The usage of Critical Thinking Technology in English Lessons

Rakhimdjanova Malikakhon
Teacher, Uzbek State World Languages University
rahimjanova80@mail.ru

Abstract: The article describes issues based on the essence of using critical thinking technology during the lessons. It is known that gaining any knowledge will be better if it is based on one's own experience. Brining to the surface representations or more stable forms of student knowledge on the topic studied is not an easy task, but it will greatly simplify the path to new knowledge for the students. The most difficult thing for a teacher is to accept all the versions that students offer - right and wrong. It is better to fix them in writing. Sometimes contradictions in points of view are revealed. When contradictions are visible or it is clear that the information collected is not enough, the guys have a desire to overcome this. In essence, they form a goal for themselves: why will I study new material, what exactly do we need to know in order to answer own question.

Keywords: critical thinking, information, question, technology.

INTRODUCTION

Critical thinking is the ability to ask questions, develop a variety of arguments, and make independent, thoughtful decisions. Therefore, the main idea of using technology for me is to create such an atmosphere of learning through play techniques, in which students, together with the teacher, actively communicate, consciously reflect on the learning process, track, confirm, refute or expand knowledge, new ideas, feelings or opinions about the world around them. And, of course, they do it quite fluently in English.

The technology for the development of critical thinking was proposed in the 90s of the XX century by American scientists C. Meredith, C. Temple, J. Steele as a special teaching method that answers the question: how to teach to think? Various techniques related to working with information, organizing work in a class, a group, proposed by the authors of the project, are “key words”, working with various types of questions, active reading, graphic ways of organizing material.

The basis of the technology is the three-phase structure of the lesson: challenge, comprehension, reflection. Each phase has its own goals and objectives, as well as a set of characteristic techniques aimed first at activating research and creative activity, and then at comprehending and generalizing the acquired knowledge.

DISCUSSIONS

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.

Possible tricks and methods:

- 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:

Technology "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”, whose image is also attached to the board. Students take turns coming to the blackboard, removing the inkblot and answering the questions written on them.

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.

The cluster can be used at various stages of the lesson. At the challenge stage - to stimulate mental activity. At the stage of comprehension - to structure the educational material. At the stage of reflection - when summarizing what students have learned. The cluster can also be used to organize individual and group work in the classroom and at home.

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 actions (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.

Possible 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.

At this stage I use:

The "Flight Log" technique was developed as part of the technology for the development of critical thinking. 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.

Fishbone method or Ishikawa diagram

One of the teaching methods that can be used in groups is the Fishbone technique. Literally, it is translated from English as “Fishbone” or “Fish Skeleton” and is aimed at developing students' critical thinking in a visual and meaningful form. The essence of this methodological technique is the establishment of causal relationships between the object of analysis and the factors influencing it, making an informed choice. Additionally, the method allows you to develop skills in working with information and the ability to pose and solve problems. What is a fishbone?

Fishbone is based on a schematic diagram in the form of a fish skeleton. In the world, this diagram is widely known under the name of Ishikawa, a Japanese professor who invented the method of structural analysis of cause-and-effect relationships. The Fishbone diagram is a graphical representation that allows you to visually demonstrate the causes of specific events, phenomena, problems identified in the analysis process and the corresponding conclusions or results of the discussion.

Fishbone schemes make it possible to:

- organize the work of participants in pairs or groups;
- develop critical thinking;
- visualize the relationship between causes and effects;
- Rank factors according to their importance.

With the help of the scheme, you can find a solution from any complex situation under consideration, while new ideas arise each time. It will be effective to use it during Brainstorming.

Drawing a Fishbone Chart

The Fishbone diagram can be drawn up in advance. With the use of technical means it can be done in color. In their absence, ordinary drawing paper or the teacher's daily tool - colored chalk - is used.

Depending on the age category of students, the desire and imagination of the teacher, the scheme may have a horizontal or vertical view. The essence of the Fishbone technique does not change the form of the scheme, therefore it does not really matter. For primary school age, a more natural shape of the fish is suitable - horizontal. Upon completion of its filling, together with the guys, you can draw a figure along the skeleton and make a wish so that the goldfish will continue to help solve any life 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.

Possible tricks and methods:

- 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, synkwines, essays).

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

Gaming activities can be carried out through:

Technology "writing synkwine"

The most popular technique used at the stage of reflection was synkwine. Synkwine is a poem that 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.

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

Game "Palms"

It can be used at the stage of reflection, to consolidate the basic skills of students. On the study table in front of the students are the contours of the palms. On each finger of the model are written the skills that needed to be consolidated in this lesson. Children squeeze their right palm, and take a palm model in their left hand. They read skills on the model and unbend as many fingers as they have learned in the lesson, and raise their right palm up.

Another technique, "true or false statements." For example, statements can be offered at the beginning of a lesson.

We then ask students to establish whether these statements are true, justifying their answer. After getting acquainted with the basic information (the text of the paragraph, a lecture on this topic), we return to these statements and ask students to evaluate their reliability using the information received in the lesson.

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".

Flight logs are a generic name for various methods of teaching writing, according to which students write down their thoughts while studying a topic. When the log book is used in its simplest form, before reading or any other form of study, students write down answers to the following questions.

**Question tables**

Of great importance in the technology of developing critical thinking is given to techniques that form the ability to work with questions. While traditional teaching is based on ready-made “answers” that are presented to students, the technology for developing critical thinking is focused on questions as the main driving force of thinking. Endless knowledge, facts that need to be remembered and repeated - all this is reminiscent of marking time in a transport that, unfortunately, is no longer running. Instead, students need to be drawn to their own intellectual energies. The thought remains alive only on the condition that the answers stimulate further questions. Only students who have questions truly think and seek knowledge. Let's start with simple tricks.

The table of "Thick" and "Thin" questions can be used at any of the three phases of the lesson: at the challenge stage - these are questions before studying the topic, at the comprehension stage - a way of actively fixing questions in the course of reading, listening, while thinking - demonstrating understanding of what has been passed.

**Table 1. Table of "thick" and "thin" questions**

|---|---|

At the stage of reflection, all of the above methods “work”. Tables, diagrams become the basis for further work: exchange of opinions, essays, research, discussions, etc. But a separate application of techniques is also possible, for example, after studying the material, the topic, we ask students to form clusters (systematize the material).

Thus, there are many ways of graphic organization of material. Among them, tables are the most
common. You can consider these techniques as techniques of the reflection stage, but to a greater extent they are strategies for conducting the lesson as a whole.

The concept table technique is especially useful when three or more aspects or questions are to be compared. The table is constructed as follows: horizontally is what is to be compared, and vertically - various features and properties by which this comparison takes place.

Students receive the following algorithm for working on the text (the text of the paragraph is divided into 5 passages according to the number of students in the group):

- Reading text.
- Highlighting the main thing, retelling.
- Discussion of information in the group.
- Selection of comparison lines and their recording on separate sheets (cards).

(You can use the questions suggested at the challenge stage).

At the reflection stage, groups are invited to present "their" lines of comparison.

The presentation is followed by a discussion of the question: What important information is missing from the table?

As homework, students are invited to choose one of the well-known graphic forms of organizing the material (tables, diagrams), or come up with their own task that they would like to complete.

In this lesson, the "Conceptual Table" technique was used at the stage of reflection, but this technique can be used at other stages of the lesson.

CONCLUSION

In conclusion, we 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;
- to 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.

References:


