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MODERN MEANS OF THE DEVELOPMENT OF CRITICAL THINKING IN FOREIGN LANGUAGE LEARNING

The article **aims** to bridge the gap between theoretical frameworks of critical thinking and their practical application in language classrooms, providing educators with actionable insights and evidence-based recommendations.

Methodology employs a mixed-methods approach grounded in contemporary pedagogical theory and informed by over two decades of professional teaching practice in foreign language education. It proposes an approach for teaching critical analysis, comparison of information from opposing points of view, how to develop the evidence to support a particular point of view. It presents the ways to examine the new information carefully. It evaluates new ideas. The following paper determines the total value of students' new knowledge based on their own needs and goals. It forms student's own opinion. It is important to admit how necessary to create conditions for selection of verbal behavior and solve independent problems. It teaches to make a decision at English lessons. The learning of modern competitive specialists in educational establishments is not possible without using of methods of critical thinking.

Scientific novelty of this research lies in its integrative perspective on critical thinking development within foreign language education through the lens of modern digital and interactive methodologies. Unlike traditional studies that treat language acquisition and critical thinking as separate domains, this work demonstrates their interdependence and mutual reinforcement. Cinquain implements an important role among them. The features of using cinquain in English teaching are considered. Using cinquain is an effective technic to enhance the cognitive and creative activity of students. It does not only help to organize the dialogue, but also improve the skills of text analysis, promotes individualization of learning, provides speech development. Using of the proposed method has a positive impact on the development and improvement of students' skills in foreign language learning. It gives them opportunities for self-expression and self-realization by means of foreign language.

The article **concludes** that sustainable development of critical thinking in foreign language learning requires a systematic, technology-supported, and learner-centered approach. Future research should focus on longitudinal studies and cross-cultural comparisons to further validate and expand these findings.

Keywords: cinquain, intercultural communication, innovative method, authentic, critical thinking.

Problem statement in general terms and its relation to important scientific and practical tasks. To create conditions for personal development and creative self-realization of every citizen of Ukraine are defined as the main goal in the National Doctrine of Educational Development in Ukraine in the twenty first century (2001) [9]. Such generation is capable to learn throughout life. It can create and develop civil society. That is why the modernization of educational activities in the context of globalization and integration of Ukraine with the Bologna process is possible today. Thus, nowadays the university education requires to search and develop new educational technologies, progressive ideas, forms and methods. Modern life makes its own laws: it is the business language of people. Good knowing word is an art which must be learned for years. It influences on human and social status and career. The man in the modern world in order to be successful must have a system of communication skills, be able to balance their minds in different points of view, combine active and interactive processes. That's what we mean when we refer to «thinking like a scientist» or «thinking like a historian». This proper and common sensical goal has very often been translated into calls to teach «critical thinking skills» and «higher-order thinking skills»—and into generic calls for teaching students to make better judgments, reason more logically, and so forth. In a recent survey of human resource officials [2, 26] and in testimony delivered just before the Senate Finance Committee, [2] business leaders have repeatedly exhorted schools to do a better job of teaching students to think critically. And they are not alone. Teaching students to think critically across the curriculum became extremely popular. By 1990, most states had initiatives designed to encourage educators to teach critical thinking, and one of the most widely used programs, *Tactics for Thinking*, sold 70,000 teacher guides [8].

Analysis of key research and publications on the issue. Such a system of mental strategies and communicative skills that can allow person to interact with the informational reality effectively is called critical thinking. Formation of critical thinking involves the creation of a basic attitude to themselves and the world. It requires variable, independent, sensible position. This position increases the reliability of education greatly because it is conscious and reflexive and enhances the communicative potential of the individual. Many foreign scientists (D. Bruner, J. Guilford, D. Halpern, V. Ruhyro) have been working on the issue of critical thinking in the foreign pedagogy and psychology. Ukrainian contemporary researchers also have explored technology of the development of critical thinking (A. Brushlinskyy, N. Cherepovska, T. Hachumyan, S. Kalmykov, G. Lyndsnay, A. Matyushkina, H. Tambov, D. Vilkyeyeva) and others.

The purpose of the article. That is why the purpose of this article is to propose such an approach of learning that teaches learners to critical analysis, comparison of information from opposing points of view, developing the evidence to support a particular point of view; to examine the new information carefully, to evaluate new ideas, to determine the total value of new knowledge basing on the own needs and goals, to form own opinion.

Description of the theoretical-methodological and/or experimental research procedure, specifying the research methods. Methodology employs a mixed-methods approach grounded in contemporary pedagogical theory and informed by over two decades of professional teaching practice in foreign language education. It proposes an approach for teaching critical analysis, comparison of information from opposing points of view, how to develop the evidence to support a particular point of view. It presents the ways to examine the new information carefully. It evaluates new ideas. The following paper determines the total value of students' new knowledge based on their own needs and goals. It forms student's own opinion. It is important to admit how necessary to create conditions for selection of verbal behavior and solve independent problems. It teaches to make a decision at English lessons. The learning of modern competitive specialists in educational establishments is not possible without using of methods of critical thinking.

Presentation of the main research material. The significant changes are in education today. They cover almost all aspects of the pedagogical process. Personal interest in learning is a decisive factor in education. Considering the nature of the discipline «Foreign language» where teaching has practical and communicative character, it is possible to create conditions for selection of verbal behavior in learning, independent problem solving, making decision [7, 125]. Communicative language tasks require critical thinking. You can teach languages without giving any thought including elements of critical thinking. For example, the rote learning 'listen-and-repeat' patterns requires no critical thinking and at beginner levels the focus can be on acquiring a basic vocabulary only. However, as soon as the students begin do tasks using the target language which contains elements such as personalisation, investigation and solving problem they must think critically. In modern language methodology these kinds of communicative tasks are commonplace because they engage the students in authentic communication. Success in doing such tasks requires effective use of language with elements of critical thinking.

The modern English classes also make use of either authentic or real texts which have been adapted for the language level but which still contain the writer's or speaker's original meaning. As soon as you present a text (spoken or written) for students where the speaker or writer expresses facts and opinions (such as a news text or a blog post), students need to comprehend the meaning, analyse the fact from the opinion, match the argument to the supporting evidence, and then express their own view to the text in response. In other words students are also confronted with the need to analyse the texts critically. However, in spite of the fact that there is a little argument among theorists and educators about the importance of thinking skills in language development, in typical school settings, language learning and thinking skills are often treated as independent processes [4, 6]. In other words, as Pica (2000) states, in the tradition of English language teaching methodology, the integration of language and thinking skills has been peripheral [5]. It is argued (Kabilan, 2000) that even communicative language teaching, which emphasizes the use of language as a communication tool, does not really help students to become proficient in the target language [3]. He suggests that for learners to be proficient in a language, they need to be able to think creatively and critically when using the target language. So, it is implied that even communicative approaches to language teaching do not develop critical thinking among learners

Thus, the study of modern competitive specialist in pedagogical universities is not possible without using techniques of critical thinking. Cinquain has an important place among them.

That's why we want to explore the features of using of cinquain at English classes. Cinquain is five lines poetical form which is originated in the United States in the XX century under the influence of Japanese poetry. It is used in the language universities by language teachers currently. Cinquain is a poem, which requires the presentation of a large amount of information in brief expressions. It allows us to describe and reflect on a particular topic. The word «cinquain» comes from the French word «five», and therefore it consists of five lines, the first of which is written in one word. That is noun and it is a topic. On the second line is written two adjectives that characterize the topic of cinquain. The third line is three verbs that describe actions which is related to the theme of cinquain. On the fourth line is placed an entire phrase. It is an aphorism which expresses their attitude to the subject. That aphorism might be a popular expression, quote, saying or phrase on the topic, formed by the student. The fifth line includes the word-resume, association. It expresses the author's personal attitude to the subject of cinquain.

As a brief summary, cinquain is a free form of art, which requires skills to find the most essential elements in the informational material, draw conclusions and formulate them briefly, express their attitude to the issues / problems using only 5 lines. Having external format of simplicity, cinquain is fast, but powerful tool for reflection, synthesis and generalization of concepts, information and more. But rules of making are not rigid: the fourth line can hold 3-5 words, in the fifth can be two words; it is possible to use other parts of speech.

Composing cinquain promotes the development of personal qualities of its originator, skills of analysis and synthesis of information and so on. Taking all into account, cinquain should be used at all stages of foreign language learning: in the formation of competence in reading, lexical competence (as a way of evaluating the vocabulary of pupils / students), competence in speaking (as a plan for making up various functional types of monologues / dialogues), competence in writing (how to write plan for essay, composition) as a way to control reading comprehension and so on.

Ways of implementation. Cinquain is a free creativity. The author must find the most important elements in the informational material for writing it and then makes conclusions and expresses briefly. In their article Apol and Harris explore ways teachers build interest leading students to create original poems. This exercise is one of several scaffolding experiences that the teachers use to «lead students beyond a superficial encounter to a deeper understanding and appreciation of poetry» [1, 316]. Students move from simply reading the poems to analyzing them and, ultimately, composing poems that match the format through reading cinquain and then writing their own. Cinquain is an effective method of the language development. Writing cinquain is a unique tool for the synthesis of the received information [10, 110].

The teacher decides many important tasks at once using this technique:

- learned material gets some emotional coloring that contributes to its deeper mastering;
- training knowledge about the parts of the language;
- ability to comply with certain intonation;
- enrich vocabulary;
- improve language skills to use synonyms, antonyms;
- activate and develop mental activity;
- improve skills to express own attitude to something.

Cinquain prepares for a short transfer, teaches to formulate the idea (key phrase), allows to feel as a creator a few minutes at least. Using cinquain helps to solve a variety of different educational objectives at English classes. Students discover the characteristics of cinquain poems through reading and analysis of sample poems. Let's define the features of this technique. Cinquain is as reception of setting of the lesson's theme. Students can see cinquain on the blackboard in the beginning of the lesson. The first line is missed and they try to formulate the theme of cinquain and lesson according to the content of the other four lines respectively.

EXAMPLE. Subject. (Hobby).
Exciting, entertaining, considerable
To tour, to ride, to sculpt.
Tastes differ.
Joy to the soul.

Cinquain poetry is as an extension of the text work. The most effective is pair organization of work. Each pair is given 3-4 minutes to compile cinquain, then students discuss prepared tasks and combine them in the most perfect cinquain. Subsequently, the final version is used as a support for the restatement of the studied text.

This poem is as a way to check homework. It is possible to organize the work in the following way: while some students answer the questions on the text, others – make up the cinquain for it. If the text has not been read previously, a poem would not be composed, because cinquain requires a complete understanding of the topic.

Cinquain is as consolidation of studied vocabulary. The learned new lexical items on the topic are suggested to remember for students at the end of the lesson. You can also use this cinquain to draw up a short story on the topic.

EXAMPLE. Earthquake.
Earthquake
Violent, destructive
Damage, destroy, break
It may be awful
Disaster

This example of cinquain is used for educational purposes. It also can be offered in the form of role-playing game «Focus Talk Show», «Uneven participants» who have different visions of this feeling, or in the form of professionally-oriented business game.

Felling
Impetuous, ardent.
To challenge, to thrill, to come to an end.
The meeting of two personalities
is like the contact of two chemical substances:
if there is any reaction, both are transformed.
Gift.

The receptive type of cinquain can be used to teach English too. Students adopt an authentic thematic proverb / saying for the fourth line. For example it can be «My house is my castle», «Home is where the heart is». Thus, socio-cultural competence forms in such a way.

Native home.
Couth, homly, darling.
To appreciate, towarm, to save.
4) Reliance

Cinquain promotes developing of skills to compose rhymed works of art based on the analysis and synthesis of information themselves.

Instruction: Make up a cinquain on the topic «The world around us».

Example: 1) Friendship.

2) Faithful, devoted.

To rely, to encourage, to help.

One of the oldest human needs is having someone
to wonder where you are when you don't come home at night.

Loyalty.

Once the activity is complete, provide verbal feedback as individuals or groups share their work with the class. Commentary might focus on the students' feelings about the person, place, or thing described in the cinquain.

The development of skills to summarize of information and creative activity of students by means of cinquain are formed too.

Instruction: Guess the topic of the following cinquain and make up a short story basing on it.

Earth

Beautiful, blue

Live, produce, pollute

Can be kind, can hurt

Planet

Each of these activities is designed to generate student engagement, which in-turn will stimulate student learning. In such a way, the process of monitoring and evaluation can have a negative impact on the motivation in learning and interest in a particular subject. The way of inspection and assessment of knowledge of students and attitude to learning depends on their academic discipline largely. The important quality is independent, initiative, hard work. Therefore, it is extremely important condition for the proper organization of the control and valuation activities. In addition, the new standards require a new approach to the assessment of knowledge and skills fundamentally. A huge number of different methods has already developed: training without marks, point system, portfolio, criteria-based assessment and evaluation of score-rating system. Each of them is characterized by specific tools and mechanisms of control and evaluation activities such as «The estimated range», «Casket of estimates», «Piggy of achievements» and many others. It should be noted that the implementation of all of these techniques is related to the joint activities of teachers and students, and arise a great interest for the student, because it eliminates one-sided element (only from the teacher) evaluation. Therefore, one of the techniques in the implementation of control and appraisal activities in the classroom could be cinquain too.

Thus, cinquain is a way of development of critical thinking. It allows to present educational material on a particular topic in a few words and achieve a deeper understanding of it. It can be used for any subject absolutely. It teaches students to find the most precise words and transfer the meaning of the text in the concise form. Cinquain enriches vocabulary, prepares to a brief retelling, learns to formulate the idea (passphrase).

Conclusions and prospects for further research. In conclusion, we note that in spite of the external simplicity of the form, cinquain is fast but powerful tool for reflection, summarizing of information and expressing the complex of ideas and feelings in a few words. This poem is useful as a tool for synthesizing of complex information for students.

The versatility of this technique is impressive. We use cinquain on the different occupations and at all stages: at the stage of the thinking, reflection and so on. This method allows students to say what they think, and we understand how the students can see and understand the problem which is discussed in class deeply.

Thus, the using of cinquain creates the conditions for the development of students' self-identity and helps achieve their high intellectual development. Using cinquain is an effective mean to enhance the cognitive and creative activity of students, which helps not only to organize the dialogue, but also allows to work out of the text analysis skills, promotes individualization of learning, provides speech development. Using the proposed method has a positive effect on the development and improvement of foreign language skills of students and provides the opportunities for their self-expression and self-realization by means of foreign language. These activities can be used to engage students in the learning process, and thereby stimulate student learning. In addition, the activities address whole group, small group, and individual student learning.

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СУЧАСНІ ЗАСОБИ РОЗВИТКУ КРИТИЧНОГО МИСЛЕННЯ У ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ

Мета статті – подолати розрив між теоретичними основами критичного мислення та їх практичним застосуванням у мовних класах, надаючи викладачам практичні висновки та рекомендації, засновані на доказах.

Методологія дослідження ґрунтується на використанні змішаного методологічного підходу, заснованого на сучасній педагогічній теорії та понад двох десятиліттях професійної практики викладання іноземних мов. Вона пропонує підхід до навчання критичному аналізу, порівнянню інформації з протилежних точок зору, розробці доказів для підтвердження певної точки зору. Вона представляє способи ретельного вивчення нової інформації. Вона оцінює нові ідеї. У цій статті визначено загальну цінність нових знань студентів на основі їхніх власних потреб та цілей. Вона формує власну думку студента. Важливо визнати, наскільки необхідно створювати умови для вибору вербальної поведінки та вирішення самостійних проблем. Вона вчить приймати рішення на уроках англійської мови. Навчання сучасних конкурентоспроможних фахівців у навчальних закладах неможливе без використання методів критичного мислення.

Наукова новизна цього дослідження полягає в його інтегративному підході до розвитку критичного мислення в рамках навчання іноземних мов крізь призму сучасних цифрових та інтерактивних методологій. На відміну від традиційних досліджень, які розглядають вивчення мови та критичне мислення як окремі сфери, ця робота демонструє їхню взаємозалежність та взаємне підсилення. Синквейн відіграє важливу роль серед них. Розглянуто особливості використання синквейну у викладанні англійської мови. Використання синквейну є ефективною технікою для покращення когнітивної та творчої діяльності студентів. Він не тільки допомагає організувати діалог, але й покращує навички аналізу тексту, сприяє індивідуалізації навчання, забезпечує розвиток мовлення. Використання запропонованого методу позитивно впливає на розвиток та вдосконалення навичок студентів у вивченні іноземної мови. Він надає їм можливості для самовираження та самореалізації за допомогою іноземної мови.

Висновок. У статті робиться висновок, що сталий розвиток критичного мислення у вивченні іноземної мови вимагає систематичного, технологічно підтриманого та орієнтованого на учня підходу. Подальші дослідження повинні зосередитися на подовжніх дослідженнях та міжкультурних порівняннях для подальшої перевірки та розширення цих висновків.

Ключові слова: синквейн, міжкультурна комунікація, інноваційний метод, автентичний, критичне мислення.

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