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CRITICAL THINKING SKILLS FORMATION IN THE PROCESS OF APPLYING THE CASE-STUDY METHOD IN FOREIGN LANGUAGE TEACHING OF STUDENTS IN A NON-LINGUISTIC HIGHER EDUCATION INSTITUTION

The article is devoted to the analysis of the main characteristics of critical thinking skills which are formed in the process of applying the case-study method in foreign language teaching of students in a non-linguistic higher education institution. The authors find out how the application of the case-study method in the process of foreign language teaching of students in a non-linguistic higher education institution contributes to the formation of critical thinking skills and is able to help to find creative ways of solving the problems, which has a positive effect on self-education and self-development. The case study method is a complex, effective and universal method of teaching and is especially well used in combination with other methods of teaching a foreign language, in particular, the use of the communicative method of learning when working on a case, develops critical thinking skills, and also contributes to the studying of norms and rules of foreign language communication. Since the case study method is an active method of teaching, the use of the case study method at foreign language classes in a non-linguistic higher education institution helps students to develop critical thinking, improves organizational and communication skills, teamwork skills, develops students' attention, forms business foreign language skills. The studied method is based on the application of theoretical knowledge to solve practical problems, so the result of the application of the case study method is not only knowledge, but also skills and abilities. Case analysis allows students to learn in practice, gives confidence in solving real tasks, reflects the reality of decision-making in a real situation.

Critical thinking contributes to the development of the ability to effective work with information, the ability to analyze and summarize information, the ability to work with assumptions and conclusions, make decisions and listen to other points of view, all this provides positive motivation for foreign language studying. Among the main functions of critical thinking, the authors define: identification of the problem and possible ways to solve it; awareness of the task and the possibilities of its solution, which meet the requirements; the ability to abandon ineffective decisions in favor of more effective ones; concentration of attention on the task; the control of the process of discussion and problem solving; effective use of students' abilities in the process of learning a foreign language. Students who know how to think critically are able to put forward different approaches, look for different solution options, consider the subject from different angles, come up with original ways to solve a problem situation, because this is the ability to abandon stereotyping. Critical thinking teaching requires changing emphasis from information transfer to the search for solutions and meanings. Critical thinking involves the ability to question different views and judgments, the ability to enter into a discussion, to see the essence of a problem and alternative ways of solving it, to distinguish verifiable facts from assumptions and personal opinions, to evaluate the accuracy and appropriateness of proposals. The authors also describe the basic skills of critical thinking, such as goal-setting, the ability to analyze and summarize information, the search for an original solution, the ability to lead a discussion constructively and doubt the opinions of others, the ability to make conclusions, evaluate the results of one's own activities.

Key words: *critical thinking, analysis of the situation, method of teaching, case study method, problem, motivation, solution, didactic materials, theoretical knowledge, independent search.*

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ФОРМУВАННЯ НАВИЧОК КРИТИЧНОГО МИСЛЕННЯ У ПРОЦЕСІ ЗАСТОСУВАННЯ МЕТОДУ КЕЙС-СТАДІ У НАВЧАННІ ІНОЗЕМНОЇ МОВИ СТУДЕНТІВ НЕМОВНОГО ЗАКЛАДУ ВИЩОЇ ОСВІТИ

У статті проаналізовано основні характеристики навичок критичного мислення, які формуються у процесі застосування методу кейс-стаді у навчанні іноземної мови студентів у немовному закладі вищої освіти. Автори з'ясовують як застосування методу кейс-стаді у процесі навчання іноземної мови студентів у немовному закладі вищої освіти сприяє формуванню навичок критичного мислення та здатне допомагати знаходити творчі шляхи вирішення проблем, що позитивно впливає на самоосвіту та саморозвиток. Метод кейс-стаді є складним, ефективним та універсальним методом навчання і особливо добре застосовується в поєднанні з іншими методами навчання іноземної мови, зокрема застосування комунікативного методу навчання під час роботи над кейсом, розвиває навички критичного мислення, а також сприяє вивченню норм і правил іншомовного спілкування. Оскільки метод кейс-стаді є активним методом навчання, застосування методу кейс-стаді на заняттях з іноземної мови у немовному закладі вищої освіти допомагає студентам розвивати критичне мислення, покращує організаційні та комунікативні навички, навички командної роботи, розвиває увагу студентів, формує навички ділової іноземної мови. Досліджений метод заснований на застосуванні теоретичних знань для вирішення практичних завдань, тому результатом застосування методу кейс-стаді є не тільки знання, але також уміння та навички. Аналіз кейса дозволяє студентам вчитися на практиці, дає впевненість у вирішенні реальних завдань, відображає реальність прийняття рішень в реальній ситуації.

Критичне мислення сприяє розвитку умінь ефективної роботи з інформацією, умінь аналізувати і узагальнювати інформацію, умінь працювати з припущеннями і висновками, приймати рішення і вислуховувати інші точки зору, усе це забезпечує позитивну мотивацію до вивчення іноземної мови. Серед основних функцій критичного мислення автори відзначають: визначення проблеми та можливих шляхів її вирішення; усвідомлення завдання і можливостей його вирішення, які відповідають вимогам; уміння відмовлятися від неефективних рішень на користь більш ефективних; концентрація уваги на завданні; контроль процесу дискусії і вирішення задачі; ефективне використання здібностей студентів у процесі вивчення іноземної мови. Студенти, які вміють мислити критично, здатні висувати різні підходи, шукати різні варіанти рішення, розглядати предмет з різних сторін, придумувати оригінальні способи вирішення проблемної ситуації, адже це вміння відмовитися від стереотипності. Навчання критичного мислення вимагає перенесення акцентів з передачі інформації на пошуки рішень і смислів. Володіння критичним мисленням передбачає вміння піддавати сумнівам різні погляди і судження, вміння вступати в дискусію, бачити суть проблеми і альтернативні шляхи її вирішення, відрізняти факти, які можна перевірити, від припущень і особистих думок, оцінювати точність і доречність пропозицій. Крім того, у статті охарактеризовано основні навички критичного мислення, такі як цілепокладання, навички аналізу і узагальнення інформації, пошук оригінального способу розв'язання, здатність конструктивно вести дискусію і ставити під сумнів думки оточуючих, здатність виводити укладення, оцінювати результати власної діяльності.

Ключові слова: *критичне мислення, аналіз ситуації, метод навчання, метод кейс-стаді, проблема, мотивація, рішення, дидактичні матеріали, теоретичні знання, самостійний пошук.*

Problem statement. Critical thinking is a mandatory component of the higher education system. The lack of developed critical thinking leads to the fact that students come to false conclusions and make mistakes. At the same time, trying to correct themselves, they do not deviate from the consideration that led them to failure. Critical thinking is a type of thinking that is used to analyze situations by formulating conclusions and allows to make reasonable assessments.

The system of higher education in Ukraine should promote the development of critical thinking skills, help to find creative ways to solve problems, be aimed at self-education and self-development. Students should be able to acquire knowledge independently, be able to make joint decisions, develop the ability to argue and prove their point of view.

Critical thinking is one of the main conditions for using the case study method of teaching. In our research, we also consider the influence of the case study method on the formation of critical thinking of students. The application of the case-study method in the process of foreign language teaching of students in a non-linguistic higher education institution contributes to the formation of critical thinking skills and involves the specific solution of the given problem.

The main purpose and tasks of the research. The **purpose** of the article is to find out how the application of the case study method in the process of foreign language teaching of students in a non-linguistic higher education institution contributes to the formation of critical thinking skills and is able to help to find creative ways of solving the problems, which has a positive effect on self-education and self-development. The realization of the set purpose requires the solution of the following **tasks**: 1) to describe the principles and basic skills of critical thinking; 2) to analyze the contribution of the case study method of teaching to the formation of critical thinking skills; 3) to define the main advantages of the use of case study method of teaching at foreign language classes.

Methods of the research. In our article, we use the following **methods** of the research: the analysis of psychological-pedagogical and methodical literature, pedagogical observation, generalization of information, information summarizing. The authors use these methods of the research while describing the peculiarities of the case study method of teaching, cognitive and psychological characteristics of students in the process of the development of critical thinking skills.

Object of the research. In our article the object of the research is the development of students' critical thinking skills at foreign language classes in non-linguistic higher education institution.

Subject of our research. The subject of our research is the application of the case study method in the process of foreign language teaching for the development of critical thinking skills of students of non-linguistic higher education institution.

Analysis of recent research and publications. The problem of the use of case study method for the development of students' critical thinking skills were studied by such scientists as O. Burkovska, Ya. Bechko, S. Pampura, K. Hnatyk, K. Fodor, I. Hunko, O. Voloshyna, S. Kovalova, O. Oliinychenko, Yu. Surmin, I. Forostiuk, W. Bao, T. Bridgman, S. Cummings, C. McLaughlin and other scientists, thanks to whom great success has been achieved in this field. However, the problem of effective use of the case study in teaching of students of higher education institutions continues to remain open.

In particular, the **relevance of this article** is due to insufficient study of the problem of choosing the most effective methods of teaching a foreign language using a case study at a higher education degree.

Presentation of the main material. The case study method develops students' communication skills, as case analysis involves oral communication and discussion. This method also develops non-verbal communication skills. Management communication skills, such as holding meeting, negotiations, presentation, reflection, are formed in the process of discussion. The case study method allows students to improve their teamwork skills and brainstorming skills. Also, there is the development of students' attention and self-awareness, their activity in knowledge search in the process of case analysis and making assumptions. Using this method of teaching the teacher forms "partnership" relationships with students, it helps to make educational process more effective. The key skills, which are developed by this method, are critical thinking skills.

Critical thinking skills include observation, the ability to interpret, analyze, set goals, make conclusions and assessments. Critical thinking is characterized by clarity, accuracy, significance, depth. Creative imagination, the value of attitudes are also components of critical thinking. Sometimes, in the process of teaching the teacher may face the stereotyping of students' thoughts. It may be connected with the lack of developed critical thinking. Also, in a similar situation, students come to wrong conclusions or mistakes, and then, trying to correct the situation, return to the same reasoning again (Bechko, Komisarenko, 2024).

The case study method improves the student's organizational skills, as cases sometimes contain a lot of information that must be combined and organized logically so that the essence of the problem can be

understood. The case study method is based on the application of theoretical knowledge to solve practical problems. This method uses the description of real economic, social and business situations. This method encourages attention and self-awareness regarding the assumptions and concepts made by students, it forces students to be active participants of the learning process. Modern education should be based on the ability of quick orientation in the rapidly growing flow of information and find what is needed and on the ability of understanding and applying the received information (Bridgman, Cummings, McLaughlin, 2016).

Students who think critically, present different approaches, they look for different solutions, look at the subject of the problem from different sides, and they usually find original ways to solve it. W. Bao mentions that critical thinking is the ability to abandon stereotyping. Critical thinking teaching requires the change of priorities from information transferring to the search for solutions and meanings (Bao, 2020).

The ability to think critically implies the ability to doubt about different views and judgments, the ability to enter into a discussion, the ability to see the essence of a problem and alternative ways of solving it, the ability to distinguish verifiable facts from assumptions and personal opinions and the ability to evaluate the accuracy and appropriateness of proposals. Many students are afraid to think critically due to fear of mistakes, due to their confidence in their low abilities (Bao, 2020).

Another advantage of case study method is the development of students' independence. Preparation before the lesson is very important, only after preparing in advance and only after studying the facts carefully and after conducting a systematic analysis of the case, the student will be able to take an active part in the discussion of the case. The discussion on a specific situation may end with summarizing the key points of the discussion by the teacher or by a student.

Students should be given exercises on the ability to distinguish similar material and tasks that require several ways of solving the problem, discussing the advantages and disadvantages of the chosen solutions. In his scientific works T. Bridgman emphasizes that there are several functions of critical thinking: 1) to identify the problem and its possible solutions; 2) to understand the tasks and opportunities that meet the requirements; 3) to be able to abandon ineffective decisions in favor of more effective ones; 4) to ensure concentration of attention on the task; 5) to control the discussion process and problem solving; 6) to use students' abilities effectively (Bridgman, Cummings, McLaughlin, 2016).

Case study method is suitable for the development of students' critical thinking, as it is designed to develop the skills of effective work with information, the ability to analyze and summarize information, the ability to work with assumptions and conclusions, make decisions and listen to other people. The case study method is a method of active analysis of problem situations. In this way, a group of students work together to analyze a case and develop a practical solution. The end of the process is the evaluation of the proposed algorithms and the selection of the best one in the context of the given task.

As a part of the case study method of teaching, students learn to work in a team, analyze and make decisions. A case is a complex situation, it should represent the most realistic picture and contain specific facts. A case should include the following aspects: problem, conflict, activity, time and place of action. These characteristics of the case enable the development of students' critical thinking skills.

The process of preparing students to solve a case is based on the ability to work with information, this process stimulates research activity. Various sources such as television, video, encyclopedias and databases can be used to compile cases. These sources provide more complete and more up-to-date information.

W. Bao singles out the following stages of the technology of working with a case:

1) individual independent work of students with case materials (identification of problems, formulation of key alternatives, proposal of solutions or recommended actions);

2) work in small groups on the problem and its solutions;

3) presentation and consideration of the results of small groups for general discussion (Bao, 2020).

Communication in a group is related to work on a case and it develops critical thinking skills, and also contributes to the study of norms and rules of English communication. The use of the case study should be pedagogically justified and safe. Being a complex and effective method of teaching, the case study method is universal and is especially well used in combination with other foreign language teaching methods (Bridgman, Cummings, McLaughlin, 2016).

Conclusions and further research. Case study method facilitates the development of the ability to analyze the situation, evaluate alternatives and choose the best option for making a plan for the implementation of the decision. If this method is used repeatedly, students develop stable skills for solving practical problems. The case study provides many opportunities and complements the traditional classical methods of teaching English.

With the help of the case study method, it is possible to develop creative, research and communication skills for working in groups. This method also develops independence thinking, the ability to argue and take into account other people's opinions. Based on a specific situation and containing factual material, case requires a detailed analysis and decision from the student. Working in a group allows to make joint decisions. It is important to remember that when solving a case, different solutions can be used, questions do not have one single correct answer. Thus, the case study method makes it possible not to perceive ready-made knowledge, but to find the truth by yourself in the process of completing the task. The teacher should direct the conversation, maintain a lively interest in the discussion of the question and record the answers.

Individual approach that is used in case studies develops group work skills, individual learning skills, information collection and analysis skills, time management skills, and presentation skills. In addition to practical application, the case study method can also help students to be prepared for real problems, situations, and crises. The wide variety of cases is a good addition to traditional methods of foreign language teaching.

An obvious advantage of this method is that students can learn from each other by challenging each other, asserting something and then questioning it. In general, it should be said that the key to the success of the application of this method is the preliminary preparation of the teacher, the motivation of students, the authenticity of the materials, the variety of activities, as well as the adequacy of assessment measures and goals.

Case analysis provides the following benefits to students. First of all, they allow students to have learning in practice and improves students' ability to ask the right questions in a given problem situation. Also, this method gives students confidence in solving various tasks and helps to make more reasoned decisions. The analysis provides real examples of real business situations, which makes the discussions more interesting. Analysis reflects the reality of real-world decision-making in which students must make decisions based on insufficient information. The cases reflect the ambiguity and complexity of management problems. Discussion helps to understand and consider different points of view and the points of view of other team members.

Critical thinking is the ability to reflect and doubt many points of view on a case, the ability to put forward a thesis and argue it, the ability to set goals, to plan and correct one's activities, the ability to evaluate one's own results. All this is followed when using the case study method in class.

The main skills of critical thinking include goal setting, the ability to analyze and summarize the information, the search for a particular solution, the ability to constructively lead a discussion and doubt the opinions of others, the ability to make conclusions, evaluate the results of one's own activities.

The fear of critical thinking is based on the fear of mistakes and lack of confidence in one's own abilities. The case study method is well suited for the development of students' critical thinking skills. The case study method, being an active method of teaching, helps students develop critical thinking skills, improves organizational and communication skills, teamwork skills, develops students' attention, and forms business English skills.

This method is based on the application of theoretical knowledge to solve practical problems, so the result of the application of this method is not only knowledge, but also skills and abilities. Case analysis allows students to learn in practice, gives confidence in solving real tasks, reflects the reality of decision-making in the real world.

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