

OBSAH

INTRODUCTION	5
1 DEFINING THE CONCEPT AND UNDERSTANDING OF CRITICAL THINKING (Alica Petrasová)	9
1.1 Understanding the Significance of Critical Thinking	10
1.1.1 Pursuing a Systematic Approach in Curriculum Policy	12
1.1.2 Critical Thinking as an Expected Educational Outcome in Higher Education	15
1.1.3 The Current State of Research on Critical Thinking in Slovakia	20
1.2 Critical Thinking in Education and Society	23
1.2.1 Critical thinking as the foundation of a liberal democratic society and defence against manipulation	26
1.3 The Historical Perspective on the Perception of Critical Thinking	30
2 CRITICAL THINKING IN TEACHER EDUCATION (Alica Petrasová)	39
2.1 The critical thinker and the development of critical thinking	40
2.2 The neuropsychological aspects of learning	48
2.3 The ERR framework system for learning and teaching	51
3 DEVELOPING CRITICAL THINKING IN A LANGUAGE CLASSROOM (Zuzana Straková)	57
3.1 Critical thinking and language classroom	62
3.1.1 Strategies for promoting critical thinking in the language classroom	63
3.1.1.1 Application of the Strategies in Listening and Reading	65
3.1.1.2 Application of the Strategies in Speaking and Writing	71

4	CLIL AND CRITICAL THINKING: A MEANINGFUL MATCH (<i>Michaela Sepešiová</i>)	77
4.1	Content and language integrated learning	77
4.2	Principles and theories behind CLIL	80
4.3	Fostering cognitive process	83
4.3.1	Encouraging thinking through language integration	88
4.3.2	Teaching methods fostering critical thinking in CLIL classrooms	89
5	FOSTERING CRITICAL THINKING IN THE CLASSROOM: TWO CASE STUDIES (<i>Ivana Cimermanová, Miroslava Cimermanová</i>)	93
5.1	Slovak case study I.: Readiness of trainees to develop critical thinking of students	93
5.2	Slovak case study II.: Critical Thinking at Secondary Schools	104
6	REDEFINING THE CORE OF TEACHER TRAINING: CHALLENGES AND PERSPECTIVES (<i>Zuzana Straková, Michaela Sepešiová</i>)	119
6.1	A way forward: challenges and perspectives	119
6.2	Critical thinking in foreign language teacher training	124
6.3	Emerging innovations in the curriculum	130
6.3.1	The course Development of Critical Thinking in ELT	131
6.3.2	The course New trends in ELT	133
	CONCLUSION	135
	RESUMÉ	138
	BIBLIOGRAPHY	148
	ABOUT AUTHORS	173
	APPENDIX	175