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## **THE DEVELOPMENTAL TEACHING AND LEARNING SYSTEM AS AN EFFECTIVE FACTOR IN THE FORMATION OF YOUNG LEARNERS' CRITICAL THINKING SKILLS IN THE ENGLISH LESSON**

The New Ukrainian School is a key reform of the Ministry of Education and Science. The main objective is to create a school that will be pleasant to go to and will provide the students not only with knowledge, but also with the ability to apply it in real life. Every year, new first graders start a new school life full of discoveries. But the question is, who and how makes these discoveries? Is the student interested in the lesson if he is only engaged in reproductive activities, if the teacher tells him everything? How to organize students' activities in a lesson so that they can formulate a problem that has arisen after he/she realizes that he/she does not know something? The Concept of the New Ukrainian School covers the issue of the formation of ten key competencies in school students. The list of competences that students will acquire is already enshrined in the Law on Education. One of the important competences is lifelong learning [3]. This competence provides the ability to search and master new knowledge, to gain new skills, to organize an educational process, in particular, through effective resource and information flow management, an ability to set educational goals and determine means to achieve them, to build one's own educational trajectory, to appraise your own educational achievements, and to learn throughout life.

The system of education that exists today does not provide at the necessary level of formation and development of this competence. Therefore, there is a need to look for new learning technologies. That's why our article aims to disclose how to develop critical thinking skills of young learners using developmental learning system.

The system of education that exists today does not provide at the necessary level of formation and development of this competence. Therefore, there is a need to look for new learning technologies. Psychologists and educators face the challenge of finding and changing teaching methods. In the 30-ies, the outstanding psychologist Lev Vyhotsky put forward the idea of the possibility of building a system of education that would not simply rely on the accidental abilities of the child, but would form and develop them. Vyhotsky's idea was 'Learning should entail development'. The Developmental teaching and learning system is an alternative technology that promotes formation lifelong learning competencies.

The task of the system is to form in the child certain abilities (reflection, analysis, planning) and critical thinking for self-improvement. Knowledge need to personal development. The main motive for learning here is the interest in cognition: the formation of scientific thinking, intellectual and personal abilities, which the child did not have before, are formed. The method of working in a lesson in the system is "search", "research". The use of such a system in English lessons does not provide

students with ready-made knowledge, but creates a situation where students want to acquire this knowledge on their own.

Extensive experimental studies using the system at the primary school, and it have proven to be very effective. The system gives the teacher theoretical and methodological knowledge that will help in efforts to develop the child's personality, curiosity and creativity. L. S. Vygotsky believed that the development of a child happens faster if the training takes precedence over the child's development. This means that training is not conducted in the child's zone of proximal development, and not on the current, achieved level. This basic psychological postulate, Zankov formulated in didactic principle "Teaching at a high level"[4]. A condition for it to be realized is that you know the individual pupil's peculiarities and current development level. Whether as a teacher accompanying the child right from the start school, one can fairly accurately determine its zone of proximal development.

What is the role of the teacher in this process? The teacher is not a source of information, an explanation of the new. He must skillfully set a cognitive task. The mastery of a teacher is the ability to show students' mental activity, not themselves, their erudition. The student and the teacher have a cooperative relationship - they are equal and democratic, respectful and respectful of each other. The student gets nothing ready. Children come to the new way through logical reasoning, first explained by the students. There is no traditional explanation by the teacher of new material. Children independently look for ways to solve the tasks set before them, express their guesses, hypotheses, try to explain, prove their opinion. It is difficult to do it yourself, there is a need to think together (motive for cooperation). Therefore, the main form of work on the lesson is group work. An important role in the system assigned to such a method of learning as an educational discussion [2]. Every student needs to choose his or her own point of view and justify it. The teacher can create situations, provocative questions and trap tasks for students. Traps are such tasks, questions that ultimately do not have a solution. The main attention when using the techniques of developmental training pays attention to:

- familiarity with the proposed situation or the task;
- ability to navigate it;
- sample conversion material;
- fixation of revealed relationships in the form of subject or
- sign model;
- determination of the properties of the revealed relationship, thanks
- what are the conditions and ways of solving the original problem,
- formulate common approaches to solving.

When the teacher submits material, she must adhere to this algorithm. The teacher should prepare in advance for such a lesson. Studying the grammar topic 'Past Simple Tense' you may be prompted to view the video for the task at first. Ask students 'What was this talk about? What grammatical structure was used most often?' Students need to think about it and they need to establish a connection with theme of talk and grammatical structure. After that the teacher can suggest to create a model how to make Past Simple tense (students do it in groups). When they have got a model they can apply it. The teacher makes a problem situation again; she asks to tell about what

students did yesterday. Thus, students self-acquire knowledge using critical thinking, combining facts and analyzing a situation. The teacher only prepares a problematic situation, helps to bring to mind.

Developmental learning requires the teacher's ability to create the conditions of knowledge under which the "burst of conjecture" must occur. In order to have a collective thinking about the problem, the teacher must be able to keep the "pause of ignorance". The pause will continue until someone answers. This is very important - to give a collective thought that encourages the individual to work faster, to concentrate on the problem. The teaching methodology is based on problematization. The teacher not only informs the children of the findings of science, but whenever possible leads them through discovery, proposes to observe the dialectical direction of thinking to the truth, makes them accomplices of scientific search. The Development learning system gives opportunity to develop critical thinking skills of primary learners.

The use of ideas of developmental learning significantly increases the theoretical level of education at the expense of student learning not only knowledge and practical skills, but also scientific concepts, artistic images, moral values [1]. The purpose of the teacher is to bring the personality of each student into development mode, awaken the need for cognition. Experience shows that use in educational the process of elementary school ideas of developmental learning helps to develop the qualities of an active creative personality, in particular:

- young learners have the desire and skills to learn what is the key to lifelong learning;
- adequate self-esteem is created that enables the person adequately treat all opportunities and consciously enter in cooperation with other people;
- a creative approach to reality and relationships with others is being awakened and affirmed, which characterizes a person as a personality.

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