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## **Using critical thinking techniques in primary school lessons**

Modern life demands from the school, from the teacher, new views on the methods and techniques of teaching subjects in primary school. The technology of developing critical thinking through reading and writing involves updating the role of the teacher and the student.

Critical thinking, like other personality traits, is formed in primary school age.

Primary school age is a significant period in a person's life. It is at this age that the child learns about the world, learns to interact with it, discovers and develops their abilities. It is very important from the first years of life to teach a child to think critically, that is, to form their own opinion, and to make informed decisions based on the information received. The thinking of a child of primary school age is at a transitional stage of development.

During this period, the transition from visual – figurative thinking to verbal-logical, conceptual thinking is carried out. Verbal and logical thinking is formed gradually during primary school age [1].

The development of thinking in primary school age has a special role. With the beginning of learning, thinking moves to the center of the child's mental development and becomes decisive in the system of other mental functions, which, under its influence, are intellectualized and acquire an arbitrary character.

The pedagogical conditions for the development of critical thinking in children of primary school age are, first of all, the use of various means and methods. By combining methods and techniques for developing critical thinking, the teacher can plan lessons according to the level of maturity of the students, the objectives of the lesson and the volume of educational material. The possibility of combining is also

important for the teacher himself – he can feel free to work using this technology, adapting it in accordance with his preferences, goals and objectives [2].

Critical thinking of a primary school student is a factor in its functioning and development, so the problem of forming critical thinking in students is of particular importance.

The constructive basis for the formation of critical thinking is the model of three stages: challenge, comprehension, reflection. In the process of implementing the stages, students can: express their point of view about the topic being studied, without fear of making a mistake; compare new information with existing knowledge; track the process of getting acquainted with new information, pay attention to what exactly they are interested in and why. Students do not sit passively listening to the teacher, but become the main actors of the lesson, they think and remember, share arguments with each other, read, write, discuss what they read.

Each technique and each strategy aims to unlock the creative potential of students. Let's touch on the techniques that teachers use in their lessons.

«Brainstorming» allows not only to activate younger students and helps to solve the problem, but also forms non-standard thinking. This method does not put the child in the framework of correct and incorrect answers. Students can express any opinion that will help them find a way out of a difficult situation [3].

«Fishbone» (fish skeleton). The head is the question of the topic, the upper bones are the main concepts of the topic, the lower bones are the essence of the concept, the tail is the answer to the question. Entries should be short, and contain key words or phrases that reflect the essence.

«Cube». Graphic organization of the material. On the faces of the cube, a task is given. In groups, students fill in the faces of the cube on the turn. Survey-the cube is thrown, the students give the answer to the task of the dropped face.

«A table of «thick» and «thin» questions». In the left part – simple («subtle») questions, in the right-questions that require a more complex, detailed answer [4].

«Logical chain». After reading the text, students are asked to construct the events in a logical sequence. This strategy helps with the retelling of texts.

«A five-minute essay». Essays are written reflections on a given topic. The «five-minute essay» helps students summarize their knowledge on the topic being studied, the teacher asks students to complete the following tasks:

- 1) write what you learned on this topic;
- 2) ask a question that they didn't get an answer to [5].

The teacher collects the papers and uses them when planning subsequent lessons.

Taking into account that important foundations of personal development are formed in primary classes, we consider it necessary to begin the formation of critical thinking from the primary school age.

An important pedagogical condition for the formation of critical thinking of students is the creation of interest and friendly cooperation in the classroom, active involvement in pair and group work.

To teach children to think critically means to ask questions correctly, to direct their attention in the right direction, to teach, to independently draw conclusions and find a solution. Students like those types of educational activities that give them material for reflection, the opportunity to discover initiative and independence, need mental effort, ingenuity and creativity.

#### Literature:

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