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EXPERIMENTAL STUDY OF TEACHING CRITICAL THINKING AT ENGLISH LESSONS IN SECONDARY SCHOOL

The article presents the experimental study of using the technology of critical thinking development in the process of learning a foreign language. Despite the teachers' awareness of the importance of developing critical thinking, they lack knowledge of the methodology of forming critical thinking skills, in particular in a foreign language lesson. We have therefore developed a set of teaching and learning materials (lesson plans for teachers and handouts for students) to develop critical thinking in English lessons in the 7th grade, taking into account the nature and structure of this type of thinking, and methodological conditions of its development in foreign language lessons. The process of preparation of teaching materials included the compilation of the list of critical thinking skills that need to be formed in the 7th grade students in English, and the list of methods that help to develop these skills, selection of the topics for learning, designing the content of each lesson. In order to test the effectiveness of these teaching and learning materials, an experimental study was conducted, which involved two groups of students (control group – 84 students and experimental group – 96 students) from four schools in Kyiv. In order to monitor and assess the development of students' critical thinking at the beginning and at the end of the experimental lessons, pre-test and post-test were developed, as well as assessment criteria for each test task, which helped to obtain the most objective results. The analysis of the results of the experiment allows us to confirm that the prepared teaching and learning materials are efficacious for developing critical thinking in students. The level of critical thinking skills formation significantly increased in the experimental group of students. At the same time, there were no marked changes in the development of critical thinking of the control group students. This also led to the conclusion that critical thinking should be developed purposefully and systematically, carefully planning the lessons, taking into account the principles of the technology of critical thinking development when learning a foreign language in a particular class.

Keywords: critical thinking; critical thinking skill; technology of the critical thinking development; experimental study; English lessons; teacher of English.

Problem statement. The ability to think critically in today's world is considered as an important trait of a person who strives for success in any sphere of life. Therefore, developing critical thinking is one of the primary educational goals in the world, and Ukraine in particular.

Language learning and thinking are closely integrated, so we agree with H. Brown that the purpose of an ideal language program should go beyond the linguistic factor and try to enhance critical thinking skills among language learners [1, p. 23]. Monitoring and analysis of foreign language teachers' activities, results of various interviews led to the conclusion that most of them are aware of the importance of critical thinking but at the same time, they demonstrate a low level of understanding of the essence of critical thinking and methodology of forming critical thinking skills in the lesson. This determines the prospects for methodological investigations within the problem of critical thinking development in the process of teaching a foreign language to help teachers who want to teach their students to think critically.

Analysis of recent research and publications. Critical thinking has been amplified in a number of works of foreign scientists (J. Dewey, D. Cluster, R. Ennis, L. Elder, R. Paul, P. Facione, R. Sternberg at al.), devoted to the study of critical thinking nature, its difference from other types of thinking, disclosure of psychological and didactic aspects of its development in the learning process. The peculiarities of the methodology of forming critical thinking skills in school are covered by a group of American scientists (J. Steele, C. Temple, K. Meredith, S. Walter) – the authors of the technology of critical thinking development through reading and writing [2]. Their contribution was enhanced by another group of researchers (A. Crawford, W. Saul, S. R. Mathews, J. Makinster), who collected an amount of strategies for developing students' critical thinking in one book «Teaching and Learning Strategies for the Thinking Classroom» [3].

The ideas of foreign scholars were popularized and developed by Ukrainian scientists I. Baranova, O. Marchenko, O. Pometun, I. Sushchenko, O. Terno, S. Tiahlo and others. In their works we can find original definitions of the concept of critical thinking, explanation of its structure, as well as approaches to the formation of critical thinking skills in students while learning (generally on the example of history subject).

The problem of developing critical thinking in foreign language lessons is not investigated enough today. This issue is the subject of study of mainly foreign scholars (A. Abednia, R. Correia, A. Halvorsen, T. Iakovos, C. Wallace, G. Zhan, M. Sukenikova, J. A. Langer, T. Divine), that substantiate the importance and the expediency of developing critical thinking in ESL and/or EFL learners, offer their approaches to organizing students' learning activities in order to develop their critical thinking skills. Within Ukrainian pedagogical science there are several single publications of the authors L. Kurnos, N. Dzhava, A. Hembark, O. Nikitchenko, I. Holovska and some others, devoted mostly to the disclosure of theoretical and some practical aspects of the incorporation of technology of critical thinking development in the process of learning a foreign (English) language. Thus, in the articles by L. Kurnos [4], N. Dzhava [5], A. Hembark and O. Bovhyria [6], I. Holovska and I. Talabishka [7] we find an analysis of the concept of critical thinking, a list of critical thinking skills, a description of the lesson structure, methods and techniques used in the development of critical thinking, as well as examples of using specific methods in the English lessons. Exploring, among other things, the expediency of developing critical thinking in the process of learning a foreign language, L. Kurnos rightly notes: «Critical thinking does not automatically appear as a by-product of traditional English language learning. In order to achieve the expected effect, a systematic effort must be made to improve thinking» [4, p. 164].

Ukrainian methodologists O. Nikitchenko and O. Tarasova have written a practical manual «Forming Critical Thinking Skills in Foreign Language Lessons» [8] in which the authors designed a series of English language exercises for elementary, secondary and high school students based on the methods of developing critical thinking.

Insufficient elaboration of the aforementioned problem with regard to the realities of foreign language education in Ukraine effects the formation of a fragmented understanding by teachers of the methodology of developing critical thinking in English language lessons. This determines the need to make a set of lessons in English, aimed at the promotion of critical thinking in students, that will allow teachers through pedagogical practice to dip themselves into the technology of critical thinking development, to understand its peculiarities and to get important skills to provide lessons for students' critical thinking enhancing and foreign language learning.

Purpose statement. In view of the above, the purpose of the article is seen in the interpretation and analysis of the process as well as the results of the experimental study aimed at testing the effectiveness of the set of English lessons for developing critical thinking skills in secondary school students (on the example of the author's complex of teaching and learning materials for the study of the thematic module in the 7th grade of secondary school).

Discussion. Considering the actuality of the problem of practical application of the technology of critical thinking development during foreign (English) learning in Ukrainian school, we have developed a set of teaching and learning materials, namely lesson plans for teachers and handouts for students of the 7th grade.

The process of preparation of teaching materials requires a clear understanding of the concept of critical thinking, the essence of technology of critical thinking development, the peculiarities of its implementation in the process of learning English.

Critical thinking is a kind of thinking that involves the processes of analyzing, synthesizing and evaluating of information; the ability to see problems, identify their causes, anticipate the consequences, offer alternative ways of solving them; express or change one's own position/attitude based on the facts and arguments; make grounded decisions [9, p. 8].

A clear understanding of the nature and structure of critical thinking allows to determine a list of the skills that students need to develop in the learning process. Such a list allows the teacher to identify what goals in a specific lesson within the development of students' critical thinking should be achieved, to select the educational content and methods, as well as to develop criteria for students' learning outcomes assessment. In order to design the lessons in the 7th grade, we created the following list of skills (Table 1), considering the possibility to develop them in the 7th graders while learning English and the psychological characteristics of the children of this age.

The next step in the preparation of teaching materials is the selection of methods for the development of critical thinking for a particular class. Systematization of methods is carried out according to the list of skills (Table 1), and also taking into account the level of complexity of the chosen method for the student of the 7th grade, who studies non-native, foreign language. In addition, the teacher is given the opportunity to vary (increase or decrease) the degree of independence of students during the implementation of one or another method depending on their level of mastering the foreign language, development of general education skills, psychological characteristics of the students of a particular class/group, etc. For example, when completing a comparison chart, it is necessary to distinguish lines (criteria) of comparison of the objects: some students can do it individually, other students do it in pairs or groups, some students can work with teacher's help or just make comparisons according to the criteria given by the teacher.

The table below gives an example of systematizing methods and critical thinking skills for teaching the 7th grade students, besides the list of methods is not exhaustive and can be expanded depending on the topic of the lesson, its objectives, opportunities for using the methods in a particular group of students, etc. (Table 1).

Table 1

<i>№</i>	<i>Critical Thinking Skills</i>	<i>Methods and techniques of critical thinking development</i>
1	Ask questions	«Paired Reading and Questioning», «Thick and Thin Questions», etc.
2	Separate essential information from irrelevant, sort and evaluate information according to the criteria of true/false, interesting/uninteresting, useful/useless etc., reduce and/or adapt the content of the text for its better assimilation	Searching for key words in the text, defining the main idea of the text, «INSERT», «Log-book», etc.
3	Analyze and compare different objects, phenomena, events, etc.	Comparison table, T-table, Venn diagram, etc.
4	Formulate and justify one's own point of view on the question, problem, event, action, etc.	Discussion, brainstorming, round-table talk, etc.
5	Briefly present one's own ideas and thoughts on the topic, build logical connections between concepts	«Basket of ideas», cinquain, cluster, classification, odd one out.
6	Express one's own opinion in a written form, provide arguments and examples to support it	Writing an essay or a 5-minute composition, completing the list of advice or recommendations, etc.
7	Investigate grammatical structures, draw conclusions, formulate grammatical rules	Completing grammar rules through the study of a number of examples
8	Work in a team, seeking answers and solutions, evaluate and compare one's own opinion with others'	Pair/group work

The organization of students' activities according to the technology of critical thinking development is not limited to the use of appropriate methods, but also requires a number of methodological conditions, which should also be taken into account when preparing teaching materials. These include, in particular: the algorithmic three-phase structure of a lesson (phases of Anticipation, Building of Knowledge, Consolidation); use of high-level questions and assignments in the lesson that provide students with the ability to analyze, synthesize and evaluate; the organization of the educational process as a study by students of a particular topic through interaction; use of special methods of the technology of critical thinking development, methods of problem-based learning and interactive methods with the combination of individual, paired, group and collective forms of learning; creating an open, positive atmosphere in the lesson that is free of ridicule and fear of making mistakes; encouraging students' activities, nourishing their desire to express their thoughts and ideas [10]. Following these methodological conditions is of particular importance in a foreign language lesson. Thus, providing interaction between students, encouraging the desire to share their ideas not only contributes to the development of critical thinking that is social, but also helps students to practice communicative skills within a foreign language. Setting up a favorable

atmosphere, instilling a tolerant attitude to mistakes in students helps to relieve them of barriers during communication, rise confidence, interest and inspiration to master a foreign language.

The implementation of certain methodological conditions, the application of methods of the technology of critical thinking development occurs on the basis of educational material that is a certain educational content of the lesson. It is well known that the curriculum in the subject is a guide in the educational content selection process. Foreign Language Curriculum in Ukraine is frame, so it gives the freedom to choose the order of study and content of each topic of the course.

When selecting the topics for designing the 7th grade English lessons, we used a list of the topics offered in the Foreign Language Curriculum [11] taking into account the interests of the students of this age category. We did not consider the potential of the topics for the use of critical thinking development methods, as we are sure that in every topic a teacher can find opportunities and ways to organize learning activities according to the technology. Therefore, for the development of a set of lessons, a "Food" thematic module was chosen, divided into five topics, for one lesson each. In order to maximize the effectiveness of such lessons, detailed lesson plans for teachers were designed to help them in the process of the incorporation of critical thinking technology in their lessons (Table 2).

Table 2

<i>Name of the thematic module</i>	<i>Name of the topics</i>	<i>Lesson plan structure</i>
Module. Food.	Lesson 1. Food and drink. Food around the world.	1. Expected results of the lesson 2. Lesson materials 3. Outline of the lesson 4. Lesson timelimits 5. Lesson procedure
	Lesson 2. Food and drink. Healthy and unhealthy food.	
	Lesson 3. Shopping. What is on the table?	
	Lesson 4. Styles of life and consuming. Freeganizm.	
	Lesson 5. Healthy eating. Planning a healthy diet	

Each of the topics selected was filled with the appropriate educational content, which allowed students to deeply explore the topic, giving them the necessary volume of lexical units and grammatical structures, on the one hand, and working on the development of their critical thinking on the other. Educational content for each lesson was developed based on a number of principles, namely:

- the principle of complex working on the formation of high-order mental operations (analysis, synthesis, evaluation) in students by means of educational material;
- the principle of organizing educational material as a study of a particular topic through the student-to-student interaction;
- the principle of taking into account the age characteristics of the mental development of students, their experience of educational and cognitive activities and personal life experience;
- the principle of openness to inaccuracies, contradictions, opposing opinions, views, positions, absence in the educational material of the facts, which are submitted as undisputed;
- the principle of taking into account the communicative needs of students, which determines the work on communicatively meaningful genres of speech and serves as a guide in determining the topics of discussions, disputes, debates while learning the educational content of the lesson [12].

In order to test the effectiveness of the teaching material prepared, an experimental study was organized at four schools in Kyiv. Participants of the experiment were six classes of the 7th grade students, divided into two groups – control (84 students) and experimental (96 students), which were approximately equal in cognitive capacities and general educational skills development.

The group of *methods* by which the experimental study was carried out included: pedagogical modeling of lessons, observation of the activities of teachers and students, experimental teaching, statistical processing of the experiment results.

The experimental study was conducted in three stages: (1) initial planning and preparation, (2) conducting, (3) collecting and analyzing the results. At the first stage, the development of teaching materials using the above approaches was carried out, as well as pre-test and post-test to evaluate the effectiveness of the proposed materials. In addition, at this stage, training was provided for the teachers who participated in the experiment, aimed at familiarizing them with the technology of critical thinking development, the peculiarities of using it in English lessons, in particular, workshops on the use of the methods of the technology were organized.

At the conducting stage, both the control and experimental groups of students were to complete the pre-test in order to determine their present level of critical thinking development. After testing, the experimental group was taught using the prepared teaching and learning materials. At the same time, the control group of students was not taught with any critical thinking program. At the end of the experimental teaching and learning, the teachers conducted a post-test in both groups to identify possible shifts in students' critical thinking.

The final third stage of the experimental study consisted of collecting, processing and analyzing the test results in both groups using the criteria determined beforehand, projecting the ways to improve the teaching material for the development of critical thinking in English lessons.

The pre-test and post-test were designed using the list of critical thinking skills that the 7th graders are expected to develop (Table 1). Both tests are equivalent in terms of structure, content of tasks, and assessment criteria. So, each test contains seven tasks on working with a text, namely: identifying its main idea, searching for keywords, asking questions to the text, distinguishing common and different features, advantages and disadvantages of the objects (phenomena) from the text, expression of one's own opinion on a problem question, giving necessary arguments, and reflection.

The following are the samples of randomly selected test tasks: the task D of the pre-test (Sample 1) and the task F of the post-test (Sample 2).

Sample 1. Task D of the pre-test for the 7th grade students.

D. What is the difference between homeschooling and studying at school? What is in common? Fill in the table.

Homeschooling	School

Sample 2. Task F of the post-test for the 7th grade students.

F. In your opinion, what kind of people usually have tattoos nowadays? Why do they make tattoos?

Criteria for the tests results assessment were developed for each task separately and were scored from 0 to 3 points depending on the correctness and completeness of its performance (Table 3).

Table 3. Criteria for test results assessment

Task	Score (points)	Criteria
A	0	the main idea is not identified
	1	the main idea is not fully/not correctly enough identified
	2	the main idea is correctly identified but not clearly stated
	3	the main idea is correctly identified and clearly stated
B	0	no keywords are not determined
	1	1-2 keywords are determined correctly
	2	3-4 keywords are determined correctly
	3	5 and more keywords are determined correctly
C	0	no questions asked
	1	3-4 questions asked, all are closed-ended
	2	4-8 questions asked, 1-2 are open-ended
	3	8-12 questions are asked, 2-3 are open-ended
D	0	no common and different features are distinguished
	1	1-2 different features and no common ones are distinguished
	2	2-3 different features and 1-2 common ones are distinguished
	3	3-4 different features and 2-3 common ones are distinguished
E	0	no advantages and disadvantages are determined
	1	1-2 advantages and 1-2 disadvantages are determined, the opinion in the conclusion is expressed but not grounded
	2	2-3 advantages and 2-3 disadvantages are determined, the opinion in the conclusion is expressed but not grounded enough
	3	3-4 advantages and 3-4 disadvantages are determined, the opinion in the conclusion is expressed and grounded enough
F	0	the opinion is not expressed
	1	the opinion is expressed but not grounded
	2	the opinion is expressed but not grounded enough
	3	the opinion is expressed and grounded enough
G	0	the opinion is not expressed
	1	the opinion is expressed but not grounded
	2	the opinion is expressed but not grounded enough
	3	the opinion is expressed and grounded enough

The analysis of the results of the experimental study using the above criteria in the control group showed that in the absence of the purposeful pedagogical influence on the development of critical thinking of students the formation of critical thinking skills does not occur or they are formed poorly and inconsistently. Differences in the points students scored for each task of the pre-test and post-test were small (1-2 points) or none at all. This proves the idea that critical thinking should be taught, it cannot develop on its own due to the acquisition of knowledge and/or mastering different competences.

For example, the results of the control group students performing the A and E tasks of the pre-test and post-test (the examples are randomly selected) show the minimum difference in the points (Diagram 1 and 2).

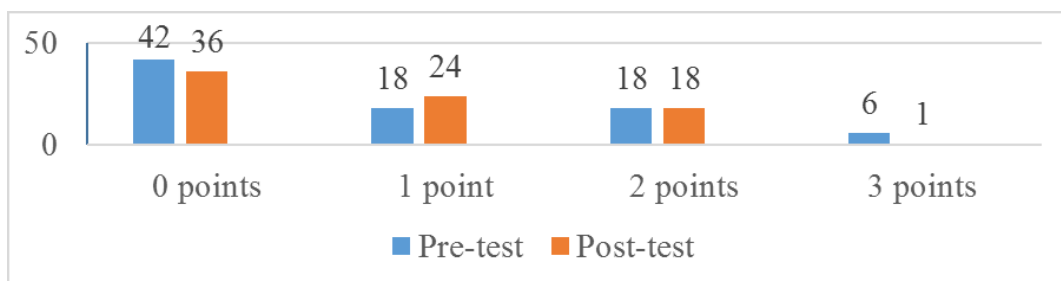


Diagram 1. The results of the performance of the control group students of the task A in the pre-test and post-test

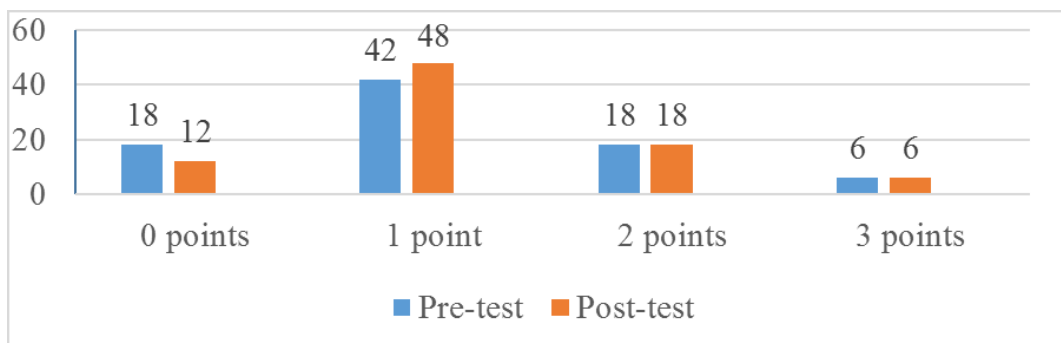


Diagram 2. The results of the performance of the control group students of the task E in the pre-test and post-test

Below we dwell on the results of testing experimental group students who were taught using specially designed teaching and learning materials for the development of critical thinking in English lessons.

The study and analysis of the results of the pre-test and post-test in this group of students showed significant quantitative and qualitative changes in the development of students' critical thinking in all the assessment criteria. Thus, the majority of students (37.5%) in the task A, the purpose of which was to identify the main idea of the text, at the beginning of the experimental lessons in the pre-test, could not determine the main idea of the text, and only 12.5% of students managed to do this task completely. During the post-test, the things changed: the majority of students (43.75%) were able to identify the main idea of the text, but not clearly enough, the number of students who coped with this task completely doubled (25%).

In the task B that required from students to determine the keywords from the text 37.5% of students wrote down 1-2 keywords and 18.75% found 5 and more keywords. At the end of the experimental teaching, most students (43.75%) found 3-4 keywords, and the number of those who wrote 5 or more keywords also increased (31.25%).

In the task C, aimed to ask questions (closed-ended and open-ended) to the text, before the experimental lessons, students formulated mostly closed-ended questions (62.5%), some students (31.25%) asked 1-2 open-ended questions however, no student scored the maximum number of points by completing up to three open-ended questions. After working on the skill of asking questions, students showed better results: most of them (43.75%) asked 1-2 open-ended questions, and there were also students who created 3 open-ended questions (18.75%). Below there is a chart displaying the results of students' performance in both tests (Diagram 3).

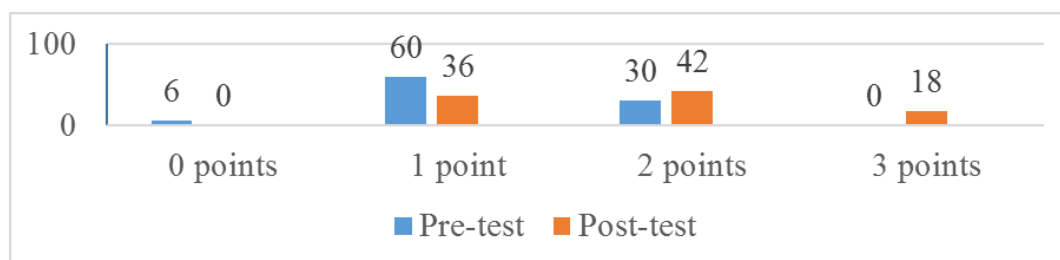


Diagram 3. The results of the performance of the experimental group students of the task C in the pre-test and post-test

In the task D, when comparing two objects (phenomena) from the text, most students in the pre-test (62.5%) identified 1-3 different and 1-2 common features. After the experimental lessons, the number of students able to find up to 4 different and 3 common features increased from 18.75% in the pre-test to 37.5% in the post-test.

In the task E, in which the students were to identify the advantages and disadvantages of the object (phenomenon) from the text, as well as to express and substantiate their attitude to it, in the pre-test, the vast majority of students (56.25%) singled out 1-2 advantages and disadvantages, described their attitude to the object, but did not substantiate it. In the post-test, the number of students who not only identified the advantages and disadvantages of the object, but also expressed and substantiated the attitude to it significantly increased (37.5%).

In the task F, which required from students to give answer to the problem question to the text, half of the students (50%) in the pre-test expressed their points of view, giving little justification. In the post-test, on the contrary, the same number of students supported their answers with strong arguments.

In the final task G, which was to test students' reflective skills, students needed to pass information from the text through the prism of their personality (their own inclinations, interests, desires, experiences, etc.) and to separate which information was interesting/useful/important, and which was excessive. Students had to support their thoughts with arguments, facts, and examples. In the pre-test, the vast majority of students (75%) did not fully and clearly express their opinions without substantiating them or providing little justification. At the end of the experimental teaching, the number of students who presented their points of view with sufficient justification increased from 6.25% in the pre-test to 25% in the post-test. Below we can clearly see the results of testing in diagram 4.

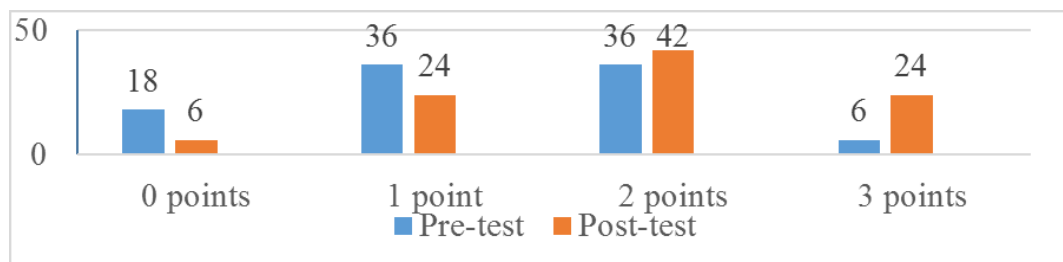


Diagram 4. The results of the performance of the experimental group students of the task G in the pre-test and post-test

The assessment of students' English language skills was not the primary purpose of the tests, but it should be mentioned that the great number of grammatical mistakes in the pre-test was made by students in constructing questions and substantiating their thoughts. In some cases, students demonstrated poor vocabulary and low developed skills of using synonyms and paraphrases.

After the experimental lessons, the post-test results showed that students improved their vocabulary and were able to use synonyms, antonyms and paraphrases in a right way and more often than it was before. However, it should also be noted that in the post-test students also made grammatical mistakes mostly when constructing questions, and the number of open-ended questions asked by students remained small (1-2 questions). Therefore, the prospects for improving the methodology of developing critical thinking in English lessons in the 7th grade are to increase the efficiency and frequency of using methods that involve the construction of questions, closed- and open-ended ones. This will help teachers to properly develop in students the skill of asking questions.

Conclusion. Thus, the results of the experimental study allow us to conclude that the proposed complex of teaching and learning materials for studying the thematic module «Food» in English lessons in the 7th grade helps to develop the critical thinking of students. The analysis and comparison of the students' pre-test and post-test results show that the level of formation of a whole range of critical thinking skills in the experimental group of students increased significantly, while the results of performance in both tests of the control group students almost did not change. Thus, we should assert that only systematic, purposeful pedagogical interaction in the classroom can stimulate the development of students' critical thinking. The organization of such lessons requires from the teacher to know the essence of critical thinking, its structure, methodological conditions and principles of the implementation of the technology of critical thinking development in the process of learning a foreign language. Such lessons should be carefully prepared by the teacher, considering what skills he/she wants to develop in his/her students, what methods it is better to apply in a particular class in a particular lesson, what learning content to use, what criteria to use for learning outcomes assessment, etc. Only careful planning of lessons, systematic and consistent work on the development of critical thinking can give a positive sustainable result that is the formation of individuals capable of conscious active life and self-realization in modern society.

We consider the prospects for further investigation of this problem in the development and experimental testing of teaching materials for English lessons in other grades of secondary school to help the teachers who want their students to think critically in English.

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ЭКСПЕРИМЕНТАЛЬНОЕ ИССЛЕДОВАНИЕ ЭФФЕКТИВНОСТИ РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ В ПРОЦЕССЕ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В ОСНОВНОЙ ШКОЛЕ

Статья посвящена исследованию эффективности технологии развития критического мышления в процессе обучения иностранному языку. Для этого был разработан комплекс учебно-методических материалов для развития критического мышления на уроках английского языка в 7-м классе. С целью проверки целесообразности примененных подходов к созданию учебно-методических материалов было проведено экспериментальное исследование, участниками которого стали ученики школ г. Киева, разделенные на две группы – контрольную и экспериментальную. Анализ результатов эксперимента позволяет утверждать о достаточной эффективности нашей разработки. Показатели уровня сформированности ряда умений критического мышления, на работу с которыми были направлены уроки, значительно выросли в экспериментальной группе учащихся. В то же время заметных сдвигов в развитии критического мышления контрольной группы не произошло. Исходя из этого, очевиден вывод о том, что критическое мышление можно и нужно развивать на уроках иностранного языка, целенаправленно и систематически, тщательно планируя каждый урок.

Ключевые слова: критическое мышление; умения критического мышления; технология развития критического мышления; экспериментальное исследование; уроки английского языка; учитель английского языка.

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ЕКСПЕРИМЕНТАЛЬНЕ ДОСЛІДЖЕННЯ ЕФЕКТИВНОСТІ РОЗВИТКУ КРИТИЧНОГО МИСЛЕННЯ ПІД ЧАС НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ В ОСНОВНІЙ ШКОЛІ

Статтю присвячено дослідженню ефективності запровадження технології розвитку критичного мислення у процес навчання іноземної мови. Попри усвідомлення вчителями важливості розвитку критичного мислення, їм бракує знань особливостей методики формування відповідних умінь, зокрема на уроці іноземної мови. Відтак нами було розроблено комплекс навчально-методичних матеріалів (конспекти уроків для вчителя та роздатковий навчальний матеріал для учнів) для розвитку критичного мислення на уроках англійської мови в 7-му класі з урахуванням сутності й структури цього типу мислення, а також методичних умов його розвитку на уроці іноземної мови. Процес підготовки навчально-методичних матеріалів передбачав укладання списку умінь критичного мислення, які необхідно сформулювати в учнів 7-го класу під час навчання англійської мови, та переліку методів, що сприяють розвитку цих умінь, визначення тематики уроків, добір та систематизацію навчального змісту. З метою перевірки доцільності обраних підходів до створення таких навчально-методичних матеріалів було проведено експериментальне дослідження, учасниками якого стали дві групи учнів (контрольна – 84 учня й експериментальна – 96 учнів) чотирьох шкіл м. Києва. Для здійснення контролю й оцінки розвитку критичного мислення учнів на початку та наприкінці експериментальної роботи було розроблено вхідний та вихідний тести, а також критерії оцінювання до кожного завдання тесту, що сприяло отриманню максимально об'єктивних результатів. Аналіз результатів експерименту дає змогу стверджувати про достатню ефективність нашої розробки. Показники рівня сформованості низки вмінь критичного мислення, на роботу з якими були спрямовані уроки, значно зросли в експериментальній групі учнів. Водночас помітних зрушень у розвитку критичного мислення контрольної групи учнів не відбулося. Це також дало можливість зробити висновок про те, що критичне мислення потрібно розвивати цілеспрямовано та систематично, ретельно плануючи уроки, враховуючи принципи й особливості технології розвитку критичного мислення під час навчання іноземної мови в конкретному класі.

Ключові слова: критичне мислення; вміння критичного мислення; технологія розвитку критичного мислення; експериментальне дослідження; уроки англійської мови; вчитель англійської мови.