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CRITICAL THINKING OF FOREIGN STUDENTS AT THE LESSONS OF UKRAINIAN AS A FOREIGN LANGUAGE

The modernization of higher education is an important process in Ukrainian society. That's why training of the students to think critically and to solve problems in a creative way is one of the important aspects of the modern education system. The person who thinks critically could analyze information, check its reliability, data inconsistency, choose and estimate arguments for its confirmation.

Critical thinking includes perceptions of the idea and the analysis of conclusions, view with some skepticism, comparison to the opposite points of view, development of the system of proofs to support the corresponding point of view and choice of the position based on these proofs. Critical thinking is a difficult, active and interactive process of knowledge [3, p. 73-74].

The structure of critical thinking lesson consists of four parts (stages):

1. *Warm-up*. The lesson begins with a warm-up which replaces so-called *organizational moments* of the traditional system. The main function of warm-up is the creation of a favorable psychological climate for creative personal development on the lesson of Ukrainian as a foreign language.

2. *Evocation* (encouragement, attract interest). It is a stage of actualization. The task of this stage is to attract interest in foreign students, to stimulate a desire to remember what they learned at the previous lesson, to make a prediction concerning a new subject, and to define a general goal of the lesson. And this self-orientation is stronger, than the performance of tasks according to the instructions of the teacher.

3. *Contents understanding*. At this stage, the students come in contact with new information due to different interactive methods. The teacher has the smallest

influence on the student at this stage of the lesson. They check own understanding of the studied material so it is an active thinking.

4. *Reflection (reasoning)*. This process requires special attention from the teacher. Foreign students express the ideas by the own words, remember the studied material, exchange views actively, enrich a lexicon. In the majority of cases in this stage, foreign students have a variety of thoughts among which they should choose the correct one [6, p. 26-31].

It is noted that the control of these four stages (warm-ups, evocation, contents understanding, and reflection) at every lesson, the clear regulation of each stage, will promote its efficiency, achievement of the educational goal.

It is widely stated that only smart students could comprehend critical thinking. Practice confirms that it is not so. Foreign students with weak knowledge can be completely attracted to this process at the appropriate stage. They are eager to take part in the solution of difficult tasks, demonstrate the high level of decision-making ability. Thus, critical thinking is a process that involves people, regardless of their nationality or level of intelligence.

According to V.O. Sukhomlinsky's point of view, the development of critical thinking is the integral component of intellectual education, at the same time it is the active relation to the phenomena of environment, aspiration to study and to get knowledge, to select objects of knowledge, concepts and conclusions purposefully, to be disciplined, flexible and critical person [5, p. 445].

As for foreign students, the formation of critical thinking is a difficult process which begins from the attraction of information, it's critical thinking, and finishes with decision-making. The orientation of the foreign student on self-critical thinking, the own acts and decisions depend on the ability of the teacher to connect a study material with key problems for students. In the preparatory department, especially at the main stage, forming bases of critical thinking in foreign students, it is important to attract them to express different thoughts and views, concerning any educational problem. At the same time, a teacher should accustom students to make own choice.

Foreign students have a set of ways to form critical thinking, but it is necessary to remember that contents and methodical materials at the preparatory department should not accustom students to "only to the correct truth", to the one-dimensional image of the world [5, p. 73-76]. It is possible to offer students different sources of information with opposite answers to find the answer to the same question. Students have to express the own position concerning information sources and also to demonstrate the level of the own competence concerning the subject matter. For example, studying the subject "Writing words with unaccented [e], [и] which don't check with an accent" (course program "Ukrainian as a foreign language"), it's proper to offer students several types of work:

1. Work in groups. To show, using a mimicry, gestures, and motions the following words: camel, bear, butterfly, pocket, calendar, onions, draft copy.

2. Individual work on cards.

- Do you know how these words are written?

- From the beginning write down words which you know. To correct writing other words use the dictionary. Write down these words.

3. "Cub" method. Work in groups. The tasks for each group are written-down the on cube sides.

Development of critical thinking is an indispensable combination a new with known. Foreign students create new understanding on the basis of the previous knowledge. It should be especially emphasized that the introduction of a methodical system of critical thinking development does not require special conditions which are created in the HEI especially for mastering the latest technologies. The only necessary condition for work on this technology is the desire of the teacher to work creatively, in a modern way, try to achieve the most positive results of the complex process of study.

Therefore, critical thinking development is not a subject of studying, it is the result of the study which stimulate foreign students to profound learning of non-native language. As experience shows all knowledge which foreigners obtain at the preparatory department in the HEI not always finds application in future life.

Therefore it is necessary to teach a student to select the most essential knowledge from all studied material. Studying process becomes more effective if foreign students take an active part in lessons, teacher applies a lot of educational strategies and consider the previous experience of students.

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