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## **THE DEVELOPMENT OF CRITICAL THINKING IN PRIMARY SCHOOL LEARNERS IN THE PROCESS OF STUDYING THE INTEGRATED COURSE "I EXPLORE THE WORLD"**

Today, critical thinking has become one of the leading trends in education. The fact that its development is one of the cross-cutting tasks of the educational process is also stated in the Concept of the New Ukrainian School. The pupil must be able to process and systematize information obtained from available sources and present it in various forms; critically evaluate facts, combine new experience with previously acquired and creatively use it to solve problems. For example, in the field of natural sciences, which is included in the course "I explore the world", it is stated that the pupil should be able to process and systematize information of natural content obtained from available sources and present it in various forms; critically evaluate facts, combine new experience with previously acquired and creatively use it to solve problems of a natural nature. Therefore, the ability to think critically is a very important skill for today's people.

Primary school lays the foundation for critical thinking. Considering this, the study of any issues related to the development of critical thinking of younger schoolchildren is relevant.

The problem of developing critical thinking is in the center of attention of foreign and Ukrainian educators: I. Bolshakova, N. Vukina, N. Dementievskaya, T. Oliinyk, S. Terna, O. Tyagla, O. Pometun, and others.

The purpose of the article is to consider the features of the development of critical thinking in the process of studying the integrated course "I explore the world" by younger schoolchildren, to determine the appropriate methods.

There is no single definition of critical thinking. L. Terletska believes that critical thinking is such thinking, which is characterized by depth (the ability to penetrate into the essence of things), consistency (the ability to follow logical rules), independence (the ability to ask questions, find new approaches to their clarification), flexibility (the ability to change the method of solving a problem), speed (the ability to quickly cope with a task) [6, p. 10].

O. Pometun claims that critical thinking is: 1) thinking that contributes to the formation of the ability to realize one's own attitude to a certain issue, the ability to find new ideas, analyze events and critically evaluate them; 2) non-standard thinking, based on the ability to see and evaluate alternatives, priorities, determine the reliability and adequacy of facts, phenomena, events; 3) practical thinking, which, on the basis of theoretical knowledge, allows you to make the necessary decisions; 4) reflective thinking, a method of correcting mistakes made by a person in the process of thinking and searching; 5) a multilevel and changing phenomenon that reflects moral and ethical

principles, sociopolitical features, evaluative experience, values, human knowledge, mental and practical practices [5, p. 12].

During the development of critical thinking in schoolchildren, teachers can set the following tasks: students' assimilation of knowledge about the laws and methods of logical and critical thinking, about the basics of criticality and self-criticism; students' mastery of hypothetical-deductive logic of thinking with elements of criticality; learning the ability to understand the logical procedures of critical thinking: explanation and prediction, proof and refutation, argument, argumentation, evaluation and self-evaluation; formation of a system of critical thinking skills in specially organized educational situations; formation of skills to identify logical errors, critical assessment of phenomena, behavior; teaching the application of logical and critical thinking skills in various scientific fields, practical activities and social life [3, p. 35].

The lessons of the integrated course "I explore the world" create the necessary conditions for the formation and development of critical thinking (solving tasks, problems, processing information, choosing rational methods of activity and evaluating situations). The formation of critical thinking of younger schoolchildren is a rather complex process, since the teacher needs to take into account the age characteristics of the students, and therefore use interesting methods and tasks available to schoolchildren. We are talking about interactive learning technologies that can involve all students in the learning process, make it easy, and most importantly, interesting and productive. Among the well-known methods for the development of critical thinking of younger schoolchildren, the following can be used:

1. *"Insert" or "Reading with marks"* (by Vaughan and Estes). When studying information related to new ideas, the teacher asks each participant (pair or group) to make an individual table of marks (marking).

| " + " I know | " - " New | I thought differently | " ! " It remained unclear |
|--------------|-----------|-----------------------|---------------------------|
|              |           |                       |                           |

To fill it out, the teacher will first ask the students to make marks in the fields while reading, and after reading the text, fill in the table, where the icons will become the headings of the table's graphs. Information from the text is briefly entered in the table. An important stage of the work here is the discussion of the entries entered in the table or marking of the text.

2. *"Decision tree"*. This method helps children to analyze and better understand the mechanisms of making complex decisions. The rules for working with this method are as follows: the students' possible assumptions model the further ending of a particular question or story. The trunk of the tree is the topic, the branches are assumptions that follow two main directions - "possible" and "probable" (the number of "branches" is not limited), and, finally, "leaves" - the justification of these assumptions, arguments in favor of one or another thoughts

For example: Topic "The family is strong in order" (3rd form).

The teacher formulates the problem: "For each of us, the closest, dearest people are our relatives. And the greatest happiness is a happy family. Do we know the recipe for a happy family? Let's create it together. I suggest doing the "Decision Tree"

exercise. There is a chalk drawing of a tree on the board. It is waiting for our help. But we will enliven it not with leaves, but with hearts - symbols of love. We work in pairs. At each desk you got a heart. Consult and write down one suggestion: what is needed for family happiness? (for work - 1 minute).

Share your suggestions and we will make a joint decision: what is needed for family happiness? (pairs of students go to the board in turn, read their proposal and attach the heart to the tree)

3. "*Double diary*" is especially effective when working with a textbook. In the left part of the diary, students write down those moments from the text that made the greatest impression on them, caused some memories, associations with episodes from their own lives, puzzled them, caused protest or, on the contrary, admiration, surprise, such quotes on which they "stumbled." In fact, they should give a comment: what made them write down this particular quote. At the reflection stage, students return to work with double diaries, with their help, the text is sequentially analyzed, students share the comments they made on each page.

4. "*Board magazine*". This is a way of visualizing the material. Students write down the answers to the following questions:

- What do I know about this topic?
- What new did I learn from the text?

5. "*Cinquain*" translated from French is a poem of five lines, which requires the synthesis of information and the presentation of material in short sentences.

Rules for writing *cinquain*:

- 1) In the first line, the topic is called one word (usually a noun).
- 2) The second line is a description of the topic in two words (two adjectives).
- 3) The third line is a description of the action within this topic in three words.
- 4) The fourth line is a sentence of four words that reveals the essence of the topic or attitude to it.
- 5) The last line is a one-word synonym that repeats the essence of the topic.

The teacher offers each participant to write his *cinquain* in 5-7 minutes. After this individual task is completed, all members of the group of several *cinquain* compose one, the content of which is agreed upon by all, and present it for discussion.

*Cinquain* can also be written by members of the same team together.

For example, when studying the topic "Water and its properties", the following *cinquain* can be composed:

1. Water
2. Colorless, rapid, life-giving
3. Flows, gurgles, evaporates
4. Necessary for life on Earth.
5. Miracle!

6. "*Fishbone*" is a schematic diagram in the form of a fish skeleton, which allows you to visually demonstrate the causes of specific events, phenomena, problems and the corresponding conclusions or results of the discussion determined in the process of analysis. For example, when studying the topic "Plan and map" in the 4th grade, the teacher can ask the following problematic question: If the map had never been invented, how would people be able to navigate in an unfamiliar area?

As we can see, the described methods are aimed at the students' search for their own knowledge, rather than the acquisition of ready-made knowledge and its analysis and comprehension.

So, critical thinking is a purposeful thinking process that enables a student to perceive, analyze, systematize, evaluate information, the result of an action and choose his own attitude to them, justify his thoughts and actions.

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