

that they allow overcoming formalism and subjectivity in teaching and contribute to the training of a qualified specialist.

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CRITICAL THINKING FORMATION IN THE CONTEXT OF ENGLISH LANGUAGE TEACHING

The flow of information in the modern digitalized world is so significant that a person, who does not learn to deal with it, is unlikely to be able to implement and transform the necessary information for both personal and professional purposes. And the reform of the education system is aimed precisely at ensuring that the education prepares students for a successful and productive life in the future. Critical thinking as the perception of ideas and analysis of conclusions, comparing statements with opposing points of view, developing a system of arguments in support of the corresponding point of view and choosing a certain position (Khalabuzar, O., Kondratieva, O., Chykil, M., & Nikishyna, T., 2019), is not formed automatically or by means of a separate academic discipline. This should be a systematic process of critical analysis and critical reflection within the framework of education, students need to have experience of meeting with information, processing it and creating their own ideas. CT (critical thinking) technologies have successfully proven themselves in the process of teaching foreign languages. For foreign language teachers, CT technologies involve working with a

variety of information, its analysis, discussion, and creation of the communicative product in the form of a monologue or dialogical statement in oral or written form. In our opinion, the active implementation of CT technologies in foreign language classes will allow building the educational process on modern educational principles and making the learning process a process of combining the new with the known, when, reconstructing their knowledge and views, students create a broad basis for achieving long-term understanding of new information. To improve the quality of foreign language teaching and the formation of students' critical thinking in the process of ESL we suggest some practical examples of application, taking into account the three-stage methodology "actualization - awareness - reflection". The technique of "**brainstorming activity**" is used at the stage of actualization, which requires reviewing existing knowledge on a given topic, engaging students and setting a goal for the search. Students are invited to make lists of what they know or think they know about the subject of further discussion. "Brainstorming" can be carried out in individual, pair or group modes with recording ideas on the AI boards, posters, in notebooks. A prerequisite for this technique is the acceptance of all ideas regardless of their correctness. The "**classification review strategy**" also involves students in organizing the ideas that arose as a result of brainstorming and creates the basis for new understanding. Classification review is more important as a process than as a result. It is based on the ideas that students have generated during the brainstorming session and the general names that students have come up with for these ideas. Place the names of these classes on a table and arrange the brainstorming ideas under the appropriate classes. Similar to brainstorming is the "**I know – I want to know**" technique. At the beginning of a new topic, in order to update the knowledge already acquired, the teacher invites students to fill out a table, in the first column of which they write down everything they know about the topic of the lesson, and in the second - what else they would like to learn.

The method of marking, when students put a "V" in the margins of the text to confirm familiar material, "+" - to indicate new, "?" - to search for additional information, allows to make the reading process conscious and thoughtful, direct students to understand what they have read and check the ideas proposed at the stage of actualization. The number and quality of markings depends on the reader's own knowledge and understanding. The ability to compare and make evaluative judgments is developed by the **Priority Ladder technique**: students determine their own priorities

among objects, phenomena, values and place them on the appropriate levels. The result of working in pairs is a micro-dialogue according to the scheme:

1. my first/ second/ third choice
2. explanation of my choice
3. example

“Think in pair - share strategy” your thoughts with a partner is also communicative in nature and stimulates students’ communication in a foreign language. Depending on the level of students' English proficiency and interests, the teacher selects a topic or problem for individual reflection. Another type of organization of pair work in English lessons is the reception of writing a summary - share with a partner. Unlike the previous one, it is used after discussing the topic or content of the read/listened to material. Students are tasked with writing down the main content of the text briefly (3-4 sentences), and then discussing the similarities and differences of opinions with a partner in pairs. To develop students' creative abilities in foreign language lessons, **“The Senken technique”** is used. A senken is a poem, the first line of which must contain a word denoting the topic (noun), the second is a description of the topic, consisting of two words (two adjectives), the third line names an action related to the topic, and consists of three words (verbs), the fourth line is a phrase consisting of four words and expresses an attitude to the topic, feelings, the last line consists of one word - a synonym for the first word, it expresses the essence of the topic, and a summary is made. It should be noted that at all stages of the CT development could be assisted by graphic organizers such as a conceptual table, a Yes-No table, a Venn diagram, a discussion grid, etc. These types of visualization that stimulate the thinking process will be the prospects for our further research work.

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