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Forschungen könnten sich mit der Entwicklung adaptiver Systeme zur Grammatikvermittlung befassen, die individuelle Lernbedürfnisse der Studierenden berücksichtigen.

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THE DEVELOPMENT OF UNIVERSITY STUDENTS CRITICAL THINKING AT ENGLISH LESSONS

In recent years, the role of critical thinking in education has gained significant attention due to its importance in fostering independent thinking, problem-solving, and informed decision-making. At the university level, English lessons provide an ideal setting for promoting critical thinking, as students engage with complex texts, discussions. Critical thinking is not merely about memorizing information but involves analyzing, evaluating, and synthesizing ideas in a thoughtful and coherent manner.

Critical thinking is defined as the ability to think clearly and rationally, understanding the logical connection between ideas, questioning assumptions, and forming judgments based on evidence. In the context of English lessons, critical thinking is essential, as students are often exposed to diverse perspectives, genres, and communication styles. English courses cover a broad range of texts, from classical literature to contemporary works, as well as various forms of media such as advertisements, films, and speeches. These diverse materials provide rich opportunities for students to analyze language use, identify biases, and assess the validity of arguments.

The development of critical thinking at English lessons is closely tied to language learning. Language itself is a tool for critical thinking, as it shapes how individuals express and interpret ideas. For non-native English speakers, engaging with English texts requires them to understand complex language structures and

nuances, while also considering the cultural and social contexts behind the language. This process naturally encourages students to think critically about language choices, rhetorical devices, and the power dynamics inherent in communication.

Moreover, English lessons provide an environment in which students are encouraged to express their opinions and defend their viewpoints. Discussion-based activities, debates, and group projects enable students to articulate their thoughts clearly and logically, fostering a deeper understanding of the subject matter. In the process, students learn how to consider alternative viewpoints, challenge assumptions, and refine their arguments. These skills are essential for developing critical thinking, as they teach students to examine issues from multiple perspectives and make reasoned decisions based on evidence.

While the development of critical thinking is a crucial goal at English lessons, several challenges must be addressed. One of the primary challenges is the diverse range of student backgrounds and language proficiency levels. Students may approach texts from different cultural perspectives, and their ability to analyze complex ideas may vary depending on their language skills. Instructors must be mindful of these differences and provide support to ensure that all students can participate fully in critical thinking activities.

Another challenge is the pressure of exam-oriented education systems, which often prioritize memorization over analytical thinking. In such systems, students may be more focused on rote learning and regurgitating information rather than engaging critically with texts. To address this, instructors must create a classroom environment that encourages inquiry, exploration, and independent thought.

The development of critical thinking of university students through English lessons is essential for preparing them for the complexities of the modern world. By engaging with diverse texts, participating in discussions, and reflecting on their own thought processes, students develop the skills necessary to analyze information, evaluate arguments, and make informed decisions.

English lessons offer a unique opportunity to foster critical thinking, as they require students to engage with language in nuanced and meaningful ways. By

employing effective teaching strategies, addressing challenges, and fostering an open-minded learning environment, educators can help students develop the critical thinking skills they need to succeed in their academic and professional lives.

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THE DEVELOPMENT OF UNIVERSITY STUDENTS PHONETIC COMPETENCE AT ENGLISH LESSONS

Phonetic competence plays a crucial role in the mastery of English as a foreign language. For university students, acquiring a high level of phonetic competence is vital for effective communication, as it ensures clear pronunciation, accurate intonation, and an ability to understand various accents and dialects. The development of phonetic competence, however, can present challenges due to the complexity of the English phonetic system, which includes various sounds, stress patterns, and intonation rules.

Phonetic competence is a fundamental aspect of communicative competence in a second language. While grammar and vocabulary are essential for understanding and producing language, pronunciation is key to being understood by native speakers and avoiding misunderstandings. Phonetic competence directly affects on university students academic performance, especially during oral presentations, debates, and group discussions. It also plays a significant role in their social and professional interactions, as effective pronunciation can influence their ability to network, participate in international conferences, and engage with global job markets.

Phonetic competence encompasses several aspects of speech, including segmental features (consonants and vowels), suprasegmental features (intonation, stress, rhythm), and the ability to recognize and produce the sounds of the target language accurately. Among these, segmental features are often the focus in the early stages of language learning, while suprasegmental features contribute to the