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LEARNING PROVOCATION AS A TOOL FOR DEVELOPING CRITICAL THINKING

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Digitalization and informatization of the modern world have significantly affected, among other things, the accessibility and volume of information received, its diversity and, at the same time, its contradiction. The change in the pace of life associated with these processes, inevitably affects the main cognitive functions of a person: attention, thinking, memory. It seems it is impossible to modernize the modern educational system in order to meet the new challenges, without taking into account the processes occurring both in the public sphere, and at the personal level. It is now recognized that competency-based approach allows building a productive system that meets new demands at the functional level.

The competency-based approach strengthens the practical component, prioritizes the development of personal qualities and value orientations of students, and, therefore, it is necessary to expand the set of methods and technologies aimed at solving new tasks, which should contribute to the integration of the above mentioned significant elements. This is the potential of technologies for the development of critical thinking skills, which have been actively and successfully developed and applied since the second half of the 20th century.

Attention to the development of critical thinking in students, consideration of the mechanisms of its formation and applied aspects of its functioning is given in foreign studies of Cox E., and Rinaldi C. [2, 5].

As it is noted, critical reflection can arise only under conditions of uncertainty and tension regarding the existing personal beliefs and values [4]. The dissonance created by uncertainty allows the reflecting subject to change his or her position and consider other points of view, rather than relying solely on his or her own experience and judgments. Some studies have shown that learners make greater progress when they are confronted with ideas different from their own when confronted with ideas different from their own. It is through such cognitive dissonance that they begin to think critically and are able to revise their original views [1].

Through the reflective model, learners are better able to learn new things, connect them to what they already know, adapt these new things to their goals, and translate thought into action. This fosters creativity, the ability to think critically, and develops metacognitive abilities (i.e., the ability to observe one's own thinking process). the ability to observe one's own thinking process). Engle R., and Conant F. [3] suggest that when learners are asked to create something new in a discussion, they learn to develop and justify their position, which is then translated into the ability to construct a convincing argument. As a result of intragroup exchanges, completely new ideas not considered before the discussion may emerge [6], which is of particular value.

Realization of the importance of critical thinking skills stimulates the search for new technologies for their development in foreign language teaching in foreign language teaching. This aspiration led us to consider the possibility of using the resource of "provocative pedagogy". At the heart of "provocative pedagogy" is a

challenge to the pupil, provoking a reverse reaction of the personality to overcome the negative pedagogical influence, and as a result activating and strengthening with the help of releasing positive resources of his "self" through the release of the latent energy of resistance: self-realization, self-determination, self-development, etc.

Negative socialization is a field of education and personal development (socialization), focused on the acquisition of a person's natural full-fledged experience, based on the actualization of specific needs, motives, desires that are in the sphere of its negative realization based on the actualization of specific needs, motives, desires, which are in the sphere of its negative realization. Thereby determining the choice of personal real norms, values and ways of behavior in society, objectively inherent to it and leading to its most full-fledged realization. It seems that the technology of "provocation" quite corresponds not only to the applied goals of foreign language teaching, but also covers a whole range of problems related to foreign language learning: clash of cultures, intercultural dialog, search for compromise.

This technology seems to be especially relevant in terms of creating an environment for personal development of students and formation of their value orientations. However, as attractive as this technology may be, it has a number of limitations and requires important conditions to be met.

First of all, the successful use of provocative situation requires a certain environment in the classroom: a special climate, psychological comfort, mutual trust, subject-subject relations between the teacher and students. The teacher should be competent in the field of psychology, in particular, in the field of age psychology (although these competencies should be in the arsenal of the teacher a priori). A special type of teacher's personality: sense of humor, quick reaction, ability to anticipate and, if necessary, to remove the consequences of psychological deprivation, to be able to mitigate the negative effect of provocative influence, transferring it in a positive direction.

It is important to note that not all learners may wish to participate in activities involving provocative challenge, and for some participants the effect may be negative if a non-professional is working. As can be seen, most of the limitations have a subjective-personal basis, and therefore do not make the technology itself vulnerable.

Thus, learning provocation can be seen as an additional resource for developing critical thinking. It has significant learning, developmental and educational potential, although it has a number of limitations in its application. The prospect of theoretical development of this technology we see the creation of a "universal" model of its functioning, which would have explanatory power, as well as include the formalization of the main stages of the creation and application of the educational provocative situation in order to more actively implement this technology in teaching a foreign language.

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