THE DEVELOPMENT OF CRITICAL THINKING AT ENGLISH CLASSES

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Abstract: The article is devoted to the study of the implementation of activities aimed at developing and improving critical thinking of learners' into English teaching/learning process. The paper analyzes the need to introduce useful and effective techniques into the traditional educational process and identifies the main positive opportunities for using methods and approaches in the education system.

Key words: techniques, foreign language, gaming, approach, challenge, assessment.

Nowdays in various scientific studies you can find different definition of the term "critical thinking". Some scholars define it as intelligent reflective thinking focused on deciding what to believe and what to do. Critical thinking, according to them opinion - the search for common sense and the ability to abandon their own prejudice. Critical thinkers are able to come up with new ideas and see new opportunities, which is very important when solving new problems.

Critical thinking does not mean negativity or criticism, under this concept implies a reasonable consideration of a variety of approaches with to make major judgments and decisions. Focus on critical thinking assumes that nothing is taken for granted and each student, regardless of authority, develops his own opinion in the context of the curriculum. This is an open mind that does not accept dogma that develops by imposing new information on the life experience. This is where it differs from traditional thinking. Critical thinking is the starting point for the development of creative thinking, they develop in synthesis, interdependently.

- The technology of critical thinking gives the trainee:
- Ability to work collaboratively with others
- Ability to be responsible for one's own education
- Improving the efficiency of information perception
- Increasing interest, both in the studied material and in the learning process
- Desire and ability to become a person who learns throughout life.

Critical thinking technology gives the teacher the opportunity to:

- Create an atmosphere of openness and responsibility in the classroom cooperation

▪Use a system of effective techniques that contribute to development of independence;

▪ Help students become practitioners and analysts at the same time who at the same time are able to competently analyze their own activity;

▪Become a source of valuable information for colleagues

When it comes to teaching foreign languages, communication methods have recently received a new impetus. There is a turn from the assimilation of various aspects of the language (vocabulary, grammar) to the active use of a foreign language in life. A foreign language becomes, on the one hand, a means of obtaining professional or other information, and on the other hand, a means implementation of communication. However, effective communication can only be said if the person has correctly perceived or passed on information. In this regard, more and more often from teachers and psychologists, one can hear that communicative competence effective only if a person has a critical thinking.

How to ensure the development of critical thinking in the classroom foreign language? On the one hand, this is difficult, because due to its specificity, mastering this subject requires a large amount of "externally created" reproductive environment. However, the teaching of a foreign language of its communicative nature has always been distinguished by its creative character, more focused on creating their own speech products.

All this above definitely requires creativity, independence and critical thinking. Based on this position, the use of critical thinking technology techniques to

English lessons are as simple as they are necessary. The technology is based on the three-phase structure of the lesson. The first stage is the "challenge", during which the students' previous knowledge is activated, interest in the topic awakens, and the goals of studying the upcoming educational material are determined. The activity of students at this stage: the student "remembers" what he knows about the issue under study (makes assumptions), systematizes information before studying it, asks questions that he would like to get an answer to.

Suitable methods and techniques:

- compiling a list of "known information", a story-assumption, by keywords;
- systematization of the material (graphic): clusters, tables;
- true and false statements;
- mixed up logical chains, etc.

So, the information received at the first stage is listened to, recorded, discussed, the work is carried out individually - in pairs - groups.

At this stage, I successfully apply the following game techniques:

Reception "Clean Board"

It is carried out by repeating the material covered. Before the start of the lesson, the teacher at different ends of the blackboard attaches leaflets in the form of white blots on which the questions are written. At the beginning of the lesson, he asks the students to "clear" the board from the tricks of the "evil chalk", the image of which is also attached to the board. Students take turns coming to the blackboard, removing the inkblot and answering the questions written on them. The score is received by the one who collected the most blot.

Clustering technique

The meaning of this technique is to try to systematize the existing knowledge on a particular problem.

A cluster is a graphical organization of material that shows the semantic fields of a particular concept. The word cluster means "beam, constellation" in translation. Clustering allows students to think freely and openly about a topic.

Students write down a key concept in the center of the sheet, and draw arrows from it - rays in different directions that connect this word with others, from which the rays diverge further and further.

Pictogram

Picture writing used as a methodological means of mediated memorization. The general view of a pictogram is a set of graphic images used for the purpose of effective memorization and subsequent reproduction of events, dates, concepts.

Can be used when explaining new material and when checking homework.

The second stage - "comprehension" - is meaningful, during which the direct work of the student with the text takes place, and the work is directed, meaningful. The reading process is always accompanied by student activities (marking, tabulation, journaling) that allow you to track your own understanding. At the same time, the concept of "text" is interpreted very broadly: it is a written text, a teacher's speech, and video material.

The teacher's activity at this stage: maintaining interest in the topic while working directly with new information, gradual progress from knowledge of the "old" to the "new".

Student activity: the student reads (listens) the text using the active reading methods proposed by the teacher, makes notes in the margins or takes notes as he comprehends new information.

Suitable techniques and methods:

Active reading methods:

- marking using the icons "v", "+", "-", "?" (as you read, they are placed in the margins on the right);

– maintaining various records such as double diaries, logbooks;

- search for answers to the questions posed in the first part of the lesson, etc.

There is direct contact with new information (text, film, lecture, paragraph material), work is carried out individually or in pairs.

"Flight Log" technique was developed as part of the technology for the development of critical thinking (TRCMCHP). It allows not only to get an adequate picture of the degree of assimilation of the material by students, but also helps students develop the ability to capture information using graphic methods, learn to assess their strengths and weaknesses, and makes it possible to visualize a given problem.

The third stage is the stage of "reflection" - reflections. At this stage, the student forms a personal attitude to the text and fixes it either with the help of his own text or his position in the discussion. It is here that an active rethinking of one's own ideas takes place, taking into account the newly acquired knowledge.

Teacher's activity: return students to the original notes - suggestions, make changes, additions, give creative, research or practical tasks based on the information studied.

Student activities: students relate "new" information to "old" information using the knowledge gained at the comprehension stage.

Suitable methods and techniques:

- filling in clusters, tables, establishing cause-and-effect relationships between blocks of information;

- return to keywords, true and false statements;

- answers to the questions posed;

– organization of oral and written round tables;

– organization of various types of discussions;

– writing creative works (five lines, syncwines, essays).

Conclusion: creative processing, analysis, interpretation, etc. studied information; work is carried out individually - in pairs - groups.

Gaming activities can be carried out through:

Reception "writing syncwine"

The most popular technique used at the stage of reflection was syncwine. Sinkwain is a poem, which is a synthesis of information in a concise form, which allows you to describe the essence of the concept or to reflect on the basis of the knowledge gained.

The rules for writing this poem are a certain number of words per line and the purpose of each line:

1st line - the title of the poem, the topic (usually a noun);

2nd line - description of the topic (two adjectives);

3rd line - action (usually three verbs related to the topic);

4th line - feeling (a phrase of four words expressing the author's attitude to the topic);

5th line - repetition of the essence, a synonym for the first line (usually a noun).

Students learn to write similar poems in pairs, reminding each other of the rules of writing, choosing vocabulary. Then the cinquain is written individually. The purpose of writing such a poem may be the development of concepts, a reflective assessment of what has been passed.

Sinkwain can help to organize the final repetition, summarize the information received, evaluate the conceptual baggage of students, teach how to express complex feelings and ideas in a concise form.

Another trick of this technology, which is often used, is marking the text as it is read "Insert".

I - interactive

N - noting self-activating "V" - already knew

S - system system markup "+" - new

E - effectivt for effective "-" - thought differently

R - reading and reading and thinking "?" - I do not understand, I have questions

T-thinking

While reading the text, it is necessary to ask students to make notes in the margins, and after reading the text, fill in the table, where the icons will become the headings of the table columns. The table summarizes information from the text.

Graphic forms of organizing material can become the leading device at the semantic stage, for example, diaries and "logbooks".

In conclusion, I will focus on the benefits of using game techniques based on critical thinking.

Students acquire the ability to:

– work with an increasing and constantly updated information flow in various fields of knowledge;

- express your thoughts (orally and in writing) clearly, confidently and correctly in relation to others;

- develop their own opinion on the basis of comprehension of various experiences, ideas and ideas;

- solve problems; the ability to independently engage in their own learning (academic mobility);

- cooperate and work in a group; the ability to build constructive relationships with others.

- work effectively with other people; express their thoughts clearly, confidently and correctly in relation to others.

In conclusion, it is important to mention that foreign language lessons contribute to the development of critical thinking through a variety of material and interactive approaches. Foreign language in this case is both a goal and a means of learning. When performing any

tasks, students must understand the main idea, recreate the logic presentation, highlight the problem, compare with what is already known in this areas, and determine what additional information we need, to draw a conclusion and formulate one's point of view on a particular question or problem. As you can see, this requires formation certain intellectual skills and improving not only all language skill at foreign lessons, but develop critical thinking as well.

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