

МОВА І ЗАСОБИ МАСОВОЇ КОМУНІКАЦІЇ

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CRITICAL THINKING IN FOREIGN LANGUAGE LEARNING

Critical thinking is, first and foremost, a system of our judgments, which is the ability to perceive and verify information, evaluate it, analyze and synthesize it, make certain conclusions and make optimal decisions.

To think critically is to be intellectually independent, honest with others; not to doubt, to ask questions, to prove their own judgments, to link objects and phenomena [4].

It is becoming increasingly evident that critical thinking is steadily entering our lives and is becoming perhaps the most important element of success in it, as this is what the information society we are constantly striving for. Therefore, the ability of the 21st century person to solve problems cannot be considered an additional, or, more important, minor [3].

Critical thinking is manifested in the study of foreign languages, as it is an important didactic direction, dominated by clear questions and answers, substantiation of statements, formulation of alternatives, accuracy, holistic consideration of the situation, choice of position and, if necessary, its change, consistency, etc. [2].

To apply the new technology of development of critical thinking in foreign language lessons, it is necessary to model the lessons in a new way, that is, to create a three-phase model:

1. Motivation, which is formed by personal interest in obtaining new information and directly relevant to the subject. At this stage, individual and group forms of work are combined. Use of interactive learning tools, including games, would be advisable.

2. Thinking when students actively perceive information, compare the new with what is already known, systematize, analyze their own

judgments. During the lesson, you watch a movie, listen to a lecture, formulate and ask questions, express positions, and more.

3. Reflection aimed at systematization and summary of new information. Students reflect on new knowledge and try to apply it creatively [1].

Let's also get acquainted with the techniques related to learning a foreign language, intensifying the cognitive activity and forming the skills of critical thinking. These are a variety of discussions, including roundtables, debates, and Socratic dialogues; interactive learning methods that inspire and create, quickly analyze the situation.

These critical thinking technologies will allow you to learn how to work in the information flow; express (verbally and in writing) accurately, appropriately, confidently, correctly, correctly; to cooperate.

In addition to the need to develop critical thinking, it still needs to be refined. For example, with the help of materials that will facilitate the analysis, synthesis, discussion, classification of phenomena and objects, as well as activities that include project, group, presentation, etc. [5].

Therefore, we conclude that the key to the life success of modern man is critical thinking, which must be taught in various ways, which are especially effective in the acquisition of foreign language. To this end, it is worth expanding the use of critical thinking among students and learners, building cognitive interest, developing their intrinsic motivation, supporting their desire for cognitive activity, forcing them to compare the information they received and their own experiences, and to formulate analytical judgments. These tasks will be enhanced by the optimum content material as well as the original proposed activity in the classroom.

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