their own ideas to create a presentation or do a project. So, the importance of five above mentioned sub-skills is like a ladder leading forward and forms a clearer practical image of a Critical Thinker. Generally, developing CT skills early will give students a head-start at university.

Finally, in addition to university success, students who choose the profession such as management will probably use their foreign language skills and critical thinking skills for assessing the ideas in a report or presenting the arguments in order to convince an audience. Increasingly, the skills associated with Critical Thinking can be linked to business and career success. It makes people be more employable and Critical Thinking is a key for solving difficult problems.

Ganna Dyshleva,
Kyiv

The use of projects for the development of the english language competence of students of non-speech universities

Nowadays the search for new pedagogical technologies, modern methods and means of learning which would match updated content and standard education is extremely relevant. One of the widely known innovative technologies which are considered relatively new is the method of projects, which in our opinion is the most effective in terms of mastering language material and interest of students in the learning process. What is the main advantage in comparison with other methods? Firstly, it is a pragmatic focus on results; secondly, this result which is notable in real practice allows organically to integrate knowledge of students from different disciplines to solve one problem.

The project work is learning through action. This characteristic feature of project work is very suitable for groups with different abilities, because the students will work in accordance with their level of knowledge and success. Capable students can show that they know language regardless of program or plan, whereas those who know English worse can achieve something which they will proud of compensating for the lower level of language proficiency showing footage or clarity. The key point in using project method is the formation of problems on which the students will work in the process of working on the theme of the program. The dominant feature of all projects is their positive motivation. The method of projects helps interest the students and convert "dry cramming" and meaningless attendance in intelligent knowledge and use of all skills and abilities obtained at one time on a variety of subjects in school. This pedagogical technology develops the skills of self-presentation and the ability to communicate, and as a result it works on socialization of the personality of student.

In the course of work on a project, students master variety of skills and abilities of communicative activity. They learn to work with texts (select main idea, search for the right information in the text of foreign language), analyze and synthesize information. In the process of creating the project the creative process of generating ideas is going on, as well as direct communication between students and teacher and each other in a foreign language. Project participants practice in ability to lead discussion, listen to and hear the interlocutor, defend their point of view. The activity of working group helps them learn how to work in a "team". Also the formation of such constructive critical thinking which is difficult to teach during normal training takes place. Because the students are free to choose the ways to achieve this goal, they have produced their own look at the information, and the estimated formula "this is right and this is wrong" no longer operates. So in our opinion the great opportunities to solve such problems as the sluggishness of unconcealed manipulation and inert students in the classroom, fear to speak foreign language due to possible errors in broadcasting are laid out in the project technique. Project methodology develops students' critical thinking, autonomy, creativity, activity which are so necessary in the process of studying at high school.

Such peculiarities as reliance on personal experience, self activity, prevalence of group work and novelty make the use of this specified technology in the lesson of English language essential.

Oksana Ivanova,*
PhD in Pedagogy, associate professor, Kyiv

English case-study

Significant questions of the education in the XXIst century are: "why do we study" and "how do we study" but not "what do we study". A student of today's century is a person of Z-generation. It's a person who can easily find out any information, analyze it, and search the necessary and essential data in different resources, as he or she is a professional user of the information technologies since childhood. The expectations of this student are: creative tasks and ideas, team cooperation and critical thinking during educational process.

Among primary educational principles should be those which are based on research method, motivate to critical thinking and creative decisions in a team work.

Task-based exercises generate interest in the learning process. Though, new challenges for modern teachers are to have a way with students of new generation; to increase their motivation to educational process through the solution of vital and challenging tasks; and to develop their abilities.

Well known fact that given knowledge is less valuable for a person than his or her own acquirements and inventions. Nowadays the main aim of teaching is to increase mental activity of the students. Educational technologies are meant to solve these tasks. One of them is case study.

Case study situation has a high level of reality and involves real participants. That is why we consider it's a good idea to study foreign language with the help of case study. The situation can be presented in the form of human needs and each language Unit includes subtopics for cases. Among occurrences determining the situation we can distinguish needs, choices, conflict, effort, innovation, investigation, survey etc. Complex description of a situation is a situational exercise. The situational exercise is the description of a real situation that has happened in a real life. Social structure of the situational exercise reflects the ability to exchange participants' thoughts and standpoints at the time of panel discussion. Such kind of work motivates students to individual way of thinking and deep analysis. It helps to determine the solution variants and choose the best one.

The second basic category of case study is the analysis which can be represented in the form of selection of objects and facts' features and capabilities or in the form of project / scientific research. As an example, it could be the analysis of good, bad and neutral news in mass media while teaching Unit "News" or "Mass Media".

In-depth study is a study requiring holistic analysis of case questions and some time for the information collection and processing. This study can be applied for specialty "Information Technology" in a class of "English for Specific Purposes". According to the case task students are proposed to analyze scientific resources in their area and figure out the percentage of terms borrowed from English. The next step is to find out their Ukrainian equivalents in the dictionaries and thesauruses.

Integration analysis with decision making is used in case of personal enrichment of any other subjects. While studying Unit "Personnel" for the specialties "Philology", "Social work", etc. teacher can apply psychological tests and tasks at the lessons for personality studying.

Depending on the tasks which should be solved, there will be the choice of the analysis. The main sources for cases are social life, education, science. They give us the subject, the problem and the basis for case creation.