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Scientific article

Critical Thinking and the Development of Students' Critical Thinking Skills in the Teaching of Magical Realism

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Abstract. This article explores the concept of critical thinking and highlights its importance in the education of philology students, particularly through the lens of teaching literary genres such as magical realism. In the context of rapid social, economic, and informational changes, the modern labor market demands not only specialized knowledge but also the ability to think critically, make informed decisions, and adapt to new situations. These metacognitive competencies are central to what is defined as critical thinking – an essential skill of the 21st century.

Critical thinking is recognized as a core educational objective in Kazakhstan's State Educational Standards, as well as in international frameworks such as the OECD and PISA. The growing need for professionals capable of independent reasoning and reflection underscores the relevance of this study. The article aims to analyze critical thinking as a fundamental academic and professional skill, and to identify effective pedagogical strategies for its development in philological education. The study systematizes theoretical approaches to critical thinking and examines established models, including those proposed by Bloom, Facione, and Kemp. Their strengths and limitations are assessed in relation to current educational goals. Methodologically, the research draws on psychological-pedagogical literature, normative documents, and scholarly works by authors such as Facione, Halpern, Ennis, and Iskhakov.

Special attention is given to teaching strategies that foster critical thinking, including debates, the Socratic method, and project- and problem-based learning. The integration of digital technologies in learning environments is also examined for its potential to support critical engagement.

In conclusion, the article presents a comprehensive approach to developing critical thinking in philology students, aimed at preparing competitive, adaptable, and independent professionals capable of responding effectively to the challenges of the contemporary information society.

Keywords: critical thinking, analytical skills, educational innovation, intellectual development, social competencies.

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Introduction

Contemporary education is increasingly shifting its focus from merely transmitting knowledge to fostering the skills necessary for applying that knowledge across diverse contexts. Within this paradigm, critical thinking (CT) is highlighted as a core educational competence in both national curricula and international benchmarks (e.g., OECD, PISA), as well as in strategies for the digitalization of education.

Several factors contribute to the insufficient development of students' critical thinking skills: the dominance of reproductive teaching methods, weak integration of active and interactive technologies, and the lack of targeted instructional efforts aimed at fostering CT within academic curricula. The student age group represents an optimal period for developing reflection, logic, and independent reasoning.

The 21st century is characterized by rapid technological advancement, an overwhelming influx of information, and constant change. In such an environment, critical thinking becomes a vital competency. For students–future professionals–this is especially pertinent, as they are expected not only to absorb information, but to analyze it, challenge conventional ideas, and formulate independent conclusions.

The ability to analyze, evaluate, and think critically not only enhance students' knowledge and skillsets, but also equip them to make sound decisions under challenging circumstances (Afanasyeva, 2022; Pavlov, 2023; Merzlyakova et al.,2024). Employers consistently prioritize and value these competencies in future graduates (Kraisut & Panjakajornsa, 2017). Cultivating CT entails the activation of intellectual faculties such as reasoning, analysis, synthesis, and judgment (Costa&Kallick,2014).

In the context of digital transformation and the expansion of the information society, fostering critical thinking among students has become one of the core missions of higher education. Despite growing interest in this area, current academic literature still lacks comprehensive studies on the influence of information and communication technologies (ICT) on the development of CT within the humanities. The relevance of the topic is substantiated by the need for professionals who possess the capacity to analyze, comprehend, reason, and independently make decisions in the face of globalization, increasing data volumes, and the prevalence of misinformation. Thus, studying CT in the digital learning environment responds to the real-world needs of society, education systems, and labor markets.

Methods

The present study employs a range of methods, including analysis, synthesis, systematization, material selection, examination of methodological approaches, and theoretical differentiation of psychological-pedagogical and instructional-methodological literature. Additionally, the study involves a review of academic research related to the development of critical thinking in students during the study of magical realism. The method of analysis enabled a thorough and comprehensive investigation of relevant literature, methodologies, and practices associated with implementing strategies and technologies aimed at fostering critical thinking. Comparative analysis served as the foundation for systematizing key methodological approaches to the development of critical thinking in students of philology. The use of these research methods provides a systematic framework for analyzing the concept of critical thinking and its development in philology students in the context of learning magical realism.

Results and discussion

The theoretical foundation for researching critical thinking is grounded in the frameworks of B. Bloom and S. Cottrell (Bloom,1956). According to Benjamin Bloom, critical thinking involves the ability to analyze, evaluate, and interpret information to make informed decisions. His taxonomy of educational objectives delineates six levels of cognitive engagement: knowledge, comprehension, application, analysis, synthesis, and evaluation. This structure assists educators in designing tasks that foster CT among students.

S. Cottrell argues that students may face difficulties with critical analysis if they lack subject knowledge, study skills, or confidence in their evaluative abilities. She emphasizes the significance of contextualizing critical thinking and structuring stimuli in a way that encourages engagement.

Recent studies confirm the effectiveness of various methods for developing CT. For instance, employing active learning strategies – such as posing questions, solving problems, and engaging in discussions – can significantly enhance students' CT levels. Research suggests that students perceive these methods as beneficial for both learning and self-assessment.

Moreover, the integration of technologies such as generative AI into educational processes may serve as a powerful tool for promoting reflective learning and CT. AI systems can provide personalized feedback that contributes to students' development of critical thinking skills.

To investigate the issue of developing students' CT skills, a comprehensive review of recent academic literature on this topic was conducted. The analysis included peer-reviewed journal articles, monographs, and textbooks published over the past five years, with particular attention to leading scholars in the field. Contributions by researchers such as A.O. Iskhakov, P. Facione, and D. Halpern were especially instrumental (Facione, 2015; Halpern, 2014).

In addition, a comparative analysis was conducted on existing CT models – including Bloom's taxonomy, Facione's model, and Kemp's taxonomy – highlighting their respective strengths and limitations (Table 1).

Table 1. Comparative analysis of existing critical thinking models

Model	Main Focus	Strengths	Limitations
Bloom's Taxonomy	Systematization of cognitive processes	Accuracy, ease of use	Linear structure, limited flexibility
Facione's Model	Development of critical thinking skills	Practicality, focus on self-regulation	Complexity, low level of self-regulation in some learners
Kemp's Taxonomy	Curriculum planning and instructional design	Holistic approach, consideration of multiple factors	Time-consuming, requires integration o f many variables

Peter Facione is widely recognized for his 'California Critical Thinking Skills Test,' which is grounded in a model that highlights six core critical thinking skills: interpretation, analysis, evaluation, inference, explanation, and self-regulation (Ennis, 2011). This model emphasizes the development of deep analytical capacity and self-monitoring within the thinking process.

Each of the presented models – Bloom's taxonomy, Facione's framework, and Kemp's instructional design model – has its own unique strengths. Their effective application depends

on the goals and context of the educational process. Bloom's taxonomy is well-suited for structuring educational content, Facione's model for fostering critical thinking skills, and Kemp's for comprehensive curriculum development. In a world marked by globalization, intercultural communication, and knowledge diversification, recognizing the importance of critical thinking becomes especially pertinent.

Prominent scholars such as Richard Paul and Linda Elder have significantly contributed to the development of critical thinking pedagogy (Tarasova &Orel,2022). Various definitions and classifications of CT exist due to its conceptual complexity. From philosophical, psychological, and pedagogical perspectives, CT has been extensively explored. Philosophy focuses on argument analysis and the nature of reasoning; psychology emphasizes motivational components; and pedagogy explores methodological strategies for cultivating CT (Dmitrochenko, 2022).

According to A.V. Fedorov, these perspectives are interconnected and mutually reinforcing. He argues that the effective development of CT requires a comprehensive approach involving theoretical reasoning, motivational readiness, and pedagogical support. CT, therefore, is a complex, multifaceted, and dynamic process that cannot be reduced to a set of discrete skills.

1. Researchers such as Bekbayeva, Vinogradova, Malchukova, Volkov, Kamenetskaya, Mashkova, Khabarova, Klepalchenko, Popova, Klimanova, Levchenko, and Terno have examined the core elements of CT – goals, tasks, questions, assumptions, concepts, empirical reasoning, conclusions, outcomes, alternative perspectives, and evaluative criteria (Bekbayeva, 2014; Volkov, 2016; Kamenetskaya, 2014; Klepalchenko& Popova, 2016; Klimanova, 2016; Levchenko,2015; Terno, 2014). The literature identifies four major perspectives on CT: active, reflective, practice-oriented, and cognitive (Moore, 2013). Each highlights a different dimension, but all are complementary rather than contradictory (Sorina, 2003; Halpern, 2000). Professor N.N. Belozerova emphasizes the integrative nature of scientific inquiry across disciplines (Belozerova, 2002).

CT involves several key components:

1) analytical skills – dissecting information into parts, identifying relationships, and formulating assumptions.

2) logical reasoning – detecting inconsistencies, evaluating the credibility of sources, and articulating precise statements.

3) ethical discernment – recognizing bias and manipulation, evaluating fairness and objectivity, and ensuring alignment with ethical standards.

4) creative thinking – generating new ideas, developing alternative viewpoints, and constructing novel models (Van Dijk, 2021).

CT is not merely a collection of techniques; it is a continuous, self-developing process that demands sustained engagement.

2. Critical thinking has a demonstrable impact on students' academic achievement, problem-solving abilities, adaptability, and independent learning. It enhances understanding, reasoning, and expression, fosters deeper comprehension, and facilitates long-term retention. Furthermore, CT develops personal traits such as autonomy, balanced decision-making, and communication skills. Open-minded discussion and respectful engagement with diverse perspectives are also integral to the critical mindset (Kuznetsova, 2021; Kovaleva, 2022).

This study examines the potential of magical realism in Kazakh literature as a pedagogical tool for cultivating critical thinking. Magical realism, a literary genre that blends the real with the irrational and mythical, encourages readers to engage with texts analytically. This genre

fosters skills such as recognizing symbolism, interpreting layered meanings, and evaluating narrative structures.

Works by authors such as M. Magauin, D. Ramazan, and T. Nurmagambetov challenge students to assess metaphoric constructs, formulate logical conclusions, and situate literary content within historical and sociocultural frameworks. The interpretative openness and symbolic complexity of magical realism invite students to construct meaning, actively formulate hypotheses, analyze narrative logic, reflect on fact-fiction boundaries, and engage with national values through an artistic lens.

Thus, Kazakh literature in the magical realism genre can be regarded as an effective medium for developing flexible, critically minded learners capable of engaging with complex cultural and philosophical concepts.

The objective of this study is to investigate the effectiveness of magical realism in enhancing students' CT skills within the context of Kazakh literature. The research seeks to assess how this genre contributes to interpretative competence and facilitates the cultivation of analytical reasoning among students.

The study explored a range of methods employed in higher education for the development of students' critical thinking (CT). The role of information and communication technologies (ICT) in this process was analyzed, highlighting both positive aspects (e.g., information accessibility, development of digital skills) and potential challenges (e.g., information overload, superficial thinking). The potential of using magical realism in Kazakh literature as a medium for enhancing interpretative skills was also assessed.

To evaluate the effectiveness of CT development methods, qualitative and quantitative data were collected from published research. Metrics such as academic performance, independent learning ability, and problem-solving capacity were analyzed. This allowed for a comprehensive assessment of CT formation and the formulation of recommendations for its enhancement.

Skill Mapping and Techniques.

Table 2. Students' Critical Thinking Skills in Teaching Magical Realism

Critical Thinking Skill	Manifestation through Magical Realism
Analysis	Analyzing the relationship between truth, fiction, characters, and events
Interpretation	Understanding hidden meanings, uncovering metaphorical content
Evaluation	Assessing the effectiveness and method of the author's idea
Decision-making	Proposing solutions to problematic situations

Teaching Methods That Can Be Applied:

1. Interpretive Analysis Method

Encourage students to identify magical elements and relate them to real-life experiences.

Example: While studying OralkhanBokei's "Kamshiger", students compare the inner state of the characters with the supernatural forces depicted in the work.

2. Socratic Questioning Technique

– Why does the author choose magical realism instead of reality?
– What deeper meaning lies behind this technique?

3. Organizing Discussion Platforms

Group debate topic: "Is magical realism a tool to better understand the truth of life, or a form of escapism?"

This allows students to present arguments and construct logical reasoning.

4. Rewriting from the Character's Perspective

Students rewrite the story from the inner logic of a character, helping them understand the symbolic layers of magical realism.

5. Cross-disciplinary Literary Analysis

Analyze the text through the lenses of philosophy, psychology, and ethnography.

Students are motivated to identify specific or implied issues in the text, which promotes analysis, comparison, and questioning. Therefore, practical techniques such as debates and Edward de Bono's "Six Thinking Hats" method may be applied. In order to reveal magical realism and form critical thinking skills, students can be tasked with preparing a topic and expressing it through visual, audio, or dramatic means. For example, they may create a video based on «Kamshiger», analyzing the character and interpreting the story's message.

Students are encouraged to work with specific or implicit issues that arise in the text. This involves analysis, comparison, and the formulation of questions. As such, practical strategies can be applied: discussions and Edward de Bono's "Six Thinking Hats" method. To uncover magical realism and foster critical thinking, students may be assigned to independently investigate a chosen topic and create a final product such as a presentation, essay, video project, podcast, etc.

Additionally, students analyze the image of Kamshiger, compare it to mythological figures (e.g., dragons, Albasty), and explore similarities with contemporary representations. Each student substantiates their interpretation of key symbols through theoretical references and personal reflection.

To develop students' critical thinking skills, the metacognitive strategy is applied through the story "Kamshiger," which contains elements of magical realism. In this case, the student performs self-reflection using the following questions:

– What did I feel?
– Why did I interpret it this way?
– What associations did I have?

When writing a reflective journal, students may respond to prompts such as:

"What symbols triggered an emotional response? Why?"

The "Stop and Think" method allows the instructor to pause the reading process and pose questions like:

– What is happening?
– What is real, and what is symbolic?
– What do you think about the character now?

Thus, the methods discussed above enable the formation of critical thinking skills. A comparative analysis of these methods is presented in Table 3.

Table 3. Comparative Table

Methodology	Example from Magical Realism	Practical Methods
Problem-Based Learning	"Yeles" (M. Magauin)	Moral dilemma, debates, Six Thinking Hats
Project-Based Learning	"Kamshiger" (O. Bokei)	Research projects, video presentations

Discussion Technologies	"Parasat Maidany" (T.Nurmagambetov)	Oxford debates, round tables, aquarium
Metacognitive Strategies	Any symbolic task	Journaling, pause-and-think, self-reflection

Applying these methods in the educational process significantly enhances students' level of critical thinking (CT). There are various techniques for developing CT, including discussions, project-based tasks, the use of ICT tools, case studies, modeling, and specialized educational programs. Developing CT is a complex process that requires diverse teaching approaches. Below are some of the most effective methods.

The development of students' critical thinking requires a systematic and purposeful pedagogical approach that integrates various forms and methods. Effective development occurs only when students actively engage in analysis, evidence-based reasoning, understanding information, and problem-solving. Let us now examine the most effective techniques:

1.Methods aimed at information analysis

– Socratic method: Encourages students to analyze information, identify contradictions, and form independent conclusions through sequential questioning.

– Six Thinking Hats: Used to approach a problem from multiple perspectives, allowing students to step outside habitual thinking patterns and find new solutions.

– «Free writing» method – students freely write down all their thoughts and ideas on the topic without self-censorship. This allows them to express their thoughts openly and identify hidden associations.

2. «Debate» method – students analyze opposing viewpoints and justify their own stance, engaging in structured argumentation that encourages compromise (Kuznetsova, 2021).

3. Methods aimed at developing argumentation skills:

– «Opposing viewpoints» method – students must defend their viewpoint against opposing opinions, encouraging deeper investigation and understanding of different perspectives.

– «Pros and cons» method – students list all supporting and opposing arguments for a chosen topic and then draw conclusions by analyzing all factors.

– «Persuasive speech» method – students prepare and deliver a persuasive speech to an audience, developing both logical reasoning and argumentation skills (Kovaleva, 2022).

4. Methods aimed at developing creative thinking:

– «Brainstorming» method – enables students to break away from traditional thinking and generate numerous ideas through group ideation.

– «Analogy» method – encourages identifying new solutions or techniques by finding similarities between various objects or phenomena.

– «Creative task» method – stimulates creativity and problem-solving by assigning tasks that require non-standard solutions to specific problems (Samoilova, 2022).

5. Methods aimed at self-reflection:

– «Critical thinking journal» method – students keep a journal where they write down their thoughts, doubts, mistakes, and the decision-making process. This allows them to analyze their thinking and develop self-assessment skills.

– «Meta-cognitive analysis» method – students evaluate their thinking processes, identify knowledge gaps, and set development goals.

Thus, to develop critical thinking in students, it is necessary to apply a variety of methods in an integrated manner. Creating an atmosphere of open dialogue and mutual respect in the

learning group is essential. Students should be encouraged to participate actively in the learning process and in self-development. Using such methods helps students develop critical thinking skills, making them successful learners and active members of society (Zueva, 2023).

New information technologies significantly influence the development of critical thinking and pose new challenges to its formation (Zueva, 2023).

Here is the English translation of the next part:

– «Free Writing» Method – in this method, students write down all their thoughts and ideas on the topic without self-censorship. It allows them to freely express their thoughts and uncover hidden connections.

– «Debate» Method – a type of discussion where students justify their own positions by analyzing the arguments of the opposing side and aiming to reach a compromise (Kuznetsova,2021).

Methods Aimed at Developing Argumentation Skills:

– «Opposing Viewpoints» Method – students must defend their perspective against an opposing view, which helps them delve deeper into the issue and understand it from various perspectives.

– «Pros and Cons» Method – students list all "for" and "against" arguments for a chosen topic and, after considering all factors, form a conclusion.

– «Persuasive Speech» Method – students develop logical thinking and argumentation skills by preparing and delivering a persuasive speech to support their viewpoints to an audience (Kovaleva, 2022).

Methods Aimed at Developing Creative Thinking:

– «Brainstorming» Method – this allows for non-standard solutions and helps students go beyond conventional thinking to generate a wide range of ideas.

– «Analogy» Method – this helps students discover new solutions and methods by identifying similarities between different objects or phenomena.

– «Creative Task» Method – designed to encourage creativity and flexible thinking by assigning tasks that require non-traditional approaches to problem-solving (Samoilova,2022).

In the digital age, it's impossible to form students' critical thinking without actively using information and communication technologies (ICT). Today, ICT helps students develop critical analysis skills, evaluate information, and collaborate effectively in the learning process.

ICT provides students with fast access to a variety of sources – scientific articles, databases, online libraries, video lectures, and blogs. This enables them to study topics from multiple perspectives and form a complete understanding. For example, in the UK, schools integrate critical thinking across subjects by teaching students to verify online information critically.

Using ICT also enhances students' research skills through systems, filters, and keywords, improving their ability to find relevant information. Furthermore, students learn to evaluate the accuracy and sufficiency of information, fostering critical analysis skills.

ICT provides students with access to various sources of information: scientific articles, databases, online libraries, videos, and blogs, ensuring quick and proper delivery of information. This allows students to learn about topics from different perspectives, helping them form a complete understanding of the subject. For example, through digital platforms, students in remote schools can access high-quality content, check their knowledge through online tests, and participate in discussions.

Using ICT helps students develop effective information search skills. In addition, students learn to critically evaluate the accuracy and relevance of found information. Studies show that

students with high digital skills are better at analyzing and evaluating information. This directly supports their critical thinking development.

ICT also allows students to process and analyze information using tools such as tables, graphs, presentations, video editing, and web design. This enables them to create multimedia projects. For example, in Hong Kong, using laptops and tablets in education positively impacts students' critical thinking and creativity.

Tools like Google Docs, Zoom, and Slack allow students to collaborate in groups, share ideas, discuss topics, and jointly find solutions to tasks. These interactions help improve teamwork skills. Using such platforms allows students to engage in real-time communication and actively participate in group work regardless of physical location.

ICT also improves communication between students and teachers and supports feedback processes. As a result, students better understand learning goals and evaluation criteria. Overall, ICT helps improve the quality of education and learning outcomes.ICT is directed at developing students' digital competence.

To effectively counter harmful information, it is necessary to develop media literacy.

Thus, integrating ICT into the educational process provides students with broad opportunities to develop critical thinking, digital skills, and media literacy. The use of ICT helps students search, analyze, and evaluate information efficiently, as well as work in teams and create innovative projects. Therefore, ICT use plays a significant role in preparing students for modern information environments and future careers.

In Kazakh literature, when analyzing magical realism, it is necessary to consider the influence of information and communication technologies (ICT) and how their active use may affect students' critical thinking, including possible negative aspects. Let's look at the main points:

1. Information overload and magical realism: The overlap between information oversaturation and magical realism in Kazakh literature (e.g., the works of Mukhtar Magauin) relies heavily on symbolic imagery, mythological layers, and metaphysical representations. Understanding these requires deep interpretation. However, under current conditions of information overload, students may find it difficult to interpret such texts, as they are accustomed to receiving clear and simple information, leading to superficial understanding.

2. Surface thinking and symbolic reading: The symbolic images in high-level Kazakh literature – such as nature, animals, spirits, shamans, and mythical beings –require deep metaphorical and philosophical interpretation. However, with the dominance of clip (fragmented) thinking, students tend to interpret these not as cultural or philosophical metaphors but as literal elements of the text, which leads to shallow reading. Clip thinking limits students' ability to understand complex symbols and may hinder their full comprehension of the deeper meaning in literary works.

3. Self-reflection and value orientation: Developing the ability to think deeply and reflectively is important for shaping personal values and self-awareness. However, the fast-paced nature of modern information consumption often reduces attention spans and limits students' abilities to analyze and evaluate values critically. Information dependency and loss of self-explanation.

Magical realism requires not only analysis but also self-explanation. However, excessive dependence on digital sources (annotations, ready-made interpretations, chatbots) reduces the motivation to search independently. Students do not develop a critical perspective on texts and instead rely on others' opinions. Since magical realism contains many implicit meanings and symbols, students' lack of self-analysis skills weakens their ability to fully understand the philosophical and cultural depth of the texts.

4. Digital inaccessibility and cultural heritage as inefficiency and lack of access.

Especially for works written in the Kazakh language or only available in print, limited access to texts of magical realism makes it difficult for students from certain regions to obtain them. As a result, a portion of youth is excluded from engaging with national literary traditions and analyzing rich, meaningful texts, thus losing the opportunity to develop critical thinking through them.

To reduce these negative effects and form critical thinking, ICT potential should be used purposefully:

– Teach students to analyze and evaluate information critically and independently;

– Develop the ability to express opinions and ideas, participate in discussions, and conduct research;

– Create projects that encourage independent and critical thinking;

– Promote deep understanding and independent reflection on topics;

– Ensure equal access to ICT and create conditions for all students to develop digital skills.

ICT should be used as a tool for deep understanding, creativity, and collaboration.

In general, when properly used, ICT can become a powerful means to support students' critical thinking, self-expression, and engagement with complex texts. It helps them move from passive consumption to active thinking and evaluation, equipping them with essential skills for the digital age.

It is important to remember the need to develop analytical thinking and evaluation skills when analyzing current publications.

Thematic areas for analyzing current publications:

Critical thinking is becoming a key skill in modern education; there are many methods to help students develop critical thinking. It is necessary to consider how information technologies influence the development of critical thinking. By analyzing recent publications, we can see that the topic of students' critical thinking remains dynamic and relevant. Further research in this field will significantly contribute to the development of this competence.

Conclusion

Developing students' critical thinking is a key factor in preparing specialists capable of navigating the modern world's challenges. Based on our research, we can draw the following conclusions:

Critical thinking – analytical, logical, ethical, and creative components–is a complex skill. Its development requires a systematic approach and the use of various methods. For students, critical thinking is essential for enhancing self-awareness, decision-making, effective communication, and learning autonomy.

There are many effective methods for developing critical thinking, from early learning to professional training. Considering the characteristics of different subjects and individual student needs, it is important to apply these methods in a comprehensive way.

Information technologies play a dual role in developing critical thinking. On one hand, they provide access to vast amounts of information and modern analytical tools. On the other hand, if used improperly, they may lead to superficial thinking and dependency on ready-made content.

To avoid such risks, students must be taught how to use technologies critically and responsibly. Encouraging collaboration, creativity, and reflective thinking in digital environments will

help students become independent, thoughtful, and informed individuals who can make reasoned decisions in the digital age. From the Socratic method to the use of information and communication technologies, there are many methods for developing critical thinking. It is important to comprehensively apply these methods, taking into account the specific features of different subjects and individual characteristics of students.

Information technologies play a dual role in developing critical thinking. On the one hand, they provide access to a vast amount of information and new analytical tools. On the other hand, if used superficially, they can cause information overload and reduce the ability for deep thinking. In the context of globalization and intercultural communication, critical thinking becomes especially important. It helps students navigate a complex, multicultural world, understand diverse viewpoints, and foster respect.

Graduates with critical thinking skills become competitive in the labor market, capable of achieving quality education, and adaptable to change. Continuing research in this area and adapting modern methods to students' real needs is crucial for developing this skill.

Today, developing critical thinking has become a key goal for higher education institutions. It is essential for fostering independent thinking, improving academic performance, and preparing students for professional life.

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Contribution of the authors

Aibergenova A.B. – drafted the abstract, developed the introduction and main concepts, compiled and systematized research materials, reviewed literature, and contributed to methodological discussions and results interpretation.

Akhmetova A.I. – collected theoretical review materials, proposed relevant methodologies, and participated in result discussions.

Mukazhanova R.A. – developed a detailed plan for data collection, selection of analysis methods, data collection and processing.

Aibergen A.I. – wrote the conclusion section and prepared the final version of the article for publication.

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Сын тұрғысынан ойлау және студенттердің магиялық реализмді оқытуда сын тұрғысынан ойлауын қалыптастыру

Аңдатпа. Бұл мақала сыни ойлаудың мәнін, студенттердің сын тұрғысынан ойлауын қалыптастыру маңыздылығын ашуға арналған. Әлеуметтік, экономикалық және ақпараттық өзгерістер үстемдік ететін қазіргі әлемде кәсіби білімі ғана емес, сонымен қатар ақпаратты сыни тұрғыдан талдауға, негізделген шешімдер қабылдауға және жаңа жағдайларға бейімделуге қабілетті мамандарға деген қажеттілік туындайды. Бұл қасиеттер XXI ғасырдағы әмбебап метакогнетивтік қабілет ретінде танылған сыни ойлауды қалыптастырады. Сыни тұрғыдан ойлау ҚРМЖМБС-да, сондай-ақ халықаралық стандарттарда (OECD,PISA) көрініс тапқан негізгі білім беру құзыреті ретінде қарастырылады. Тақырыптың өзектілігі сыни тұрғыдан ойлайтын мамандарға әлеуметтік сұраныспен де, метакомпетенцияларды дамытуға бағытталған білім беру жүйесінің ішкі қажеттіліктерімен де анықталады.

Зерттеудің мақсаты – жоғары оқу орны студенттерінің негізгі дағдысы ретінде сыни ойлауды зерттеу, оның оқыту мен кәсіби қызмет үшін маңыздылығын ашу, сондай-ақ оны қалыптастырудың тиімді әдістерін, әсіресе филологиялық білім беру контекстінде зерттеу. Мақалада сыни ойлауды қалыптастырудың әртүрлі тәсілдерін жүйелеу, сондай-ақ білім беру практикасында қолданылатын қолданыстағы модельдер мен әдістерді талдау жүзеге асырылған.

Зерттеуде келесі әдіснамалық тәсілдер мен әдістер қолданылды: психологиялық-педагогикалық және ғылыми әдебиеттерді, нормативтік құжаттарды, сыни ойлау мәселесі бойынша отандық және шетелдік зерттеулерді талдау (соның ішінде Facione, Halpern, Ennis, Исхаков); сыни ойлау модельдерін (Блум,Фашионе,Кемп) олардың күшті және әлсіз жақтарын бөліп көрсете отырып, салыстырмалы талдау жасау. Ақпараттық-коммуникациялық технологиялардың студенттердің сыни ойлауының қалыптасуына әсерін зерттеу.

Мақалада студенттерде сыни ойлауды қалыптастыру әдістері мен стратегияларына ерекше назар аударылады,тсонымен қатар осы дағдыларды қалыптастыруға ықпал ететін заманауи тәсілдер мен технологиялар талданады. Сонымен қатар, мақалада зерттеудің маңызды нәтижесі сыни ойлауды қалыптастырудың практикалық құралы ретінде пікірталастарды, сократтық әдісті, жобалық және проблемалық іс-әрекетті қолдану проблемасы қарастырылады. Сонымен бірге, сыни ойлаудың мәні ашылады. Сондықтан зерттеу нәтижелері өздерінің аналитикалық және рефлексиялық қабілеттерін дамытуға ұмтылатын студенттерді де қызықтырады, бұл олардың болашақ кәсіби іс-әрекеті үшін өте маңызды. Осылайша біз қазіргі ақпараттық қоғамның талаптарына сай келетін, бәсекеге қабілетті, бейімделгіш әрі тәуелсіз мамандарды даярлауға ықпал ететін филология факультеті студенттерінің сыни ойлауын қалыптастыруға бағытталған кешенді тәсілдемені зерттедік.

Түйін сөздер: сыни ойлау, аналитикалық дағдылар, білім берудегі инновациялар, интеллектуалды даму, әлеуметтік дағдылар.

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Критическое мышление и формирование критического мышления у студентов в процессе обучения магическому реализму

Аннотация. Данная статья посвящена раскрытию сущности критического мышления и значимости его формирования у студентов. В современном мире, где преобладают социальные, экономические и информационные изменения, возникает потребность в специалистах, обладающих не только профессиональными знаниями, но и способностью критически анализировать информацию, принимать обоснованные решения и адаптироваться к новым условиям. Эти качества формируют критическое мышление, признанное универсальной метакогнитивной способностью XXI века. Критическое мышление рассматривается как ключевая образовательная компетенция в Государственном общеобязательном стандарте образования Республики Казахстан, а также в международных стандартах (OECD, PISA). Актуальность темы определяется как социальным запросом на специалистов с критическим мышлением, так и внутренними потребностями образовательной системы, направленными на развитие метакомпетенций.

Цель исследования – изучение критического мышления как основной компетенции студентов вузов, выявление его значимости для обучения и профессиональной деятельности, а также исследование эффективных методов его формирования, особенно в контексте филологического образования. В статье систематизированы различные подходы к формированию критического мышления, проанализированы существующие модели и методы, применяемые в образовательной практике. В исследовании использовались следующие методологические подходы и методы: анализ психолого-педагогической и научной литературы, нормативных

документов, отечественных и зарубежных исследований по проблеме критического мышления (в том числе Facione, Halpern, Ennis, Исхаков); сравнительный анализ моделей критического мышления (Блума, Фасьоне, Кемпа) с выделением их сильных и слабых сторон; исследование влияния информационно-коммуникационных технологий на формирование критического мышления студентов. В статье особое внимание уделяется методам и стратегиям формирования критического мышления у студентов, а также анализируются современные подходы и технологии, способствующие развитию этих навыков. Также рассматривается важный результат исследования – применение дискуссий, сократического метода, проектной и проблемной деятельности как практических инструментов формирования критического мышления. Раскрывается сущность критического мышления. Поэтому результаты исследования представляют интерес для студентов, стремящихся развивать свои аналитические и рефлексивные способности, что крайне важно для их будущей профессиональной деятельности. Так мы изучили комплексный подход к формированию критического мышления у студентов филологического факультета, способствующий подготовке конкурентоспособных, адаптивных и независимых специалистов, готовых к вызовам современного информационного общества.

Ключевые слова: критическое мышление, аналитические навыки, инновации в образовании, интеллектуальное развитие, социальные навыки.

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