

MODERN PSYCHOLOGICAL AND PEDAGOGICAL TEACHING METHODS

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INTERACTIVE TECHNOLOGIES AS A MEANS OF DEVELOPING CRITICAL THINKING AT THE ENGLISH LESSONS IN PRIMARY SCHOOL

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Introduction. In the educational process of teaching junior schoolchildren, much attention is paid to the use of interactive learning. These interactive technologies are a very important and general need for the development of children's critical thinking, and for the teacher – a way to implement various types of educational and cognitive activities for primary school children.

Relevance of the topic. One of the main tasks of primary school is the comprehensive development and upbringing of the individual through the formation of schoolchildren's desire and the ability to learn. A primary school teacher needs to arouse pupils' interest in knowledge, teach each of them to learn. Nowadays, interactive learning is used more and more often at the lessons to increase schoolchildren's interest to the subject, because it is a kind of center for activating their cognitive activity and development, forming a positive attitude to the learning process and the results of their work and critical thinking.

Interactive learning is learning based on the active interaction of the teacher and the schoolchildren. Interactive learning makes the educational process more effective, interesting and developing.

Critical thinking is the ability to actively, creatively, individually search the information, to optimally apply the desired type of mental activity, comprehensively analyze information, have a personal, independent opinion and be able to use it correctly, to be able to apply the acquired knowledge on practice.

Critical thinking is the process that most often begins with problem statement, continues to search and comprehend information, and ends with a decision to solve the problem. It is goal-directed and purposive, «thinking aimed at forming a judgment,» where the thinking itself meets standards of adequacy and accuracy» [2, p. 287].

The list of interactive methods and technologies for developing critical thinking at the English lessons is quite versatile. A teacher should choose them selectively, taking into account the purpose, tasks, content of the lesson. In addition, it is necessary to consider features of these methods, after all at certain stages of a lesson. They are more effective and therefore more appropriate. The teacher must master as much as possible methods of developing critical thinking and being aware of features of their effective implementation.

Interactive learning technologies include KWL chart, open microphone, brainstorming, aquarium, vocabulary mind maps, pair work, storytelling, jigsaw reading, and a circle of ideas. [1. p. 25]. Each of these interactive technologies is interesting and effective in teaching English at primary school. During the study, we analyzed the most effective interactive technologies and methods for developing the schoolchildren critical thinking at the English lesson at primary school.

The first method is «KWL chart» (I know – I want to know – I learned). The K-W-L charts are graphical organizers that help schoolchildren to organize the information before, during and after the lesson. They can be used to attract students to a new topic, to activate previous knowledge and to monitor schoolchildren's participation in the studying process.

K-W-L Chart		
Assess what you know about a particular topic before and after you have engaged with it. Fill the columns below with what you know about the topic, what you want to know, and what you've learned.		
What do you know about the topic?	What do you want to know?	What have you learned?

The next no less effective method at the English lessons is «Vocabulary mind maps». This activity encourages schoolchildren to recognize semantic connections between the words rather than perceiving vocabulary to be learnt as isolated items in a list. It is important to model the process of creating a vocabulary mind maps with the whole class at least once, and probably several times on different occasions, before asking the students to do this independently. It is urgent to prepare a vocabulary mind map on a familiar theme or topic, e.g. ‘Our school’, before the lesson.

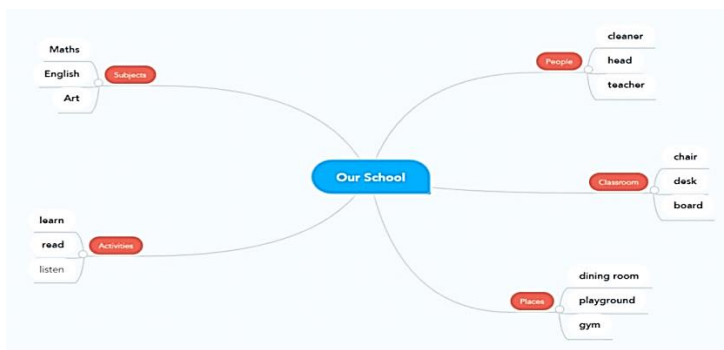


Fig. 1. Teacher survey

To determine the effectiveness of the use of interactive technologies in the development of critical thinking in primary school, a survey of schoolchildren in the village of Khorokhoryn was conducted. Based on this questionnaire, we can conclude that the teachers’ motivation of the use of Interactive technologies in primary school is more than average (78%), so it causes the increasing of the result of students’ awareness.

Conclusion. Interactive technologies are a creative and motivating approach to the organization of schoolchildren’s learning activities. The use of these interactive technologies at the English lessons promote the development of the schoolchildren’s abilities, such as the formation of the ability to make free and independent choices, the development of the ability to express their own judgments, the ability to evaluate information and use it.

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