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MODELING LESSONS USING CRITICAL THINKING DEVELOPMENT STRATEGIES

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ABOUT ARTICLE

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Abstract: This article highlights the positive aspects of implementing the "Critical Thinking through Reading and Writing" technology in elementary school lessons on literary reading, the surrounding world, and the Russian language.

INTRODUCTION

Can we learn to think more effectively? Like other qualities of the mind, thinking can be developed. Developing thinking means developing the ability to think. One of the innovative methods that allows achieving positive results in shaping the thinking skills of younger schoolchildren is the technology of critical thinking development.

Its goal is to develop students' thinking skills, necessary not only in their studies but also in their future lives: the ability to make informed decisions, work with information, analyze various aspects of phenomena. In other words, this technology promotes the implementation of a competency-based approach in teaching and educating schoolchildren.

Any innovation, as we know, meets support, approval, or resistance on its way. For me, this is also a painful question: how to make my lessons exciting and rich in content. I have come to the conclusion that the critical thinking technology is relevant in lessons, its application allows for livening up the lesson, making it exciting and emotional. Cognitive abilities and cognitive processes of personality develop: different types of memory (auditory, visual, motor), thinking, attention, perception. Also, the development of critical thinking is aimed at meeting the needs of the individual for respect, self-affirmation, communication, play, and creativity. I would like to focus on the technology of critical thinking development.

This technology teaches you to think, to compare your opinion with others, provides an opportunity to demonstrate your creative abilities, and encourages interaction.

Critical thinking technology (CTT) was developed by American educators-practitioners in the 1980s. Later, the basis of the technology began to include the ideas and theories of Jean Piaget on the stages of a child's mental development; Lev Semenovich Vygotsky on the zone of proximal development.

The ideas of technology "transferred" to the language of practice sound as follows:

- Children are naturally inquisitive; they want to learn about the world, are capable of considering serious issues and putting forward original ideas.
- The teacher's role is to be a thoughtful assistant, stimulating students to tireless learning and helping them develop the skills of productive thinking.

CTT is universal. Teachers of various subject areas in middle and high school, as well as the administration of educational institutions, can use it when conducting pedagogical councils. And, of course, some elements of the technology can and should be applied in elementary school.

Critical thinking is shaped, first and foremost, in discussions, written works, and active work with texts. Students are familiar with these forms of work, they just need to be slightly modified.

There are 3 stages (phases) of technology:

1. Challenge.
2. Comprehension.
3. Reflection.

Stage 1 - Challenge. Awakening interest in the subject.

Tasks:

- Activate the knowledge students already possess.
- Awaken cognitive interest in the subject being studied.
- Help students themselves determine the direction of their study of the topic.

Stage 2 - Comprehension of the material in the process of working on it.

Tasks:

- Help actively perceive the material being studied.
- Help relate old knowledge to new.

Stage 3 - Reflection. Generalizing the material, summarizing.

- Help students independently generalize the material being studied.
- Help students independently determine directions for further study of the material.

There are many different techniques and methods used at each stage. + Question daisy, insert, fishbone, prediction tree, denotative graph, +- interesting, summary table, six hats, diamond, RAFT (role, audience, form, topic), letter in a circle, "catch the mistake", "snowflake meadow", cube, and others.

I will focus on those that I use in my elementary school lessons.

1. Table: Know - Want to know - Learned

This technique can be used for working with text throughout the lesson.

Example. Lesson on the surrounding world, at the challenge stage.

The teacher and students determine the topic of the lesson. It is "Insects".

Teacher: I suggest that you fill out the table and work with it throughout the lesson. What do you know about insects? (The children work in groups, filling out the first column of the table) (Verification of filling in the first column. Children's answers.)

Teacher: Guys, what would you like to learn about insects? (The children work in groups, formulating questions and filling out the second column of the table) (Verification of filling in the second column)

Teacher: So, what is the topic of the lesson? ("Insects"). I suggest we put away the tables for now and try to find answers to the questions that have arisen about our topic by engaging in the lesson…

Well, now it's time to go back to our tables that we used at the beginning of our lesson. Can you now answer the questions that we set for ourselves? (We work in a group, fill out the table).

2. The "Basket of Ideas" Technique

Group work. Each group, after preliminary discussion, expresses its assumptions:

For example: Soil is…

… earth
… plant earth
… substance
… land, not water
… habitat, home of animals

Summarizing the work of the groups. All assumptions are recorded on the board, and work begins.

3. The "True and False Statements" Technique

At the challenge stage, it is necessary to evoke interest in the knowledge already possessed on the studied topic, to activate students. To do this, use the "True and False Statements" technique. Students discuss statements in groups. Group assumptions are posted on the board.

At the reflection stage:

1. Students return to their previous groups and take turns telling their text using the support summary.
2. Defense of support summaries. The expert tells, other students add and correct, ask questions.
3. Return to "True and False Statements". Students discuss again in groups and, based on the knowledge gained, decide whether the given statement is true or false.

4. Cluster

The sequence of actions is simple and logical:

In the middle of a clean sheet (classroom board), write the keyword or phrase that is the "heart" of the idea, the topic. Around it, "throw" words or sentences that express ideas, facts, images that are relevant to the topic (the "planet and its satellites" model). As you write, a graphical structure appears, which reflects our thoughts, defines the information field of this topic.

5. The "Insert" Technique

- While reading the text, make notes in the margins: "V" - already knew; "+" - new to me; "-" - thought differently; "?" - didn't understand, there's a question.

Checking for understanding and initial reinforcement.

- What was familiar to you?
- What new things did you learn from this text?
- Who has questions about the text? What was unclear?

6. Questioning Technique

Techniques that develop the ability to work with questions are of great importance in critical thinking technology. Questions are the main driving force of thinking. Students need to be referred to their own intellectual energy. Only students who ask themselves questions or ask them are truly thinking and striving for knowledge. The level of questions asked determines the level of our thinking.

At the challenge stage - questions that students would like to get answers to when studying the topic.

At the reflection stage - demonstration of understanding of what has been learned.

Task: read the text and ask each other 2 narrow and 2 broad questions.

7. To teach children to formulate different types of questions, the "Question Daisy" technique is used. To do this, you need to familiarize yourself with different types of questions beforehand. Students formulate questions on a topic and write them on the corresponding petals of the daisy.

Work is done on composing such types of questions:

Simple questions - questions that require you to name some facts, recall and reproduce specific information.

Clarifying questions - They usually begin with the words: "So you're saying that…?", "If I understand correctly, then…?" The purpose of these questions is to provide feedback to a person about what they just said. Sometimes they are asked to obtain information.
Interpretative (explanatory) questions - usually begin with the word "why?". They are aimed at establishing cause-and-effect relationships.
Evaluative questions - these questions are to clarify the criteria for evaluating certain events, phenomena, and facts. They usually begin with the words: "How do you feel about…".
Creative questions - if the question contains the particle "would", elements of conditionality, assumption, prediction. "What will happen if…" "What would change if…"
Practical questions - aimed at establishing the relationship between theory and practice. They usually begin with the words: "Where in real life could you observe…", "How would you act…"
The questioning technique is good at the Reflection stage.

8. Logbook

Example: lesson on the surrounding world, 4th grade, topic "Tundra"
Task: The world of tundra birds is more diverse than the world of animals. What makes this harsh land attractive to so many birds? Use the material from the textbook (pages are indicated) to search and fill out the logbook.

9. Fishbone Technique

"Fishbone" in translation means "fish bone". In the "head" of this skeleton is indicated the problem that is considered in the text. On the skeleton itself, there are upper and lower bones. On the upper bones, students note the reasons for the emergence of the problem being studied. Opposite the upper bones, lower ones are located, on which, in the course, facts are written that confirm the presence of the reasons they have formed. Entries should be concise, be keywords or phrases that reflect the essence of the fact.
The essence of the "Fishbone" technique (fish bone) is to set the problem that is studied in the lesson, to define its aspects and to find arguments, facts in confirmation of one point of view or another on this problem.
Example: lesson on the surrounding world, 4th grade, topic "Tundra"
Task: Give examples of the negative impact of humans on the tundra soil, use material from the textbook (pages are indicated). Create a fishbone on one of the problems.

10. The "Six Hats" Technique

Example: lesson on the surrounding world, 4th grade, topic "Tundra"
The class is divided into 6 groups. Each group is entrusted with one of the six hats.
I suggest you present your experience, your impressions and thoughts, based on the color of the hat.
White hat. We think in terms of facts, figures. Tell us about the tundra using only facts and figures.
Yellow hat. Positive thinking. Think about what helps tundra animals survive the harsh winter.
Black hat. Problems. Give examples of the negative impact of humans on the tundra soil.
Red hat. Emotions. Think about what emotional mood you experience when you see nature dying around you?
Green hat. Creativity. What measures will help preserve the nature of the tundra?
Blue hat. Philosophy. Summarize the statements of other groups.
At the reflection stage, you can also use such forms of work.
So, critical thinking techniques in lessons allow you to make work in lessons more effective, interesting, and creative, and most importantly, productive.

The technology is based on a systemic-activity approach to learning. The lesson is structured to engage every child in learning activities. Such a lesson makes students think, teaches them to find ways to solve problems, and develops their communication skills.

A person with critical thinking skills meets all the requirements of modern society. He is able to see problems and opportunities, set clear goals, develop optimal ways to achieve them. He has a clear, original, independent thinking, ready for self-realization and self-expression.

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