Приёмы технологии развития критического мышления на уроках английского языка.

Критическое мышление

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критическое мышление - разумное рефлексивное мышление, сфокусированное на решении того, во что верить и что делать.

Помогает выйти за рамки предубеждений и создать новые идеи.

Ребенок с развитым КМ:

- умеет и стремится учиться самостоятельно,
- может работать с большим потоком новой информации,
- имеет свою точку зрения, прекрасно обосновывает её,
- успешно взаимодействует в группе.

Особенности технологии развития критического мышления

- объединяет принципы личностно-ориентированного и деятельностного обучения, обучения на основе сотрудничества, творческой и проектной работы,
- работа происходит с учетом индивидуальных особенностей учеников,
- роль учителя в основном координирующая, партнерские отношения,
- коммуникативно-деятельностное обучение на основе диалога и совместного поиска решения проблем,
- цель обучения не в получении определенного объема знаний, а в умении применить изученное в жизни,
- новые знания появляются как результат активного поиска, предположений, анализа, выводов ученика.

- Основа технологии – трёхфазовая структура урока: вызов, осмысление, рефлексия. Каждая фаза имеет свои цели и задачи, а также набор характерных приемов, направленных сначала на активизацию исследовательской, творческой деятельности, а потом на осмысление и обобщение приобретенных знаний.

Первая стадия – «вызов»,

во время которой у учащихся активизируются имевшиеся ранее знания, пробуждается интерес к теме, определяются цели изучения предстоящего учебного материала. Деятельность учащихся на данной стадии: ученик «вспоминает», что ему известно по изучаемому вопросу (делает предположения), систематизирует информацию до её изучения, задаёт вопросы, на которые хотел бы получить ответ.

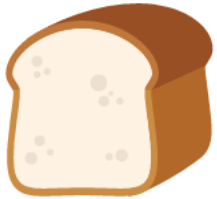
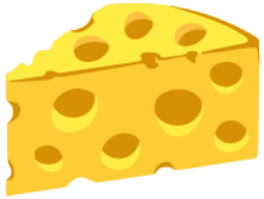
Creative Thinking

Preparing for creativity

Exploring issues and concepts

ASK ME A QUESTION

When introducing a topic, invite learners to ask you a question (e.g. "Ask me a question about food").

Creative Thinking

Preparing for creativity

Considering multiple perspectives

SOMEONE ELSE'S IDEA

When eliciting ideas from learners, encourage them to listen to others' ideas by asking what other learners have said (e.g. "What was Jasmin's idea?").

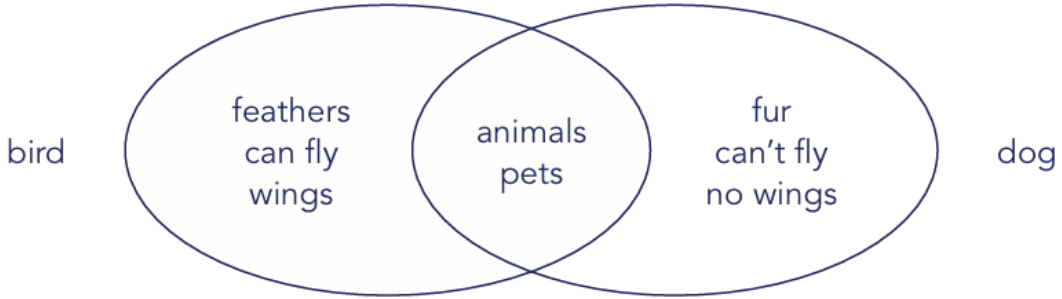
Critical Thinking

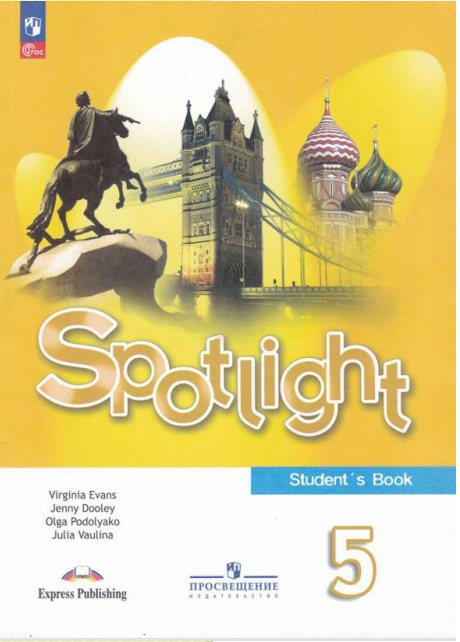
Understanding and analysing ideas and arguments

Recognising patterns and relationships

VENN SIMILARITIES

When learners encounter a new set of vocabulary (e.g. a list of animals or household objects), ask them to choose two items and ask them to use a Venn diagram framework to compare the two items. Explain that they can write words or draw pictures, and that similarities between the two items should be described in the space where the two circles overlap, and differences on either side.





8 What have Jane and John got in their school bags? Ask and answer.

Jane		John
rubber	book	ruler
pen	pencil	notebook
sharpener	pencil case	notepad
atlas		

▸ *A: Has Jane got a ruler in her school bag?*
B: No, she hasn't. Has John got a ruler in his school bag?
A: Yes, he has.

Вторая стадия – «осмысление»

содержательная, в ходе которой происходит направленная, осмысленная работа ученика с текстом.

Процесс чтения сопровождается действиями ученика (маркировка, составление таблиц, ведение дневника), которые позволяют отслеживать собственное понимание.

Понятие «текст» трактуется широко: это и письменный текст, и речь учителя, и видеоматериал.

Critical Thinking

Understanding and analysing ideas and arguments

Identifying and classifying information

STORY INGREDIENTS

Use a framework on the board to encourage learners to identify these four ingredients in a story: characters, setting, plot, theme. Use the following questions to elicit ideas for each of the ingredients:

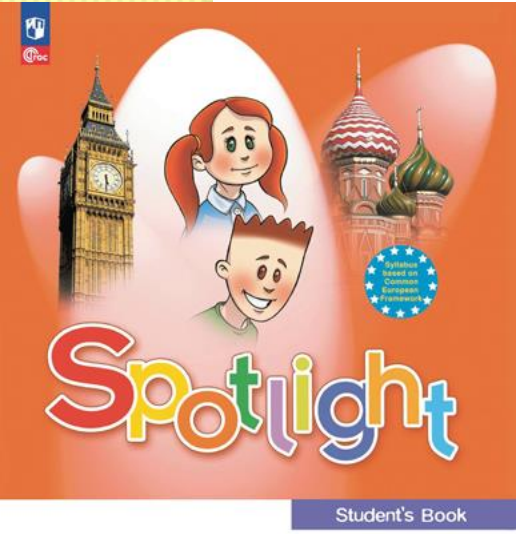
CHARACTERS Tortoise Hare	**SETTING** Countryside Trees
PLOT They agree to race Hare is fast Tortoise is Slow Tortoise wins!	**THEME** Competition Keep trying

CHARACTERS: Who are the characters in the story?

SETTING: Where does the story happen?

PLOT: What happens in the story?

THEME: What's the topic of the story? Is there a message or something we can learn?



Virginia Evans
Jenny Dooley
Nadezhda Bykova
Marina Pospelova

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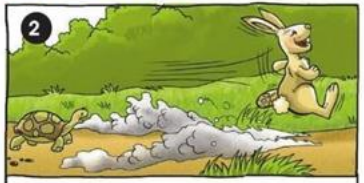
11a The Hare and the Tortoise

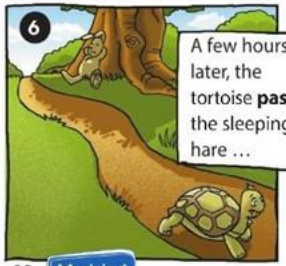
1 Listen and read.

Once upon a time, there was a very **fast hare** and a very **slow tortoise**.



The hare always laughed at the tortoise because he was so slow.

The next day, when they started the race, the hare **jumped** forward. Very soon he was far ahead of the tortoise.



A few hours later, the tortoise **passed** the sleeping hare …

Suddenly, the hare opened his eyes and looked around. He saw the tortoise at the finish line!

All the animals were tired of listening to the hare. Then one day the tortoise surprised them all: 'Let's have a **race** tomorrow then!'

It was a very sunny day and the hare was very hot. 'There's a tree. I can **rest** under it!'

The tortoise was the **winner**! The hare learned his lesson that day: 'Keep on going and don't stop until you cross the finish line!'

Critical Thinking

Evaluating ideas and arguments

Evaluating specific information or points in an argument

IT'S IMPORTANT!

After learners have listened to an audio recording, read a text or watched a video, remind them of specific details and ask them to decide if these details are important or not, and to give reasons.

Critical Thinking

Evaluating ideas and arguments

Evaluating arguments as a whole

I DON'T BELIEVE IT!

After learners have listened to an audio recording, read a text or watched a video, remind them what different characters have said, and ask them if they believe the characters or not, and to give reasons.

Critical Thinking

Solving problems and making decisions

Justifying decisions and solutions

THE WHY GAME

Play the Why Game when learners have to make a decision about or give an opinion on coursebook content:

1. Put learners into A/B pairs. A states their decision or gives their opinion.
2. B asks 'Why?'
3. A justifies their decision or opinion.
4. Pairs repeat (A gives a reason, B asks why, A justifies, B asks why, etc.) for a set time (e.g. 3 minutes).

A: I don't like the main character in the story.
B: Why?
A: Because I think he's mean.
B: Why?
A: Because he took all the toys.
B: Why?
A: Because he wanted them for himself.
B: Why?
A: Because he didn't want to share.
B: Why?
A: Because he's selfish.

Critical Thinking

Solving problems and making decisions

Identifying and understanding problems

WHAT'S THE PROBLEM?

After reading a story in the coursebook, ask learners what problems are presented in the story. Put learners in pairs or small groups to go back through the story and highlight any words that relate to the problem.

Critical Thinking

Solving problems and making decisions

Evaluating options and recommendations to come to a decision

HOW CAN WE FIX IT?

When learners encounter a problem in a story or text, ask them to suggest different ideas for how the problem might be solved.

Третья стадия – стадия «рефлексии»

– размышления. На этом этапе ученик формирует личностное отношение к тексту и фиксирует его либо с помощью собственного текста, либо своей позиции в дискуссии. Именно здесь происходит активное переосмысление собственных представлений с учетом вновь приобретенных знаний.

Creative Thinking

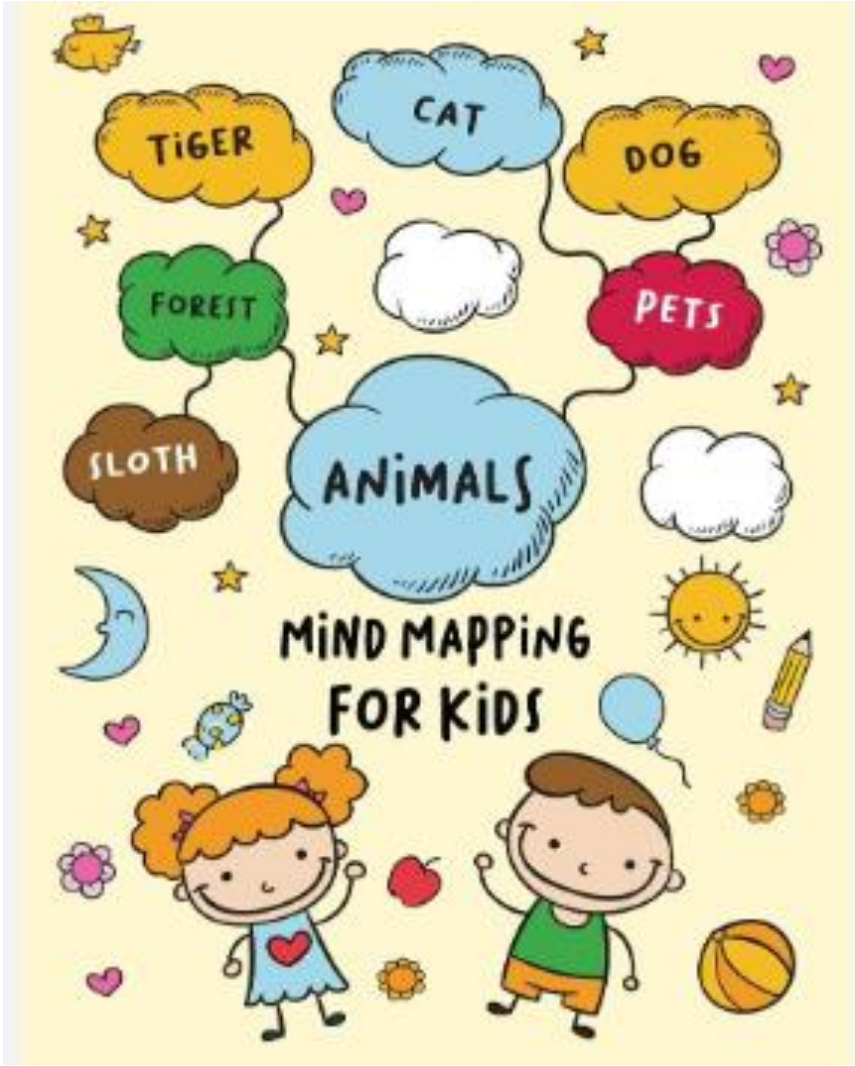
Preparing for creativity

Finding connections

THIS MAKES ME THINK OF…

After learners have listened to an audio recording, read a text or watched a video, ask them to work in pairs or small groups to make a 'This makes me think of…' mind map, making notes about (or drawing) anything that the topic or content makes them think of. Then ask learners to share their ideas with another group or the whole class.

IDEA 1
IDEA 2
MIND MAP
LearnCram.com
IDEA 3
IDEA 4


TIGER
CAT
DOG
FOREST
PETS
SLOTH
ANIMALS
MIND MAPPING
FOR KIDS

Creative Thinking

Generating ideas

Imagining alternatives and possibilities

DIFFERENT ENDINGS

When reading or listening to stories with learners, ask them to predict the ending or imagine how the ending could be different.

Critical Thinking

Evaluating ideas and arguments

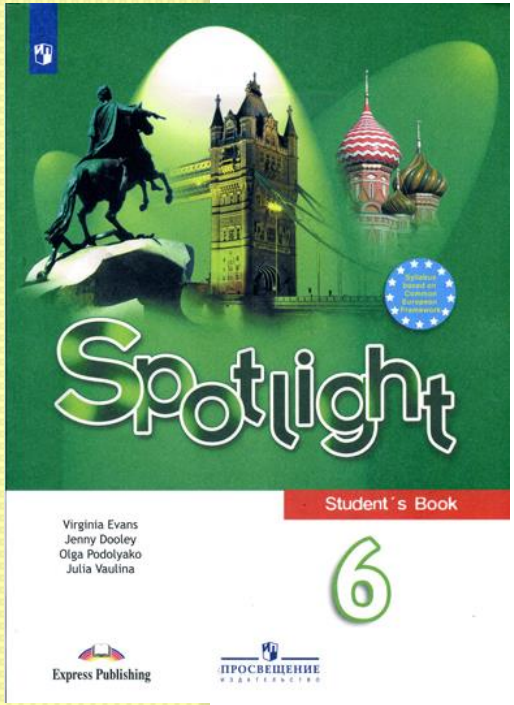
Drawing appropriate conclusions

ODD ONE OUT

Adapted from *Five Minute Activities for Young Learners* (McKay & Guse, 2007).

Choose four words from the topic in the coursebook and write them on the board. Ask learners to work together in pairs to find the 'odd one out'. When they think they have found it, they should give a reason for their choice.

(Note: in this activity there could be more than one correct answer.)



2 Choose the odd word out.

1 bank – baker's – vase – library

2 fireplace – sofa – armchair – bathtub

3 newsagent's – toy shop – supermarket – aspirin

4 spring – May – autumn – winter

5 first – two – ninth – sixth

(Points: 5X4 ____ 20)

В целом, технологии развития критического мышления отвечают целям образования на современном этапе, формируют интеллектуальные качества личности, вооружают ученика и учителя способами работы с информацией, методами организации учения, самообразования, конструирования собственного образовательного маршрута, снимают коммуникативные барьеры.

Преимущества использования игровых приемов на основе критического мышления.

Обучающиеся приобретают способность:

– работать с увеличивающимся и постоянно обновляющимся информационным потоком в разных областях знаний;

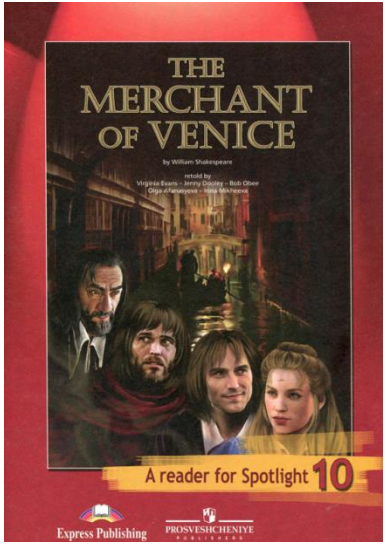
– выражать свои мысли (устно и письменно) ясно, уверенно и корректно по отношению к окружающим;

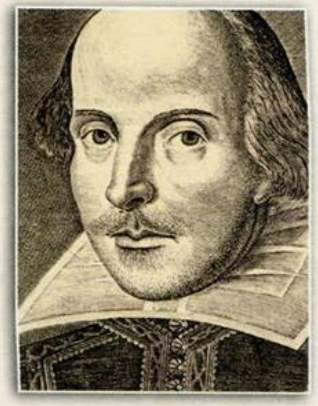
– вырабатывать собственное мнение на основе осмысления различного опыта, идей и представлений;

– решать проблемы; способность самостоятельно заниматься своим обучением (академическая мобильность);

– сотрудничать и работать в группе; способность выстраивать конструктивные взаимоотношения с другими людьми.

– эффективно работать с другими людьми; выражать свои мысли ясно, уверенно и корректно по отношению к окружающим.





William Shakespeare was born in Stratford-upon-Avon, England, on 23 April 1564. His father, John Shakespeare, was a successful tradesman, and his mother, Mary Arden, came from a rich family. Although we do not know much about Shakespeare's early life, many people believe that he went to the King Edward VI Grammar School in Stratford and studied Latin grammar and literature. When he was 18, Shakespeare married Anne Hathaway. They had three children: Susanna, Hamnet and Judith.

Shakespeare later moved to London and became an actor and a writer. He wrote many plays and poems between 1586 and 1616. His most famous plays include *Macbeth*, *Romeo and Juliet*, *A Midsummer Night's Dream*, *Hamlet* and *The Merchant of Venice*. Shakespeare's plays had many different characters, and each character had a strong and interesting personality. He wrote about greed, selfishness, revenge, kindness and love. Shakespeare's plays were very popular when he was alive, and today they

Shakespeare also added many words to the English language, which we still use today, such as "critical," "leapfrog" and "majestic".

Thank you for coming!