CLUSTER IN RUSSIAN LANGUAGE LESSONS IN PRIMARY CLASSES AS A METHOD OF CRITICAL THINKING TECHNOLOGY

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ABSTRACT

The main means of forming cognitive activity is the technology of developing critical thinking through reading and writing. The specificity of this technology lies in the interaction of the student and information. The main goal of the technology is to develop the thinking skills of schoolchildren, which are necessary both in the educational process and in everyday life.

KEYWORDS: *Express His Opinion On A Certain Issue, Could Participate In The Discussion, Find Arguments And Counterarguments, Critical Thinking, Psychologists, Educators, Sociologists, Literary Scholars, Historians, Philosophers, Express His Opinion On A Certain Issue, Could Participate In The Discussion, Find Arguments And Counterarguments.*

INTRODUCTION

Modern society requires education to bring up a competent and active personality. To become a successful student, it is not enough to have a certain amount of knowledge in a particular area. It is important that a child who graduates from school and enters adulthood is not a passive object of influence, but can independently find the necessary information, express his opinion on a certain problem, be able to participate in discussions, find arguments and counterarguments.

The main means of forming cognitive activity is the technology of developing critical thinking through reading and writing. The specificity of this technology lies in the interaction of the student and information. The main goal of the technology is to develop the mental skills of schoolchildren, which are necessary both in the educational process and in everyday life. It is customary to distinguish the following stages of this technology: "Challenge", "Comprehension", "Reflection". The graphic organization of the material in this technology is the leading method of demonstrating the process of thinking. The most common method is to create a cluster. However, the issue of using this technique in Russian language lessons in primary school, as well as recommendations for compiling a cluster, is still poorly understood.

A cluster is a reflection of a non-linear form of thinking.

The cluster analyzes what critical thinking is, however, when reading the article, some questions arise related to two aspects of the topic covered: understanding and creative thinking.

The problem of understanding is complex and ambiguous, it excites scientists from different fields: psychologists, educators, sociologists, literary critics, historians, philosophers. How are

understanding and critical thinking related? When we are working on understanding someone else's idea, our own thinking is passive at the first stage: we only perceive what someone else has created before us. Memorizing facts and understanding ideas are necessary preconditions for critical thinking, but they themselves, even in their totality, do not constitute critical thinking. . Creative thinking is characterized by the novelty of its product, the originality of the process of obtaining, a significant impact on the level of development, and moves towards new knowledge. Qualitative indicators are flexibility, economy, consistency, originality, fluency. In creative thinking, its immanent, unconscious components are distinguished. "The most used type of cluster in the study of new material, in our opinion, can be called "Fishbone" ("Fish Skeleton"). The teacher writes on the blackboard the question, phrase or object that will be discussed next. This is the head of the fish. Next, a "skeleton" is formed: younger students write down everything they know about the subject of speech in their notebooks. It turns out a kind of catalog of thoughts that need to be voiced. Then younger students exchange knowledge, draw conclusions about the subject of speech. In this case, the answer to the question posed at the beginning of the lesson is the tail of a fish.

Consolidating and systematizing the studied material, we propose to use such a cluster model as "The Planet and its satellites" in Russian language lessons. It can be used both at the stage of setting a goal, and when repeating the material covered.

Compiling a cluster collectively, you can apply the "Basket of Ideas" technique, where younger students take turns naming facts on the topic being studied, without repeating what has already been voiced.

When designing a cluster in Russian language lessons in primary school, you must adhere to the following rules:

The cluster is depicted on the board, in a notebook, on a blank sheet of paper. It depends on how the lesson is organized.

When creating a cluster, it is desirable to use colored pens, pencils, felt-tip pens. This allows you to focus on certain points and more figuratively present the phenomenon under study.

When compiling a cluster, it is necessary to voice the students that they should write down all the ideas that they have and fix them until they run out. They need to try to build more logical connections and not stick to some kind of plan.

Thus, the use of the clustering technique in Russian language lessons in primary grades contributes to the actualization of students' knowledge, generalization and structuring of the material. The cluster helps to more effectively memorize theoretical material on any topic, to show creative abilities and creativity.

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