

СЕКЦИЯ 3 КЛЮЧЕВЫЕ ЗАДАЧИ ЛИНГВОДИДАКТИКИ В УСЛОВИЯХ ПРОФЕССИОНАЛИЗАЦИИ ВЫСШЕГО ОБРАЗОВАНИЯ

THE APPROACHES FOR THE DEVELOPMENT OF THINKING IN THE ENGLISH CLASSES AT THE UNIVERSITY

O. F. Kurachek^a, S. A. Shurko^b

^a Belarusian State University,
4 Niezaliezhnasci Avenue, Minsk 220030, Belarus, kurachek@bsu.by

^b Belarusian State University
4 Niezaliezhnasci Avenue, Minsk 220030, Belarus, shurko@bsu.by

The level of English acquired today by the university graduates is really high. It requires not only translating skills and major skills like reading, writing, listening and grammar, but also skills which make students think in the language they are learning. Only those who read a lot and practise and whose language level is advanced can boast of thinking in English. It is the skill that is acquired not in a day, but you need to make a lot of efforts to achieve perfection. This article observes the examples of tasks taken from the student's books that are aimed at the development of various kinds of thinking. The tasks are analyzed from the point of view of activating and developing creative, analytical, abstract and other types of thinking. The results of this study should be considered as an emphasis on the functionality of the certain student's books in the development of various types of thinking, their content and relevance in English classes.

Keywords: creative thinking; divergent thinking; symbolic thinking; convergent thinking; abstract thinking; concrete thinking; analytical thinking; application thinking; associative thinking.

ПОДХОДЫ ДЛЯ РАЗВИТИЯ МЫШЛЕНИЯ НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ В УНИВЕРСИТЕТЕ

О. Ф. Курачек¹⁾, С. А. Шурко²⁾

¹⁾ Белорусский государственный университет,
пр. Независимости, 4, 220030. г. Минск, Беларусь, kurachek@bsu.by

²⁾ Белорусский государственный университет,
пр. Независимости, 4, 220030, г. Минск, Беларусь, shurko@bsu.by

Уровень английского языка, приобретаемый сегодня выпускниками университетов, действительно высок. Он требует не только навыков перевода и основных навыков, таких как чтение, письмо, аудирование и грамматика, но и навыков, которые заставляют студентов думать на изучаемом языке. Только те, кто много читает и практикуется, и имеют продвинутый уровень владения языком, могут похвастаться мышлением на английском языке. Это навык, который приобретается не за один день, но для достижения совершенства нужно приложить немало усилий. В данной статье рассматриваются на примерах из учебных пособий задания, которые способствуют развитию различных видов мышления. Задания про-

анализированы с точки зрения активации и развития творческого, аналитического, абстрактного и других видов мышлений. Результаты данного исследования следует считать акцентирование на функциональности определенных учебных пособий в рамках развития различных видов мышления, их наполняемость и уместность на занятиях по английскому языку.

Ключевые слова: творческое мышление; дивергентное мышление; символическое мышление; конвергентное мышление; абстрактное мышление; конкретное мышление; аналитическое мышление; прикладное мышление; ассоциативное мышление.

At first we will delve into the definition of thinking. It refers to the psychological terms and is very important in the development of each individual. Thinking is the cognitive process of using the mind to reason, reflect, analyze, imagine, problem-solve, or form judgments. According to the number of functions, there are outlined different kinds of thinking:

- 1) creative thinking (helps to generate new and unconventional ideas);
- 2) divergent thinking (refers to decision-making abilities);
- 3) symbolic thinking (gives the opportunity to create mental representations of objects, places, events);
- 4) convergent thinking (the goal of this type is to create one effective outcome for a problem or need);
- 5) abstract thinking (helps to find relations between originally random concepts and use this information to create new possibilities);
- 6) concrete thinking (is based on the ability to understand facts and to rely on them);
- 7) analytical thinking (using detailed information to understand the entire concept);
- 8) application thinking (you are applying your theoretical knowledge in practice);
- 9) associative thinking (allows your mind to connect totally different thoughts combining them basing on associations) [1].

Frequently we don't even observe how many tasks we use during our classes to develop different types of thinking. In this article we are going to outline all the major activities used by professors and lectures and their realization.

Firstly, Business English classes which are accompanied by the course book Market leader. Each unit starts with the discussion of some questions which refer to a particular topic. Mostly questions make students develop such types of thinking like creative, application thinking. For instance, some examples of questions outlined in this book.

1. Why do we buy brands?
2. Why do you think some people dislike brands?

To provide responses to these questions, you need to be aware of the present situation, connected with brands and you should know the concepts of brands, how they function, how they affect people, their marketing campaigns and the way they attract their customers.

Each unit meets students with the picture, which helps to develop associative thinking, as they are trying to connect the picture with the topic. For example, the picture that was given in the first unit is the logo with the

brand name HARLEY DAVIDSON. Students delve into some knowledge that they have about this brand, where they faced it, how successful it is. The picture isn't given alone it's escorted by the quote:

«Truly great brands are more than just labels for products».

To comment on the given quote, students use their creative thinking. It gives the opportunity to see how they can apply their knowledge in practice and how deep they can think, how they can connect different facts and ideas. Moreover creative thinking shows the way we think. As we are all different with our own past experiences, our knowledge, our imagination and associative links, we see one and the same thing differently, from different angles, using different references and observing in terms of different topics.

Furthermore, each unit in this book includes case-study. It consists of the text or scientific facts that you need to read thoroughly to respond to the given questions afterwards. Moreover these texts are usually accompanied by different schemes, analytical data, math figures, diagrams which develop several types of thinking at once like analytical thinking (using the given information to understand the problem); divergent thinking (solving the identified problems); convergent thinking (creating an effective outcome for a problem); creative thinking (generating new ideas to find solutions) and so on. Sometimes it seems that we are spending a lot of time working with case-studies, but it's one of the most effective ways to develop students' thinking skills as it touches most of its types.

The case-study which is suggested in the first unit of Market leader is devoted to Caferoma Brand. It gives some background information about the brand. Then the authors of the book underlined the problems which the company faces like brand loyalty (consumers become less conscious and more price sensitive); price (supermarkets are selling under their own label similar goods at much lower prices; «copycat» products are selling at prices 30–40 % lower than Caferoma; brand image (it's no longer seems to be exciting and up-to-date).

Then the book provides students with diagrams of the Market share European quality ground coffee referring its data of this year and 2 years ago. It gives the opportunity to compare the data and to analyze the competitors and their growth. In addition to these diagrams, mentioned earlier, there are two more which indicate Sales outlets as a percentage of Caferoma Sales. Notably, more information is added in terms of feedbacks taken by the focus group, taking into account the following aspects (Do you think Caferoma is... expensive/value for money/good quality/old-fashioned/exciting/exclusive? and in the right column the percentage is suggested). It gives students the possibility to delve into sales reports of this brand and to analyze its relevant situation and its position on the market. Furthermore the book offers possible solutions to the previously mentioned problems and it is accompanied by the task which suggests holding an international meeting, considering the advantages and disadvantages of each solution and finding ways how to increase profits and to stop the decline in the product's market share. Besides, the listening task is offered with some more details which make students go deep into their thinking and to stay assured in their point of view or change it according to the new facts [2, p. 12].

In conclusion, this book is a good example of manual which is full of tasks including questions for discussion, quotes, texts with the after reading questions

and case-studies which cover major types of thinking, assisting in developing these skills in your students.

To illustrate some more examples of tasks involving thinking skills, we will consider another book. For instance, the analyzed book is Cutting edge (advanced).

It starts with questions for discussion:

What does globalization mean for us?

The task is accompanied with a lot of pictures which define cultural diversity and then some more questions follow based on the given pictures.

What can you see in the pictures? Which countries do you think they were taken in?

The following task involves associative and symbolic thinking as students have to make connections with the pictures, identify the symbols which will help them to discover the term «globalisation». Then one more task follows which refers to the mentioned above pictures. In this task you may come across different terms (international investors, multi-ethnic societies, cultural diversity, a clash of cultures, etc) which are distantly or closely referred to the general topic. Students have to use analytical and abstract thinking to discover the main concept and to explain its connection with the terms. The other task to illustrate the way creative thinking is applied, is the statements about globalization and you have to agree or disagree with them, proving your point.

The tasks are followed by the text which discusses some aspects of globalization. One of the exercises suggests the analyses of different aspects based on the information given in the text. Here we may see the realization of analytical skills [3, p. 7].

Thus, this book abounds in tasks developing thinking skills (like questions for discussion, agree/disagree statements, after reading questions, questionnaires) and is highly recommended for advanced students learning English on a high level.

In conclusion, developing the skill of thinking in English takes practice, but it's absolutely achievable with consistent effort. The course books that were analyzed above will be good helpers in this. Moreover, much depends on the lecturers and professors who conduct the class, the way they organize discussion and explain the goals and tasks, friendly atmosphere which contributes to active participation and full involvement of students. Besides, home practice can assist a lot like watching movies in the original and reading books; talking to yourself, having imaginary conversations or debates aloud or in your head; memorizing common expressions or practising visualization. At first it will be slow but then your brain will adapt. Even several minutes of daily practice will lead to your self-improvement.

To sum up, thinking is crucial for university students due to their improvements in academic performance (faster comprehension of lectures, textbooks and research papers, improved essay writing and critical analysis, better participation in debates and seminars); social and cultural integration (fluency helps to build relationships with foreign peers and professors can clearly understand you; it prepares for internships, networking and job interviews). For university students, thinking in English isn't just about fluency – it's about efficiency, confidence, and academic success.

References

1. Sorkin, L. Types of Thinking: Elevate Your Problem-Solving Skills / L. Sorkin // Invite Japan. – 06.02.2022. – URL: <https://www.invitejapan.com/en/types-of-thinking> (date of access: 04.06.2025)
2. Cotton, D. Market Leader Intermediate Coursebook / D. Falvey, D Cotton, S. Kent. – New edition. – London : Longman, 2018. – 175 p.
3. Cunningham, S. Cutting edge Advanced Coursebook / S. Cunningham, P. Moor. – New Edition. – London : Longman, 2017. – 175 p.