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Abstract
One of the requirements of the global linguistic globalization is functional literacy, which involves a degree of native and foreign languages. Today the objective historical principal is the nomination of more serious requirements to the knowledge level and skills of students. In the current realities, the educational process in higher education institutions should focus on building skills that contribute to the implementation of the concept of “education throughout life”. It is obvious that the main condition for the formation of such skills is the presence of a certain level of functional literacy.

The Republic of Kazakhstan has changed the paradigm of higher education from teaching in the format “teaching” to the format of “learning” after the signing in 1999 the Bologna Declaration by 29 countries to participate in the process of creating a common educational space. It is no longer a person “teaches” but “learns”.

In Kazakhstan the main directions of development of functional literacy are listed in the State Program for Education Development of Kazakhstan for 2011-2020 years. Thus, functional literacy is a social and economic phenomenon related to the welfare of the population and the country as a whole.

Keywords: functional literacy; law students; technological development; critical thinking; models of formation; global linguistic.

Introduction
Since the mid-twentieth century, the issue of functional literacy is the focus of international organizations, since 1990 UNESCO declared the International Year of Literacy, 2003-2012 declared by the United Nations Literacy Decade. Conventionally, functional literacy is indicated in a statement: “A man in modern society should know and be able to ...” and is determined for each state, taking into account the cultural and regional particularities.

To increase the level of functional literacy it is necessary to expand the boundaries of human assimilation of elements of functional literacy. Formation of functional literacy of students of colleges of law is the basis of further development of the competence of future lawyers. Thus, the topicality of the study is caused by the objective necessity of training highly qualified specialists, feels the need to increase the level of functional
literacy, able to use the information, regardless of set goals and objectives of the activity.

The extent of a problem


The scientific interests are studies of foreign experts on functional literacy: Thomas Sticht (Augustus D., Addison K., 2009), studying the problem of functional literacy in terms of teaching reading of students of secondary schools with the further development of the academic program, aimed at the development of functional literacy in the process of learning reading and writing.

Denny Kevin, Harmon Colm, O'Sullivan, Vincent (Denny K., Harmon C., O'Sullivan V., 2003), Augustus Daniel and Addison Kofi (Sticht Th., 1974) carried out a study in which examined the role of functional literacy in social and economic terms.

In the Russian educational theory the question of functional literacy is studied at the level of the following:

a) Philosophy of Education (B.S. Gershunsky (Gershunskii B.S., 1994)),

b) In the categorical aspect (V.V. Matskevich, S.A. Krupnik (Klarin M.V., 2007)).

The comparative analysis of the needs of the methodological theory of teaching practice and the study of philosophical, psychological and pedagogical literature on functional literacy allow us to define existing contradictions in the educational process of law schools:

- Between society's needs for specialists with a high level of functional literacy and its low level of students at the law schools;

- Between the capabilities of the subject “The Russian language” and insufficient development of methods, forms and means of their application in order to create conditions for the development of functional literacy.

These contradictions make possible to define the research problem: what pedagogical conditions may contribute to the formation of functional literacy of students of law schools in the study of the Russian language?

The importance and topicality of the issue served as the basis for the determination of the research topic: “Forming Functional Literacy of Law Students with Technological Development of Critical Thinking”.

The object of the research is the educational process in the Kazakh University of the Humanities and Law.

The subject of the research is the use of technology for the formation of critical thinking of functional literacy among law students.

The purpose of the research is the identification of the formation of functional literacy of law students based on the technology of critical thinking.

The hypothesis of the research is based on a system of theoretical positions and scientific positions of the authors, according to which the effectiveness of the development of functional literacy of law students, ensured and achieved in:

- Characterizing the functional literacy of students as a basic level of education;

- Developing, arguing and testing technology development of critical thinking on the development of functional literacy of students.

In order to determine the theoretical methodological approaches to the study of the issue of forming the functional literacy of students is necessary to allocate the following tasks:

1) To define functional literacy of students;

2) To study the domestic and foreign experience in solving problems of forming the functional literacy of students and identify its main trends and principles;

3) To study the performance and the conditions necessary for the formation of functional literacy of students (Leisester M., 2010, p. 15-17);

4) To develop evaluation criteria and indicators of functional literacy of students;

5) To determine the effectiveness of the pedagogical conditions for the development of functional literacy of students based on the technology development of critical thinking.
Materials and Methods

The methodological base of the research


To test the hypothesis of the research and achieve the objectives the following methods have been used: theoretical (analysis of pedagogical, philosophical, psychological literature on research); empirical (observation, analysis of results of operations, testing, conducting formative, notes and summarizing experiments); statistical (mathematical processing of experimental results).

The pilot experimental research base has been conducted in High School of Law of the Kazakh University of the Humanities and Law.

The research concept consists of the following provisions:

1. Functional literacy of the future lawyers is the appropriate level of knowledge and skills, ensuring the normal functioning of the person in the system of social relations.

Functional literacy of law students is a structural element of academic competence (Fig. 1). The structure of the functional literacy of law students constitutes the motivational, cognitive, activity and reflective components.

2. The Russian language plays an important role in the preparation of today's highly-qualified specialists, being the basis for the development of functional literacy of students:
   1) Provides a relationship of professional education and cultural development of the student;
   2) Ensures the implementation of tasks and understanding of the importance of the Russian language for future professional activities;
   3) Ensure the development of skills (cognitive, organizational, generalized), based on which students develop professional skills, creative thinking is formed;
   4) Ensure the formation of skills to facilitate implementation of the concept of “education throughout life”.

3. Pedagogical conditions of development of functional literacy as the basis for the formation of academic competence of students of law schools are:
   - Substantial conditions - content orientation course “The Russian language” for self-knowledge, self-development of future specialists;
   - Technological conditions - the use of modern educational technologies, the organization of independent work of students;
   - Organizational conditions - the organization of cooperation between the teacher and students, evaluation of functional literacy through technology critical thinking.

The scientific novelty of the research lies in the following:
   - The necessity of the application of technology of critical thinking as a methodological basis for the development of functional literacy of students of law schools;
- Identified structure (motivational, cognitive, activity and reflective components) and the content of functional literacy of students of law schools in teaching the Russian language;

- The pedagogical conditions of development of functional literacy in learning the Russian language (organizational, technological and informative).

Research methodology

After studying the foreign experience in solving the problem of functional literacy (concept paper “The components and characteristics of alternative schools for the XXI century” of organization “Network of Progressive Educators”, based in the United States in 1990), the authors identified the guiding principles of the organization of this process:

- The educational process achieves the best results, if the relationship of teachers and students has the personal character;

- An academic program should be clearly defined taking into account the individual needs of students;

- Students must be active participants in learning the new material.

Currently, the most popular and successful model is the school of Sudbury Valley, founded in 1968 by Daniel Greenberg. The main components of the pedagogical concept of the Sudbury Valley are enclosed in the following provisions: “The freedom with accountability”, “Self-motivation, self-control, self-development”, “Democracy”. Experience of S. Valley school was taken over by many institutions around the world.

Considerable assistance in the process of training activities in the formation of functional literacy of students has a technology development of critical thinking.

With reading and writing people can receive and pass on information. Writing helps to reflect, to think about the information that were got when reading, so the effectiveness of these two processes are interdependent. Their development should be carried out right from the start. For this purpose it is necessary to shape students' critical thinking skills.

Strategies of critical thinking are a kind of key to access the intuitive experience, the various structures of memory, subconscious students. Such access and provides original, creative solutions for the challenges of knowledge makes effective and allows the learner to show their hidden creativity. The purpose of this technology is the development of thinking skills students need not only academically, but also in everyday life (the ability to make informed decisions, work with information, analyze various aspects of the phenomena, etc.).

Initially, the idea of forming critical thinking inculcated in the educational system of the United States by J. Dewey as the concept of reflective thinking, and subsequently realized in pedagogical innovation “Critical Thinking” by M. Lipman.

The significant contribution to the study of technology development of critical thinking made by such theorists as J. Klooster (2005), Charles Temple (2005), D. Halpern (2000).

The sources of pedagogical innovations were found in the philosophy of education by John Dewey. It was his research determined the line of educational thought in the XX century in the United States and indicated the vector transformation of the American school (Mackevich V., Krupnik S., 2001, p. 95-104).

Today, there are many definitions of critical thinking. Thus, D. Halpern in the book “The Psychology of Critical Thinking” says: “Critical thinking is the use of cognitive techniques and strategies that increase the probability of obtaining the desired end result” (Mal’kova Z.A., 1995). This statement defines thinking as a justification, accountability and focus to resort to this type of thinking in problem solving, decision-making and the formulation of conclusions. Other definitions indicate that critical thinking is a peculiar alignment of logical reasoning (Simon & Kaplan, 1989), the formation of interconnected logical models (Stahl & Stahl, 1991) and the adoption of reasoned decisions as to whether to agree to any judgment, reject or defer consideration (Moore & Parker 1994).
According to M.V. Klarin, critical thinking is the rational, reflective thinking, aimed at solution of what must be believed or what action to take. In this context it includes both critical thinking ability (abilities) and predisposition (position) (Halpern D., 2000).

“Critical thinking is not a single skill or ability, but a combination of many skills” (Temple C. Meredith K., J. Steele. The manual “How Children Learn: Body foundations”). One of the authors of the RWCT technology D. Kluster in his article “What is critical thinking?” settle following parameters of critical thinking:

1. Critical thinking is thinking independently.
2. Information is the starting point but not the end point of critical thinking.
3. Critical thinking begins with the formulation of questions and analysis of the problems to be solved.
4. The purpose of critical thinking is a convincing argument.
5. Critical thinking is a social thinking (Kluster D., 2001).

Despite the fact that there are many definitions of critical thinking, all theorists agree that critical thinking is a conscious effort to determine what statements considered to be correct or not. The main purpose of critical thinking, in their opinion is the development of the ability to learn to independently analyze information and express rational arguments.

The technology of critical thinking not only allows for variation, make it unusual, but to achieve specific learning outcomes:

-Formation of new thinking (openness, awareness, flexibility, alternatively, reflexivity);
- Development of basic personality traits (creativity, mobility, communication, responsibility, independence);
- Learning to ask questions;
- Promoting a culture of reading and writing;
- Promotion of self-search of creative activity.

Applying a variety of support schemes intensify the process of critical thinking. The support scheme to help students build logically oral statements in Russian, allow to develop memory skills in pairs and small groups, as well as a creative approach to learning. Students can independently create different support schemes and, in the future, apply them to write essays retelling of texts, participate in the discussions of the various presentations and so on. N.

Through Russian language students master in the process of active speech activity (speaking, listening, reading and writing), so visual learning tool capable of providing motivation and incentive level of communication.

Using visual aids promotes the development of language skills, not only of students, but also the ability to work in partnership, to make decisions. The support scheme is effectively used for the development of both the monologue and dialogue speech. Below are the critical thinking strategies to help students create their own variety of support schemes and use them for retelling of texts, participate in discussions, write essays of different kinds of presentations, discussions and so on.

**Semantic Maps**

Semantic Maps (Martin Haspelmat) facilitate the process of teaching reading, speaking and writing. This strategy allows to expand the vocabulary of students and to promote the development of monologue and dialogue speech. The semantic map is not just a set of keywords and phrases in the content of the text, but also reflects the relationship between its key concepts. The semantic map helps students to focus on the entire structure of the text, and in its individual parts.

The sequence of drawing up a semantic map is as follows:

1. The teacher draws a circle on the board with a red marker and wrote on it the name of the theme. He then asked the students what they know on the subject, writes them utterance blue marker in the form of keywords, dates, phrases, numbers, etc. Topic title, keywords and phrases connected by lines to form a cluster.
2. Then the students read the text on the subject, and semantic map supplemented with new facts of which they have learned after reading it. The new information is written on the board in green marker. And between the keywords should also be
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traceable. With this graphic organization of the text, students will not be difficult to summarize its content based on keywords and phrases, as well as take part in the discussion of the main ideas or questions, write a statement or essay on a given topic.

**Pyramid Priorities**

Pyramid priorities learns to prioritize, but in the form of a pyramid. Students place cards written on them ideas on the pyramid, together deciding how important each idea to the key issue. The most important idea is arranged at the top of the pyramid, and the less significant below. Then, the group explained the decision, defending his opinion if it does not coincide with the views of other groups of students.

The pyramid is the foundation for the creation of a coherent text (Fig.2). In the pyramid are written keywords (when asked), where each line one word more than in the previous one.

**Fig.2. Pyramid Priorities**

1. What is the work about? (1 word)
2. What is the nature of the work? (2 words)
3. Place and time of action. (3 words)
4. The main events. (4 words)
5. The main characters, what are they? (5 words)
6. What do you feel when you read the beginning, middle and end of the work? (6 words)
7. What is the work about? (7 words, it is necessary to supplement the first row)
8. Your advertisement (counter-advrtising), the recommendation of the book (8 words) *Fishbone (D. Balance)*

Often the text and the teacher explaining the lesson contain certain educational problems. They are discussed, and searched for solutions. However, these problems are sometimes designated unclear. In this case, students cannot pay attention to them, or will have difficulty in finding their solutions. The problem can be solved only when he can clearly see all the aspects. Best of all, if the problem is viewed from different angles, and the decision is based on a sufficiently clear factual basis (Fig.3).

**Fig.3. Fishbone scheme of decision-making**

“Fishbone”. The “head” of the skeleton is indicated by a problem that is seen in the text. In the skeleton there are upper and lower stone. The top students say the cause of the problem being studied (these records they can do, and at the stage of the call, before reading the text, as a result of updating their knowledge and experience). Opposite the upper bones are located lower, where students in the course of reading the prescribed facts that reflect the essence. The fact makes the problem clear and realistic shape, it allows to speak not about the abstract decision, but the specific mechanism. You can add the top and bottom seed, the expansion of any information presented.

Use of the “Fishbone” method is possible both to work with small amount of text and the texts that contain a significant amount of information. It is possible to split the text into meaningful parts, which complement each other. The information contained in these parts of the information does not compare, and summed to a more complete analysis. Another option is to work with Fishbone, in which the bones at the top will be issued or that the causes of the problem, and the lower - the possible sources from which you can further learn important facts that reveal its essence.

*Insert (by Donna Ogle)*

The strategy of “Insert” allows the teacher to monitor the work of each student text textbook and put the estimate for the work in class.
In each column there must be accommodated the received information during reading. Particular requirement is to record information, concepts or facts should be only in their own words, without quoting a textbook or another text that worked. This technology contributes to the formation of the ability to express their thoughts in writing. It is useful to work with the new information, develop skills in analysis, critical thinking and self-regulation. This method can be used as an introductory strategy for the students could check their own level of knowledge on the subject under study and to determine what gaps exist in their art. Also, students will be able to track their own progress in learning and to analyze what new knowledge they have received. This type of work can be done by students individually, in pairs and small groups. In the process of learning new material, they gradually fill the table consisting of 4 columns: 1. I know, 2. I didn’t know 3. This surprised me, 4. Want to know more.

This strategy will enable students to analyze the problem in question, i.e., learn to separate the important from the unimportant, prioritize, and track the relationship of ideas and concepts, to determine cause and effect of events (Table 1).

<table>
<thead>
<tr>
<th>+ I have known it</th>
<th>- I have not known it</th>
<th>! it has surprised me</th>
<th>? I would like to learn it in a more detailed way</th>
</tr>
</thead>
</table>

“Thin” and “Thick” questions

The table of “thin” and “thick” questions can be used on any of the three stages of occupation. If to use this technique at the stage of the call, it will be the questions that students would like to get answers to the study of the topic.

Students are encouraged to formulate questions to the subject in the form of “thin” and “thick” issues. Then the teacher writes on the blackboard and asks a number of questions students (individually or in groups) try to answer them, arguing their assumptions. As you work with the table in the left column, the written questions require simple monosyllabic answers. In the right column are written questions requiring detailed, full-scale response; any questions that they still cannot answer, but would like to find the answers.

Once will hear answers to these questions, students are invited to read or listen to the text, to find confirmation of its assumptions and the answers to “thin” and “thick” questions.

At the stage of understanding the content of the reception is for active fixation of issues in the course of reading, listening; in reflection to demonstrate the understanding the received information. At the stage of reflection given the task to make 3-4 “thin” and “thick” issues, bring them to the table to work with the questions in pairs, selecting the most interesting, which you can specify the class (Table 2).

<table>
<thead>
<tr>
<th>Thick questions</th>
<th>Thin questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain why...?</td>
<td>Who? What?</td>
</tr>
<tr>
<td>Why do you think...?</td>
<td>When? Can...?</td>
</tr>
<tr>
<td>What is the difference...?</td>
<td>Will be...? Could...?</td>
</tr>
<tr>
<td>Imagine what would happen if...?</td>
<td>Do you agree?</td>
</tr>
<tr>
<td>Is it true?</td>
<td></td>
</tr>
</tbody>
</table>

Bloom’s Taxonomy

In the 50-60-ies of XX century American psychologist Benjamin Bloom developed a taxonomy of categories of learning and classification of learning objectives, according to which the learning process begins at the level of knowledge: memorizing and reproducing facts, dates, etc.

The purpose of Bloom’s Daisies with 6 questions discloses the text to understand the position of the author (in fiction and nonfiction texts).
Classification of Bloom’s questions:

- **Simple questions.** The purpose - a short and accurate reproduction of the information of the text.

- **Clarifying questions.** Clarification of the level of understanding of the text. With questions authenticates text information. *Is it true that ...? If I understand correctly, then ...* These issues contribute to the formation of discussion skills.

- **Interpretative questions.** Textual analysis to identify causal relationships.

- **Creative questions.** The synthesis of the information received. Use particle “БЫ” (would) or future, and formulation contains an element of forecasting, fantasy or assumptions. *What would happen if...*

- **Evaluation questions.** Clarification of criteria for assessing the phenomena, events, facts. *How do you feel about ...? What's better? I am done ...?*

- **Practical questions.** Establishing a relationship between the theory and practice. *Where you can use Russian?*

**Six Thinking Hats (Edward de Bono)**

Six Hats method is the method on organization of thinking designed by English writer, psychologist and expert in the field of creative thinking Edward de Bono.

Six Hats method develops the flexibility of mind, creativity, helps to make the decision and accurately correlate your mindset with the objectives and tasks.

6 Thinking Hats method can deal with three problems (emotions, perplexity and confusion). The process of thought is divided into six different modes, each of which is represented in the form of a hat particular color. This division makes the mind more focused and sustainable, and teaches us to handle different aspects of it at a time.

**Red Hat** is associated with emotions, intuition. There is no need to justify anything. With a red hat, you express your feelings.

**Yellow Hat** points out advantages and benefits of proposals, perspectives and possible winnings.

**Black Hat** points to shortcomings, explains why something cannot happen.

**Green Hat** demonstrates innovative approaches and alternative points of view.

**White Hat** operates only with facts and figures.

**Blue Hat** sums up.

**Venn diagram**

Venn diagram is one of the strategies of critical thinking through reading and writing. The purpose of the reception is that students will be able to organize the work in pairs and groups learn to develop the ability to find a new self as a result of the sampling and analysis of information. There is no doubt that students will strive for mutual enrichment of their knowledge and co-operation, working in groups, will develop communication skills.

*Example of using the diagram:* 3 students constitute the group. Groups are formed by level of study:

- Group 1 - records the main features of a simple sentence;
- Group 2 - signs of a complex sentence;
- Group 3 - signs of similarity of simple and complex sentences.

**Predictions Tree (J. Belans)**

“Predictions Tree” method is borrowed from an American teacher J. Bellans.

This strategy should be used in the supporting step vocabulary to analyze a problem, discussion of the text, the prediction of events. Since this technique is built on the assumption and prediction, the speech of students are actively used by the construction of the future tense and the subjunctive.

**Predictions Tree algorithm**

Stage 1 - the students predict any topic, issue that will be explored;

Stage 2 - the students express ideas and assumptions. All versions (right and wrong) teacher writes on the board.

On board the assumptions of students recorded by the scheme where:

- Treetrunk - the topic;
- Branches - assumptions that are conducted in two main areas – “maybe” and “probably” (the number of branches is not limited);
- Leaves - justification of these assumptions, the arguments in favor of a different opinion.

Stage 3 - after studying a new theme you need to go back to the “Predictions Tree” and check whether the assumptions are justified.

The Three-Part Diary (Cheryl Forbes)

The author of the strategy “The Three-Part Diary” is Cheryl Forbes. Diary is used when working with educational texts, it helps to capture the thought processes of students. Three sections diary different functions: record quotes, comments to them, their own thought and association, a letter to the teacher, in which the questions are formulated, the interests, the study describes the experience of the text (Table 3).

Table 3. The Three-Part Diary

<table>
<thead>
<tr>
<th>Quotation</th>
<th>Comments.</th>
<th>Questions to the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is this quote has attracted your attention?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The three-part diary can be formed differently

<table>
<thead>
<tr>
<th>Quotation</th>
<th>Comments.</th>
<th>Questions to the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is this quote has attracted your attention?</td>
<td>Comments after some time</td>
<td></td>
</tr>
</tbody>
</table>

Accordingly, the function of the method will be changed. It will serve as a more thoughtful “long” reading. Here, students answer questions after a certain time. The content of the column “Diary” can be changed.

Denotation Chart

A method of extracting from the text is the dominant feature of the key concepts (Fig.4).

Principles of construction:
- Highlight key words or phrases;
- Alternating noun with other nominal parts of speech and verb;
- The exact choice of verb, linking the key concept and its essential features;
- Crushing keyword as constructing a graph on the word “branches”;
- Correlation of each word “branches” with a keyword in order to avoid any inconsistencies, contradictions, etc.

| Fig. 4. Example of denotation chart for “Numerals” |

Description of denotation chart contents

Key Concept: NUMERALS

Linking verbs and signs.

Means the number, the amount, the order of items in the bill.

Responses the question (How much? Which?)

Divided into 2 categories: quantitative and ordinal.

Changed by cases (quantitative), gender, number and case (serial).

Is any member of the sentence.

Combined with nouns, pronouns, verbs.

Used in speech and writing (documents).

“PRIMA” Method

Students are divided into groups. Each group issued the text to be read carefully and then fill in the table (Table 4).

Table 4. “PRIMA” Method

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>P - “pokolduem” (think over)</td>
<td>1. 2. 3. 4.</td>
</tr>
<tr>
<td>R - “reshim problemu” (solve the problem)</td>
<td>1. 2. 3. 4.</td>
</tr>
<tr>
<td>I - “inoy vzglyad” (otherviews)</td>
<td>1. 2.</td>
</tr>
</tbody>
</table>
The word “cinquain” comes from the French word “five”. Cinquain is poems of five lines, which are constructed according to certain rules.

It helps to analyze, synthesize and summarize ideas and information. He teaches the concept of meaningful use and determination of their attitude to the problem, using a total of five lines.

**Memo for “Rules for Writing Cinquain”**

1. The first line is the theme in one word (usually a noun).
2. The second line is a description of the theme in 2 adjectives.
3. The third line is a description of the actions under this theme in three words (verbs, gerunds ...).
4. The fourth line is a phrase of four words, expressing the author's attitude to the subject.
5. The fifth line is the word - synonym (metaphor) of one word that conveys the essence of the theme on an emotional or philosophical level.

The strict rules of cinquain are fixed for each line, not only words, but also the parts of speech, which may be available to the author.

**Scheme:**

- **Cinquain:**
  - Verb, verb, verb. “Zamorazhivaet, veselit, iskritsa”/It is freezing, exhilarating, sparkling.
  - Sentence–attitude to the subject. “Ya ochen’ lyublyu zimu”/I like winter very much.

**Synonym to the first “Snezhno”/Snowy. line.**

**Results and Discussion**

**The Stating Stage of Experimental Work**

In the first stage of the work there conducted the stating experiment, where participated the students of the Kazakh University of the Humanities and Law.

In the process of stating experiment there applied the different diagnostic methods for determining the level of formation of the components of functional literacy for law students: motivational, cognitive, activity, reflective. First of all, it was necessary to determine the motivational orientation of students to study the Russian language.

This factor is the most important one for the organization of activities on formation of functional literacy of students.

To study the attitude of freshmen students to the Russian language, there suggested the essay topics: “The importance of the Russian language for modern education, and my attitude to the study”, “The role of the Russian language in the training and practicing law students and my attitude”.

**Analysis of the results of stating stage of experimental work**

Consider the data obtained in the course of using the method “thematic essays”. Total analyzed 250 creative works, and total number was taken as 100%, respectively (Table 5).

**Table 5. The results of stating stage of experimental work**

<table>
<thead>
<tr>
<th>Motivation performance</th>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number, %</td>
</tr>
<tr>
<td>Attitude to the subject “The Russian language”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>35</td>
<td>23</td>
</tr>
<tr>
<td>Neutral</td>
<td>71</td>
<td>48</td>
</tr>
<tr>
<td>Negative</td>
<td>47</td>
<td>27</td>
</tr>
<tr>
<td>Necessity of learning Russian for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirmed</td>
<td>115</td>
<td>80</td>
</tr>
<tr>
<td>Absent</td>
<td>38</td>
<td>19</td>
</tr>
</tbody>
</table>
The examples of statements that characterize the educational motivation of law students in relation to the subject “The Russian language”: “language acquisition is necessary for a specialist”, “everyone is obliged to know the Russian language”, “we are studying all of this for the overall development”, “should be studied, as we are getting a higher education”, “the Russian language gives us an idea of the behavior in the business communication”, “will help when applying for a job because the employer pays attention first on the speech, rather than knowledge”, “totally unnecessary thing, it is better to study the subjects on major”, “I did not even think that the university will offer to learn again the Russian language”.

It can be seen that the students dominated by neutral attitude (48%) to the study of “The Russian language”, at the same time there is a group of students exhibiting a negative attitude (27%), this number corresponds to the number of students who believe that there is no need to study this subject for the future professional activity (19%). The challenge of development is noted in 73% of the work, the emotional appeal of the process of development of the discipline was reflected in less than half of the students (47%), which is explained by the students as “tired of learning the rules at school”. At the same time, students still do not know and do not realize that in high school have the discipline completely different tasks.

The forming experiment was attended by students of the Faculty of Law. As a result of conducted ascertaining experiment were picked up four identical in terms of functional literacy student questions on pronouncing, accent to logical, lexical, morphological, grammatical, syntactic, stylistic norms of the modern Russian language.

Gradation level of development of the cognitive component of functional literacy was as follows: a high level - more than 70% correct assignments of the test, the average - 40% -70%, low - 40%.

An analysis of student works turned out that most of the surveyed stated the average level of formation of the cognitive component of functional literacy (67%), which does not meet modern requirements to the level of education of students of college of law, the leading of which is the competency, the achievement of which is due to the quality of the acquired level of functional literacy.

The formative stage of experimental work

The first phase of the pilot program revealed insufficient formation of functional literacy of students, as evidenced by the results of ascertaining experiment: the students dominated largely valid and critical level of initial forming the functional literacy, which does not meet modern requirements to the level of education of students of college of law.

In order to test the basic theoretical propositions of research and technology performance of critical thinking in the process of studying the Russian language in forming the functional literacy needed to implement the second phase of the pilot program is to conduct a formative experiment.

The forming stage of the experiment was carried out in 2015 in the first year of the Kazakh University of the Humanities and Law. Works in the control group was carried out according to traditional methods, and the experimental group of the authors’ technology development of critical thinking. The experimental groups were implemented technology strategies of critical thinking, providing formation of functional literacy.

The forming experiment was attended by students of the Faculty of Law. As a result of conducted ascertaining experiment were picked up four identical in terms of functional literacy student
groups (two experimental and two control), which was held in the future forming experiment. For confirmation of the control and experimental groups to the parity level of functional literacy was used Student's test criteria, allowing confirming the likelihood of identity as the average of two samples for the same population.

The authors have used the technology to work with the text for the development of critical reading, which consists of three stages: evocation, comprehension, and reflection.

1. Evocation stage. Awakening interest in the topic

Assignments:
- Compilation of existing knowledge of students on the topic;
- Revival of interest in the study of the cognitive subject.

At the Evocation stage the following assignment is suggested:
Assignment1. Read the text to get acquainted with its general content and entitle the text. Predict the continuation of the text. Create predictions tree to the text.

You woke up. No, your mother woke you up. Having washed yourself, you had breakfast prepared by your mother. And when you came back home your mother had already cooked dinner although she had just returned home from work. And when you fell ill do you remember your mother looking after you and spending so many nights at your bedside?

Our mothers work hard. They work everywhere: at home, a field, at the factory. Look, how beautiful they are in their endless work! How handily they sew, how deliciously they cook, how they can appease finding the right word at the right moment.

There is a legend about a young man blind with love. The beauty he fell in love with demanded he bring the heart of his mother.

At night the son committed his evil deed. When carrying the mother’s heart in his hand, he fell down and hit against a stone and suddenly heard the heart whispering: “Did it hurt you, my son?”

An awful legend… It can’t happen. And it doesn’t. There are other cases…

The son – an engineer – lives in a city. He is an honored man, recognized at work. And somewhere in a remote village his old mother lives alone in her final days. She does not need anything, she has everything she needs. But she is thinking about her son all days and nights long. He was a tender child. At school he was considered to be a clever and talented student. And she is waiting for a letter from her son as the biggest happiness. But there are no letters. The son has no time, he has become a very busy man.

There are other situations...

2. Comprehension stage. Obtaining new information

Assignments:
- Interpretation of new information;
- Its relationship with existing knowledge.

At the Realization stage the following assignments are offered:
Assignment1. Make up a semantic map to a piece of the fairy tale “Neverland of Russian language”.

Functional Parts of Speech
-And now, - the Fairy said, - we are going to another part of the town. Functional parts of speech live there. There are only three of them.

Let’s show them to Masha.

The bus started along the road turning round a green field. Soon they could see the first buildings.
-Prepositions live here, - the Fairy pointed out at them. There were people fussing around and holding screens with blanks. Because you know Prepositions are always spelled separately from nouns and pronouns.

-And here Conjunctions live: but, and, or, - the Fairy pointed out at other houses.

-They often help connect words and sentences. For example: “The brother is a footballer, and his sister is a figure-skater.”
- And there are houses of particles, - the Fairy showed in the right direction. - They give additional shades of meaning to words and the whole sentences. For instance, the meaning of the sentences is different: “Did you like the journey?” and “Did even you like the journey?” The new shade of meaning is possible owing to a small particle – even. And we can give one more example: “You did not like the journey” where the particle did not change the meaning of the whole sentence.

Assignment 2. Make up questions to the text “Education in Kazakhstan” using Bloom’s Daisy.

*Education in Kazakhstan.* The Laws of the Republic of Kazakhstan on Education and on Higher Education define the main aim of the education as providing with conditions for formation and development of a personality on the basis of national and world culture, human values, free choice of language of instruction and type of educational institution. Educational institutions have freedom in determining programs, forms and methods of teaching.

There are three types of higher educational institutions in Kazakhstan: classic universities, specific universities, academies and institutes.

A university has to provide with a wider education than other institutions. A university aims at acquainting a person with the common human culture, giving them fundamental knowledge, teaching them to create in science.

A higher institution is to give a student not only specific knowledge, but also the grounds and method of learning new phenomena. A postgraduate is constantly to learn and to develop and to deal with the important problems of the society. Education is the continuous process which takes the whole life.

In 1999 in Bologna 29 countries signed the Declaration on their participation in creating the Common Education Space. According to the Declaration European education should be based on the common structure of higher education and on common system of consistent degrees facilitating academic and professional recognition of courses and providing opportunities for employment of graduates in all European countries.

Whereas the paradigm of higher education is changing, it formats from “teaching” to “learning”. A person is not taught anymore, but learns.

The tendency is reflected in the national system of higher education due to the Law of the Republic of Kazakhstan on education passed in 1999 which specifies the development of higher and postgraduate professional education according to the multilevel structure including all the levels of bachelor and postgraduate study programmes. One of the main principles is providing integrity of education and continuity of study programmes of all levels of education.

3. Reflection stage. Compilation and summarizing

Assignments:
- Independent compilation of the received material by students;
- A holistic understanding of the information received;
- The assimilation of new knowledge, new information students;
- The formation of each of the students' own attitude to the studied material.

Assignment 1. Write a cinquain on “Critical Thinking”

Assignment 2. Enshrine the information in the relevant columns of the table. Substantiate your own opinion on the issue (Table 6).

<table>
<thead>
<tr>
<th>+ I have known it</th>
<th>- I have not known it</th>
<th>! it has surprised me</th>
<th>? I would like to learn it in a more detailed way</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis of the forming stage of the experiment

The results of experimental work have shown positive changes in all indicators of the activity component. Significantly reduce the number of students who own conclusions and explanations skills at a low level.

We pursued the goal to find out how the technology of critical thinking of students contributes to the formation of functional literacy.

The results of experimental teaching students on the proposed technology showed positive dynamics of changes in all components of critical thinking.

Development technology of critical thinking influenced to the motivational component.

The students demonstrated a high level of written language, a good vocabulary and the ability to analyze, synthesize and apply knowledge from different sources, with arguments to defend their position. All the students stressed the need to learn to work with the information, a change in attitude to the Russian language. Students came to the conclusion that a person can critically examine and develop your own thought process, can learn to think objectively and logically.

The authors applied these forms of work on the development of critical thinking as the Predictions Tree”, “Semantic Map”, “Insert”, “Bloom’s Daisy”. These strategies allow students to carry out various types of analysis, to develop the ability to interpretation, evaluation, reflection.

The main achievement is the active participation of students in the critical reading can be seen from the Table 7.

<table>
<thead>
<tr>
<th>Evaluation criteria</th>
<th>SS (stating stage)</th>
<th>FS (forming stage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical consecutiveness, material presenting</td>
<td>50</td>
<td>76,1</td>
</tr>
<tr>
<td>Pointing out the main part</td>
<td>28,4</td>
<td>47,7</td>
</tr>
<tr>
<td>Setting the links between the main ideas of the author</td>
<td>26,1</td>
<td>55,7</td>
</tr>
<tr>
<td>Detailed discussion of the topic (issue)</td>
<td>37,5</td>
<td>74,3</td>
</tr>
<tr>
<td>Presenting the own attitude to the problem</td>
<td>12,5</td>
<td>87,5</td>
</tr>
<tr>
<td>Defining the practical significance of the problem</td>
<td>28,4</td>
<td>76,1</td>
</tr>
</tbody>
</table>

The most important indicator of the efficiency of the FS was a comparative characteristic of students of experimental and control groups.

During the assessment phase effectively, experimental work revealed positive dynamics of the level of formation of functional literacy in the experimental groups compared to the control, which is reflected in Table 8.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Experimental group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>KE</td>
</tr>
<tr>
<td>Low, (%)</td>
<td>26,7</td>
</tr>
<tr>
<td>Medium, (%)</td>
<td>13,1</td>
</tr>
<tr>
<td>High, (%)</td>
<td>13,6</td>
</tr>
</tbody>
</table>

Milestones of the experimental work have shown that the positive trend observed in the experimental group (Fig. 5). In the experimental group, the number of students with a low level of critical thinking has decreased by 26.7%, the number of students with average 13.1% and the highest - 13.6% levels. In the control group, a positive trend of 4.5% due to the transition from the lower level to the middle.

Fig.5. Diagram “Diagnosis of the levels of development of critical thinking of students in the control stage of the experiment”
Conclusion

In the context of significant changes in the socio-economic life, qualitative change of values and needs of our society dramatically increases the role and importance of training lawyers who are intellectual, creatively thinking, with developed communication skills. A good lawyer today is a specialist who is not only competent to apply their knowledge received at university, but also be able to think independently and creatively, and have the skills to communicate correctly both in the native and foreign languages. Achieving an appropriate to general world level of professional culture as the goal of education is reflected in the state educational standards of higher and professional education, and other legal documents of federal and regional levels. Currently, many universities provide programs, textbooks, methodological recommendations aimed not only on the formation of policy knowledge and skills. A mandatory condition for the implementation of these programs is the development of the student’s intelligence, speech-thinking, communication skills.

When learning a foreign language, at this stage communicative, cognitive and speech-thinking functions are leading and define the implementation of educational problems. Foreign language serves as a means of expansion, differentiation and refinement of conceptual-categorical apparatus, as means of development and a means of solving speech-thinking, communicative, cognitive and professional tasks in a student-centered learning.

In modern conditions there are rethinking and re-evaluation of some aspects in learning a foreign language. Leading goals are mastering foreign language communication at the basic level, the development of communication, intellectual and speech-thinking student competencies. It is practical mastery of a foreign language for a future profession is a priority in teaching a foreign language in high school.

Functional literacy is considered by the authors as the ability to use the student’s knowledge and skills to address the widest possible range of life problems in different spheres of human activity, communication and social relationships.

In the educational process, they can be acquired by the student, if the following conditions are met:
- Training is the nature of the activity;
- The learning process focused on the development of student independence and responsibility for their performance.

To ensure the efficiency of the formation of functional literacy teachers encourage students to apply the technology of critical thinking, which can be used to form the organizational, intellectual and other skills, including the ability to independently carry out activities of teaching.

This material is only the part of the comprehensive study, followed by work to develop a set of organizational and pedagogical conditions of formation of functional literacy through the development of critical thinking of students. Therefore, this material is only a few strategies for the development of critical thinking used in the classroom of the Russian language for the development of functional literacy of students.
The data obtained in the course of experimental work shows that the proposed model is an effective means of development of functional literacy of students.

The study does not pretend to be an exhaustive solution to the problem, but it can serve as a basis for further research, creative searches in the development of scientific bases of formation of functional literacy of students based on the technology development of critical thinking. Further research on this issue could continue in the following urgent, in the opinion of the authors, directions: the development of new means of formation of functional literacy; Search, identification and implementation of innovative pedagogical conditions to ensure the development of critical thinking of students; development of programs, manuals, methodologies and technologies for lecturers engaged in the formation of functional literacy of students.

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For the authors these outstanding personalities are great prestige in the scientific sense, and would like to see these and other eminent linguists through the lens of their personal perception.