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FORMATION OF CRITICAL THINKING IN JUNIOR SCHOOLCHILDREN IN THE PROCESS OF TEACHING THE HUMANITIES

The most important characteristic of person's way of life in the XXI century is his/her ability to perceive changes and create them, the ability to work with information throughout life: to obtain it, to process it, to apply it to individual development and self-improvement, to pass it on to another people. Due to this the innovative nature of education must be created being constantly changed, supplemented by something new and also improved. At the moment, the teacher has a task to bring up a person who would be capable of self-education and self-development.

According to philosopher and educator John Dewey, modern education providing students with a large amount of information, must rather develop critical thinking. The researcher of critical thinking, R. Paul, notes that "many things in academic education are characterized by a low cognitive level and contribute to the indiscipline, associativity, inertia of students, interfere with a true understanding of the material."

This, in its turn, blocks students' serious reflection on what they are studying. "Good" students learn to memorize information quickly in a mechanical way; "Bad" students do not know how to memorize information quickly. They are well trained, but not developed; they are not critical thinkers or individuals. Thus, their adaptation to life in society is limited; the need to grow intellectually and ethically is weak" [2, p.3]. One of the innovative technologies that helps students not only to acquire a certain amount of knowledge, but also promotes the development of their personal qualities, is the technology of formation and development of critical thinking [3; 4].

The **purpose** of the article is to find out the role of formation of critical thinking in junior schoolchildren in the process of teaching the Humanities.

In modern conditions of creation of the New Ukrainian School the formation of critical thinking is an important endeavour. By large, thinking is a complex psychological and social phenomenon. The following mental operations can be distinguished in the structure of thinking: comparison, analysis, synthesis, abstraction, generalization, concretization, classification, systematization, etc.

In general, the very technology of development of critical thinking is understood as a certain system of activity. It is based on the study of problems, on independent choice of solutions. A thinking child must draw certain conclusions by comparing certain facts. In order to use critical thinking, one needs to understand which types of mental activity are not critical. Memorization is an important mental operation. Without it, the learning process is impossible.

In Ukraine, for the first time, the problem of developing critical thinking has been raised by Kharkiv researcher A.V.Tyaglo who calls critical thinking "an advanced modern logic" [6].

O.V.Belkina-Kovalchuk notes that "subcritical thinking" can be understood as the ability of a person (natural or formed) to self-assessing: the phenomena of the surrounding reality; information, scientific knowledge, opinions and statements of other people; the ability to see their positive and negative sides, as well as the desire for better, effective and optimal solution of problems, tasks, to review existing dogmas, stereotypes, traditions. The program "Reading and Writing for the Development of Critical Thinking" has some possibilities in solving this problem [1].

The methodology of the lesson on forming critical thinking is based on the creative cooperation of students and teacher. It is not designed to memorize material, but to pose a problem and find a solution.

While using the elements of "Critical Thinking" technology in Ukrainian language lessons in primary school, the teacher develops a unique personality of the student in the course of learning the language, and such work allows forming students' communicative competence.

The main stages of critical thinking technology are actualization, awareness and reflection.

At the actualization stage, students need to activate the knowledge that they already have and relate it to the material being studied. Teacher also needs to arouse students' interest for the topic being studied, to stimulate their cognitive activity and involve them in determining the expected results. This should take about 10-15% of the lesson.

At the stage of awareness there is a comprehension of new material. Here the teacher needs to acquaint students with new information, maintain their interest and stimulate activity. This stage takes about 50-60% of the allotted time.

The stage of reflection is supposedly directed at the appropriation of new information by students. Inna Bolshakova, the expert of the International Project "Reading and Writing for the Development of Critical Thinking", describes the task of teachers at this stage as follows:

- returning students to the beginning of the lesson, to their thoughts about the topic being studied;
- encouraging students to retell "new" information, to express "new" ideas in their own words;
- organizing collective discussions and exchange of views;
- analysing the process of mental activity with students [2, p.5].

Summarizing all this, we can say that while learning the technology of critical thinking, students go through three stages in mastering the material: perception – comprehension – application. Children use knowledge from one discipline to understand other disciplines. The implementation of such an approach in the lesson will contribute to the formation of interdisciplinary competence of junior students [5].

Also, in accordance with the goals and objectives of the lesson, one can use different methods (strategies) of work in the lesson. There are the following strategies:

1. Strategy "Brainstorming".
2. Strategy "Associative bush".
3. Strategy "Prediction".
4. Strategy "Reading with foresight".
5. Strategy "Reading marked".
6. Cubing strategy, etc.

Thus, modern society is changing very quickly and it is quite difficult to predict something for the future. In general, it is difficult to imagine what knowledge children will need and what they will not.

The new Ukrainian School sets new tasks, among them is the development of technologies for forming critical thinking that presuppose creating additional motivation for learning, forming the conditions for understanding the material and providing assistance in generalizing the acquired knowledge, teaching to highlight the main thing, managing emotions, assessing risks, making decisions, solving problems, cooperating with others.

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