WAYS OF DEVELOPING CRITICAL THINKING OF JUNIOR SCHOOLCHILDREN

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Annotation
In this article, the author considers the ideas and views of domestic and foreign scientists in solving the problem of the development of critical thinking. The need for the formation and development of critical thinking among primary school students in the context of the introduction of new educational standards is revealed.

Keywords: theory of the development of critical thinking, critical thinking, mental process, intelligence, methods and techniques, junior schoolchildren.

Introduction
Every teacher wants an atmosphere of creativity to reign in his lessons, so that students show vivid imagination, fantasy, can compare, rely on intuition, build associative communication, think about problem situations and offer a way out of them, were able to defend their own opinion. Traditionally, learning success was measured only by the amount of learning material learned by the student. It is extremely difficult to motivate a modern student for cognitive activity in the conditions of a vast modern information space. Today we cannot limit ourselves to methods that encourage the student to the mechanical perception of knowledge. Modern life requires a high level of thinking, the ability to adapt to a wide range of social and intellectual situations. This, in turn, requires the teacher to search for, introduce new educational technologies into practice. Among the many innovative methods that make it possible to achieve positive results in the formation of the mental activity of schoolchildren, considerable attention is paid to the technology of critical thinking. Over the past twenty years, this problem has become quite relevant. Among the researchers involved in the development of this problem, from a philosophical, psychological and pedagogical point of view, one can single out such researchers as E. de Bono, J. Dewey, D. Halpern, D. Kluster, R. Johnson, J. Steele, K. Meridith, S. Plaus, R. Pohl.
Thus, the views of D. Halpern are shared by many contemporaries. In her work The Psychology of Critical Thinking, she notes that critical thinking is, first of all, creative

thinking. Halpern reveals the problem of "how to teach" and "what not to teach" [8, p. 6].

In the work "Psychology of evaluation and decision making", according to S. Plaus, the development of critical thinking is directly related to the ability to evaluate and make decisions. Rationality means nothing more than "correctness", and in this case, Plaus presents many methods that help find exactly this "correctness" [4, p. 314].

R. Paul connects critical thinking with intellectual standards. He gives his interpretation of critical thinking: "This is a way of anticipation and progressive movement towards the standards and values inherent in trained thinking, because learning to think means the ability to comprehend" [5, p. 5].

According to M. Lipman, students should do the same as scientists if they want to learn how to soap themselves [3, p. 2]. V. Ruggiero [6] connects critical thinking with feelings. This is a fairly well known fact in science. Feelings and thinking are complementary. In the works of scientists it is proved that the main purpose of critical thinking is the solution of problems (tasks), and its main result is judgment. It is important that Russian philosophers, psychologists and teachers relied on the experience of these scientists in the development of critical thinking among students. Over the past decade, this problem has attracted the attention of domestic scientists (V. Bolotov, A. Korzhuev, G. Sorina, A. Butenko). However, it should be noted that studies on the formation of critical thinking in schoolchildren were started only in the 70s of the last century (Veksler M., Sinelnikov V., Lipkina A., Rybak L.).

At this stage in the development of pedagogical thought, the question of using the technology of critical thinking in teaching younger students in practice is quite relevant.It is known that the technology for the development of critical thinking in the process of teaching a child is a set of various methodological techniques that encourage students to researchcreative activity, create conditions for their assimilation of the material, generalization of the acquired knowledge.

The purpose of this technology is to develop the mental skills of students, which are necessary not only in school, but also in everyday life.For the introduction of this methodological system, additional conditions that are created at school specifically for mastering the latest technologies are not needed. The only necessary condition for work is the desire of the teacher to work creatively, in a new way.

This technology helps to prepare children of a new generation, children who can think logically, communicate, hear and listen to others. A. Savchenko notes that a modern person is objectively forced to be more mobile, informed, critically and creatively thinking, and, consequently, more motivated for self-learning and self-development.

In the process of teaching and educational activities, the use of technology for the development of critical thinking (TRCM), first of all, is carried out in the lessons of reading and writing. By mastering the techniques TRCM is the process of understanding the text at the stages before reading, during reading and after reading. The use of TRCM occurs from the first grade according to a given algorithm - the teacher seeks:

a) To develop the student's ability to express his personal opinion on various issues and problems, to form the ability to express his thoughts first orally and then in writing, to do this clearly, confidently and correctly in relation to others;

B) Teach the student to argue his point of view and take into account the points of view of others;

C) To Form the student's ability to take responsibility for certain actions;

D) To teach the child to participate in joint decision-making;

E) Develop the ability to build constructive relationships with other people;

F) Develop the ability to cooperate and work in a group.

Practically in any lesson, you can turn to the trcm and work with students of any age. Gradually, the fish skeleton is overgrown with questions and answers on this topic. In the tail, the answer to the problematic question of the lesson is formulated. At this stage, students are tested. As a result of the answers, a conclusion is formed. The third stage - "reflection" - reflections.

At this stage, students form a personal attitude to the topic of the lesson by completing the beginning of the sentence:

☐ The lesson for me was the most difficult ...

☐ I remember...

☐ For myself, I concluded ....

☐ I will give advice to my classmates...

Thus, drawing conclusions is one of the key skills in critical reasoning, since the presence of a problem anticipates the formation of proposals that lead to a solution to this problem.

Problems. Work with the use of TRCM is aimed at the most important thing - the creation of conditions in the classroom that help students independently acquire knowledge on the basis of existing experience, bring it closer to the process of learning, to getting satisfaction from their work. We have seen that Fish bone schemes provide an opportunity to organize the work of participants in pairs or groups; develop critical thinking; visualize the relationship between causes and effects; rank the factors according to their importance.

Monitoring knowledge in mathematics confirmed the feasibility of using TRCM:

1) Working in pairs and in small groups doubled the intellectual potential of students, significantly expanded their knowledge;

2) Collaboration improved understanding of the topic;

3) It became possible to repeat the learned material;

4) Developed respect for their own thoughts and experiences. Summarizing the above, we can conclude that the technology for the development of critical thinking makes it possible for every student to realize himself. Discoveries made in the lessons as a result of the search, imperceptibly become a habit for children. The criterion for the effectiveness of the experience is to increase the cognitive activity and learning motivation of younger students.

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