

DEVELOPMENT OF CRITICAL THINKING WHEN LEARNING ENGLISH

Interest in the technology of critical thinking as an educational innovation arose in Ukraine, as well as in some other newly independent states, at the end of the 20th century. O. V. Tiahlo, a Ukrainian scientist and well-known researcher on the problem of critical thinking, emphasizes the importance and significance of the development of critical thinking in the conditions of the information society, notes that the relevance of the development of critical thinking of an individual is predetermined by intensive social changes, which requires adaptation to new political, economic, and other conditions, in the solution to problems, most of which are unpredictable. Becoming an information civilization, the country's democratic position is determined by the importance of critical thinking for the national educational system. After all, critical thinking is not only a consequence of democracy but also an important factor in its formation [5, p. 26].

It is not easy to define what this critical thinking is because it can mean very different things to different people in different contexts and cultures. According to R.H. Ennis, critical thinking can be described as «... intelligent reflective thinking that focuses on deciding what to believe and what to do» [6, p. 47].

Critical thinking is a process during which a person can characterize a phenomenon or an object, express one's attitude to it through polemics or arguments of one's own opinion, and find a way out of any situation. This is the process of analysis, synthesis, and substantiation of the assessment of the reliability (value) of information; the ability to perceive the situation globally, to find reasons and alternatives; the ability to generate or change one's position based on facts and arguments, correctly apply the obtained results to problems

and make informed decisions – what to trust and what to do next [3, p.7].

Critical thinking is reflective, evaluative thinking, one that occurs by superimposing new information on one's own experience. A review of the scientific and methodical literature confirms that the main priority of the development of education today is its person-orientated nature. Ukrainian scientists A. O. Avershyna and T. V. Yakovenko claim that critical thinking means consciously evaluating, thinking, and showing mental, emotional, and cognitive activity aimed at solving a certain problem [1, p. 35].

Students have the right to question the authenticity or the authority of the received information, check the logic of the evidence, make conclusions, construct new examples for its application, consider the possibility of solving the problem, etc. Therefore, critical thinking should be a strategic basis for the continuous education of people.

A Ukrainian researcher S. O. Terno considers the approaches to determining the essence of the mentioned problem quite widely and he notes that the need for critical thinking arises when we are faced with difficult life situations of choosing that require detailed consideration and evaluation. So, according to the scientist, critically thinking people have the following characteristics: 1) they are honest with themselves, 2) overcome confusion, 3) ask questions, 4) draw their conclusions on obvious facts, 5) follow the connection between phenomena, 6) they are intellectually independent [4, p. 62].

Researchers highlight the characteristic features of a student who possesses critical thinking, namely:

- evaluates statements and offers his arguments;
- if necessary, admits lack of information or his limited understanding;
- strives to find new solutions;
- tries to investigate thoughts or postulates contained in the text and compares them with facts;
- has a certain set of criteria necessary for the analysis of ideas;

- listens carefully to other students and is ready to express his point of view;
- looks for evidence to confirm his ideas;
- considers the search for critical information as an integral part of the learning process;
- can draw logical conclusions based on the received information;
- understands the subtext of individual statements and the text in general.

Critical thinking brings classes to a qualitatively higher level because classes that contain elements of critical thinking are usually more interesting and attractive. Also, the involvement of questions that promote critical and creative thinking helps to create a more expressive collective atmosphere in the classroom. Students understand that they work together and the success of the whole group depends on their actions, so they will participate more actively in class work.

Critical thinking helps a person to define his priorities in personal and professional life, increases the level of individual responsibility for the choice made and individual culture of working with information, forms the ability to analyze and draw independent conclusions, predict the consequences of his decisions and to be responsible for them, allows to develop a culture of dialogue in the common activity.

There are quite a lot of tools/tasks for the development of critical thinking. It is important to remember that developing critical thinking means teaching students not what they should think, but how they should think – to develop the skills of analysis, synthesis, search, and rethinking of information, teach them to ask themselves additional questions, find non-standard decisions, analyze their behavior and actions. And the more scope for independent thoughts and actions (with the right to make some mistakes in the process of learning new knowledge) your students will have, the more effective the learning will be.

The list of methods for developing critical thinking is quite large. The

teacher should choose them based on the purpose, task, and content of the lesson. In addition, one should pay attention to the peculiarities of these methods, because at certain stages of the lesson, they are more effective and, therefore, more appropriate. The teacher should master as many methods of developing critical thinking as possible and be familiar with the features of their effective application.

REFERENCES

1. Авершин А. О. Формування критичного мислення у студентів інженерно-педагогічних ВНЗ. Збірник наукових праць: Проблеми інженерно-педагогічної освіти. Харків : Українська інженерно-педагогічна академія, 2009. № 24-25. С. 134-145.
2. Курочкіна В. С. Розвиток критичного мислення на заняттях з іноземної мови. Англійська мова та література. 2017. № 1-3 (515-517). С. 3 –7.
3. Нікітченко О. С., Тарасова О. А. Формування навичок критичного мислення на уроках іноземної мови : навчально-практичний посібник. Харків : «Друкарня Мадрид», 2017. 104 с.
4. Терно С. О. Критичне мислення – Сучасний вимір суспільствознавчої освіти. Запоріжжя : Просвіта, 2009. 268 с.
5. Тягло О. В. Критичне мислення : навч. посібник. Харків : Основа, 2008. 189 с.
6. Ennis R. H. Critical thinking: What is it? Philosophy of education. 1993. P. 76-80.
7. Mason M. Critical Thinking and Learning. Singapore : Blackwell Publishing, 2008. 111 p.
8. Temple C. Critical Thinking Across the Curriculum : RWCT in Higher Education. New York : Open Society Institute, 1996. 185 p.