IMPROVING THE QUALITY OF LEARNING BY APPLYING CRITICAL THINKING THROUGH READING AND WRITING

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Abstract

The article is about improving the quality of learning by applying critical thinking through reading and writing in the study of Russian as a foreign language.

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Introduction

In Russian lessons, I encounter two main types of texts: informational, scientific, and fiction. The techniques of the technology work in the same way, but we must not forget that the determining factor in planning is the content of the lesson, and not the attractiveness of individual techniques and strategies. This technology offers a wide range of teaching techniques and strategies for conducting a lesson. There are specific techniques and strategies for working in the challenge phase, the reflection phase, and the reflection phase.

I offer a description of the main most frequently used methods of this technology in practice and illustrate their application in the presented lessons.

The "Basket of Ideas" technique. This is a method of organizing individual and group work at the initial stage of the lesson, when there is an actualization of knowledge and experience. It allows you to find out everything your students know about the topic of the lesson. A trash can icon is attached to the blackboard, which conventionally collects what students know about the topic they are studying.

Algorithm of work:

1. Each student remembers and writes down in a notebook everything they know about the topic (individual work lasts 1-2 minutes).

2. Sharing information in pairs or groups.

3. Next, each group names a single piece of information or fact, without repeating what has been said before.

4. All information is briefly recorded in the "basket of ideas", even if it is erroneous.

5. All errors are corrected as new information is learned.

The "Cluster" technique ("Bunches").

The essence of this technique is that it is necessary to highlight the semantic units of the text and graphically arrange them in the form of a "bunch". Clusters can become both the leading techniques at the stage of challenge, reflection, and the strategy of the lesson as a whole.

The rules are very simple. Drawing a model of the solar system: a star, planets, satellites. The star in the center is our theme, and the planets around it are large semantic units. Connect them with a straight line to the star. Each planet has a satellite, and they have their own satellites.

A cluster system encompasses a large amount of information. This technique can be used in the challenge phase, when we organize information before we are familiar with the main source, and also in the reflection phase, mainly to stimulate thinking before a certain topic has been studied more thoroughly, but it can also be used as a means of summarizing what students have learned.

Goal: actualization and systematization of knowledge.

Clustering (as a pedagogical strategy) helps students to think freely and openly about a topic. It requires the identification of only three structures that make it possible to stimulate reflection on the connections between ideas. This is a non-linear form of thinking.

In my opinion, another productive method of working with text in Russian language lessons is "Writing with holes".

If this technique is presented to teachers in a non-traditional "shell", adding a fantastic element, then the success of the lesson is guaranteed. "Writing with holes" is also suitable for monitoring the assimilation of information in the lesson.

The "True and False Statements" technique ("Yes - No").

Offers a series of statements on a particular topic.

Students choose the "right" statements based on their own experience or intuition. In any case, they tune in to the study of the topic, highlight key points, and the element of competition allows you to keep your attention until the end of the lesson. In the reflection stage, we return to this technique to find out which of the statements were true.

I use this technique when studying linguistic material. I offer a number of statements on a topic that has not yet been studied. The guys choose the ones that, in their opinion, correspond to reality. Students justify their opinions. After reviewing the basic information, I invite students to return to these statements and evaluate their validity using the information received in the lesson.

To save time, you can hand out a printed copy of the suggestion chart so that students can take notes directly on the card, and then keep it.

Technique "I know – I want to know – I have learned"

The technique "I know – I want to know – I have learned" is working with a table.

When studying a topic at the challenge stage, students can be asked to divide into pairs, confer and fill in 1 column of the table (these can be some associations, specific historical information, assumptions). After discussing the results in class, the students themselves formulate the objectives of the lesson: What do I want to learn? To eliminate gaps in their own knowledge, fill in 2 columns. After studying the topic, they correlate the information they received with the information they had at the beginning of the lesson.

"INSERT", marking the text with icons as it is read.

"v" - already knew

« +» - new

"-" - I thought otherwise

"?" - I don't understand, there are questions.

As students read the text, it is recommended that they make notes in the margins, and then fill in the table, in which the icons will be the headings of its columns. The table summarizes the information from the text.

Rules that allow you to read the text while maintaining interest in the topic:

•	Make notes, there are several options for marking: two icons: "+" and "V", three "+", "V", "?" or four icons: "+", "V", "?". -»;

•	Put icons in the margins as you read.

•	Once you've read it, go back to your original assumptions. Remember what you knew or assumed about this topic before, perhaps the number of icons will increase;

•	The next step may be to fill out the spreadsheet. The number of columns of which corresponds to the number of marking characters.

These techniques are used in the lesson. Students usually prefer the oral form of work, not everyone likes to write. And sometimes they don't want to be active at all. In a lesson where only the oral form of work is used, you can sit it out. The graphic form turns the lesson into an exciting game, helps to understand (even before the organization of the main work) what can be said on this topic, and systematize the existing knowledge.

These techniques not only help students work with informational text, but also visually demonstrate the processes of moving from ignorance to knowledge, and make the reading process more meaningful.

Today's young people are unlikely to call reading fiction one of their favorite pastimes. But in the classroom you have not only to read the text (which is difficult for some students) and extract the assumed information, but also to analyze the artistic reality in all its diversity, and often to create your own text. One of the tasks of literature and Russian language lessons is to help students understand the metaphorical world of a work of art, understand the author's intention and evaluate how it is embodied in the word.

"Reading with stops" is the name of a methodical technique for organizing reading using different types of questions.

This technique takes into account the following:

• The text should not be familiar to students.

• The text is divided into parts in advance: "first stop", "second stop", etc. Parts can be different in volume, the semantic unity within each passage is important. It should be divided into parts based on the logic of the structure of the work. There should not be many stops (no more than five) so that students can see the work in its entirety and understand the interdependence of the parts.

• Tasks and questions to the text are formulated taking into account the hierarchy of levels of cognitive activity (according to B. Bloom).

Quite popular in the world of modern education, the "Bloom's chamomile" technology is a system of questions based on the taxonomy of educational goals by levels of cognitive activity (knowledge, understanding, application, analysis, synthesis and evaluation) created by the famous American psychologist and educator Benjamin Bloom. "Bloom's daisy" consists of six petals - six types of questions:

• simple, answering which you need to name some facts, remember and reproduce certain information

• clarifying, the purpose of which is to provide the person with opportunities for feedback on what they have just said

• interpretive (explanatory) methods aimed at establishing cause-and-effect relationships

• creative, containing the particle by, elements of conventionality, assumption, forecast

• evaluative, aimed at identifying criteria for evaluating certain events, phenomena, facts

• practical, allowing to establish the relationship between theory and practice

The "Daisy Bloom" technique is good both when working with theory (individually or in pairs of both permanent and shifting staff for mutual checking) and when checking independent work with text (most often with texts about linguists). Additional

questions can be asked to the respondent at the board, and the type of question is discussed in advance.

Concept Chart Strategy

The Conceptual Table technique is used when you want to compare several objects on several questions.

Depending on the goal set by the teacher, the table can be filled in by students in class or at home, gradually or in its entirety as a result of generalization. Then there can be a discussion of the correctness of the completed material, clarification, addition, correction; comparison.

In the future, students can choose their own comparison objects or comparison lines when compiling tables.

Depending on the level of the class, the teacher may give differentiated tasks to compile a table. Such a table can be compiled by both school pupils and pupils of academic lyceums.

A creative form of reflection is Cinquain. I would like to dwell in more detail on the most popular technique I use at the stage of reflection – making a cinquain.

The ability to summarize information, express complex ideas, feelings, and perceptions in a few words is an important skill. It requires thoughtful reflection based on a rich conceptual reserve.

Cinquain is a poem that requires a synthesis of information and material in concise terms. The word cinquain comes from the French, which means "five." Thus, a cinquain is a poem that consists of five lines.

Rules written synque:

• In the first line, the topic is named by a single word (usually n.)

• The second line is a description of the topic in a nutshell (2 appendices).

• The third line is a three-word description of the action within this topic (verbs)

• The fourth line is a 4-word phrase that shows the attitude to the topic (feelings in one phrase)

• The last line is a one-word synonym that repeats the essence of the topic.

Cinquain is a quick but powerful tool for reflection, as it gives you the ability to summarize information, express complex ideas, feelings in a few words, which is by no means easy.

When teaching cinquain, you can first offer to make one cinquain for two, with which both will agree. This will facilitate the process of choosing words and help you choose

the most accurate, figurative definitions. This technology is universal, it can be used in the study of any subject.

The main principle is the expression of one's own meaning through description, action and attitude.

The Russian language curriculum (especially) in academic lyceums provides for acquaintance with texts dedicated to linguists of the past and present. This work rarely arouses the interest of students, but it is important and necessary. In such cases, I resort to a technique that allows me to express my point of view on the person.

Systematization of knowledge on the topic is facilitated by the "Thematic Alphabet" technique.

1. A pre-prepared table is distributed to each student.

2. In each cell of the table there is a letter of the alphabet, on which the student will write words - terms, concepts, phrases.

3. Filling in the table according to the given topic (working time 3-5 minutes).

4. Compilation of a general table (it can be displayed on the screen and filled in together taking into account the most common words for a certain letter or, conversely, the rarest of the named words).

Thick and Thin Questions Technique

The "Thick and Thin Questions" technique can be used at any stage of the lesson: at the challenge stage, these are questions before the topic is studied; at the stage of comprehension – questions in the course of reading, listening; At the stage of reflection (reflection) – demonstration of understanding of what has been passed. "Thick and thin questions" can be presented in the form of a table.

When...? Can...?

Will...? Could...?

What's your name...?

Was it...?

Do you agree...?

Is that right...?

Give three explanations: why?

Explain: Why...?

Why do you think...?

Why do you think...?

What's the difference...?

Suppose: what would happen if...?

What if...?

In the course of working with the table, questions that require a simple, monosyllabic answer are recorded in the right column. For example, What derivative prepositions are written in one word?

In the left column, there are questions that require a detailed, detailed answer. For example, What are the difficulties in spelling prepositions?

Tables of thick and thin questions can become the basis for research, discussions, and essays.

"Cross-discussion" is a technique that makes it possible to work with the text as a whole – at the level of its ideas and problems. The very word "crossover" suggests a clash of opposing points of view. Such a discussion is appropriate if opposing judgments are likely to arise on the issue under discussion, for example, "good or bad". "It will be – it won't be", "it will be possible – it will not be". Cross-discussion helps students, on the one hand, to avoid unambiguous interpretations of events, actions, and characters of the characters. And on the other hand, learn to respect other people's opinions. Students are asked to complete a table. Table form for cross-sectional discussion.

The work takes place in pairs. Several PROS and CON arguments are written sequentially. Once both lists are ready, the couples will join each other. They compare their records. After weighing all the pros and cons. And they come to a conclusion, which is written out in a detailed form on a demonstration sheet and posted so that other groups can get acquainted with it. The group can comment on the findings by giving examples and quotes.

If the teacher thinks that it is useful to increase the number of stages of discussion, he may continue to group the results into eights after discussing the results in fours, and so on.

In the classroom, I use the method of developing critical thinking "POPS – formula":

Position: I believe that the problem of this text is relevant (not relevant)

Explanations (... because...)

Example (I can prove it with an example...)

Consequence (Based on the above, I conclude that...)

In my work, I presented only a small part of the methodological techniques related to the formation of critical thinking through reading and writing. The proposed strategies are not the whole set of methodological techniques and strategies for conducting the lesson. Each of them is designed to solve certain tasks: the formation of concepts, the ability to compare objects, systematize material, etc., and all together are aimed at the development of students' critical thinking, at the development of their personality.

Examples of the use of RCM technology in Russian language and literature lessons. The main attraction of the technology of developing critical thinking through reading and writing, in my opinion, is that there are practically no intuitive options for finding a solution, and the main emphasis is shifted to conscious thinking operations. This technology allows not only to skillfully master information, but also to critically evaluate, comprehend, and apply it.

Having analyzed my work in this technology, I have identified several effective techniques for Russian language lessons. Moreover, I have developed my own system for using these techniques at each of the stages.

The first stage, the "Challenge Stage", is mandatory in every lesson. At this stage, you can also use the "True-False Statements" technique, creating a cluster.

The "True and False Statements" Technique ("Yes-No")

A fragment of a Russian language lesson in the second year.

Topic: "One-Word Sentences".

Stage: Reflection.

Textbook: "Russian Language" Textbook for S.Y. ISLANBEKOVA, Y.Y. Musurmanova. Year 2018.

The purpose of using the technique at this stage is to correlate information with existing knowledge; developing one's own position; assessment of their knowledge.

I suggest the following task:

Select the correct statements from the given statements.

1. Monosyllabic sentences are divided into nominal and verb sentences.

2. Monosyllabic sentences are sentences with one main term – subject or predicate.

3. The meaning of one-part sentences is clear only in context.

4. Monosyllabic sentences can be definite-personal, indefinite-personal, generalized-personal, impersonal, nominal.

5. The type of one-part sentences depends on its meaning and the grammatical characteristics of the main term.

6. Definite-personal sentences express the action of a certain person, and indefinite-personal sentences express the action of indefinite persons.

7. One-part generalized personal sentences denote the action of a group of persons.

8. The predicate in an impersonal sentence is always expressed by an impersonal verb.

9. Noun sentences are sentences with one main term – the subject, which is most often expressed by a noun in the form of the nominative case.

10. Noun sentences do not change in tenses.

If they encounter difficulties, they can refer to the material of the studied paragraph.

The "true-false" technique.

A fragment of a Russian language lesson in the second year.

Topic: "Compound sentences with subordinate clauses"

Stage: Challenge.

"Russian Language" Textbook for S.Y. Islanbekova, Y.Y. Musurmanova. Year 2018.

The purpose of using the technique at this stage is to increase motivation to learn new material, when working in pairs, students are activated.

Such work with information allows you to consider it thoughtfully, critically, as well as draw conclusions about the accuracy and value of this information.

The child asks himself a question on this topic, forms an idea of what he does not know "What do I want to know?"

On each desk there is a printout with the statements:

1. Supplement – who answers the questions? A what?

2. What, as, if, to, or are conjunctions.

3. A conjunction, like a conjunction, is not a member of a sentence.

4. The definition answers the question of whose?

5. Parts of a compound sentence are connected only by conjunctions.

6. In writing, parts of a compound sentence are separated by a comma.

Task: Individually review "true and false statements" and correct them on the spot. If you disagree with this statement, write the word "yes", if not, write "no".

- Read all the correct statements.

- Does everyone agree with these statements?

-Read all the incorrect statements, correct them, give reasons for your choice.

- Does everyone agree with these statements?

You can give a task: to establish whether the given statements are true, and to justify your answer.

It is very important that students learn the material in the form of activities, and the teacher makes the most of the opportunities, knowledge, and interests of the students themselves. These requirements are met by the game "Yes – No".

I make a riddle (a word, a phrase, a sentence), the students try to find the answer by asking questions to which the respondent can only say "yes" and "no" or "yes and no". The game is universal and can be used in any lesson.

In the lesson, the sentence "He reads tall tales all night, and here are the fruits of these books!" is parsed! As an additional task, I suggest that the children guess the word I have chosen from this sentence in order to repeat the information of different sections of the language. I am asked the following questions:

1.Does this word have two syllables? (yes)

2.Is this the service part of the speech? (none)

3. Is this word conjugated? (no)

4. Is this word used in the second part of the sentence? (yes) etc.

5. Guys, guided by my answers, eventually find a solution to the problem.

The "True – False Statements" technique is also successful and interesting for literature lessons when getting acquainted with the biography of a poet or writer.

Such methods can be used in each lesson to develop students' speech.

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