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KAZAKHSTAN MODERN CULTURE AND LINGUISTICS IN THE CONTEXT OF HUMANITARIZATION OF EDUCATION

The article deals with the most important issues for the humanities related to epistemology, modern culture of Kazakhstan and new trends in linguistics. The authors draw attention to the important components of human resource, which are necessary in a period of rapid technological development and become in demand along with the IQ in conditions of social distancing. The authors express concern on one-sidedness of the education in humanities in modern society and the growing competitiveness of artificial intelligence over human one. The article touches upon the idea of the need to develop humanitarian knowledge and the inevitability of explanatory work to fill the gaps in such knowledge, preserve and pass it on to future generations to avoid the instability of mental laws governing speech activity in the context of the transition of educational and work activities to online mode. From the position of lectures of Russian and English, the authors of the article provide the results of surveys and their observations as a source for further scientific research. Particular

attention is paid to the issues of changing linguistic paradigms in the conditions of post-computer era, namely, the transition to a macro-paradigm (cognitive-communicative paradigm). The idea of the humanization of education and the development of emotional intelligence, linguistic education is substantiated; issues related to updating the content of secondary (and preschool) education in Kazakhstan, which require reconsideration of the regulatory documents governing the educational process, are raised. In this regard, attention is drawn to the development of a personality with various qualities that correspond to the modern needs of professionalism, as well as emotiveness, team spirit.

Key words: epistemology, humanities, humanitarian knowledge, humanization of science, the quintessence of information civilization, linguistics, artificial intelligence, culture, personality formation, transformation of public consciousness.

MAIN PROVISIONS

The era of rapid information technologies and communication lines development causes steady changes in the reality surrounding an individual: from things of everyday life to gradual development of science. Digitalization is an integral process that improves the quality of modern life and is a system of tools for carrying out an individual's activities based on digital technologies. Introduction of such technologies in the 21st century is not limited to technical spheres of human life, but becomes a global phenomenon everywhere. The field of education is no exception and includes digital innovations in all its verticals, which, first of all, lead to a change in scientific and educational paradigms [1, 17].

Humanity perceives the world through the prism of globalization, regardless of age, race, level of education and country of residence on a global scale in real time [8, 9]. It became possible with the advent of the Internet, the worldwide network of world data, which radically has changed the consciousness of mankind. A new kind of globalism caused increased competition in economic and political space, and even in the educational environment. Nowadays, being competitive requires more global information.

The change of paradigms is an inevitable process in a view of acceleration of the technological process and “productive social mission”, which primarily affects rethinking of the requirements of the individual, namely, the redirection of functions of the performer from a person to a technical device and as for the development of science, it happens in the form of improving an activity approach in psychology with an analysis of the causes of teaching inefficiency based on understanding the experience of innovative teachers. Pedagogics shifts its focus to the technological component of education, which contributes to activation of teaching methods, and consequently, develops the cognitive sphere of a student. The student formally becomes the subject of educational process in achieving the goals set by the society. The transition to such a paradigm is caused by realization of the impending catastrophe in development of technology and the change in scientific reality. Following D.A. Leontiev, collective awareness, being moved from the image of a human as an integral process part to the one which is kept moving towards a new, more accurate, bygone old image - the image of a human identity [6, 15]. Thus, informatization aimed at the formation and development of electronic resources that contribute to the dissemination and exchange of new knowledge, however, does not exclude the appeal to fundamental pedagogical ideas of innovative pedagogy by Sh.A. Amonashvili, I.P. Volkov, E.N. Ilyin, A.S. Makarenko, V.A. Sukhomlinsky, V.F. Shatalov and others, where the tasks of pedagogy are still focused on ideologies, stereotypes and rituals, and not on understanding theoretical and methodological foundations of educational science.

INTRODUCTION

Innovations associated with globalization are observed not only in the approaches and paradigms of scientific knowledge, but also in the convergence of natural sciences, technical and humanitarian areas. According to N.Yu. Yakusheva and other scientists, one of the results of current harmonization is a mental perception study. Establishment of this rather blooming scientific area

cognates with appearing of an entirely unsimilar paradigm of accurate knowledge with new perception and viewpoints of common matters in epistemology, philosophy and methodology of science [14, 34]. At the same time, the interdisciplinary nature of cognitive knowledge determined its main distinguishing feature associated with cognition in combination with the use of new information and communication systems. The main focus of cognitive science is based on the phenomenon of knowledge, which is the subject of many modern studies that is centered on the storage and processing of knowledge for future generations to actualize the issue of transmission.

In the light of the foregoing, the role of humanitarian knowledge and the humanitarization of education with the content based on the postulates of cultural studies, psychology, anthropology and other sciences, ultimately increases. The principle of worldview at their core is a kind of regulator of “transformation” in rapidly changing information and technological means. At the same time, nowadays there is a contradiction in scientific research. On the one hand, humanitarian knowledge and education are considered as the quintessence of the civilization information of the 21st century, and on the other, it sometimes contradicts with the opinion of the scientific and educational community. As a result humanitarian knowledge and the humanitarization of education receive one-sided character with a violation of the integrity of the educational and pedagogical impact on an individual. In this regard, in modern conditions, the statement of outstanding French anthropologist Claude Levi-Strauss, who said that the 21st century is expected to be the one of humanities - or completely opposite one [15, 12], is especially relevant. This phrase, being one of the most quoted, shows the importance of the aspects considered in this article, as well as it highlights the accuracy of the way the current state changes the world. Moreover, with this one phrase, L. Strauss shows the world the importance of attention to the humanities, which carries the basic values and personal direction of the spiritual and moral development of a modern human being who will have to compete with the technical capabilities of the future, in particular with artificial intelligence.

Modern humanities in Kazakhstan and other countries have not yet overcome the spiritual and moral crisis, which is also manifested in the language of modern youth; a comprehensive analysis of it remains to be done, as far as it is the word that reflects the modern picture of the reality and the word of the year indicates mental and spiritual state of the human being of particular language. At the same time, in the successful process of transmission of cultural heritage and linguistic existence, the older generation will have to do a lot of educational work in the conditions of the crisis of science and fill in the gaps with important humanitarian knowledge. Otherwise, the Internet space, which, along with true knowledge, is filled with a lot of “forgery” information and contains colloquial jargon, devalues the basic worldview principles. For this very reason it is important to keep scientific criterion in the technogenic era and in the period of transformation of public consciousness in social and humanitarian knowledge and the humanization of education.

MATERIALS AND METHODS

The study of topical issues related to epistemology includes different approaches to various significant concerns with the theory of knowledge. This analytical approach allows us to consider issues related to modern culture and linguistic knowledge from the position of epistemology in the context of humanization of education. Our research is based on the application of methods of observation, generalization and comparison to identify key aspects of the educational process in the context of active communicative transformations.

The method of observation allowed the authors of the study to identify changes and shifts in the paradigms of education in the context of the humanization of knowledge. This method made it possible to assess the way modern culture and linguistic studies in Kazakhstan affect educational environment and new approaches used to integrate humanitarian aspects.

Summarizing the results of surveys, implemented projects and monitoring activities has become a key step in the analysis. The authors drew attention to many aspects, including changing language policy, integrating cultural values into curricula, adapting teaching methods to multilingual

environment, and many others. It made it possible to form a more complete understanding of the education humanization impact on formation of knowledge in modern society.

Comparative method made it possible to highlight key differences and similarities between various educational practices related to humanization of knowledge. An analysis of educational systems of different countries and contexts has revealed common trends and unique approaches used to integrate cultural and linguistic aspects.

The material for this study was the result of surveys among educational experts and teachers, as well as data obtained in the process of projects implementation aimed at humanization of education. Selection of various data sources allowed the authors to gain a more objective view of the impact of humanization on the knowledge of the 21st century.

The results obtained provide valuable information for educators, researchers and educational policymakers who set themselves the task of developing humanitarian aspects of education in compliance with the requirements of modern society.

RESULTS

The role of linguistic knowledge in the context of new epistemology of science is quite dominant. Particular attention is paid to the issue of changing linguistic paradigms in the post-computer era. The attention is directed to the fact that Russian scientists already provided scientific conclusions regarding the “layouts” of linguistics at the end of the last century, however, the scale of them has just become visible. It’s obvious that “machine intelligence” seriously competes with human mind; consequently the whole world, due to pandemics, almost simultaneously has switched to an online format of working and studding. The outcomes of this period demonstrate that the basic mental laws governing speech activity are quite in the vulnerable zone. The main concern is a new phobia of speaking or teaching in real conditions. Students prefer to be taught and even work online with their camera switched off. We believe that pandemic caused it having made the whole world to survive in digital environment.

Artificial intelligence has already become an inevitable part of our life. Computer technologies are able to solve problems on the base of set complex algorithms quite everywhere, analyze their activity and even upgrade its skills. It is quite alarming. There are already some concerns regarding the future ability of it. Thus, Elan Mask, the owner of X Holding Corporation, believes AI will precede human mind in about two years time. But, we’ve never had an opportunity to stop development. Current generation has got another kind of mind and logic. The speed of thinking, thanks to trendy technologies, is being improved. There is no doubt we need it. They help teachers to save time and get more productive using such AI instruments like: “Course Hero”, “Gradescope”, “Fetchy”, “Socrat” and etc. Students use Chart GPT to succeed in studding. It was developed in 2022 but everybody has already realized its advances.

Within the frames of our scientific research we have tried to realize the prevalence of digital phobia among the students of Al-Farabi Kazakh National university and impossibility of studding without AI instruments. The hypothesis of our study is that “every student more or less suffers from virtual phobia and experiences social isolation. Offline and mixed mode of studding will make students more socialized and communicative. AI helps students to study, but it shouldn’t be excessive”. The experiment involved 70 full-time students, aged 18-20. The questionnaire contained 4 questions and was held in online mode.

1. Amount of hours surfing the internet for educational reasons

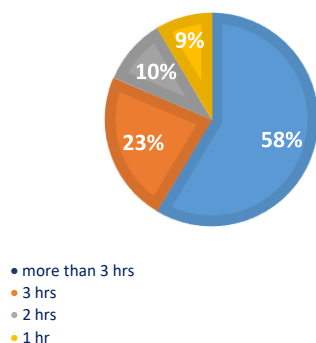


Fig. 1

2. "Gap in time" feeling

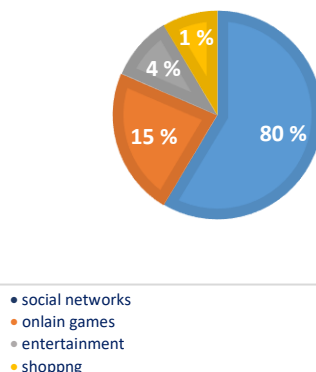


Fig. 2

3. Willingness of camera use

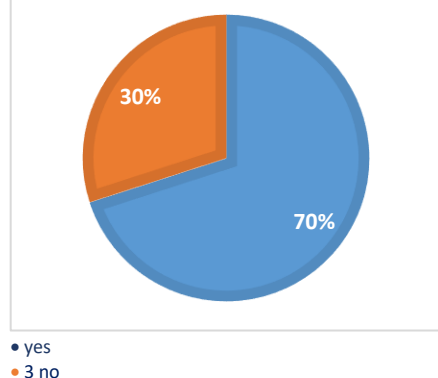


Fig. 3

4. GPT use

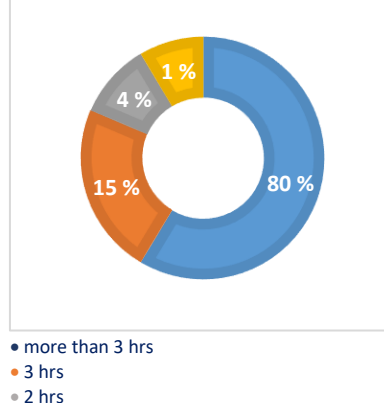


Fig. 4

The first Figure shows that 58% of respondents spend more than 3 hours online for personal reasons, not for educational activities. The fewest amount of students (9 %) surf the internet only to get ready for classes; they are able to be focused and manage their time. The research shows that students cannot stand their wishes to read or watch more entertaining things. It was found that their time is generally wasted on social networks (Fig. 2); the fewest students spend it on shopping. It was found that most students cannot control themselves. We call it “a gap in time”, which means, that one doesn’t realize the amount of time surfing the internet for no reason.

Respondents were also asked to assess their discomfort in front of the switched-on camera (Fig.3). Most students feel anxiety. From our point of view, it’s the outcome of digitalization and pandemic period, which has worsen it. Doctors claim the number of autistic children is growing fast now. Current generation, with such disability, feels comfortable to communicate with their camera-off. Another important fact is the amount of dopamine we get using digital technologies, which is 5 times higher than the one we get in real communication. For the great majority of people it causes addiction. There were some students whose discomfort got the maximum value. It’s undeniable they need help as far as it can subsequently lead into digital phobia under unfavorable conditions.

GPT chart use results are displayed with Fig. 4. One cannot deny we need it, the chart results confirm it. AI technologies are a feature of revolution in IT communication and data exchange modes. GPT has got the majority of advantages, such as possibility to provide a large amount of data on various topics in a wink of time; flexibility to be applied in any spere of everyday activity; high automation potential to reduce time. However, it also has some important disadvantages, like context misunderstanding, conveying fake information, security and privacy concern. According to the Fig.4

results it's clear that student use GTP chart a lot, but there are still some of them who prefer to use their own potential. That is, to our opinion, is a good news.

Any development is always a struggle among trendy tendencies. For current humanities in general, and linguistics in particular, it is important to preserve scientific knowledge, cultural heritage, value orientations and pass them on to the next generation regardless of technological and communication changes in society. Therefore, the universe of human cognition is the object of study and description. It resulted a shift in linguistic research towards a new macro paradigm - cognitive-communicative one. Highlighting the indicators of rapid cognitive knowledge formation E.S. Kubryakova considered that comprehensible science of all of its varieties makes the world scientifically unique providing theoretical means for consciousness studying and human abilities attracting different scientific areas and circles [8, 24]. It is no coincidence that the issue of values, intergenerational transmission, perception of the world is being updated, as far as they are associated with tendencies in realizing modern media content, educational trends, political and economic situation and even shopping and entertainment possibilities. [2, 60] [4, 151].

It is quite natural that areas related to the automatic analysis of natural language like information retrieval, voice input of information, creation of language and teaching programs and development of various applications are highly relevant in linguistics of social distancing period. All of them are available in I-Phones, smartphones and laptops, and, in turn, it requires preparation of students and undergraduates for such majors as computational linguistics, mathematical linguistics, programming and machine translation. In this regard, one should turn to experience of the past. Thus, Kaldybay Bektaev (1920–1996), Doctor of Philology and Professor of Mathematics, one of the founders of mathematical and engineering linguistics, together with Raimund Piotrovsky, once managed nationwide “Discourse Accomplishment” group. However, few of their contemporaries, on the base of preliminary polls held, know on his textbook (co-authored) – “Linguistics of Mathematics”, published back in the 70s [13, 384].

The study held at Al-Farabi Kazakh National university revealed that more than half of the participants are addicted to gadgets experiencing “gap in time” to one degree, a great proportion of respondents feel anxiety and even panic being taught with their camera-on. The research shows that, the digital era dictates it's own rules, including the ones discussed above that accompany technical progress. Modern generation actively uses speech recognition technologies applied everywhere (in addition to telephone devices): voice input of the address in Yandex system navigators, voice search service in Google Now, as well as the voice interface for managing Smart Home systems, etc., however, this very generation needs humanization of education and development of emotional intelligence.

DISCUSSION

In the light of the processes aimed at updating the content of secondary (and preschool) education in Kazakhstan, regulatory documents governing the educational process have been reconsidered. Current main goal of education is formation of an intelligent, highly moral personality on the basis of a broad humanitarian education, familiarization with spiritual and material culture of mankind, being ready for creative and research activities in various fields of vital sustenance. Thereafter, it is emphasized that modern technological era and the state require experts in the humanities with a clearly defined social position and commitment to the national interests of their country. This thesis is confirmed by the words of L.G. Pavlova, Russian scientist, who draws attention to the fact that education humanization is understood as humanity strength thanks to human greatness, generosity in education and training; humanitarization is the preference in social science disciplines to improve the role of humanitarian awareness, build up of spirituality, decency, develop creative and emotionally beneficial aims [12, 34], [5, 1161].

Let us turn to the terms of modern world and the division of skills in pedagogy into “hard” and “soft” skills, which are quite simply determined in accordance with the existing criteria. Soft skills are especially important and more difficult to master than professional techniques (hard skills), as

they are personal qualities that are formed from childhood and allow an individual to effectively interact with other people. The abilities to explain, listen, manage time, work in a team; the ability for self-development, acceptance of criticism; mastering leadership qualities, as well as being able to make decisions, motivate others.

The role of linguistic education is becoming an eagerly sought set of humanitarian orientation in the era of technogenic transformation, since they form the basis of not only speech activity, but also other types where cognitive activity occupies a special place.

In this regard it is appropriate to recall the phrase, being already classic, made by Yu.N. Karaulov, professor and famous linguist; a linguistic identity is the one realized in a language (text) and through it, it's the one forming its main peculiarities on linguistic means [7, 38]. Thereupon, linguistic education is a communication competence that we understand not only as an awareness of the national and cultural component of language units, but also as a parallel mastery of information culture (effective use of data storage device), vital culture (high-quality time management, the art of motivating and persuading, etc.), the coefficient of emotions and love. All this is indicated in speeches and books of Jack Ma (one of the major businessmen of our time), who noted the following idea at the Bloomberg Global Business Forum in New York that in spite of the relevance of IQ (intelligence quotient) and EQ (emotional quotient), another index also providing an impeccable role in achieving the aims is LQ (love quotient). Therefore, if you want to be respected, increase your LQ [11]. The "Love Coefficient", which a successful foreign magnate speaks about, is nothing more than a qualitatively new understanding of the beauty of life; it is difficult to measure, but it is emotionally deep and difficult to cultivate. It requires a harmonious environment in the family, school and in the soul.

The ever-increasing role of literature and art in shaping a person's worldview, his moral convictions and spiritual culture, is well known. But these foundations, especially the traditions of family reading, instilling respect for the book, are laid in childhood. Chosen books are considered to be the most socially effective as the change in morals is directly related, including a set of books read in childhood. Due to the fact that there are more serious requirements for children's literature as the most important source of the formation of the child's personality, the aesthetic and moral education of young citizens, as a channel for the reproduction of spiritual values, the urgent need for cultural, educational, pedagogical practice today is the reliance on the best examples of Kazakh literature, conveying all the richness and diversity of the world [3].

There are many issues raised this century, such as what the modern culture of current Kazakhstan is, what objects and things we surround ourselves with in life, what we see around us and in modern textbooks. We wonder whether we can admire the beauty of our state, the beauty of our Earth, the beauty of every day, as schoolchildren who, while studying Russian, turn to the illustrations proposed by E.D. Suleimenova in school textbooks, expanding the range of vision and knowledge of the world through cultural heritage of the Republic of Kazakhstan - the "Talgat Diadem" and the "Golden Man". Appeal to Kazakh epics, native land stories, the contest of the work of Evgeny Sidorkin and Gulfairus Ismailova, outstanding artists of Kazakhstan; the meaning of Tatyana Yablonskaya's picture "Morning" and the girl from her painting living in Kazakhstan allow us to see the beauty of everyday life, the beauty of creativity and love.

CONCLUSION

The topic indicated in the title of the article is extremely relevant and is associated with many areas of technical and human sciences. At the same time it acknowledges that regular and stable changes observe the environment of a person in the era of intensive information technology and communication development. The innovations are manifested both in routine things of our life, in everyday affairs, communication, in creation of artificial intelligence and in rapid development of science. At the same time, not only the approaches and paradigms of scientific knowledge are changing, but a human being himself, his substantive and interpersonal communication is changing. There is a need to humanize education, being focused on cultural heritage and the need to "divert"

from the saturation of technogenic resources, develop the ability to see beauty in everyday life: in communication, ordinary actions, surrounding objects and simple phenomena. The declared topic actualizes the most important concerns for the humanities related to epistemology, modern culture of the Republic of Kazakhstan, new trends in linguistics and AI improvement. At the same time, along with the IQ, development of a personality possessing special qualities and emotiveness, team spirit and love, being formed through the ability to see beauty in a single day of life, become important components of the human resource. The work of teachers and educators should be aimed at it, and a good example of it is the experiment on the textbook of the Russian language, carried out by the team of authors under the guidance of professor E.D. Suleimenova. Including the illustrative series of the textbook materials reflecting national code of the Kazakhs, as well as works of art and various texts, the authors make students develop creative abilities, emotional side of the personality, skills and competence to work with diverse, significant for modern world and culture of Kazakhstan in the framework of the humanization of education.

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Мақалада гносеологияға, Қазақстанның қазіргі мәдениетіне және тіл біліміндегі жаңа бағыттарға қатысты гуманитарлық ғылымдар үшін маңызды мәселелер қарастырылған. Авторлар қарқынды технологиялық даму кезеңінде қажет және әлеуметтік ашықтық жағдайында IQ-мен қатар сұранысқа ие адам ресурстарының маңызды құрамдастарына назар аударады. Авторлар қазіргі қоғамдағы гуманитарлық білім берудің біржақтылығына, жасанды интеллекттің адам интеллектімен бәсекеге қабілеттілігінің артуына алаңдаушылық білдіріп, мәнін ашады. Мақалада гуманитарлық білімді дамыту қажеттігі және мұндай білімдегі олқылықтардың орнын толтыру, оны сақтайтын және басқаратын психикалық заңдылықтардың тұрақсыздығына жол бермеу үшін оны болашақ ұрпаққа жеткізу үшін түсіндіру жұмыстарының болмай қоймайтындығы туралы ой қозғалады. оқу және еңбек әрекетінің онлайн режиміне көшу жағдайында сөйлеу әрекеті. Мақала авторлары орыс, ағылшын тілдері мұғалімдерінің ұстанымы бойынша сауалнамалардың нәтижелерін және олардың бақылауларын әрі қарайғы ғылыми зерттеулердің көзі ретінде ұсынады. Посткомпьютерлік дәуір жағдайында лингвистикалық парадигмаларды өзгерту мәселелеріне, атап айтқанда, макропарадигмаға (когнитивтік-коммуникативтік парадигма) көшу мәселелеріне ерекше назар аударылады. Білім беруді ізгілендіру және эмоционалдық интеллект, лингвистикалық білім беруді дамыту идеясы негізделді, білім беру процесін реттейтін нормативтік құжаттарды қайта қарауды талап ететін Қазақстандағы орта (және мектепке дейінгі) білім беру мазмұнын жаңартуға қатысты мәселелер қарастырылды. көтерілді. Оларды бөлектеп, сипаттайды. Осыған орай, кәсіби шеберліктің заманауи сұраныстарына сай келетін әртүрлі сапалары бар, сонымен қатар эмоционалды, ұжымшыл тұлғаны дамытуға назар аударылады.

Кілт сөздер: гносеология, гуманитарлық ғылымдар, гуманитарлық білім, ғылымды гуманитарландыру, ақпараттық өркениет квинтэссенциясы, тіл білімі, жасанды интеллект, мәдениет, тұлғаны қалыптастыру, қоғамдық сананың трансформациясы.

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Современная культура Казахстана и лингвистика в контексте гуманитаризации образования

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В статье рассматриваются важнейшие для гуманитарных наук проблемы, связанные с эпистемологией, современной культурой Казахстана и новыми трендами в лингвистике. Авторы обращают внимание на важные компоненты человеческого ресурса, которые необходимы в период стремительного развития технологий и становятся востребованными наряду с коэффициентом интеллекта в условиях социального дистанцирования. Авторы выражают обеспокоенность относительно однобокости гуманитарного образования современного общества, растущей конкурентной способности искусственного интеллекта над человеческим. В статье затрагивается идея о необходимости развития гуманитарного знания и неизбежности ведения разъяснительной работы в целях заполнения пробелов такого знания, сохранения и передачи его последующим поколениям во избежание неустойчивости ментальных законов регулирующих речевую деятельность в условиях перехода учебной и рабочей деятельности в онлайн-режим. С позиции преподавателей русского, английского языков авторы статьи предоставляют результаты опросов и своих наблюдений как источник для дальнейших научных исследований. Особое внимание уделяется проблемам смены лингвистических парадигм в условиях посткомпьютерной эпохи, а именно, переход к макропарадигме (когнитивно-коммуникативной парадигме). Обосновывается идея о гуманитаризации образования и развитии эмоционального интеллекта, лингвистического образования, затрагиваются вопросы связанные с обновлением содержания среднего (и дошкольного) образования в Казахстане, требующие пересмотр нормативных документов, регулирующих учебный процесс. В этой связи обращается внимание на развитие личности, обладающей различными качествами, соответствующими современным потребностям профессионализма, а также эмотивностью, командным духом.

Ключевые слова: эпистемология, гуманитарные науки, гуманитарное знание, гуманитаризация науки, квинтэссенция информационной цивилизации, лингвистика, искусственный интеллект, культура, формирование личности, трансформации общественного сознания.

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INFLUENCE OF THE PROJECT METHOD ON STUDENTS' CRITICAL THINKING DURING SELF-STUDY

This article discusses the conditions, content and features of the project method in teaching university students English, as well as the influence of this method on the development of critical thinking in their self-study. Using a survey method based on a self-developed questionnaire conducted among teachers and master's students, a current assessment of the application of the project method and an understanding of the essence and purpose of projects in universities was identified with the results in the form of graphical charts in percentages. Being a relevant method in the modern world, the project method involves students in the active independent development of critical thinking, thereby investing in them the initial skills of composing research papers, which are so necessary in the life of the university. All this leads to the success of students in the field of scientific and educational activities and to the development of professionally significant competencies. The results of this article are the problems of using the project method, focused on the critical thinking of students in the process of self-study, identified through a survey in universities and proposed appropriate solutions. These solutions may be useful for teachers preparing teaching projects and for subsequent research in the field of education and methods of teaching a foreign language. The value of this article is explained by modern trends in the search for specialists with critical thinking skills, which are achieved through the competent use of the project method in universities.

Key words: project method, self-study of students, teaching English, critical thinking, survey, questionnaire.