

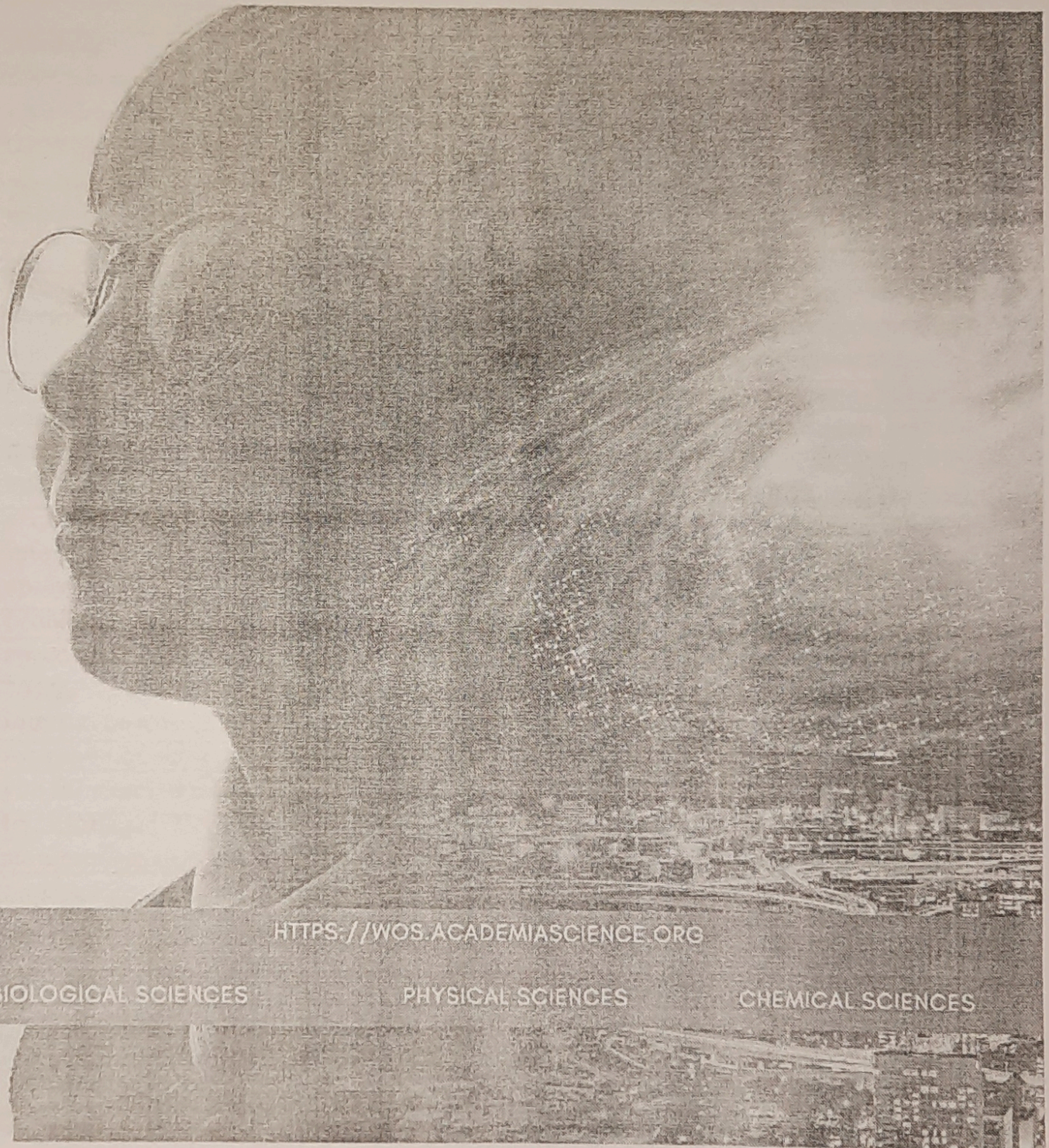
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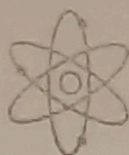
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EFFECTIVE WAY OF IMPROVING READING SKILLS STUDENT BY DEVELOPING CRITICAL THINKING IN ENGLISH LESSONS

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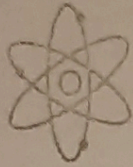
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Abstract:

This article introduces critical thinking, looking at the range of underlying skills and attitudes associated with critical thinking, and why it is beneficial to develop critical thinking skills. It emphasizes the importance of self-awareness as an aspect of making accurate judgments and bringing suitable objectivity to critical reasoning.

Keywords: critical thinking, writing, reading, a foreign language, Tentative research. German philologist Harald Weinrich said that a language is learned through sentences and texts, in other words, any language can not be mastered only with help oral species speech activities speaking),[1]but also written types (writing, reading). Through analysis different texts, trainers gain new knowledge, thus, they investigate general linguistic patterns, shaping knowledge contributes to the improvement of auditory and visual sensations. Most of the information that is assimilated during training acquired through reading.[2] It allows you to open access to the main sources information. That's why master good skills reading skills are so important. When applying methods of teaching foreign languages, one should pay attention to the problem of teaching the types of speech activity, in particular reading. As a type of speech activity, reading is such a process, when in which a person is simultaneously engaged in perception and understanding text, and at the same time reading is an internal process, including the interpretation of the text [3, p. 50]. Unlike listening, for example, when reading, it is possible to perceive the text somewhat times, until you fully understand it. Little is paid to questions related to methods of working with text attention. In particular, teaching the learner to read the English text high school students requires concretization of the issue of the formation of skills the reading required for an accurate understanding of the content of the text.





Methods, Results, Discussions

At a philosophical level, critical thinking involves possession of various options for interpreting the text, acceptance of the fact fundamental "vulnerability" of any theory, the fact of the multipolarity of the world.

• From a teacher's perspective, critical thinking requires meaningfulness in the use of various methods of work (assessment, etc.). Thus, we can conclude that the development of critical thinking in students is useful for the entire educational process as a whole. In this regard, various technologies for its development have been created. schoolchildren. One of the most effective technologies for working with text is "The Technology of Critical Thinking Through Reading and Writing.

Technology for the development of critical thinking in the process of teaching reading and letter presents by myself aggregate varied receptions, aimed at first interest in the student (awaken in him research, creative activity), then - to provide him conditions for comprehending the material and, finally, help him to generalize

Acquired knowledge. At the heart of the technology for the development of critical thinking through reading and writing is based on a basic model, consisting of three phases: the stage of challenge, the semantic stage and the stage of reflection [4;53].

I. Consider the first stage in the development of critical thinking through reading and writing - the challenge stage. Often due to the fact that the teacher plans training, relying only on those goals that he himself has set, learning outcomes are not high enough. It happens because the teacher believes that his goals are the same as the goals students, but this is not always the case. Some Methodists are convinced that it is important to provide the student with the opportunity to independently set goals learning. If we try to remember what we learn best, then we will come to the conclusion that most often this is such information about which we already have an idea. [5;18]. In case we allow the student to make an analysis of what he has already knows what he is familiar with, we will get the student's desire to independently formulate the goals of his further education. This is because the student has a clear idea of what he knows and what he would like to know. The involvement of each student in the work is also important. Students must accept participation in both group and individual work. The teacher can alternate types individual and group work. For example, you can invite each student to think about what he already knows about the topic being studied (What ways of... do you know? What kinds of... do you know?). The teacher can ask the students to write down everything they know in the form of keywords, and then discuss it in a pair or group, then with the teacher, all together. [6;54]. An important aspect in the implementation of the "challenge" stage





is the integration of all information into a single whole. The totality of this information we get thanks to the statements of students, and it does not matter whether they are correct or not. Then it is necessary to resort to structuring, building statements, which establish the directions of independent search in the process of learning new information. It is important to note that these directions for each student may differ from each other, be individual. The student independently decides what he should pay attention to, and what information does not need deep study [7;58]. So, in the process of implementing the call stage, it is important:

- 1) Give students the opportunity to express their point of view on the topic being studied freely, without fear of making mistakes and being corrected teacher.
- 2) Record all statements: any of them will be important for further work. At the same time, at this stage, there are no "correct" and "incorrect" statements.
- 3) Combine individual and group work: individual work will allow each student to update their knowledge and experience; group - to hear other opinions, to express your point of view without the risk of being mistaken. [8;58].

The exchange of views can help generate ideas that are often unexpected and productive; the emergence of questions, the search for answers that will stimulate the study of new material. In addition, often some students are afraid to express their opinion to the teacher or to a large audience at once, so classes in small groups allow them to feel more comfortable [9;60]. The teacher at this stage of work should help systematize what they know, what they would like to know, and it is also important that the teacher tracks for the correct recording of the information received and stimulated the exchange of views in pairs and groups. The teacher must remember that criticism of the answers is allowed, since any student's opinion is valuable. [10;226]. The importance of this stage lies in the fact that all the stages of the lesson are not only interconnected, but also interdependent.

II. Let's consider the second stage - working with the text during the reading process. [11;1621]. The purpose of this stage is to understand the semantic content text. [12;27]. This stage of work can be conditionally characterized as a stage of comprehension, during this stage, students come into contact with the text, work with it, resorting to a variety of cognitive methods of understanding the text: reading with a pencil in hand, the method of marking, using which the reader comprehends the perceived information, marking with signs "+" (I know this) and "■" (I do not know this), the method of "double diary", in which the facts from the text and their personal interpretation are written out (" This is very interesting! ", " Why? ", " Disagree! ", etc.). [13;56].





Personal perception of the text is carried out by students individually, without the help of a teacher and other students, independently "penetrating" into a foreign language text. [14;91].

1. Students read the text to themselves to check how close their assumptions about the semantic content of the text are close to the truth.

2. During the subsequent reading of the text, the students are faced with many communication tasks:

- Highlight meaningful information (who, what, where, when, how, why did something);

- Divide the text into semantic parts;

- Determine the main idea of each part of the text;

- Highlight keywords in each part of the text;

- Students mark information unfamiliar to them and clarify the meaning of individual lexical units,

necessary for an accurate understanding of the information;

- Establish links between parts of the text;

- They reread important passages of the text, asking themselves the question: "What did the author want to say?"

- Keep a "double diary", writing out facts, quotes, characteristics of heroes from the text and interpreting them; revise their original considerations as receipt of new information, etc.

3. Conversation on the content of the text as a whole, selective reading aloud. The answer to the question, what did the initial assumptions about the topic, the content of the text, about the development of events, heroes. [15].

III. The last stage is working with the text after reading. The main goal of this stage is to control reading comprehension. This stage the process of reflection is characteristic. Meditation an individual process (students formulate questions, present the subtracted information in the form of a diagram) and ends with a discussion, collective conversation under the guidance of a teacher. [19;1600].

Each stage of the lesson using the technology for the development of critical thinking involves the reflective activity of students. And this is fundamentally important, since it is impossible to understand information without its reflective analysis. That is why it is necessary to develop a reflective group of abilities in the classroom: interpretation, translation into your own language and integration, i.e. connection with the previous view and understanding. Critical thinking technology provides the ability to organize in the lesson work with two main types of texts: informational and artistic. [20;217] Consider one of ways of organizing work with artistic text.





"Reading with stops" is a conventional name for organizing text reading using various types of questions. When choosing this the way of working with the text, the teacher should take into account the following: [21;257] the text should not be familiar to the students and is divided into parts in advance: marked first stop, second, etc. Questions to the text are formulated taking into account the hierarchy of levels of cognitive activity. American psychologist and educator B. Bloom created a taxonomy of educational goals by levels of thinking. [22;109].

This is knowledge, understanding, application, analysis, synthesis, evaluation. The questions are arranged in increasing complexity. [23;170].

1. Factual questions. Answering these questions, the student recalls and reproduces this or that information. Knowledge goal: focused on the student's knowledge of specific facts, terms, basic concepts and principles. This is the "lowest" level of questions.
- 2 Questions for translation. The goal is to understand information by "translating" it from one "language" to another, for example, from a verbal language to a graphic one (diagrams, tables, etc.).
3. Interpretation questions. Target the student's interpretation of his understanding of the studied material. Such questions usually begin with the word "why ...".
4. Questions for application (creative). In these questions there is a particle "would" (on the ability to apply the studied material in new conditions, life situations). From 1 to 4 - questions of the so-called "low" level. From 5th to 7th - "high" level questions.
5. Questions for analysis imply the student's ability to disassemble the material into its components, to understand the internal structure of the material (for example, works), etc.
6. Questions on synthesis mean the ability to create something new (situations, schemes, structures) on based on a combination of individual elements of "old" knowledge. These questions lead learners into a wider space.
7. Questions for assessment are based on clear criteria for assessing various events, phenomena, actions, on the student's ability to express their point of view in accordance with their own values . Thus, the very basic model of the technology for the development of critical thinking, its techniques enable students to comprehend, evaluate and creatively transform information, and the teacher purposefully organize work on the formation of reading literacy.[24;138]. It is important to note that developing critical thinking through reading and writing can be very helpful in improving student reading skills. It is also worth noting that the development of





critical thinking through reading and writing is characteristic of working with texts in Russian. [25;144]. However, in the next chapter we will introduce experimental work aimed at determining the effectiveness of improving the student's reading skills in the process of developing critical thinking in English lessons in high school. [26;43]. A student reading requires a complete understanding of passages of text. Critical thinking involves deep understanding of the incoming information, its analysis. In the course of our research, we found out that the structure of speech activity distinguishes three levels:

- The first motivational link, presupposes the motives and goals of the action.
- The second level is the level that carries "Tentative research". This level is the planning process and includes the internal organization of speech activities.
- The third level is performing. The main result of such work with the text is considered to be reading comprehension. Reading is a process in which a person is simultaneously engaged in the perception and understanding of the text, and at the same time reading is an internal process that includes the interpretation of the text. Reading is one of the most essential types of speech activity. The reader receives information as a result of reading, which is very important in the process of communicative-public activities.[27]. Reading is the development of intelligence, teaches and educates. Reading teaches readers think problematic, grasp the whole, catch contradictions, adequately assess the situation and quickly find the right solutions [28;10].

We have described methods of technology for the development of critical thinking through reading and writing. Such as: Insert, "two-part diary", "three-part diary" [29;509]. Clusters, Sinkwine, essays, writing creative works, returning to keywords, true and false statements, filling out tables, answering questions asked at the beginning of the lesson, confused logical chains[30;499] , "Reading with stops" (organization of reading the text using different types of questions).

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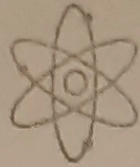
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