, доцент, кафедра романо-германской филологии, кандидат педагогических наук, магистр по направлению Менеджмент
Тульский государственный педагогический университет им. Л.Н. Толстого
проспект Ленина, 125, г. Тула, Тульская обл., 300000, Российская Федерация
olga-titowa@yandex.ru

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