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**STUDENTS' CRITICAL THINKING SKILLS DEVELOPMENT WITHIN
PEDAGOGICAL SPECIALTIES OF MASTER'S EDUCATIONAL LEVEL
IN THE CONTENT OF THE DISCIPLINE
«PROFESSIONAL COMMUNICATION
IN A FOREIGN LANGUAGE»**

The article is devoted to the issue of studying the ways of developing students' critical thinking skills within pedagogical specialties of master's educational level in the content of the discipline «Professional communication in a foreign language». It was found out that the development of future teachers' critical thinking skills directly depends on developing their communicative skills in the field of professional activity. It is pointed out the need to apply an integrated approach (language and professional) in mastering a foreign language professional communication (the English language), which allows future teachers to communicate in professional, pedagogical, social and personal spheres of activity; to develop a critical style of thinking. Its characteristics are flexibility, reflexivity, awareness of the internal ambiguity of positions and points of view, alternative decisions, formation the following basic personality traits as sociability, creativity, mobility, independence, responsibility for the personal choice, decision and the results of the teachers' activities.

Keywords: *critical thinking; English language; foreign language; master's educational level; pedagogical specialties; teacher training; skills.*

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Introduction. Wide-range technological development and active social changes in world society create new conditions and requirements for the functioning of various educational levels. The native educational system faces a qualitatively new task – the formation of a comprehensively developed, creative personality, who is able to be acting flexibly under new social conditions. Realizing life competencies, this personality is

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representing a «new type» of ability to use knowledge actively, appropriately and to experience in practice. To face the challenges of the global world, today's young people must be provided with knowledge, abilities and skills according to the demands of the 21st century. These skills mean that a person has the ability to collaborate and communicate in a multiverse society, is able to analyze and to solve problems. Critical thinking can be a tool for pointing out innovative solutions. So, here is a task for pedagogical higher institutions to prepare a new generation of teachers who can think critically. Both the preschool / primary teachers and the secondary school teachers should develop and master these skills in their pupils.

Analysis of the literature on the research problem. Dr. Peter A. Facione, a leading authority in critical thinking, claims, «Teach people to make good decisions and you equip them to improve their own futures and become contributing members of society, rather than burdens on society. Becoming educated and practicing good judgment does not absolutely guarantee a life of happiness, virtue, or economic success, but it surely offers a better chance at those things. And it is clearly better than enduring the consequences of making bad decisions and better than burdening friends, family, and all the rest of us with the unwanted and avoidable consequences of those poor choices» (Facione, 2020, p. 1–2).

The analysis of the latest scientific works proved that, in general, the issue of the development of future teachers' critical thinking should be investigated comprehensively, integrating with relevant researches in the field of teacher training (Petryk, 2017). If we are dealing with foreign language component within teacher training, it is necessary to take into consideration a lot of issues such as: the peculiarity of foreign language teacher training (Kotenko & Holovatenko, 2020), effective teaching methods (A. Solomakha, 2019). It should be mentioned the experience of countries which have positive results in this field (Bulvinska, 2019).

Speaking about students' critical thinking skills development within pedagogical specialties of master's educational level in the content of the discipline «Professional communication in a foreign language», we stress upon the necessity to form a culture of dialogical communication creating situations of empathy (Vaskivska, Palamar & Poriadchenko, 2019), to develop the leader's quality by means of foreign language tools

(Sytnyk & Labunets, 2019).

As this research has been taking place in Pedagogical Institute of Borys Grinchenko Kyiv University, we are orienting to the educational programs for pedagogical specialties – preschool teacher and primary school teacher (Primary Education, 2018 & Preschool Education, 2018). The authors – H. Bondarenko, O. Linnik, S. Dubovyk, H. Bieliienka, M. Mashovets, O. Polovina – point to the integral ability. This is the ability to solve complex problems in the field of primary education and / or in research and innovative activities, which involves a deep redefining of existing knowledge and creating the new integral one and / or professional practice.

Developing students' critical thinking skills within pedagogical specialties of master's educational level in the content of the discipline «Professional communication in a foreign language», the lecturer should take into consideration, that students must apply their knowledge and skills in future pedagogical activity.

The issues to develop critical thinking in children and young people since the preschool age are relevant. Note that the outlined aspect is quite debatable, as critical thinking is a process of analysis, synthesis and justification of the assessment of the reliability / value of information; the ability to perceive the situation globally, to find reasons and alternatives; the ability to generate or change their position based on facts and arguments, correctly apply the results to problems and make informed decisions.

For example, according to the definition, some elements of this process may be impossible for senior preschool age children. However, if we are talking about the development of the basic foundations of critical thinking in junior school age children is quite real.

Dynamic technological development and active social changes in modern Ukrainian and world society create new conditions and requirements for the functioning of various educational units. The native educational system faces a qualitatively new task – the formation of a comprehensively developed, creative personality, who is able to act flexibly in new social conditions through the prism of life competencies, the development of a «new type» of ability to actively and appropriately use knowledge and experience in

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practice. Among the reasons for the need to rethink the tasks of educating children with an emphasis on developing critical thinking there is the rapidity of information, which is constantly updated, the dynamics of various ideas, subject to constant structural change, new tasks.

The purpose of the article is to study the ways of developing students' critical thinking skills within pedagogical specialties of master's educational level in the content of the discipline «Professional communication in a foreign language».

The statement presenting critical thinking and the sample of critical thinker. According to the qualitative research methodology known as the Delphi Method, critical thinking (CT) is purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based. CT is essential as a tool of inquiry. As such, CT is a liberating force in education and a powerful resource in one's personal and civic life. While not synonymous with good thinking, CT is a pervasive and self-rectifying human phenomenon. The ideal critical thinker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fairminded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. Thus, educating good critical thinkers means working toward this ideal. It combines developing CT skills with nurturing those dispositions which consistently yield useful insights and which are the basis of a rational and democratic society (Facione, 1990, 1–2).

Modern requirements for master's training require him / her to be a fruitful participant in intercultural communication and have the necessary skills and abilities of professional, business and situational communication in oral and written forms, to be able to master the latest professional information through foreign sources. The discipline «Professional communication in a foreign language», which in the integration with other academic courses, should provide comprehensive preparation of future teachers, become

the foundation for further professional improvement of the English language proficiency.

As teaching of the professional English language is practically oriented, its purpose and content are determined primarily by the communicative, cognitive and professional needs of primary and preschool teachers. Mastering professional English communication is considered to be an acquisition by students of certain skills and abilities, which are necessary for the future teacher in his / her further research activities. To make the process successful, the lecturer of the discipline «Professional communication in a foreign language» should help students of pedagogical specialties to master the foreign language of professional communication, in particular the set of all language tools used in the professional sphere of communication.

Developing students' critical thinking skills is correlating to the tasks of the discipline. They are following:

- to form students' general competence – the ability to communicate in both state and foreign languages orally and in writing;
- to form a professional competence – the pedagogical activity;
- to develop and deepen professionally-oriented and research communicative speech competencies (discursive, linguistic, sociolinguistic, strategic, pragmatic) to ensure their effective communication in the professional and academic environment, and the application of acquired knowledge in further professional and scientific activities.

Master's educational level students within pedagogical specialties not only learn to communicate professionally in the English language, but also develop the skills of critical thinking of future teachers through English professional communication.

The teaching content of the discipline «Professional communication in a foreign language» give possibility to apply certain educational technologies as Case Study, E-Learning, Blended Learning, Flipped Classroom and others. For example, the educational technology «Development of critical thinking through reading and writing» means correlation / comparison / verification of information / information retrieval, the result of which is a professionally correct foreign language communication. All these technologies have a positive and effective impact on systematizing knowledge of the studied themes,

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expanding lexical vocabulary, improving and enhancing the skills of words usage in the professional discourse speech. All these items develop critical thinking and creative abilities of future teachers.

The integrated approach (language and professional) in mastering professional communication in a foreign language (English) allows the future teacher:

- to learn how to communicate in the English language in professional, pedagogical, social and personal spheres of activity;
- to form a critical style of thinking, which is characterized by openness, flexibility, reflexivity, awareness of the internal ambiguity of positions and points of view, alternative decisions;
- to develop such basic qualities of personality as sociability, creativity, mobility, independence, responsibility for own choice and results of personal activity.

Forming skills of professional communication in a foreign language within the discipline «Professional communication in a foreign language», students of pedagogical specialties of master's educational level develop their critical thinking skills by means of creative cooperation between all participants of educational process.

To develop students' critical thinking in the process of training, it is important to apply practice-oriented, research-based task. They are: *«Dear students, study the issues of grant applications for students of pedagogical specialties offered at Borys Grinchenko Kyiv University; then point out the most interesting grants for you in the leading European countries; using the basis of the critical analysis you will prepare the individual grant application offered by Grinchenko University»*, or *«Prepare the presentation of resulting your master's degree research»*; *«Prepare methodical recommendations how to organize the educational process in New Ukrainian School; discuss with your group mates; analyze the most appropriate recommendations »*, *«Take a closer look at the different methods of professional communication and explain why it's so important to understand and master how you communicate in the workplace»*; etc.

Applying the technologies of forming critical thinking skills, the attention is focused on such components of communicative competence as linguistic, socio-cultural, discursive, and strategic.

In order to develop critical thinking in each structural components of the discipline «Professional communication in a foreign language», the students are proposed to make an analysis of all what is happening in their professional sphere by means of *SWOT-analysis*.

It helps students to reflect as future teachers in what position there is Strengths, Weaknesses, Opportunities, and Threats of their professional activity. They develop critical thinking skills of assessing themselves. SWOT-analysis is a critical approach what the person has got and what are the best advantages in his/her activity. This analysis trains future teachers to predict/ to reduce or to avoid failure. It helps to understand what working items should be corrected.

For example, the students task is to analyze the proposed pedagogical situation: «*You are teachers of English in the primary school. You should integrate teaching the theme Weather in the English language (the point is Language) and in the Ukrainian language (the point is Nature)*». Here is an example of their SWOT-analysis (Table 1).

Table 1

SWOT-analysis of the pedagogical situation

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • The primary school pupils use the English language to communicate actively • The pupils learn new words about weather and get some knowledge of the Nature. • The pupils work in pair or in group. • CIIL-technology provides situations to improve language and special subject knowledge. 	<ul style="list-style-type: none"> • Teacher needs time to organize different interesting activities. • CIIL-technology is better to use in cooperating with a special subject teacher. • It is difficult for pupils to learn the language.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • The pupils can improve their knowledge of the Nature. • Work in groups and express their creativity. • The pupils are involving in other language and they need to use it. • The pupils get useful knowledge about new specific vocabulary. 	<ul style="list-style-type: none"> • The timetable. The lesson goes quickly. • The teacher has no enough time to pay attention to all pupils. • The teacher must know all points of the specific foreign language level. • The teacher needs to take into consideration all different difficulties which the pupils can have.

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It should be mentioned, that CLIL-technology means a content and language integrated learning. It is a way for learning content through an additional language (foreign or second) or language through some specific content, thus teaching the subject via the language (Marsh, 1994).

So, in the process of studying the discipline «Professional communication in a foreign language», students developing their critical thinking skills within pedagogical specialties of master's educational level. Each section of the discipline is organized thematically taking into account the content of the professional activity of the teacher, takes into account the integrated approach. Its structure and the content cover all the necessary components that influence upon the formation of foreign language professional communicative competence and developing students' critical thinking skills.

Conclusions. Today's realities in a teacher's professional activity – mobility, interactivity, collaboration, foreign language communication – require knowledge not just to communicate in a foreign language at the social level, but the ability to use a foreign language professionally in pedagogical activities, realizing the skills of critical thinking. As the subject of Professional Communication in the English Language means the formation of foreign language communicative skills and development of critical thinking skills, the content should be planned in the main general areas of professional activity. It is necessary to design a foreign language environment, to create a motivational atmosphere for learning a foreign language, to apply effective teaching technologies, to encourage students in developing critical thinking by means of active professional communication as question-problem tasks, analyzing and synthesizing professional information, reflection. It should be mentioned that not every thinking skill may be a CT skill. The future teacher must be competent in this issue.

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**РОЗВИТОК НАВИЧОК КРИТИЧНОГО МИСЛЕННЯ
СТУДЕНТІВ- МАГІСТРАНТІВ ПЕДАГОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ
У ЗМІСТІ ДИСЦИПЛІНИ «ПРОФЕСІЙНЕ СПІЛКУВАННЯ**

ІНОЗЕМНОЮ МОВОЮ»

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Стаття присвячена питанню розвитку навичок критичного мислення студентів педагогічних спеціальностей у змісту дисципліни «Професійне спілкування іноземною мовою». З'ясовано, що розвиток критичного мислення майбутніх педагогів безпосередньо залежать від розвитку навичок спілкування у сфері професійної діяльності. Сучасні вимоги до підготовки магістра потребують від нього перш за все бути плідним учасником міжкультурної комунікації і мати необхідні навички та вміння професійного, ділового та ситуативного спілкування в усній і письмовій формах, бути спроможними оволодіти новітньою фаховою інформацією через іноземні джерела, вміти аналізувати та синтезувати її з подальшим застосуванням у сфері професійної діяльності. Акцентовано увагу на потребі застосування інтегрованого підходу (мовний і фаховий) в опануванні професійним спілкуванням іноземною мовою (англійською), що дозволяє майбутньому педагогу навчитися спілкуватися англійською мовою в професійно-педагогічній, суспільній, та особистісній сферах діяльності; сформувати критичний стиль мислення, для якого характерні відкритість, гнучкість, рефлексивність, усвідомлення внутрішньої багатозначності позицій і точок зору, альтернативності прийнятих рішень; розвинути такі базові якості особистості як комунікабельність, креативність, мобільність, самостійність, відповідальність за власний вибір і результати своєї діяльності. Виокремлено технології, які позитивно впливають на розвиток навичок критичного мислення студентів-магістрантів педагогічних спеціальностей. Доведено, що важливість співвіднесення, порівняння, перевірка отриманої інформації або її пошук інформації призводять до професійно коректного інішомовного спілкування; систематизують знання за вивченою темою, розширюють словниковий запас, вдосконалюють та активізують навички вживання в мовленні слів професійного дискурсу, розвивають критичне мислення та творчі здібності майбутніх педагогів.

Ключові слова: англійська мова, іноземна мова, критичне мислення, навичка, магістерський освітній рівень, педагогічні спеціальності, підготовка вчителя.

РАЗВИТИЕ НАВЫКОВ КРИТИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТОВ-МАГИСТРАНТОВ ПЕДАГОГИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ В СОДЕРЖАНИИ ДИСЦИПЛИНЫ «ПРОФЕССИОНАЛЬНОЕ ОБЩЕНИЕ НА ИНОСТРАННОМ ЯЗЫКЕ »

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Стаття посвячена вопросу развития навыков критического мышления у студентов педагогических специальностей в содержании дисциплины «Профессиональное общение на иностранном языке». Установлено, что развитие критического мышления будущих педагогов напрямую зависят от развития навыков общения в сфере профессиональной деятельности. Акцентируется внимание на необходимости применения интегрированного подхода (языкового и профессионального) в овладении профессиональным общением на иностранном языке (английском), что позволяет будущему педагогу научиться общаться на английском языке в профессионально-педагогической, общественной и личной сферах деятельности; сформировать критический стиль мышления, для которого характерны открытость, гибкость, рефлексивность, осознание внутренней многозначности позиций и точек зрения, альтернативности принимаемых решений; развить такие базовые качества личности, как коммуникабельность, креативность, мобильность, самостоятельность, ответственность за собственный выбор и результаты своей деятельности. Выделены технологии, которые положительно влияют на развитие навыков критического мышления у студентов-магистрантов педагогических специальностей.

Ключевые слова: *английский язык; иностранный язык; критическое мышление; магистерский образовательный уровень; навык; педагогические специальности; подготовка учителя.*

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