

Reasoning-Based Questions in Procedural and Conceptual Lessons

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Abstract: Cognitive independence is a socially significant property of a person. Its development is one of those problems on the successful solution of which scientific, technological and social progress depends. Cognitive independence is one of the goals of education, since a modern school must prepare graduates for life in a rapidly changing society and, therefore, form the ability for self-development and creative implementation of a life scenario not only at the educational establishment, but also outside it. The article deals with the issues based on analyzing peculiarities of using reasoning-based questions in procedural and conceptual lessons. We tried to define the essence of reasoning-based questions and their importance in teaching process.

Keywords: reasoning-based questions, teaching process, person, logic.

INTRODUCTION

Cognitive independence is also a property of the student's personality, which is necessary for mastering new knowledge and for their critical comprehension in modern conditions of the diversity and availability of information sources.

Permanent updating of knowledge reduces the role of knowledge learning in the modern school, since it is impossible to guess what kind of knowledge a graduate will need in a particular life situation. Based on this, there is no need to overload the memory with knowledge “in reserve”, since there are storages of information of a different nature and it is much more important to teach how to use them. Therefore, a student cannot be considered successful and prepared for life if he is not proactive, does not know how to take responsibility, make decisions in an uncertain situation, is not taught to work in a team for a common result, is not able to acquire knowledge on his own, find and apply the necessary information.

Since the lesson has been and remains the most important link in the educational process, any innovations in the school primarily affect it. However, the outdated structure of the lesson does not meet either the new tasks or the new content of the teaching. Interest in the lesson in general and in the non-standard lesson in particular naturally increased in the situation of the introduction of the federal state educational standards of the second generation. A modern lesson should be built and conducted in such a way that students not only gain knowledge, but also realize their importance for practice, recognize the need to expand and constantly update knowledge, and also master the skills of independent work with various sources of information. Orientation towards new goals and promising activities requires fundamental changes in the organization of the lesson, its structure, in the activities of the teacher and students, in the methods of evaluating educational results.

ANALYSIS AND DISCUSSIONS

Education in recent decades is not aimed at memorizing the facts presented by the teacher in finished form, but at comprehending this or that information. Therefore, pedagogical techniques developed within the framework of the technology of critical thinking are becoming increasingly relevant.

Obviously, the reasoning is carried out in natural language, but when difficulties and ambiguities arise, one has to turn to their logical analysis. Such an analysis involves the translation of statements from natural language into the language of logic. As a result, links between natural language sentences are replaced by logical connectors (links), the meaning of which is precisely specified using definitions. This language cannot be spoken, they are used only when writing, but they allow you to accurately reproduce the logical form of concepts, judgments and reasoning.

It has long been observed that in order to maintain a conversation, it is better to ask questions than to pronounce monologues. Thus, you include the interlocutor in communication, show interest in him. The person feels your interest in his opinion. Correctly posed questions allow you to get much more information about a person, they also allow you to manage the course of a business conversation. When you ask questions "for understanding", then your interlocutor puts the same questions to himself, and then also answers them. Questions are not supposed to be suggestions. Questions are clarification. But the question and the answer are two opposites of a single whole. Keep in mind: who asks, he controls the conversation. You do not seem to impose your opinion on the interlocutor; just smoothly lead him to the desired conclusion. In addition, with the help of questions, we activate the interlocutor; give him the opportunity to assert himself. They help to consolidate the intermediate results of the negotiations.

Questions play a huge role in business communication, dispute and controversy. With the help of questions, you can clarify a lot for yourself, but also confuse a lot. An appropriate question can highlight the weaknesses of the opponent's position; make him attract additional funds to substantiate his thesis. Asking the right question is an art. We know that asking the right question is half the answer.

The question can give food for thought and conclusions. By accurately answering a specific question, one can earn the respect of the listeners, strengthening their conviction that they are dealing with a competent person. On the other hand, a pertinent question to the interlocutor may illustrate that his vociferous statements do not quite fit in with what he presented as an answer.

Questions can help seize the initiative, encourage the opponent to answer more than ask. His position will then require justification. But it is known: the more you justify yourself, the stronger the suspicion of guilt or insolvency.

Questions can provide the right, required information. They can clarify a problematic situation; they can indicate exactly in which scenario it is important to direct the developing realities of a business dispute.

In addition, questions are the reality of business communication tactics. With the help of questions, you can increase pressure, re-emphasize a controversial position, impose your own methods and methods of discussion on the enemy. A lot of things can be done if you skillfully use questions, know them, distinguish them and be able to answer them well.

Reasoning is the development and confirmation of thought, the explanation of the phenomenon (properties of the object) and the expression of one's own opinion. Reasoning answers the questions "why?".

The reasoning consists of the following parts:

- thesis - a thought that needs to be proved;
- substantiation of the thesis, supporting argumentation with examples, evidence;
- Summary - results, conclusions.

The text of reasoning is aimed at convincing, explaining, proving. Reasoning is characterized by the active use of rhetorical questions and introductory words - bundles: firstly ... secondly ... thirdly ... therefore (thus, respectively); meanwhile, because, so. Reasoning is as follows:

- Reasoning-proof (why so, and not otherwise? What follows from this?);
- Reasoning-explanation (what is it? where did it come from? why is the subject like this?);
- Reasoning-thinking (how to be? To be or not to be? What to do?)

The logical reasoning is an important part of competitive exams. It contains different types of reasoning questions which are intended to judge analytical and logical reasoning skills of the candidate.

The logical reasoning questions can be verbal or non-verbal: ***In verbal logical reasoning questions***, the concepts and problems are expressed in words. The candidates are required to read and understand the given text or paragraph and according choose the right answer from the given options. ***In non-verbal logical reasoning*** questions, the concepts and problems are expressed in the form of figures, images or diagrams and the candidates are required to understand them before choosing the right answer out of the given options.

Logical Reasoning: Verbal Reasoning

Logical reasoning (verbal reasoning) refers to the ability of a candidate to understand and logically work through concepts and problems expressed in words. It checks the ability to extract and work with the meaning, information, and implications from the bulk of the text. The logics are expressed verbally, and you have to understand the logic before solving the questions.

Logical Reasoning: Non-Verbal Reasoning

Logical reasoning (non-verbal reasoning) refers to the ability of a candidate to understand and logically work through concepts and problems expressed in the form of images, diagrams, etc. It checks the ability to extract and work with the meaning, information, and implications from the given images or diagrams. Here, the logics are expressed non-verbally, and you have to understand the logic before solving them. Reasoning questions help institutions to measure problem-solving, critical thinking, calculation along with the ability to connect different elements and series prediction skills. Additionally, reasoning along with verbal ability is typically asked in prelims or first stage of exams acting as a screening test for subsequent stages of selection and ultimately a personal interview.

CONCLUSION

The objective of our 'Reasoning' instruction is to improve your capacity to reach logical conclusions. This skill is highly essential in our daily lives, which is why it is included in conventional IQ testing. The most typical activity is to have participants restart a numerical sequence.

Thus, reasoning skills help students see things from different perspectives. This develops human skills like empathy and understanding. They bolster creativity, supporting students in making connections and approaching problems holistically.

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