TECHNOLOGIES FOR TEACHING STUDENTS TO THINK CRITICALLY

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Abstract: The article talks about the interactive learning system. However, some information on didactics is also provided. Interactive education and its didactic potential play an important role in the psychological impact of students on the proper development of education.

Key words: Critical thinking, psychology, advanced criticak thinking, The formation of critical thinking, Dictionary of Grammatical and Repertoire Terms, Critical Thinking and Writing, Ritual thinking.

Critical thinking is the process of actively conceptualizing, analyzing, and applying information gathered through observation, experience, or reflection. It relies on rationality and logic. Critical thinking is the ability to find solutions based on evaluation, logic, and evidence. Critical thinking is the ability to ask new questions, develop different arguments, and make independent, thoughtful decisions.

The purpose of technology: to ensure the development of critical thinking by interactively involving students in the learning process.

The technology of developing critical thinking includes three stages: difficulty - understanding - reflection (the principle of human thinking, directing it to understand and understand its own forms and conditions).

Critical thinking technology gives the student:

Improving the efficiency of information perception;

Increase interest in both the studied material and the educational process itself;

Critical thinking ability;

Ability to take responsibility for one's own education;

Ability to work cooperatively with others;

Improving the quality of students' education;

Willingness and ability to be a lifelong learner.

Critical thinking technology gives the teacher:

Ability to create an atmosphere of openness and responsible cooperation in the classroom;

The ability to use the educational model and system of effective methods that help to develop critical thinking and independence in the educational process; Become practitioners who know how to competently analyze their activities.

The technology of critical thinking implies equal cooperation both in terms of communication and in terms of the construction of knowledge born in the educational process. Working in the mode of critical thinking technology, the teacher ceases to be the main source of information and turns learning using technology techniques into a collaborative and interesting search.

Critical thinking is a natural way of interacting with ideas and information, a fulcrum. We face the problem of information selection. Skills are needed not only to possess it, but also to critically evaluate, understand and apply it. When students receive new information, they need to learn to look at it from different perspectives, make judgments about its importance and accuracy.

In foreign language classes, it is necessary to attract information that the student should know that learning a foreign language is more related to his personality and interests, and not to the methods and textbooks given by the teacher. Technology of developing critical thinking - stages and methodological techniques

Technological stages	Teacher activities	Student activities	Used techniques and methods
Stage I Activity stage: - activation of existing knowledge; - arouse interest in	It is aimed at testing the existing knowledge of	The student "remembers" (makes assumptions) what	Making a list of "Known Information": predicting the

receiving new information; - setting the student's educational goals.	students on the studied issue, increasing their activity, and encouraging them for further work.	he knows about the studied issue, organizes information before learning new material, asks questions he wants to get answers to.	story by keywords; material systematization (graphic): clusters, tables; true and false statements; confusing logic chains; brain attack; problem questions, "thick" and "thin" questions, etc.
Stage II Understanding the content (understanding the meaning): - getting new information; - correcting the educational goals set by thestudent.	Maintaining interest in the topic while working directly with new information is aimed at gradually moving from "old" knowledge to "new"	The studentreads (listens) thetext usingactive reading methods recommended by theteacher,makes notesin the margin or takes notes to understand new information	Active reading methods: "insert"; fish bone; "ideal"; keeping various records; looking for answers to the questions asked in the first part of the lesson
At the stage of understanding the content, direct contact with new information (text, film, lectures, paragraph materials) is established. Work is done individually or in pairs. Group work should have two elements—individual research and brainstorming, and individual research must precede brainstorming.			
III. Reflection - thinking, the birth of new knowledge; - setting new educational goals by the student.	The teacher should: refer students back to the original hypothesis notes; make changes; to give creative,	Students connect "new" information with "old", use the knowledge gained at the stage of understanding the content.	Completing clusters, tables. Establish causal relationships between blocks of information. Back to key words, true and

	research or practical tasks based on the learned information		false statements. Answers to the questions. Organization of oral and written roundtable discussions. Organizing various types of discussions. Writing creative works. Research on specific issues of the subject, etc.
At the thinking stage, analysis, creative processing and interpretation of the studied information is carried out. Work is done individually, in pairs or in groups.			

In critical thinking, ideas and their importance are considered from the point of view of pluralism and they are compared with other ideas. The highest level of this thinking is mental activity, with emphasis on analysis, comparison, interpretation, application, argumentation, innovation, problem solving, or evaluation of thought processes. Critical thinking develops communication and teamwork skills.

Critical thinking brings excitement to the educational process, makes lessons a joy for the teacher and students. Teaching students to read and mastering critical thinking is now considered an important task. When faced with new information, students should be able to evaluate it independently, look at it from different points of view, and draw conclusions about the possibility of using it for their own needs and goals. To become a true critical thinker, students need to think creatively, challenge themselves, and acquire the skills to do so.

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