

Современные технологии в сфере сельскохозяйственного производства и образования

In multi-level teaching, it is necessary to restructure the ideas about the nature of the student's academic activities. It is necessary not to check what the students have memorized, but to teach them how to act, to guide their efforts, for them to learn from mistakes finding the cause of those mistakes. You can't get everyone to the same level; you have to give everyone the opportunity to go from level to level to the best of their abilities.

Therefore, teaching a foreign language in a multi-level group is aimed at mastering the ways, techniques and strategies for overcoming difficulties independently, developing a holistic personality of the student, being able to adapt quickly in constantly changing situations of professional activity. It is also focused on acquiring knowledge independently and applying it in practice to solve a variety of problems, collecting, selecting, analyzing and evaluating the information needed to perform future professional activities.

#### Список литературы

1. Технология разноуровневого обучения иностранным языкам в неязыковых вузах // Miasto Przyszłości. – 2023. – Vol 32. – P. 249-251. – URL: <https://miastoprzyszlosci.com.pl/index.php/mp/article/view/1140>.
2. Teaching English to multi-level classes // World's premier : educational website for learners. – England. – 1997-2023. - URL: <https://www.englishclub.com/teaching-tips/teaching-multi-level-classes.php> (Date of access: 27.09.2023)

УДК 372.881.111.1

### РАЗВИТИЕ КРИТИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТОВ АГРОТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

Сысова Н. В., старший преподаватель  
Белорусский государственный аграрный технический университет

### CRITICAL THINKING DEVELOPMENT OF STUDENTS OF AGROTECHNICAL SPECIALITIES

Sysova N.V., senior lecturer  
Belarusian state agrarian technical university

Современные технологии в сфере сельскохозяйственного производства и образования

*Аннотация.* В статье дается определение понятия «критическое мышление», описываются стадии технологии развития критического мышления. Так же приведены примеры приемов данной технологии, которые используются при обучении студентов агротехнических специальностей.

Critical thinking is one of the most vital skills in our modern world, and an important aspect of learning as well. If a person has a strong critical mind, he or she possesses a whole set of skills, including the ability to observe and justify his or her point of view, the ability to focus on learning information, and the ability to apply analytical skills to a wide range of situations.

Developing students' critical thinking skills means not simply understanding something by repeating facts, but being able to apply what you know in different forms. It requires a shift from learning by receiving information to turning that information into something else, like a diagram, a puzzle or a mind map. i.e. analyze and interpret.

As critical thinking is formed primarily through active work with texts, discussion, and written work, the technology of critical thinking development can be successfully used in foreign language classes due to a variety of authentic materials and the use of interactive learning techniques. Applying the technology of critical thinking development through reading authentic texts, the teacher develops the students' personalities, resulting in the formation of communicative competence, which provides comfortable conditions for cognitive activity and self-improvement. The teacher motivates the students and develops their desire to put into practice the knowledge learned in the classes, as well as to show interest in the learning process itself. [1]

The technology of critical thinking development includes three stages: challenge (actualization of existing knowledge and stimulation of interest in acquiring new information), understanding (systematization of information, formation of one's own position), and reflection (consolidation of new knowledge and reorganization of one's own primary ideas to include new concepts).

There are many different techniques that can be applied at each stage of the technology of critical thinking development. Let's consider some of the techniques that are used while teaching a foreign language to students of agro-technical specialties.

1. Cluster. One of the important features of the cluster technique is that it can be applied at any of the stages of the technology of critical thinking development. This technique helps to visualize the thinking processes that take place when diving into a particular topic; develops the ability to assume and predict, supplement and analyze, highlighting the main points, and also represents one of the ways of graphic organization of the material. The form of work when using this method can be absolutely any: individual, group, or collective. It is determined depending on the goals

## Современные технологии в сфере сельскохозяйственного производства и образования

and tasks set, the teacher's and students' abilities. As an example, let's consider making a cluster when studying the topic "Agriculture in the Republic of Belarus". At the challenge stage, this will be individual work, where each student creates their own cluster in an exercise book, expressing all of their knowledge, assumptions and associations about the issue. They write, for example, the names of the vegetables and fruits, animals, agricultural activities, etc. This is followed by reading the text. As a result of the reading, new facts were added to the diagram. Students use colored pencils to differentiate "known" and "newly learned" words. Then, in the process of collaborative discussion of the learned material, students draw up a general graphic scheme on the basis of personal drawings, taking into account the knowledge gained during the lesson (a collective form of work). At the understanding stage, students, using their collective general graphic scheme systematize the information; learn to formulate questions as they compare old and new information. The formation of one's own position takes place. The reflection stage includes the following: some students regarded as experts take turns telling their text using the scheme, others add and correct, ask questions. So, cluster technique helps to develop students' system thinking, creative processing skills, creates a collaborative environment, and also increases students' motivation. [2]

2. INSERT. It is the technique of developing critical thinking through reading and writing, used when working with a text or new information. Insert is also referred to as an effective reading technique. It allows students to categorize the material into main and secondary, evaluate information, work independently with information, and draw conclusions. INSERT is especially efficient when working with long texts. This technique develops the skills of working with tables and symbols, clearly distinguishing familiar, new, controversial, or questionable information, and arousing interest in unknown facts. So, foremost, students should be familiar with the symbols used. [3]

**7** Read the text again and fill in the table below. Compare your results with your partner.

Paragraph of the text	✓ I know	+ New information	- I think differently	? Need to learn more	! Controversial point
1.					
2.					
3.					
4.					

Figure 1. INSERT table.

## Современные технологии в сфере сельскохозяйственного производства и образования

In my practice, I use this technique when teaching English to master's degree students, as they have to work with large amounts of material containing a great number of facts. At first, the students read the text carefully and make marks in the margins, using the following symbols: “v” (I know), “+” (New information), “-” (I think differently), “?” (Need to learn more), “!” (Controversial point). Then they fill in the table and transfer their marks into the columns, but already in the form of a thesis statement, keywords (Fig. 1). The work at this stage develops the skills of selective writing.

The next stage is reflection, where students compare results and discuss the information given in each column. So, INSERT is an effective technique used to form such a universal learning action as the ability to systematize and analyze information.

In conclusion, it should be noted that the use of different techniques in the technology of critical thinking development helps develop students' critical analysis skills, which are indispensable characteristics of a modern specialist, motivates students to learn a foreign language, and diversifies the learning process.

### Список литературы

1. Веревкина, И. Н. Фаза «вызова» в технологии развития критического мышления и её приёмы на уроках истории / И. Н. Веревкина. — Текст : непосредственный // Аспекты и тенденции педагогической науки : материалы III междунар. науч. конф. (г. Санкт-Петербург, декабрь 2017 г.). — Санкт-Петербург : Свое издательство, 2017. — С. 97-99.

2. Калайтанова И. Прием кластер на уроке. Что это такое и как его использовать? Примеры / И. Калайтанова //

[https://pedsovet.su/metodika/priemy/5673\\_metod\\_klaster\\_na\\_uroke](https://pedsovet.su/metodika/priemy/5673_metod_klaster_na_uroke) – Date of access: 06.10.2023

3. <https://ir-mm.ru/priem-insert/> – Date of access: 09.10.2023

УДК 159.9

## АДАПТАЦИЯ СТУДЕНТОВ-ПЕРВОКУРСНИКОВ К ВУЗУ КАК АКТУАЛЬНОЕ НАПРАВЛЕНИЕ РАБОТЫ

**Тимофеева Е. В.**<sup>1</sup>, канд. пед. наук, доцент,

**Кириенкова Н. В.**<sup>2</sup>, ст. преподаватель,

<sup>1</sup>Алтайский государственный аграрный университет

<sup>2</sup>Алтайский государственный педагогический университет