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TO THE PROBLEM OF THE FORMATION OF DIALOGICAL SPEECH COMPETENCE OF PRIMARY SCHOOL CHILDREN IN ENGLISH LESSONS USING CRITICAL THINKING STRATEGIES

The priority direction of the reform the system of primary education, defined by L. Grinevich, is an update of the content of education, which includes the necessity to form in schoolchildren the ability to think critically, solve problems, analyze information. To bring those changes into life, it is necessary to find out the essence of the phenomenon "critical thinking" and determine the ways of its development in primary school pupils. Critical thinking is reflexive thinking, which focuses on problem solution. People who are able to think critically can identify problems that are obvious or hidden, define goals, seek for information, observe, formulate questions when searching for new information, compare, classify and present new information, identify the main ideas, that enable them to successfully communicate [1].

Critical thinking techniques integrated into the methodological stages of the formation of English language dialogical speech competence in primary school will help to come up with suitable ideas and choices for communication. We have created a series of exercises based on the usage of critical thinking techniques aimed at the formation of the bases of English language dialogical speech competence of primary school children.

At the first stage of teaching dialogical speaking skills students should understand the content of different types of communicative utterances. Let us give an example of an activity.

Activity 1, aimed at developing skills for distinguishing between different types of communicative utterances using the technique "Classification according to criteria set".

Task : – Kids, today we are going to have a guest. It is our friend Teddy Bear. Let's choose the phrases we are going to treat him with.

- Hello, how's life treating you?
- How do you do?
- Hello, nice to meet you!
- Hello, haven't seen you for ages!
- Hello, how things are going?
- What a bad day!

Procedure: The children select the phrases according to the communicative situation.

Method of control: control by the teacher.

At the second stage of teaching dialogical speaking skills pupils should be able to construct different types of micro-dialogues, taking into account its structure.

Activity 2, aimed at constructing different types of micro-dialogues, using the technique OPV.

Task: Your parents have won a lottery. In groups think of your possible reaction (Group A), of the possible reaction of your parents (Group B), of the possible reaction of your friends (Group C). Then build a micro-dialogue.

e. g. Group A: -Great! I'll buy a new toy for myself

-Wonderful! Everyone will respect me

Group B: -Oh! Our son might go to London for summer and learn English there.

-Perhaps, we'll start family business.

Group C: -We are going to have a big party!

-We are looking forward to presents.

The expected reaction:

Father: I have won a lottery!

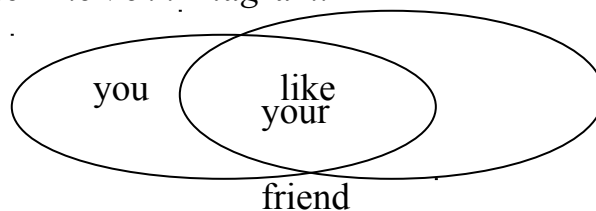
Son: Great! May I buy myself a new toy?

Father: Yes, and you may go to London for summer and learn English there.

Son: Great idea!

At the third stage, pupils can independently build a micro-dialogue on a given topic. Critical thinking techniques can help with the ideas.

Activity 3, aimed at developing skills of building a micro-dialogue using the technique The Venn Diagram.



Task : Fill in the Venn Diagram and make up a micro-dialogue.

Procedure : Pupils fill in the Venn Diagram and make up a micro-dialogue. Other pupils guess the features that unite the pair.

The expected reaction:

- Hi, Ann!
- Hi, Kristina! I saw you in the cinema yesterday, did you like the cartoon?
- Oh, yes! It is my favorite one. And you, did you like it?

- Yes, I like cartoons about adventures! Let's go to the cinema together next time!

- Okay!

Method of control: control of the teacher.

The use of critical thinking techniques in English lessons gives the opportunity to create favorable conditions for activating and developing children's critical thinking. Techniques involve pupils into interaction with each other.

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