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Critical Thinking Technology in Russian Language Classes

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ABSTRACT

This article provides information on critical thinking, critical thinking technologies in Russian language classes.

Keywords:

Traditional lessons, critical thinking, information, educational activities, education

When conducting traditional classes, students are offered a ready-made learning situation, the topic of the lesson is told. The situation is changing with the introduction of the state educational standard. Now the student is a full-fledged participant in the pedagogical process, he must independently determine the subject of the lesson and the educational task with the help of the teacher's instructions. It is not always possible to encourage students to learn a foreign language within the framework of traditional methods and methods of pedagogical activity, because modern children are rapidly developing children, and often the usual traditional lesson does not arouse their interest. The lesson is the main form of organizing the pedagogical process, in which the teacher manages the collective cognitive and other activities of a permanent group of students (class) for a fixed period of time, taking into account the characteristics of each of them. It is necessary to use the types of work, tools and methods that create favorable conditions for all students to master the basics of the studied subject in the educational process, as well as to educate and develop the

intellectual abilities and spiritual strength of schoolchildren.

Without engaging critical thinking, it is impossible to think properly about many important things. With its help, one can think objectively about the reality and truths of the surrounding life, they can be seen in their true light. However, existing stereotypes and constant views of other people do not help to develop critical thinking. You must acquire this valuable skill yourself.

Critical thinking appeared in Russian education in 1997. The authors are American scientists C. Temple, K. Meredith, D. Still. It is a technology for developing critical thinking through reading and writing. The goal is to develop the intellectual abilities of students, which are necessary not only for studying, but also for everyday life, the ability to work with information, make informed decisions, and enable self-study. The traditional lesson gives priority to educational goals, mainly forms reproductive knowledge. Textbooks are dominated by narrative and description, i.e. the same reproductive approach prevails. The technology for developing critical thinking is

primarily aimed at developing students' production abilities, metacognitive abilities and skills: self-esteem, self-control, ability to plan their own activities. Critical thinking is open reflective evaluative thinking. This allows you to form a thoughtful attitude to the text, take into account different points of view, get positive emotions from the educational process, because self-awareness, self-education in the study of certain topics allows you to find the direction. The work is primarily focused on the student's personality, individuality.

Critical thinking in Russian language classes involves the formation of the following logical skills:

- Ability to actively work with information: collection, "active reading", analysis of information quality;
- Considering the situation (educational task, problem) as a whole, not its individual moments
- Identifying the problem, defining it clearly, clarifying the causes and consequences, making logical conclusions;
- The ability to develop your own position on the studied problem, to find alternative options, to change your opinion depending on the specific thing.

The advantage of technology for the development of critical thinking is its openness. In developing the technology, the authors relied on various modern methodological techniques, developments used by other technologies and approaches: discussion, game, reflective writing models.

It is important to follow three steps:

Call, motivation: the task is not only to activate the student, to interest him, to motivate him for further work, but also to "call" the existing knowledge on the studied issue or create associations. This in itself becomes a motivating and activating factor. The most important tasks of the call stages are:

Information is a call to existing knowledge and experience on a subject. If there is no initial knowledge of the subject under study, then questions at the test stage work before learning new material ("thick" and "thin" questions, "Bloom's daisy"), "interrogative words" table.

It is possible to make a call using associations, assumptions.

Motivational: when we present our experience, we expect to confirm and expand it, we ask our "questions", we expect answers to them, and this is always interesting for the student.

Systematization. Often, at the challenge stage, the teacher gives an assignment or helps the student to systematize the material before studying it (in most cases, graphically), for this "clusters", "conceptual" or "pivot tables with comparison lines".

Setting the goal: asking questions to the studied material, systematizing knowledge at the stage of difficulty, the student chooses the directions of studying the subject, sets goals for himself.

Challenge Stage Techniques:

1. "Seems... Looks like..."

Reception is aimed at "mastering" concepts, terms. In the challenge phase, students are asked to write the visual and auditory associations that appear in relation to this concept in the appropriate columns. There is a return to this table in the thinking phase.

Table "PMI" and "PM"

A table of plus-minus-interesting or plus-minus questions. The table is good when it is necessary to evaluate the pros and cons, the pros and cons of personality, politics, etc., to answer a problematic question ("Is the market the most promising type of economy?") It allows you to connect new with existing information obtaining information and organizing active work with the text. In the future, such an understanding of information begins the discussion.

"True-False Statements" table

The constructive basis of "Technology of critical thinking" is the main model of three stages of organization. Educational process: "Challenge - understanding - thinking". In this article, all stages and main methodological methods of developing critical thinking in students are considered in detail.

Critical thinking is a type of thinking that helps to be critical of any statement, not to accept anything without proof, and at the same time to be open to new ideas and methods. Critical thinking is a prerequisite for freedom of choice,

quality of forecast and responsibility for one's own decisions. So, critical thinking is actually a kind of tautology, a synonym for qualitative thinking. It is more of a name than a concept, but the technological methods we present below have entered our lives under this name with a number of international projects.

The constructive basis of "Technology of critical thinking" is the basic model of three stages of organizing the educational process: "Challenge - understanding - reflection"...

At the call stage, existing knowledge and ideas about what is being studied are "recalled" from memory, personal interest is formed, and the goals of considering a particular topic are determined. A difficult situation can be created by the teacher skillfully asking questions, showing unexpected properties of something, telling a story about what he saw, and creating a "break" situation in order to solve an educational problem. In the test - "introduction, comments, motivational examples" work in the call phase. You can endlessly list the methods used here, but, undoubtedly, every teacher has his own treasures in the pedagogical piggy bank, designed to achieve the main task - to motivate students to work, to involve them in active activities.

In the stage of comprehension (or understanding of meaning), as a rule, the student comes into contact with new information. It is systematized. The student will have the opportunity to think about the nature of the object being studied, will learn to formulate questions due to the correlation of old and new information. Formation of own position is taking place. At this stage, it is very important to be able to independently monitor the process of understanding the material using a number of techniques.

Stage reflection (reflection) is characterized by the fact that students actively reconstruct their main ideas to consolidate new knowledge and introduce new concepts into them. Thus, there is the "mastering" of new knowledge and the formation of their own reasonable ideas about what is being studied. Analyzing one's own mental operations forms the basis of this stage. In the process of working within the framework of this model, schoolchildren

master various methods of combining information, learn to develop their thoughts based on the understanding of various experiences, ideas and perceptions, build logical chains of conclusions and arguments, express their thoughts express clearly and confidently. and is true of others.

Awakening stage... Often the lack of educational effectiveness is explained by the fact that the teacher builds the educational process based on the goals set by him, which means that these goals are initially accepted by the students as their own. In fact, the setting of goals by the teacher occurs in advance, which allows him to more accurately design the stages of the educational process, to determine the criteria of its effectiveness and diagnostic methods. At the same time, many well-known didactic scientists (J. Dewey, B. Bloom, etc.) developing the ideas of a constructivist approach to teaching in their research believe that it is necessary to give the student the opportunity to establish learning. goals in themselves that create the necessary internal motivation of the process. Only then can the teacher choose effective methods to achieve these goals.

In conclusion, it should be said that the technology of developing critical thinking in Russian language classes consists of creative methods that make the lesson interesting and give students a strong message to learn the subject. The ability to work independently with information, i.e. critical thinking, enables a lifelong learner to take responsibility for their own education.

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