

The Formation of Critical Thinking of Future Teachers of Foreign Languages within Professional Training

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Abstract

The article deals with the identifying the differences in the perception of real and fake events between Ukrainian and foreign future teachers of foreign languages based on the level of development of critical thinking. The experience provided an opportunity to develop and implement technologies to avoid informational and psychological impacts on the minds of Ukrainian future teachers of foreign languages. It was extremely significant in the conditions of constant Russian aggression in Ukraine when the Ukrainian community seeks membership in the European Union and strives for democracy. The purpose of the research project was to carry out scientific and practical testing of technologies to avoid informational and psychological influence through the media in the process of developing critical thinking among Ukrainian future teachers of foreign languages in comparison with the foreign ones. Within the framework of the research we achieved the following tasks: isolation of diagnostic methods of different levels of the development of future teachers' of foreign languages critical thinking; determining the initial level of the development of critical thinking of Ukrainian and foreign future teachers of foreign languages; development of criteria and levels of the development of future teachers' of foreign languages critical thinking; analysis of the data and drawing conclusions about the research. Summarizing all about, we came to conclusion about the progress of the research tasks of the ascertaining stage of the experiment: 1) the criteria (motivational and axiological, content and informational, prognostic and action, analytical and resultant), levels (low, intermedium, high) of the development of future teachers' of foreign languages critical thinking; 2) diagnostic methods of the levels are selected and surveys; 3) the data collect and analyze that demonstrate the insufficient level of the development of future teachers' of foreign languages critical thinking in Ukraine in comparison on the European future teachers of foreign languages. The results of the experimental work indicated the positive dynamics of the development of critical thinking for Ukrainian future teachers of foreign languages compared to of European future teachers of



2nd Global Conference on Innovations in Education

12 - 13 December 2024

Dubai - UAE

foreign languages. The comparison of the results of experimental work allowed concluding on the effectiveness of the proposed technologies, techniques and methods for the development of future teachers of foreign languages critical thinking.

Keywords: Critical Thinking, Future Teachers, Foreign Languages