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IMPLEMENTING CRITICAL THINKING TECHNOLOGIES IN DOCTORAL ENGLISH LANGUAGE TEACHING PRACTICE

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Abstract

This thesis examines the implementation of Critical Thinking technologies in English language teaching practice, with particular emphasis on enhancing the speaking competence of students enrolled in non-philological educational programs. It explores practical ways of integrating critical thinking strategies into classroom activities to encourage students' active participation, independent reasoning, and effective oral communication. Particular attention is given to the application of interactive methods such as Brainstorming, Think–Pair–Share, Debate, Case Study, and Problem-Based Learning. The study also identifies pedagogical conditions necessary for the successful implementation of these technologies, including the selection of appropriate learning materials, the organization of collaborative activities, and the creation of a supportive communicative environment. The integration of Critical Thinking technologies into English language teaching practice can contribute to improving students' speaking skills and developing their ability to communicate confidently in academic and professional contexts.

Keywords: Critical Thinking technologies, implementation, English language teaching, speaking competence, non-philological students, interactive methods, communicative competence, pedagogical practice.

Introduction

In contemporary education, the development of students' independent and analytical thinking has become one of the important priorities of foreign language teaching. The increasing role of English as an international language of communication requires educational institutions to introduce effective teaching technologies that enable learners not only to acquire linguistic

knowledge but also to use the language confidently in different communicative situations.

In this context, implementing Critical Thinking technologies in English language teaching practice is particularly relevant. Critical thinking encourages students to analyze information, compare different viewpoints, formulate independent conclusions, and justify their opinions. These abilities are essential for developing speaking competence, especially among students of non-philological educational programs.

However, the effective implementation of these technologies requires more than simply introducing individual interactive activities. It involves purposeful lesson planning, appropriate methodological support, active student participation, and the systematic integration of critical thinking strategies into language instruction.

Main Body

The implementation of Critical Thinking technologies in English language teaching practice should be based on a systematic pedagogical approach. First of all, teachers need to identify the communicative objectives of each lesson and select methods that correspond to students' language proficiency and professional specialization.

One of the practical ways to introduce these technologies is through the following teaching strategies:

1. Brainstorming. This method can be implemented at the beginning of a lesson to activate students' prior knowledge and generate ideas related to a particular topic. Students are encouraged to express their opinions freely in English, which creates opportunities for spontaneous speaking practice.

2. Think–Pair–Share. This strategy involves three consecutive activities: individual thinking, discussion in pairs, and sharing ideas with the whole group. It helps students organize their thoughts, overcome communication difficulties, and participate more actively in classroom discussions.

3. Debate. Organizing debates on relevant social, educational, and professional topics allows students to develop argumentative speaking skills. They learn to formulate claims, provide

supporting evidence, respond to opposing viewpoints, and defend their positions logically.

4. Case Study. Teachers can introduce practical situations related to students' future professions and ask them to analyze problems and suggest possible solutions in English. This method connects language learning with professional communication and encourages meaningful interaction.

5. Problem-Based Learning. Students are presented with a specific problem that requires investigation, discussion, and collaborative decision-making. Through this process, they develop critical thinking, problem-solving, and oral communication skills.

For the successful implementation of these methods, several pedagogical conditions should be considered:

- establishing a student-centered learning environment;
- selecting authentic and professionally relevant learning materials;
- encouraging students to express their opinions independently;
- organizing pair work, group discussions, and collaborative tasks;
- providing constructive feedback on students' speaking performance;
- integrating digital and information-educational resources into classroom activities.

It is also important to organize the implementation process in several interconnected stages.

At the preparatory stage, the teacher selects the topic, identifies the learning objectives, prepares relevant materials, and develops problem-based questions.

At the practical stage, students participate in interactive activities, exchange ideas, analyze information, discuss problems, and present their conclusions in English.

At the reflective and assessment stage, students evaluate their participation, identify their strengths and areas for improvement, and receive feedback on their speaking performance and critical thinking abilities.

The effectiveness of implementing Critical Thinking technologies also depends on the

teacher's role. The teacher should act not only as a provider of information but also as a facilitator who creates opportunities for independent learning, meaningful interaction, and collaborative knowledge construction.

For non-philological students, particular attention should be paid to integrating professionally oriented topics into English lessons. For example, psychology students can discuss human behavior and communication, economics students can analyze business situations, and engineering students can examine technological problems. Such activities provide meaningful contexts for using English while developing professional and communicative competencies.

Conclusion

In conclusion, the implementation of Critical Thinking technologies in English language teaching practice is an important pedagogical approach to improving the quality of foreign language education. Their systematic application creates opportunities for students to develop independent thinking, analytical abilities, problem-solving skills, and effective oral communication.

In particular, the purposeful use of Brainstorming, Think–Pair–Share, Debate, Case Study, and Problem-Based Learning can contribute to enhancing the speaking competence of students enrolled in non-philological educational programs. Therefore, integrating Critical Thinking technologies into everyday English language instruction should be considered an important methodological direction for preparing students for effective academic, social, and professional communication.

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