**DEVELOPING HIGHER ORDER THINKING SKILLS IN THE ENGLISH CLASSROOM**

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Modern world sets new goals in front of future specialists. New jobs appear which demand not only knowledge and comprehension of facts, terms, basic concepts and answers in the chosen sphere of activity, but also critical approach to the information under study, the ability to use acquired knowledge, apply it to new situations and create a new product. Thus, educators all over the world come across with the necessity of developing students’ higher order thinking skills.

 The term implies the idea that some types of learning require more cognitive processing than others. It goes beyond knowledge of specifics and means of dealing with specifics, demonstration of understanding the facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas. It is mostly about solving problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way; examining and breaking information into parts by identifying motives or causes; make inferences and finding evidence to support generalizations; compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions; presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

 Lessons involving higher order thinking skills require particular clarity of communication to reduce ambiguity and confusion and improve student attitudes about thinking tasks [1:63].

There is a variety of taxonomies to develop students’ higher order thinking skills (HOTs). The most popular among educators is Bloom’s Taxonomy which is considered to be a foundational and essential element within the education community. Bloom believed that education should focus on 'mastery' of subjects and the promotion of higher forms of thinking, rather than a utilitarian approach to simply transferring facts.

Bloom's taxonomy refers to a classification of the different objectives that educators set for students (learning objectives). It divides educational objectives into three "domains": cognitive, affective and psychomotor (sometimes loosely described as "knowing/head", "feeling/heart" and "doing/hands" respectively). A goal of Bloom's taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education. However, the scientist himself developed the principles of cognitive domain which presents a structure of thinking skills beginning from the lower order (Knowledge and Comprehension) up to higher order thinking skills. To each level a series of verbs, questions and sample tasks are suggested which makes a teacher’s role in the classroom easier to perform. Lesson plans should include modeling of thinking skills, examples of applied thinking, and adaptations for diverse student needs.

As for HOT useful learning strategies rehearsal, elaboration, organization, and metacognition are recommended. Direct instruction (teacher-centered presentations of information) should be used sparingly. Presentations should be short (up to five minutes) and coupled with guided practice to teach subskills and knowledge [1:2].

Small group activities such as student discussions, peer tutoring, and cooperative learning can be effective in the development of thinking skills. There is also abundance of HOTs techniques such as “What’s Your Rating?”, “Priority Ladder”, “Brainstorming”, “Human Bias Graph”, “Milestones”, etc., which can make the learning process both thought-provoking and instructive.

 To sum up, higher order thinking skills are grounded in lower order skills such as knowledge and comprehension, the role of which must not be underestimated. HOTs include critical, logical, reflective, metacognitive and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. The focus on these points creates new roles for teachers and demands their enthusiasm, creativity, critical approach and facilitation.

***References***

1. *King FJ.* Higher Order Thinking Skills: Definition, Teaching Strategies, Assessment [Електронний ресурс] / FJ. King, L Goodson, M.S. Faranak Rohani //Режим доступу: <http://www.cala.fsu.edu/files/higher_order_thinking_skills.pdf>