

групи ризику достатнім обсягом знань і навичок, завдяки яким вони зможуть адекватно виконувати завдання, що виникають перед ними у повсякденному житті.

Профілактика і корекція відхилень у поведінці молоді в умовах заміського літнього табору передбачає цілеспрямовано організований виховний вплив на підлітків з точним визначенням його засобів, методів і форм, а також створення максимально сприятливих умов, при яких виховний процес охопить усі сторони життєдіяльності підлітка. Сьогодні заміські табори визнано однією з конструктивних форм вирішення питань соціально-педагогічної роботи з дітьми групи ризику, попередження педагогічної занедбаності неповнолітніх. Це пояснюється тим, що виховна робота, проведена в умовах дитячих заміських літніх таборів, дозволяє максимально обмежити і в значній мірі тимчасово нейтралізувати вплив несприятливого мікросередовища на підлітків у найбільше «вразливу пору року», коли підлітки випадають з-під контролю школи, сприяє активному включенню підлітків у різні види позитивної діяльності, спрямованої на формування в них різносторонніх інтересів, потреб, позитивних якостей особистості [1].

Джерела

1. Pre-Camp Playbook for Counselors and Staff/ Ed. By Steve Kanefsky. Menominee ,Wisconsin, 2001. 117 p.

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CRITICAL THINKING AND ACADEMIC DISCOURSE: DEVELOPING STUDENTS' ANALYTICAL SKILLS

This article explores effective teaching methods for developing critical thinking skills essential for academic communication. Through analysing teaching strategies, the paper examines how educators can enhance students' analytical abilities. Educators can equip students with the tools necessary for effective scholarly communication by integrating critical thinking exercises, promoting a scaffolded approach to critical reading, and fostering conditions for reflection and inquiry.

Introduction. In the context of academic discourse, university students are expected to grasp advanced concepts and communicate their ideas and research findings with clarity and precision. This requires the development of critical thinking and argumentative writing skills, which are essential for analysing, synthesizing, and evaluating ideas effectively. These skills will allow students to engage in professional discussions, make original contributions to their fields, and produce high-quality academic work. Fostering these competencies necessitates deliberate instructional strategies to cultivate an environment of critical thought and professional communication.

This paper outlines prospective methods for enhancing critical thinking and argumentative writing skills of university students. Namely, by focusing on such approaches as active reading and argument analysis, educators can guide students toward more effective academic communication.

Encouraging Active Reading and Critical Engagement. The development of critical thinking is a fundamental aspect of advanced academic study. One of the most effective ways to enhance this skill is through critical engagement with academic literature. Given the vast array of available sources, students should move beyond mere comprehension

to actively question, evaluate, and interact with the content. This can be achieved through structured reading techniques that promote analytical thinking, such as annotation, summarization, and the practice of Socratic questioning.

This section explores popular methods to enhance critical thinking skills, which are essential for academic success and effective communication.

I. Critical Annotation. Encouraging students to actively annotate texts helps to deepen their understanding and fosters critical reflection. This involves identifying key arguments, contradictions, and underlying assumptions. By engaging with the material in this way, students not only enhance their comprehension but also develop the ability to critique and analyse scholarly work more effectively.

Mauro B. dos Santos (1996) outlines a structured approach for composing an English journal abstract, which consists of the following key stages:

1. *Situating the research background:* establishing context by presenting existing knowledge in the field or identifying a research problem.
2. *Presenting the research goal:* defining the study's primary purpose or highlighting its key characteristics.
3. *Describing the methodology:* explaining the research design and methods used.
4. *Discussing the results:* providing an overview of the main findings.
5. *Summarizing the research:* drawing conclusions and offering recommendations based on the research outcomes.

Sample abstract of a conference proposal “Using AI in Education: Analysing Its Impact and Potential”.
 [Presenting the research background and goal] *This study explores the integration of artificial intelligence (AI) in education, focusing on its role in enhancing personalized learning, automating administrative tasks, and supporting educators. The research examines AI-driven tools, such as adaptive learning platforms and AI-assisted assessment systems, to determine their effectiveness in improving student engagement and learning outcomes.* [Discussing the results] *Findings indicate that AI can significantly enhance individualized learning experiences by adapting to students' needs in real time. Additionally, AI-powered automation reduces educators' administrative workload, allowing them to focus more on interactive and high-impact teaching. However, concerns regarding data privacy, ethical implications, and potential overreliance on technology remain key challenges.* [Summarizing the research] *The results of this study can help educators to make informed decisions regarding AI adoption in classrooms. While AI has the potential to revolutionize education, careful implementation is required to balance technological advantages with academic integrity and ethical considerations.* (Designed by the authors for illustrative purposes).

II. Summarization. Teaching students to summarize complex academic texts enables them to extract essential arguments and main ideas. Summarization enhances comprehension and retention with fostering the ability to differentiate between primary arguments and supporting details. Through scaffolded exercises, students can practice synthesizing information concisely without losing critical nuances.

A well-written summary condenses the original text while maintaining balanced coverage, without specific details. It should be paraphrased in the writer's own words in the present tense, remain stylistically neutral, avoid evaluation, and clearly present the author, source, and the main idea in the first sentence. Logical coherence is ensured through transition devices, while the length typically ranges from 10 to 25 % of the original text (Яхонтова, 2003, с. 97).

The first sentence of a summary introduces the reader to the summarized text, including the author's name, title, and main idea, and is written in the present tense. Some useful structures include:

- *According to John Swales in ENGLISH IN TODAY'S RESEARCH WORLD, ...* [main idea].
- *John Swales in ENGLISH IN TODAY'S RESEARCH WORLD discusses ...* [main topic].
- *In his book ENGLISH IN TODAY'S RESEARCH WORLD, John Swales states/describes/explains/claims/argues that ...* [main idea].

It is useful to incorporate logical connectors (e.g., *further, also, in addition*) and additional reporting verbs. Common patterns include:

- *In the third chapter of the book, the author presents ...*
- *The author (also) argues/believes/claims/describes/explains/states that ...*
- *The author continues/goes on to say ...*
- *The author (further) states that ...*
- *The author concludes that ...*

A variety of reporting verbs is appropriate in summaries.

III. Socratic Questioning is a method of inquiry named after the Greek philosopher Socrates, who used systematic questioning to stimulate critical thinking and elicit ideas. This approach encourages students to explore the

arguments, identify contradictions, and refine their reasoning. Socratic questioning challenges assumptions, examines evidence, and considers alternative perspectives, fostering deeper engagement with academic material. Training students to ask questions about the reading material, such as, “*What is the underlying assumption of this argument?*” or “*What are the broader implications of this theory?*”, strengthens their critical thinking skills, makes them engage more deeply with the content, challenge perspectives, and draw connections to wider academic debates, e.g.:

Student A: The author claims that artificial intelligence enhances education by personalizing learning experiences. But what assumptions is this argument based on?

Student B: Well, one assumption is that AI can accurately assess each student's learning needs and adapt accordingly.

Student A: That makes sense. But what if the AI system has biases? How might that impact personalization?

Student B: If the training data is biased, the AI might reinforce existing inequalities rather than create fair learning opportunities.

Student A: That's a problem. So what ethical concerns should educators consider when using AI in classrooms?

Student B: They should make sure AI decisions are transparent and regularly checked to prevent biased outcomes.

This sample dialogue showcases how to guide students in Socratic questioning, helping them to analyse arguments critically rather than accepting them at face value.

Conclusion. As it follows from the above discussion, developing critical thinking skills is essential for university students to succeed in academic discourse. By implementing active reading strategies, educators can set the foundation for the analytical language skills necessary for high-quality academic communication. As students refine their ability to critically evaluate sources, identify logical and evidence-based arguments, and engage with complex academic ideas, they become better equipped to contribute meaningfully to their respective fields of study.

By engaging in active reading, students develop the necessary mindset to examine, challenge, and build upon existing literature, laying the foundation for further argumentative writing. In fostering these skills, educators help students to excel in their studies and prepare them to meaningfully participate in the broader scholarly community where thoughtful, persuasive, and well-articulated discourse is required.

References.

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РОЗВАЖАЛЬНІ ПРОГРАМИ ФОРМАТУ ШОУ

Вступ. У роботі йдеться про телевізійні жанри шоу.

Мета роботи. Актуальність мети визначена необхідністю проаналізувати жанрові особливості телевізійного шоу та його вплив на соціум.

Матеріали та методи. Використовувалися такі методи як: аналіз, синтез, спостереження. Визначено та проаналізовано жанрові особливості телевізійного шоу та його вплив на глядача.

Результати та обговорення. Для дослідження природи розважальних програм формату шоу пропонуємо ознайомитися з жанровими особливостями телевізійного шоу.

Розважальні програми містять елементи самих різних жанрів таких як: драматичні сценки, скетчі, музичні номери, вікторини і багато іншого. У подібного роду програмах є ведучий, образ якого вкрай важливий для цілісного сприйняття даних телепрограм. Наявність суворої періодичності ефіру (як правило, кожна програма виходить раз на тиждень в один і той же день і годину), наскрізна тема і постійний ведучий дозволяють розглядати розважальну телепродукцію як багатосерійну; вони вигідні у фінансовому плані, так як знімаються в короткі терміни і не вимагають великих витрат.

Дані програми лідирують за кількісними характеристиками в сітці мовлення всіх телеканалів. У практиці телебачення останнього часу в назві більшості розважальних програм незмінно присутня так звана приставка "шоу".