Applying of Techniques of Technology for the Development of Critical Thinking Through Reading and Writing When Learning Russian as a Non-Native Language

Morozova Irina Georgievna

Senior Teacher,
Department of Contemporary Russian Language,
Uzbek State World Languages University,
Tashkent, UZBEKISTAN

ABSTRACT

The article highlights the use of innovative methods of Technology for the development of critical thinking through reading and writing when teaching Russian as a non-native language on the example of such techniques as Cluster, Search for correspondences, Ranking. The universality and effectiveness of the application of these techniques at all stages of the lesson are considered.

Keywords: Russian as a non-native language, innovative educational technologies, stages of evocation, realization of meaning and reflection, cluster, search for correspondences, ranking.

Introduction

Modern pedagogy requires effective and fast methods and techniques in the educational process for the education and training of young people, which leads to the emergence of various kinds of technologies that realize this need.

One of them was the Technology of developing critical thinking through reading and writing. The technology is an integral system, the purpose of which is to develop the thinking skills of young students, which are necessary both in the educational process and in everyday life. The basic model of the Technology of developing critical thinking through reading and writing consists of three parts: stage of evocation, realization of meaning stage, and reflection stage. Each stage has its own goals and objectives, as well as a set of characteristic techniques aimed first at activating research,

creative activity, and then at comprehending and generalizing the acquired knowledge.

Since each stage has its own goals and objectives, the set of characteristic techniques should also be different. It is the use of various methods and techniques of Technology of developing critical thinking through reading and writing that, in our opinion, will make the learning process more effective and will enable better assimilation of the material. Let's look at some of these techniques.

The Main Findings And Results

"Cluster" is a scheme used if the phenomenon under study has a number of signs of different significance. The cluster involves the allocation of semantic units of the text and their graphic design in a certain order. This is a graphical form of information organization, when the main semantic units are distinguished,
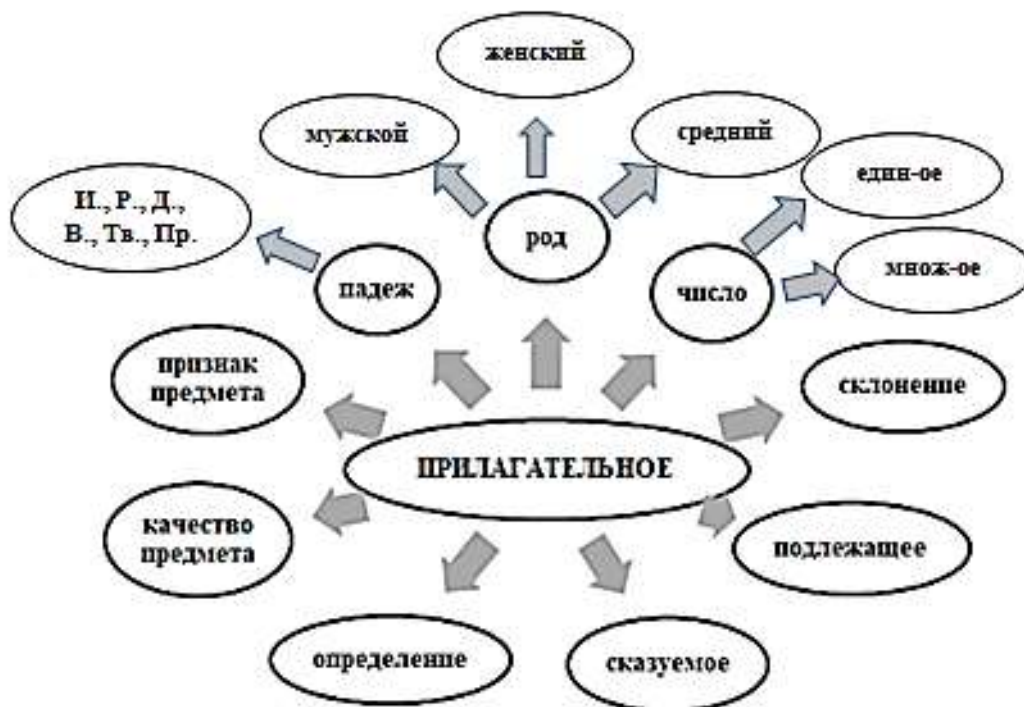
fixed in the form of a diagram with the designation of all the connections between them.

This is how an example of a cluster on the lexeme "Adjective" might look like in groups with an elementary (Fig. 1) and intermediate (Fig. 2) level of learning Russian as a non-native language:
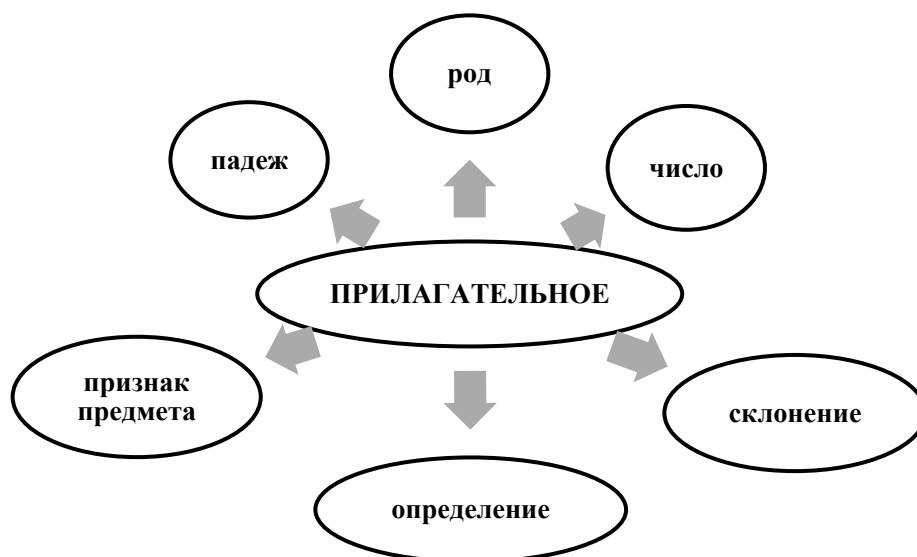
(Fig. 1)

(Fig. 2)

This technique allows students to freely and openly express their assumptions about a particular topic, independently select language material and apply speech skills in practice without mistakes, including stylistic ones that appear as a result of literal translation from their native language.

This technique can be used at various stages of the lesson: at the stage of evocation – to stimulate mental activity; at the realization of meaning stage – to structure new educational material; at the reflection stage – to summarize the studied material.

The following technique of the Technology of developing critical thinking through reading and writing "Search for correspondences" allows students to determine the correspondence of a term or expression to the proposed description.

This may look like a "Search for correspondences" on the lexeme "Adjective" in groups with an elementary (Table 1) and intermediate (Table 2) the level of learning Russian as a non-native language

Прилагательные женского рода:	Красный, красная, красное.
Прилагательные среднего рода:	Сильный, высокий, большой.
Прилагательные единственного числа:	Красные, большие, удобные.
Прилагательные мужского рода:	Зимнее, доброе, белое.
Прилагательные множественного числа:	Умная, добрая, ласковая.

(Table 1)

Имя прилагательное –	Простая, сравнительная, превосходная.
Качественные прилагательные:	часть речи, обозначающая качество, свойство или принадлежность предмета и изменяющаяся по падежам, числам и родам.
Притяжательные прилагательные:	Зимний, бумажное, березовый.
Относительные прилагательные:	Красивый, добрый, умный.
Степени сравнения:	Определение, подлежащее, сказуемое.
Синтаксическая функция:	Мамина, студенческий, ташкентское.

(Table 2)

Applying of the "Search for correspondences" technique helps students to consolidate semantic concepts, logical relationships, and sequences of actions, therefore it is desirable to apply it at the stage of reflection, but it is also possible to use this method at the stage of evocation to update previously acquired knowledge.

At the stage of realization of meaning, it is possible to use another method of Technology "Reading and Writing for Critical Thinking" – "Ranking" – in which the student arranges all the objects in the list in a row in ascending or descending order significance or importance, etc. of a given criterion. To apply this technique, it is advisable to familiarize students in advance with the text on the basis of which the work will take place

This may look like a "Ranking" based on the story of Yu. Nagibin "Winter Oak":

Ответьте, какие эмоции и чувства испытывала Анна Васильевна на протяжении всего текста.
Радость, неуверенность, чувство собственной значимости, боязнь ошибки, смелость, неудовлетворение, грусть, осознание собственной неправоты, раздражение, уверенность.

The "Ranking" technique helps to analyze and evaluate the elements of the object, to argue the selected options, to consider and compare the arguments "for" and "against", to consider issues from different points of view. In addition, such work activates mental activity and allows you to expand the scope of students' creative potential.

Conclusion

The systematic use of such pedagogical techniques makes the lesson more interesting,

lively, educates a conscious attitude to academic work, activates mental activity, makes it possible to repeat the educational material many times, orients students to creative activity, independent search for ways and solutions to the assigned educational task; helps the teacher to control the knowledge, skills and abilities of all students of the group.

Lessons with the use of innovative technologies are one of the important means of learning, as they form a steady interest in learning, relieve tension, help to form learning skills, have an emotional impact on students, so that they form more solid, in-depth knowledge, ready for implementation in professional activities.

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