

**Iryna Haidai**

PhD in Pedagogy,

Acting Head of the Department of Pedagogical Technologies

and Language Training

(Zhytomyr Polytechnic State University)

**Svilen Stanchev**

Assoc. Prof., Department of English /

Department of Foreign Language Teaching,

(Veliko Tarnovo University, Buglaria)

**Vesela Belcheva**

Assoc. Prof., Department of Language Teaching,

(Veliko Tarnovo University, Bulgaria)

## **FORMATION OF STUDENTS' LANGUAGE COMPETENCE USING CRITICAL THINKING TECHNOLOGIES**

The modern method of teaching foreign languages in higher education primarily involves the formation of students' foreign language communicative competence. Learning foreign languages is aimed at practical use of the language in conditions close to real communication.

Today critical thinking namely such aspects as the ability to make decisions and solve complex problems, a creative approach, cognitive flexibility, service orientation, talent management, interaction with people, emotional perception, the ability to negotiate are highly valued on a level with professional skills. Therefore, in addition to communicative competence, it is important to form personal qualities in future specialists. Technologies of critical thinking are aimed at studying the capabilities of the individual, the ability to easily find the necessary and important information, make one's own choices, etc.

Technologies of critical thinking are widely covered among scientists. In this research work, an attempt was made to practically use critical thinking technologies in specific English classes.

The purpose of the scientific research is to investigate the peculiarities of its formation of foreign language communicative competence with the help of critical thinking technologies during foreign language classes.

Scientists consider communicative competence to be one of the most important qualities of a competent specialist, which involves the ability to function successfully in the system of interpersonal relations.

N. Ashytok notes that in scientific literature, foreign language communicative competence is often classified as non-professional competence along with informational, social, general cultural and other types of competence [1, p. 66].

In a narrow sense, communicative competence is understood as «the ability to organize the information process between people as active subjects, taking into account the relationship between them» [4, p. 156]. Scientists define foreign language communicative competence as a set of knowledge, abilities and skills, an individual's ability to apply them and the experience necessary for effective communication in certain communicative situations [3, p. 61].

Depending on the goals, content and forms of communicative competence, critical thinking technologies are used, aimed at the development of positive motivation, skills of independent work and autonomous learning, professional cooperation and creative search [3, p. 120].

We used critical thinking technologies, which, according to A. Uminska, were used in four stages [5, p. 174].

The first stage is the actualization of knowledge, the awakening of interest in the topic, and the determination of the purpose of studying a specific material.

The second stage is comprehension of new information, critical reading and writing.

The third stage is thinking or reflection, forming one's own opinion regarding professional and communicative competence.

The fourth stage is generalization and assessment of information (problem), determination of ways to solve it, clarification of own capabilities [5, p. 174].

According to S. Dotsenko's research, critical thinking is an individual's ability to independently assess reality, information, knowledge, opinions and statements of other people, the ability to find effective solutions taking into account existing stereotypes and developed criteria. The constructive basis of the technology for the development of critical thinking is a basic model of three stages of the organization of the educational process: challenge – comprehension – reflection. The author of the article characterizes techniques and methods of technology that contribute to the formation of creative abilities: brainstorming, associative bush, clusters, tables, etc. [2, p. 277].

According to H. Yurchak, the main features of developed critical thinking are the ability to draw logical conclusions, make informed decisions, and evaluate the information received. The scientist reveals the importance of using the technology of critical thinking, emphasizes the application of effective innovative techniques that lead to directed collective search for solutions, to cooperation between the teacher and students. Therefore, the article analyzes three stages of development of critical thinking: «challenge», «comprehension», «reflection (consolidation)». Critical thinking is manifested in a person's ability to be resistant to the influence of other people's opinions, to form a personal independent opinion, to objectively evaluate and politely defend one's own position [6, p. 128].

A. Crawford, V. Saul, S. Matthews, J. McInster developed a scientific and methodological manual for teachers of general education institutions, which analyzed the principles of active learning and critical thinking, developed scripts for basic lessons and how to read them. Among the basic lessons are the following: studying information based on the text, understanding a narrative text, cooperative learning, holding a discussion, «writing and researching», «writing to persuade», understanding arguments, critical listening. In addition, lesson planning and assessment are considered [4].

Let's consider the main technologies of critical thinking that can be applied in practical foreign language classes.

Critical thinking technology «Your priorities» is a technology in which students are offered various life and professional situations. The task is to place them on a scale from the smallest position in the rating to the largest, or vice versa - from the largest to the smallest.

Critical thinking technology «Main stages» – the technology is aimed at determining the sequence of actions in the process of solving a certain problem situation. For this, students build a plan to solve the problem step by step, justifying the chosen sequence. For example, to determine the stages of analysis of a poetic or prose work in English.

«Brainstorming» is a technique of collective discussion, finding solutions during English classes, which is aimed at free accumulation of ideas on a certain topic, expression of views of all participants.

«Association» is a learning technology that encourages students to express their thoughts freely and openly to determine the connections between separate concepts, therefore promotes the development of social, informational, multicultural competences, encourages students to productive activities, self-development, self-education. The technology involves defining the main concept, forming a list of additional concepts that have a direct or associative connection with the central concept, and establishing connections between all concepts.

«Essay» is a technology that involves writing an essay – a short piece to help students better understand their thoughts on the studied topic and to enable the teacher to analyze what is happening during the class on an intellectual level. The essay sets the students a task: to write what they have learned from the topic and to answer the question «What remains unclear», which helps the teacher plan the next lesson.

The meaning and role of critical thinking technologies based on educational information, the conscious perception of one's own intellectual activity and the activity of others from the standpoint of logic and a personal approach with the aim of using the obtained results in both standard and non-standard situations (brainstorming, association, five-minute essay) are characterized etc.).

## REFERENCES

1. Ashytok N.I. Communicative competence as a factor in the professional development of a social teacher. Youth and the market. 2012. No. 3. P. 66.
2. Dotsenko S.O. Technology for the development of critical thinking as a means of forming the creative abilities of primary school students. Pedagogy of creative personality formation in higher and secondary schools. Vol. 48 (101). 2016. P. 277-286.
3. Kovalchuk I.S. Formation of professional and communicative competence of future officers in the process of studying humanitarian disciplines in higher military educational institutions: dissertation. ... candidate ped. of science Zhytomyr: State University named after I. Franka, 2018. 142 p.

4. Crawford A., Saul V., Matthews S., McInster D. Technologies for the development of students' critical thinking. Science ed., foreword O. I. Pometun. K.: Pleiady Publishing House, 2006. 220 p.

5. Uminska A.P. Formation of reflective culture of the future foreign language teacher in the process of professional training. PhD. Zhytomyr Ivan Franko State University. 2017. P. 124.

6. Yurchak G.M. Application of the technology of development of critical thinking of students during the study of the discipline «Ukrainian language (for professional direction)». Transcarpathian Philological Studies. Issue 13. Volume 1. P. 127-131.

7. Yakushko K., Haidai I., Hariunova Y., Pryshchepa O., Marieiev D. Theoretical and methodological principles of teaching linguists: the Ukrainian case. *Amazonia Investiga*. 2022. № 11 (56). P. 240 – 249. <https://doi.org/10.34069/AI/2022.56.08.24>