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CLIP THINKING vs. CRITICAL THINKING

Searching a way to develop and assess some fundamental students' competencies such critical thinking, among others, has been a constant concern for higher educational establishments (both academics and professionals) as well as for 'secondary schools all over the Europe because it has been previously highlighted as fundamental by the European Higher Education Area (EHEA)' [5]. The development of such type of thinking in Ukrainian students has a high importance in order to advance in the development and assessment of one of the competencies needed by our students according to the concept of State policy implementation in the field of reforming General Secondary Education "New Ukrainian School" where a graduate of the New Ukrainian School is comprehensively developed personality, capable of critical thinking.

The topicality of the research is predetermined by a problem question existing how to fulfill this target being aware of fact that the majority of modern adolescents are the carriers of clip thinking? As we have mentioned before [3, p.230], the changeable life conditions of modern society and constant technical progress have turned to great increase of informational streams required to be processed and reacted. It, in its turn, leads to clip thinking usage on the purpose not to damage mental health of young generation.

The aim of the research is to find the ways to answer the formulated above question in order to which we need to understand the nature of these phenomena, how they could correlate.

The term 'critical thinking' has its roots in the mid-late 20th century, and during the past several decades, it has become a ubiquitous presence in educational programs at all levels of instruction. Perhaps this fact, together with the complexity of the concept, makes possible to find some definitions about what critical thinking means.

For instance, Moore & Parker (2006) argue that, ‘Critical thinking is simply the careful, deliberate determination of whether we should accept, reject, or suspend judgment about a claim and of the degree of confidence with which we accept or reject it’ [6]. Thus, we can treat critical thinking as a ‘higher-order thinking skill’ the conceptualization of which is supported by Scriven and Paul (1992) and Chaffee, (1992), and Paul (1989), who defined critical thinking as ‘an intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and / or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action’ [4]. All above mentioned scientists agree that critical thinking has two typical features – 1) motivational variability and 2) individual nature, so the quality of any kind of critical thinking is dependable on a number of factors.

It is believed that ‘clip thinking’ is a process of different object properties’ reflection without taking into account the relationships between them. It is also characterized by fragmentary informational flow, illogicality, complete diversity of information coming to human, and the high rate of its receipt and perception. Clip thinking has the following features: 1) linguistic minimalism, 2) decreased level of visual thinking (to see the object does not mean to imagine it), and 3) imbalance in the ratio of abstract and concrete, arisen emotionality. We also mentioned that ‘the main stages of thinking in a linear structure (like concepts, judgments, reasoning and inference) are NOT formed in the perception of information in the form of a stream of short texts, images, fragments, namely by the use of clip thinking [3, p.230]. On the contrary, these stages of thinking are typical only for ‘concept thinking’ (Vyhotskyi) or for ‘the fourth stage of cognitive development’ – the formal operational period (in Piaget’s theory) or for ‘theoretical thinking’ (Davydov). All of these definitions are used for describing highly developed thinking, as a group of scientists (Datsenko, Lozovenko, Minaiev) mentions. ‘The existence of the high level of thinking was detected by many psychologists but it was named differently depending on characteristics which were under investigation in a particular research. Vekker proceeded from empirical researches to theoretical and in his theory of cognitive processes the experimental findings became the consequences. Understanding of the theory could help in improving technologies for developing critical thinking skills’ [2].

Thus, taking into account the Vekker’s theory [1] and treating critical thinking as an equivalent of concept thinking, we could actually use the typical methodology for developing critical thinking as well as concept one along with preventing developing clip thinking of the modern youth generation. The results of this theoretical awareness turn to the common consequences in the sphere of practical implementation. The problem of educational techniques choosing that could satisfy the challenges of both types of thinking demands further research.

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DEVELOPING SPEAKING SKILLS THROUGH DISCUSSION-BASED TASKS

With the growth of English as an international language of communication, there is clearly a need for many learners to speak and interact in a multiplicity of situations throughout the language, particularly for professional reasons. People can often form judgement about our language competence from speaking rather than from any other language skills.

Speaking involves learners in the mastery of a wide range of underskills, such as communication, critical thinking, collaboration, which contribute to the overall competence in the profession. Stimulation of these skills development can be easily provided in the ESP classroom. Activities, used for this purpose include question-answer interaction, mind-mapping, project work, problem solving, simulation/role-play and discussions of controversial issues, in particular. Controversial issues are regarded as providing the best opportunity to get students involved in discussion, thus enhancing their language and thinking skills [2].

For law learners, there are many possible purposes for a group discussion, such as solving a problem, resolving a conflict or discussing the situation or its changing. While discussing more complicated topics learners can create a strategic plan for