

"Technology of Critical Thinking in Russian Language and Literature Lessons in 5-6 Grades"

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ABSTRACT

In the article, the technology of critical thinking in the lessons of the Russian language and literature in grades 5-6 is given to the development of students' mental skills necessary for study and everyday life (the ability to make informed decisions, work with information, analyze, consider various aspects of the decision). The technology for the development of critical thinking is an integral system that forms the skills and abilities of working with information in the lessons of Russian and literature.

KEYWORDS: *Critical thinking, grades 5-6, method, teacher, subject, information, analyze, solutions, consider, modern school technology.*

Critical thinking is thinking that is balanced, logical, and goal-oriented, characterized by the use of cognitive skills and strategies that increase the likelihood of obtaining the desired result. Objectives: Development of students' mental skills necessary for study and everyday life (the ability to make informed decisions, work with information, analyze, And consider various aspects of the decision) Tasks: 1. Ready for planning. Thoughts often arise randomly. It is important to arrange them, decide in what order to present them. Orderliness of thought is a sign of confidence. Flexibility. If a student is not ready to accept the ideas of others, he himself will never be able to become a generator of ideas, thoughts. Flexibility allows for judgment to be delayed until the learner has a variety of information. Persistence. Often, when faced with a difficult task, we decide to put it off until later. By developing perseverance in the tension of the mind, the student will certainly achieve much better results in learning. Willingness to correct mistakes. A critical thinker will try not to justify his wrong decisions, but to draw the right conclusions for him, use this mistake to continue learning. Awareness. D. Halpern believes that this is a very important quality, which involves the ability to observe oneself in the process of mental activity, to track the progress of reasoning. Search for compromise solutions. It is important that the decisions made can be perceived by other people, otherwise these decisions will remain at the level of statements. I have been working at a school for 25 years as a teacher of Russian language and literature. Education in a modern school involves updating the forms, methods and content in teaching the subject of the Russian language and literature. A new approach is needed, taking into account the interests of students and based on the use of modern technologies. For several years now, I have been using the technology of developing critical thinking in my practice in teaching senior and middle-level students. This is when learning to read and when summarizing the studied material. This technology allows strong students to develop their talents, students with average abilities to achieve new positive results, and students with insufficient motivation to learn. It should be noted that when using the technology for the development of critical thinking, the acquisition of new knowledge does not begin with familiarity with known methods for solving a particular task or problem, but with the creation of conditions that form the need to obtain a solution to this particular problem. Thus, interest (goal) arises, a person can master new material faster and deeper. A schoolchild who is able to think critically knows various

ways of interpreting and evaluating an information message, is able to argue his point of view, relying not only on logic, but also on the ideas of the interlocutor. Such a student feels confident in working with various types of information, can effectively use a wide variety of resources.

Qualities necessary for a student to master critical thinking:

- ✓ willingness to plan;
- ✓ flexibility: willingness to accept the ideas of others;
- ✓ perseverance;
- ✓ awareness: tracking the progress of one's own reasoning and the reasoning of others;
- ✓ search for compromise solutions;
- ✓ Communication.

What is the specificity of the technology "Development of critical thinking" in the lessons of the Russian language and literature? Firstly, the educational process is based on scientifically based patterns of interaction between the individual and information. Secondly, the technology phases (challenge, comprehension, reflection) are provided in such a way that the teacher can be as flexible as possible in the learning situation, for example, in working with text, organizing discussions, and implementing projects. Thirdly, the techniques of technology allow learning to be carried out on the basis of the principles of cooperation, joint planning and reflection. The technology for the development of critical thinking is an integral system that forms the skills and abilities of working with information in the lessons of Russian and literature:

- ✓ navigate the sources of information;
- ✓ understand what is read;
- ✓ evaluate information in terms of its importance;
- ✓ highlight the main thing in the information;
- ✓ remove secondary information;
- ✓ critically evaluate new knowledge;
- ✓ draw conclusions and generalizations.

The technology "Development of critical thinking" is aimed at the formation of a new style of thinking, which is characterized by openness, flexibility, reflectivity, awareness of the internal ambiguity of positions and points of view, the alternativeness of decisions made. Features of organizing the structure of the lesson according to the technology of developing critical thinking: The first stage is the "challenge", during which students activate their previously existing knowledge, interest in the topic awakens, and the goals of studying the upcoming educational material are determined. The second stage is "comprehension", during which the student's meaningful work with the text takes place. The main tasks of this phase are the active acquisition of information, the correlation of new material with the known, systematization, and tracking of one's own understanding. The third stage is the reflection stage. At this stage, the student forms his own attitude to the material being studied, formulates questions for further advancement in learning. There is a withdrawal of knowledge to the level of understanding and application, a reflection of one's learning process. The basic model "Challenge - Comprehension - Reflection" sets a certain logic for constructing a lesson, the sequence and methods of combining specific methodological techniques that help comprehend the content of the text, overcome the difficulties of perceiving information, formulating goals, and discovering personal meaning in the material. Some techniques for the

development of critical thinking in the lessons of the Russian language and literature: Reading the text is carried out in parts, each part is analyzed, predictions are made about the future content. The material for using the technique is a narrative text containing a problem that does not lie on the surface, but is hidden inside. When reading, it is important to find the optimal moment to stop. The use of this technique opens up opportunities for forecasting, a holistic vision of the work, develops the ability to express one's thoughts, and teaches understanding and comprehension. While reading the text, it is necessary to make notes in the margins, dividing the information into known, new, interesting, and incomprehensible. You can use colors. This technique removes the problem of meaningless reading and note-taking. For example, when studying the topic "Participatory turnover", students are invited to read a fairy tale and make notes while reading (+ - I already know; ! - new; - I think differently; ? - I don't understand, there are questions). Where does Communion live? In his private mansion with a garden, where his numerous family blooms - Dependent and Defined words of all kinds and subspecies. The graceful fence of the garden in the form of a wavy line is interrupted by magnificent gates guarded by Commas. Participle easily finds a common language with dependent words. And although his life does not make sense without Defined words, their relationship is strained: Communion does not like to obey, preferring to subordinate everyone to it. Here the Communion, having grabbed a couple of Dependent words, leaves the garden gate to the left, trying to overtake the Defined word in order to breathe in fresh sounds and construct several new Communion turns. Commas-guards run after, protecting the master - Participle turnover from the importunity of the Defined word, as soon as it jumps forward. But if the Defined Word lags behind, the guards are calm: The participial turnover will do without them. Translate the fairy tale into the language of science. In the course of reading it is necessary to fill in a table consisting of two columns. First, write out the phrases from the text that made the greatest impression, caused agreement or protest, misunderstanding. The second column gives an explanation of what made me write out these phrases, what thoughts and associations they evoked. The "Double Diary" technique eliminates the difficulty of finding personal meaning when reading. The teacher prepares a text containing erroneous information in advance, invites students to identify the mistakes made. Errors can be obvious, which are quite easily identified based on the personal experience and knowledge of students, and hidden, which can only be established by studying new material. The guys analyze the proposed text, try to identify errors, argue their conclusions. The teacher offers to study new material, and then return to the text of the task and correct those errors that could not be identified at the beginning of the lesson.

Mind: For example, when studying the topic "Complex Sentence", students are asked to read the text and correct mistakes: A sentence may have not one grammatical basis, but two or more. A sentence with two grammatical bases is called a simple sentence. If the parts of a complex sentence do not depend on each other, then there is a subordinating relationship between them. Parts of such sentences are connected by unions, which are called subordinating. But the parts of the sentence are not always equal. If one part is the main one, and the others depend on it, then the connection between them is coordinative. The part of the sentence that depends on the subordinate clause is called the main clause. You can put a question to it from the main part. There are complex sentences in which there are no unions on the border between the parts. Such sentences are called compound sentences. In them, parts of a complex sentence are connected by intonation. The "Catch the Mistake" method actualizes the students' knowledge on the topic studied and develops a critical approach to the information received in schoolchildren. The word "cinquain" in translation means "five lines". Form of writing according to the algorithm:

The first line contains one word that denotes the object or subject that will be discussed.

In the second line - two words that describe the features and properties of the subject selected in the

syncwine.

The third line is formed by three verbs describing the characteristic actions of the object.

The fourth line is a four-word phrase expressing the author's personal attitude to the subject being described.

In the fifth line - one word, a synonym for the first, characterizing the essence of the subject.

Sinkwine example:

Phraseologisms.

Bright, colorful.

They call, depict, and do not change.

Cluster ("bunch") is the selection of semantic units of the text and their graphic design in a certain order, a pictorial model that resembles the solar system. In the center is a "star" - this is the topic of the lesson, around it are "planets", semantic units. Each "planet" can have its own "satellites". Clusters help students when they run out of ideas during writing. The cluster system covers a large amount of information; this technique can be applied at the stage of challenge and comprehension.

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