

THE DEVELOPMENT OF STUDENTS' COMMUNICATIVE SKILLS IN CRITICAL THINKING

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Ukrainian education is integrated into foreign pedagogy by introducing newest learning technologies into the curricula of educational institutions, in particular, in the study of foreign languages. The technology of critical thinking deserves special attention as an effective way of acquiring communicative skills. Today, this technology is sometimes used in the foreign languages teaching, but the processes of globalization in education require the creation of a flexible approach to its full use in the educational process. The introduction of critical thinking technology has been highly appreciated by experts in the foreign languages teaching (FLT) area. That is why today the use of critical thinking in students' learning is considered to be one of the tasks for FLT teachers. Different factors influence students' critical thinking skills, in particular, grades used in the classroom and assessment at the end of a study course, which is one of the development factors in students' critical thinking skills.

The technology of critical thinking was initiated and developed in foreign pedagogy. The problems of critical thinking in their works were studied by foreign scholars such as L. Elder, R. Paul, G. Brown, V. Maioriana, K. Kabilan and others. L. Elder and R. Paul argue that critical thinking involves the ability of people to take responsibility for their own thinking and develop appropriate criteria and standards for its analysis [2, 34]. While V. Mayorana supports the position that critical thinking of a person is aimed at reaching an agreement, assessing different points of view and solving educational problems [5].

The idea advancement of critical thinking usage in educational institutions in the course of FLT is of great importance for education in general for several reasons:

Firstly, if students have sufficient language skills, they can control and evaluate their own learning methods more successfully. Secondly, critical

thinking broadens students' learning experience and helps to understand the need of language skills for their lives.

Thirdly, critical thinking correlates with academic achievements of students. R. Mahyuddin and other scholars believe that students who have received critical thinking skills during the training process are able to: think critically and creatively to achieve the goals of the curriculum; make decisions and solve educational problems; use their thinking skills in the learning environment, as well as understand the language or its meaning; consider thinking skills as continuous learning; and, finally, intellectually, physically, emotionally and spiritually are evolved into background [4, 25].

However, many scholars regard language development thinking skills as independent processes in typical school conditions. K. Kabilan states that even a communicative approach to FLT as a communication tool does not really help students to learn the language in general; in order to learn a foreign language, students must be able to think creatively and critically, at the same time using their native language.

Consequently, we can conclude that even a communicative approach to learning a foreign language does not develop critical thinking skills in students [3]. H. Brown believes that in an ideal academic linguistic curriculum, the curriculum itself should go beyond linguistic factors in order to develop critical thinking skills in students [1, 24].

In our opinion, the effectiveness of acquiring critical thinking skills depends on a student's individual characteristics. Methods of assessment mainly affect the goals set before students in learning a foreign language. In critical thinking, the method of evaluation is a key component of the FLT goal. In particular, if in the context of teaching and methodological activities the assessment focuses on the linguistic competence of students, then the skill of linguistic competence becomes the object of study and students strive to acquire communicative competence skills. The foregoing leads to the conclusion that the technology of critical thinking in the study of foreign languages cannot be overestimated. It should

become one of the main tasks of teachers who practice different types of student assessments. In particular, evaluating the achievements of students in critical thinking technology will contribute to:

1. understanding the goal of learning a foreign language;
2. integrating language skills and students' thinking skills into the linguistic environment;
3. relationship between teaching and learning processes, etc.

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