Alina KRUK
Candidate of Philological Sciences,
Senior Lecturer of the Department of Foreign Languages,
Kamianets-Podilskyi National Ivan Ohiienko University,
Kamianets-Podilskyi

THE USE OF CRITICAL THINKING TECHNOLOGIES IN THE FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE IN ENGLISH CLASSES

All higher education institutions have long since begun to adapt the teaching aids, programs, contents and objectives of their foreign language courses to a new type of virtual target class. Teachers continue to encourage students to take socially constructed learning approaches. Danica Milosevic notes that "the world we live in today is constantly changing due to technological discoveries that are shaping our daily routine and becoming an inextricable part of our daily lives" [1, p. 16]. Foreign language teachers have encountered distance learning, so they must constantly seek innovations in science and technology to meet the needs of their students. It is important today to modernize English language courses, providing students with a significant professional language and updated information. Exploring issues related to the development and extending understanding of language learning and technology, Gary Motteram indicates that "it is clear that we are now at a time in human development where digital technologies are making an increasingly significant contribution to language learning in many parts of the world" [2, p. 177]. The use of computer technologies provides various means by which teachers can meet the immediate needs of their students in terms of language development. In fact, they enable teachers to engage in activities that support language development more deeply than it has been so far.

Problems of using critical thinking in the study and teaching of foreign languages, namely English, were considered by such scholars as B. Hutauruk, T. Hutchinson, L. Klobuchar, D. Milosevic, G. Motteram, R. Muñoz-Luna,

B. Paltridge, O. Petraschuk, C. Sarré, O. Sereda, M. Shea, V. Sokolov, J. Richards N. Roberts, L. Taillefer, A. Waters, S. Whyte and others, however, there is no full comprehensive study to the problem of using critical thinking technologies in forming the students' communicative competence in learning English.

In general, teaching English in non-professional specialties is not just a set of methods and forms. You need to take into account everything: the number of students in the classroom, their emotional attitudes and more. Each group of students has its own atmosphere, differs in its specifics, so you need to weigh everything. The use of critical thinking in practical English classes is very important. When we talk about the development of critical thinking in students, we understand that students need to focus on the ability to analyze, the ability to defend their opinions. Also helpful in this regard is the use of comparative aspects, extensive use of audio-visual resources and web print-outs to particularly motivate students on a certain topic.

To develop students' critical thinking in better way, it is advisable to use the YouTube service. It is interesting and appropriate to use YouTube materials in class, because it is a popular video hosting, which contains a wide range of posted videos. There you can find a lot of useful professional-oriented videos, video files, both professional and amateur, including video blogs. In general, students respond positively to video resources in the classroom. And the main thing is that classes that contain the use of video resources help to reveal the achievements of students taught by such teaching aids. Describing the feasibility of using YouTube in the classroom, Danica Milosevic writes that "it contains all the latest professional information to be found in documentaries, popular science shows, tutorials, lectures, advertisements, and much more. If properly selected, these materials can operate as audio-visual resources that bring real life into the classroom, present students with every-day professional situations, and play the role of valuable authentic material, which altogether is of great importance in the constructivist system of ESP teaching" [1, p. 16].

Also important in the classroom is the use of a virtual board for group discussion of ideas in a visual format Jamboard. After all, the main components of the lesson

such as Listening, Reading, Writing and Speaking can create an atmosphere in the classroom using something new. Considering the introduction of technologies in the study of a foreign language, namely English for professional purposes, Rosa Muñoz-Luna and Lidia Taillefer focus on two different but complementary perspectives, namely: "Teachers and other language professionals as digital users of online activities and technological applications" [3, p. 2] and "teachers and professionals as innovative creators of those applications, contributing from their practical experience" [3, p. 2], which indicates that teachers are leaders in the use of information and communication technologies and at the same time require continuous practical training.

In general, the use and application of all these innovative technologies as well as the involvement of all possible new components not only modernize the work, but also provides an opportunity to encourage students to think critically, to be active in the classroom. After all, when new methods appear, students treat it with a certain drive. Such innovations can be applied both in consolidation, generalization of material, in the study of new material, reflection and in summarizing.

References:

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3.   Muñoz-Luna R. Integrating Information and Communication Technologies in English for Specific Purposes. Switzerland, Cham : Springer International Publishing AG, 2018. 211 p.