conclusions. Keywords: "Analyze"," Compare… "," Why". Example: "Why should antibiotics be taken only on a doctor's prescription?"

5. Synthesis. The answers to these questions make it possible to solve the problem creatively using the student's own experience and knowledge. Keywords: "Come up with…", "Formulate…", "Compose…", "Build…". Example: "Build a dialogue in which the patient complains of stomach pain".

6. Evaluation. The answers to such questions allow students to reflect and evaluate a situation. Keywords: "What is best ..?", "Compare…", "Rate…". Example: "Evaluate from the drawings whether the treatment of a patient with pneumonia is correct."

Questions are one of the components that stimulate the development of critical thinking skills. In the process of answering questions, students have the opportunity to analyze information, defend their own opinions. Since the questions are arranged in a certain sequence, the development of critical thinking is stimulated. The use of top-level questions (analysis, synthesis, assessment) in English classes is an effective tool for developing students' critical thinking.

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COMPUTER PROGRAM AS A METHOD OF DEVELOPING STUDENTS' FOREIGN LANGUAGE COMMUNICATION SKILLS

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With each new generation, high school teachers face the challenge of finding effective methods, techniques and teaching aids. We consider the use of computer programs (CP) to be one of the ways to intensify the educational process, in particular the development of students' foreign language communication skills.

The peculiarities of text-mediated communication are the lack of feedback, the separation of author and addressee in time and space, which can cause a semantic barrier between them, as they are characterized by different realities and norms of language.

In the context of our study, educational reading as communication is mediated not by paper, but by a technical means, a computer, from the screen of which information is produced. Such communication is a special kind of interaction, a new sphere of human activity. First, it is the student's dialogue not only with the author of

the text, but also with the computer program. It can have a name, a face, an image. Therefore, the student believes that he is not communicating with a separate program, and identifies it with the image of a technical means – a computer. Sometimes a student is asked to register himself. Personalization and registration give the learning situation the features of real communication. Secondly, this dialogue, unfortunately, cannot be called full-fledged. He is limited by linguistic and technical difficulties and deprived of extralingual means of communication (gestures, facial expressions, intonation). Third, due to the feedback, the CP cannot be pushed aside like a book or a notebook. It constantly keeps the student in tension, demands reactions, waits for answers [2].

At the same time, unlike the actual reading from the monitor screen (for example, on the Internet), which often causes users a sense of frustration due to technical factors, in educational reading the computer is extremely patient, friendly, tireless. It can always help the reader to find the necessary information in the dictionary, reference book quickly and to solve other problems related to reading the text. Such communication can have a psychotherapeutic effect for the student: conditions are created for self-affirmation and increasing of student's self-esteem. The naturalness of such a dialogue lies in the psychological comfort of the user, in the simplicity and convenience of communication. Thus, the features of the dialogue with the CP can be defined as a feature of the exchange of communicative actions: messages and reactions to them, which are carried out in a limited area according to certain rules (dialogue algorithm) [1].

From the point of view of pedagogy, two processes are important in the student's educational communication with the CP: the personification of the computer and the motive for competing with it. In this case, the person as a partner in communication has their own needs, motives, goals, and the computer goals and motives are attributed to the person. In this dialogue, the computer performs routine functions, and human activities include creative elements. The motive of competition, the desire to correct mistakes and to win is an important stimulus for communication [1].

So, to teach to read and understand the text, narrow practical goals act as components of strategic goals – to teach to communicate, to form communicative competence of the individual. That is, the functions of communication are realized in terms of motivated, purposeful, situational-correlated and personally experienced speech actions for recognition, reproduction of thoughts given in the text, reactions to them.

References:

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