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**THE USE OF THE CRITICAL THINKING TECHNIQUE
«READING WITH A STOP» IN THE LESSON
«DESTRUCTIVE BEHAVIOR OF SOME TEENAGERS»**

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Abstract: In article discusses «Reading with stop», one of the methods of inculcating critical thinking to students, used in the class "Physiology of development of schoolchildren" on the theme: «Destructive behavior among teenagers»

The technique of creative thinking technology «Reading with stop» will be applied. The theoretical and practical aspects of the formation of creative reasoning in the class are considered: «Physiology of development of schoolchildren».

One of the main aims of critical thinking development technology is revealed – to teach a student to think independently, structure and transmit information.

The method of active accumulation of knowledge, obtaining the necessary information for solving the problem and analyzing information using the «Reading with stop» technique is described.

The practical significance of the technology of teaching creative biology in English allows you to expand the scope of the subject being studied, activate the cognitive activity of the student and promote creative self-development of the individual.

Keywords: critical thinking, reading with stop, destructive behavior, negative impact, personal self-development

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**«ЖАСӨСПІРІМДЕРДІҢ ДЕСТРУКТИВТІ МІНЕЗ-ҚҰЛЫҚ» ТАҚЫРЫБЫНДА
«ТОҚТАУМЕН ОҚУ» СЫН ТҮРЛІ ОЙЛАУ ӘДІСІН ҚОЛДАНУ**

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Түйін: Мақалада «Жасөспірімдер арасындағы деструктивті мінез-құлық» тақырыбы бойынша «Оқушылардың даму физиологиясы» сабағында қолданылатын сыни ойлауды қалыптастыру әдістерінің бірі «Тоқтаумен оқу» әдісі қарастырылады.

«Тоқтаумен оқу» сыни ойлауды дамыту әдістемесі сипатталған. «Жасөспірімдер арасындағы деструктивті мінез-құлық» сабағында сыни ойлауды қалыптастырудың теориялық және практикалық аспектілері қарастырылады. Сыни ойлауды дамыту технологиясының негізгі мақсатарының бірі – оқушыны өз бетінше ойлауға, құрылымдауға және ақпарат беруге үйрету. Білімді белсенді түрде арттыру, мәселені шешу үшін қажетті ақпаратты алу, «Тоқтаумен оқу» техникасын қолдана отырып ақпаратты талдау әдісі сипатталған. Оқушылардың даму физиологиясы бойынша сыни оқыту технологиясының практикалық маңыздылығы зерттелетін пәннің шеңберін кеңейтуге, оқушының танымдық белсенділігін арттыруға, тұлғаның шығармашылық өзін-өзі дамуына ықпал етеді.

Keywords: сыни тұрғыдан ойлау, тоқтап оқу, деструктивті мінез-құлық, теріс әсер ету, жеке өзін-өзі дамыту

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ИСПОЛЬЗОВАНИЕ ТЕХНИКИ КРИТИЧЕСКОГО МЫШЛЕНИЯ «ЧТЕНИЕ С ОСТАНОВКОЙ» ПО ТЕМЕ: «ДЕСТРУКТИВНОЕ ПОВЕДЕНИЕ НЕКОТОРЫХ ПОДРОСТКОВ»

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Аннотация: В статье рассматривается «Чтение с остановками», один из приемов методики привития критического мышления учащимся, используемый на уроке «Физиология развития школьников» по теме: «Деструктивное поведение среди подростков». Описан метод развития критического мышления «Чтение с остановками». Рассматриваются теоретические и практические аспекты формирования критического мышления на уроке: «Деструктивное поведение среди подростков». Раскрыта одна из основных целей технологии развития критического мышления – научить студента самостоятельно мыслить, структурировать и передавать информацию. Описан метод активного накопления знаний, получения необходимой информации для решения задачи и анализа информации с использованием техники «Чтение с остановками». Практическая значимость применения технологии критического обучения при обучении физиологии развития школьников позволяет расширить рамки изучаемого предмета, активизировать познавательную активность учащегося и способствовать творческому саморазвитию личности.

Ключевые слова: критическое мышление, чтение с остановкой, деструктивное поведение, негативное воздействие, личностное саморазвитие

Introduction

Currently, we are talking about the importance of purposeful development of creativethinking in education aimed at various target audiences. Modern researchers in the field of methods of developing creativethinking (Mushtavinskaya I.V., Bogatenskova N.V., Merediith K., Stele D., Temple C., Walter S. Ivanshina E.V., etc.) understand critical thinking as a set of qualities and skills that determine a high level of research culture student and teacher. Most often, critical thinking is understood as the process of evaluating the reliability, accuracy or value of something, the ability of an assessment to seek and find reasons and alternative points of view, perceive the situation as a whole and change its position based on facts and arguments. It is logical or analytical thinking.

Creativethinking as intelligent reflexive thinking focused on deciding what to believe and what to do.

Creativethinking called directed thinking. Probably creative thinking is understood as the process of evaluating the reliability, accuracy or value of something, the ability of an assessment to seek and find reasons and alternative points of view, perceive the situation as a whole and change its position based on facts and arguments.

By completing the task, communicating with each other, students participate in the active building of knowledge, in obtaining the necessary information to solve the problem. Students acquire a new quality that characterizes the development of their intelligence at a new stage, the ability to think critically.

The purpose and objectives of the study: Apply the technique of critical thinking technology «Reading with stops» when conducting a lesson on the topic: «Destructive behavior among teenagers» in the discipline «Physiology of development of schoolchildren».

To achieve the purpose of the study, the following tasks were set:

-know the methodology of teaching biology;

-to consider the role of critical thinking in education, in the process of studying biology and to develop techniques for critical thinking technology in a biology lesson: "Reading with stops".

Research methods: the study of scientific literature, observation, analysis.

Practical significance: the technology of critical biology teaching allows you to expand the scope of the subject being studied, activate the cognitive activity of the student, and promotes creative self-development of the individual.

The theoretical and practical aspects of the formation of critical thinking of students in a practical lesson on the topic: "Destructive behavior among teenagers" are considered. Technology presupposes equal partnerships both in terms of communication and in terms of knowledge construction. Working in the mode of critical thinking technology, the teacher ceases to be the main source of information.

Scientific novelty: development of a methodology for conducting a practical lesson on the topic: "Destructive behavior among teenagers" in the discipline "Physiology of development of schoolchildren" according to the technology of critical thinking biology. The development of critical thinking with practical examples from the experience of teaching biology.

The features of the use of methodological techniques for the development of critical thinking in biology lessons are theoretically substantiated and studied.

Theoretical analysis

Features and overview of the «Reading with stop» technique.

The text for students' independent work is compiled by the teacher or selected by him from additional literature (it is necessary to use the text of the textbook). The text should contain a consistent change of thought. The teacher breaks it down into separate logically related parts. Students read the text and stop at a certain place (at the discretion of the teacher, this may be an ellipsis in the middle of a sentence or the end of a paragraph). Then the teacher asks questions about the further development of thought. Students express their opinions, read on and compare their assumptions with the text they have read. The technique is based on the development of such an important reading skill as anticipating events. And «Reading with stops» is the conditional name of the method of organizing reading with the introduction of different types of questions.

The conditional name of the methodical method of organizing reading using different types of questions.

Preparatory work:

1. The teacher chooses the text to read. Selection criteria:
 - The text must be completely unknown to this audience (otherwise, the meaning and logic of using the methodology are lost);
 - Dynamic, event-driven plot;
 - An unexpected denouement, an «open» problematic ending.
2. The text is divided into semantic parts in advance. It is marked right in the text where to stop reading and make a stop: «first stop», «second stop», etc.
3. The teacher thinks through the questions and tasks for the text in advance, aimed at developing students' various thinking skills.
4. The teacher gives instructions and organizes the reading process with stops, carefully observing the rules of working with the text.

Types of questions that stimulate the development of critical thinking:

- «translation» and interpretation (translating information into new forms and determining the relationship between events, facts, ideas, values);
- memory (formal level) – recognition and recall of received information;
- assessment – a subjective and personal view of the information received, followed by the formation of judgments and opinions;
- synthesis – logical generalization of the information received, holistic perception of cause-and-effect relationships;

- analysis – fragmentary consideration of the phenomenon, the allocation of the "private" in the context of the «general»;

- application – the use of information as a means to solve problems in the plot context or outside it.

Expediency of use: at the stage of comprehension, complementing this technique with other techniques of technology at the stage of challenge and reflection.

Experiment part

I propose the method «Reading with a stop» developed by us, which was applied to students of groups in the direction 6B01550 – «Biology», in the discipline «Physiology of school development». Let's consider modeling a lesson on «Destructive behavior among adolescents» in accordance with the technology of critical reasoning. Destructive behavior is destructive behavior that deviates from social and psychological norms, leading to a violation of the quality of human life, a decrease in criticism of one's behavior, cognitive distortions of perception and understanding of what is happening, a decrease in self-esteem and emotional disorders, which ultimately leads to a state of personality destruction, up to its complete isolation. When a person's inner world is in danger, he begins to destroy everything around him: shows rudeness towards people or animals, spoils property, commits violent acts, etc.

Such behavior considered a deviation from the point of view of medical, psychological and social attitudes. It leads to a decrease in the quality of human life. Cognitive impairment of perception of what is happening, emotional disorders and low self-esteem. The consequences of destructive actions can be different: from the «loss» of a person from society to complete isolation.

In a lesson on the topic of «Destructive behavior among adolescents», the teacher can use the «Reading with stops» technique, characteristic of the described technology.

For example, we read paragraphs 1 and 2 and use the «Reading with stops» technique.

Teacher: Destructive behavior among some teenagers. What is destructive behavior and give an answer.

The destructive behavior of a teenager manifests itself:

- in violation of the school order
- conflict interaction with peers and teachers
- destruction of personal and school property
- abuse of alcohol or beer and psychoactive substances
- constant fights
- damage to material objects (things, furniture, structures)
- dangerous hobbies (visiting abandoned buildings, taking photos and videos on the roof, in the basement).

What is destructive behavior and draw a conclusion.

Students:

Perhaps the destructive behavior of a teenager manifests itself in violation of school order, conflict interaction with peers and teachers, destruction of personal and school property. Destructive behavior of teenagers: alcohol or beer and substance abuse, constant fights, damage to material objects (things, furniture, structures), dangerous hobbies habits (visiting abandoned buildings, photo and video shooting on the roof, in the basement).

Teacher: Destructive behavior is diverse, but generally reflects the aggressive and oppositional attitude of a teenager towards the social space of the school. This begins in the family from his entourage and continues in educational institutions, so it is important to pay special attention to the adaptation of children to society, lay down norms and rules of behavior, and form the right worldview. Probably if a child behaves destructively, it means there is some kind of internal or external contradiction that prevents him. Probably parents need to maintain emotional contact with the child, be attentive to him, be interested in his life so that he feels like

a full-fledged person and knows how to separate «white» from «black».

Destructive behavior of adolescents is often associated with emancipation and imitation. Children strive to become adults as soon as possible, to get rid of parental control – this is emancipation. They begin to do everything in defiance, thus expressing their protest.

They behave like their idol behaves, they imitate him. An authority can be someone who inclines children to do bad things. Teenagers are easily influenced, so when they get into a dysfunctional company, they quickly adopt the appropriate behavior model.
Conclusion- ... students express their opinion and draw a conclusion.

Teacher: Pay attention to the facts confirming negative contacts or the child's desire for contacts with people of destructive orientation (he is interested in topics, purposefully collects information about cases of destructive manifestations in others noticed in a "dysfunctional" company). This way, you will probably be able to recognize destructive tendencies in the child's behavior in a timely manner. Keep an eye on the child's activity on the Internet and social networks. In this way, you will be able to stop the negative impact on the child from other people and organizations.

Teach your child the rules of safe behavior (including on the Internet). This way you will teach the child to be responsible for his own safety.

Hence the conclusion - ... students express their opinions.

Teacher: Pay attention to the nature of your relationship with the child (the level of trust between you, meeting the basic needs of the child). Child abuse, neglect, excessive control or connivance are risk factors for his psychological health and contribute to the development of destructive behaviors.

Conclusion - ... students express their opinion and draw a conclusion.

Teacher: Pay attention to the signs of crisis conditions in the child - (increased anxiety, tension, aggressiveness, depressed or depressed state, increased excitability). Probably these signs may be the result of a child's internal distress, suffering, or drug use.

Here are some reasons for the appearance of destructive behavior related to the family:

- the manifestation of physical or psychological violence.
- child psychological trauma: parents' divorce, death
- excessive or insufficient parental control
- absence of one of the parents
- frequent change of parents
- excessive attachment to the child
- conflicts between parents over issues of child rearing.

Students should give their opinion.

Teacher:

Pay attention to your child's hobbies, to the level of his leisure (has a variety of constructive hobbies, has no permanent hobbies, has a lot of free time, which he spends unknown how).

Has destructive hobbies (theft, belonging to destructive youth movements, etc.); Be interested in your child's affairs, the events of his life (with whom he is friends, with whom he conflicts, how he interacts with teachers, etc.).

Thus, you will be able to support him in time, create a sense of his importance and help him choose a constructive direction development.

Every behavioral model is laid down in childhood. A four- to five-year-old child learns information that determines his further relationship with the social environment.

Hence the conclusion - ... students express their opinions.

Conclusion

The model of critical thinking technology was applied in the practical lesson «Destructive behavior among teenagers» in the discipline «Physiology of development of schoolchildren».

«Reading with stop» is one of the techniques of the method of instilling critical thinking in students.

The admission reveals one of the main aims of the technology for the development of critical thinking- to teach the student to think independently, structure and transmit information.

Work independently, first with the educational material, and then with other sources of information. The method of «Reading with stop» is the development of creative thinking and imagination of students, as well as the development of their speech.

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