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THE INCLUSION OF CRITICAL THINKING DEVELOPMENT TECHNOLOGY IN THE DIDACTIC ARSENAL OF A MODERN TEACHER

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The article raises the problem of improving the didactic arsenal of a modern teacher in accordance with the requirements of the educational standard. The essential features of the technology for the development of critical thinking are revealed and the domain-specific methodological techniques for its implementation in the educational process are determined (using the example of history lessons). The effectiveness of the use of this educational technology in the educational process is substantiated based on the analysis and generalization of the pedagogical experience of modern history teachers.

Keywords: *critical thinking development technology; didactic arsenal; planned educational results; meta-subject competencies; effectiveness of the educational process*

ВКЛЮЧЕНИЕ ТЕХНОЛОГИИ РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ В ДИДАКТИЧЕСКИЙ АРСЕНАЛ СОВРЕМЕННОГО ПЕДАГОГА

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В статье ставится проблема совершенствования дидактического арсенала современного педагога в соответствии с требованиями образовательного стандарта. Раскрывается сущностные особенно-

сти технологии развития критического мышления и определяются специфичные предметной области методические приемы ее реализации в образовательном процессе (на примере уроков истории). Обосновывается эффективность применения данной образовательной технологии в образовательном процессе на основе анализа и обобщения педагогического опыта современных учителей истории.

Ключевые слова: *технология развития критического мышления; дидактический арсенал; планируемые образовательные результаты; метапредметные компетенции; эффективность образовательного процесса*

The changed targets of the Russian education system have determined as one of the important tasks the need for the formation of a person with critical, non-standard thinking, capable of independent research of the surrounding world, the search and adoption of eternal decisions, rapid adaptation to changed life situations. The solution of this problem is possible when a modern teacher uses active and interactive teaching methods and technologies that maximally stimulate the development of intellectual abilities of schoolchildren. One of them in the modern school is the technology of critical thinking development (TRCM).

The need for the formation of initiative, sociable, creative personalities with a new type of thinking is noted in various state regulatory documents (Federal Law "On Education in the Russian Federation" dated 29.12.2012 No. 273-FZ with amendments and additions, intro. effective from 07/24/2015; FGOS LLC, as amended. Order of the Ministry of Education and Science of the Russian Federation dated 29.12.2014 No. 1644). The expediency of using TRCM is noted PrOOP.

The developers of TRCM were Ginny Steele, Kurt Meredith, Charles Temple and Scott Walter – four American scientists who were the first to collect, summarize and systematize material on critical thinking, methods and techniques of its development. They were followed by Russian teachers and researchers S.I. Zair-Bek and I.V. Mushtavinskaya, who presented in their work the educational TRCM in the form of a model of three stages of the organization of the educational process: "Challenge – comprehension – reflection".

Despite the theoretical and practical significance of these works, at the same time, many issues related to the problem of the practical application of TRCM (using the example of history lessons) still remain open.

The analysis of the state of the problem we are studying in the field of pedagogy, methodology and school practice revealed a contradiction between the need to use TRCM and the lack of awareness of teachers about the introduction of this technology into school practice (using the example of history lessons). This contradiction makes the problem of using TRCM (using the example of history lessons) extremely relevant.

Given the importance of this problem, its insufficient practical development in the educational process allowed us to determine the topic of our research.

The purpose of the study is to theoretically substantiate the effectiveness of the technology of developing students' critical thinking (using the example of history lessons).

Research objectives:

1) To identify the essence of critical thinking development technology;

2) Identify methodological techniques for developing students' critical thinking (using the example of history lessons);

3) To establish the effectiveness of the use of technology for the development of critical thinking (using the example of history lessons).

To solve these tasks, theoretical (analysis of literary sources on the research problem, the method of comparing and comparing different approaches of the authors to the disclosure of the essence and effectiveness of TRCM in history teaching, the method of systematization of the authors' ideas for the introduction of different TRCM techniques) and empirical (generalization of the pedagogical experience of history teachers) methods of pedagogical research were used.

Solving the first task, we identified the essence of TRCM based on the analysis of literary sources, the method of comparison and comparison of approaches of different authors to identify the essence of TRCM (using the example of history lessons). The essential stages of the implementation of various stages of TRCM are reflected in Table 1.

Table 1.

Tasks of the three stages of critical thinking development technology

The «Challenge» stage	The «Comprehension» stage	The stage of «Reflection» (reflection)
1) Update and summarize the student's knowledge on this topic or problem; 2) To arouse sustained interest in the topic being studied, motivate the student to study; 3) Formulate questions that I would like to get answers to; 4) Encourage the student to work actively in the classroom and at home.	1) Get new information; 2) Make sense of it; 3) Correlate with existing knowledge; 4) Look for answers to the questions compiled in the first part.	1) Holistic understanding, generalization of the information received; 2) Assignment of new knowledge, new information by the student; 3) Formation of each student's own attitude to the studied material. 4) Encouragement to further expand the information field

In the course of work (using the example of history lessons), within the framework of this model, schoolchildren master various ways of integrating information, learn to develop their own opinion based on understanding various experiences, ideas and ideas, build conclusions and logical chains of evidence, express their thoughts clearly, confidently and correctly in relation to others.

As the analysis and generalization of the experience of practical teachers has shown, history teachers give the greatest preference to individual methodological techniques at various stages of TRCM (Table 2).

Table 2.

TRCM techniques at various stages

Stages	Examples	Characteristic	Tasks to be solved	Topics on history
Challenge	Brain attack	It is a kind of group discussion, which is characterized by the absence of criticism, search efforts, the collection of all possible answers, hypotheses and suggestions born in the process of understanding the problem and its subsequent analysis	Participants generate the maximum number of ideas for solving the problem, including the most fantastic ones. Then, from the obtained options, the best solutions are selected that can be used in practice	«The foreign policy of Peter the Great 1682-1721.»

Comprehension	True and false statements	The essence of the reception is that at the beginning of the lesson a number of statements on a new topic are given. During the training, students must choose both correct and incorrect answers and justify their choice. Choosing the right and wrong statements, students rely on their experience, intuition or already existing knowledge	After reading the text of the paragraph, students return to their answers, evaluate them using the information received in the lesson, thanks to this, students learn information better and faster	«The Reign of Catherine the Great 1762-1796.»
Reflection	Group discussion	Organization of joint collective activity, the purpose of which is an intensive and productive solution of a group task	The technique allows you to influence the opinions, positions and attitudes of the participants of the discussion through logical arguments in the process of direct communication	It is an element of a lesson on any topic with the use of TRCM

Summarizing the experience of practical teachers who use TRCM in history lessons, it can be argued that working in pairs or in a group doubles the intellectual potential of students and significantly expands their information stock. In addition, joint work contributes to a better understanding of a difficult information-rich text, a depth of understanding and perception of new material appears, is analyzed and compared with existing knowledge. Respect for one's own thoughts and experience is developed, and a new, even more interesting thought arises.

Summarizing the above, we can conclude that the use of technology for the development of critical thinking (using the example of history lessons) allows a modern teacher to create favorable conditions for the activation and development of students' thinking abilities and the formation of all planned educational results in the Federal State Educational Standard of General education (subject, meta-subject and personal competencies).

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