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DEVELOPMENT OF CRITICAL THINKING OF UNIVERSITY STUDENTS AS A PEDAGOGICAL PROBLEM

Rapid development of modern society presupposes deep intellectual development of the individual. It is education in this sense that is a significant element in the progress of the economy and society, since it is precisely this that appears as an instrument of personality formation that is able to explore, to search new ways of solving problems, to doubt the established statements, to produce own ideas. In the period of availability of information, it is much more valuable not simply to know, but to use knowledge and acquire skills. One of these skills, assigned to the key competencies of the 21st century, is critical thinking.

The need for critical thinking has been felt in the post-Soviet school for quite a long period, since, according to S. Terno, all the pedagogical imperatives have collided and today we still continue to face, even now, the large inertial force of the Soviet education system that aimed to form a controlled consciousness and reproductive thinking capable mainly of reproducing information [3]. Later, the negative consequences of this educational approach became revealed, which brought corresponding consequences at the present stage of the societal development.

Critical thinking has a large number of definitions that characterize it as a productive and positive activity (S. Brookfield); purposeful and balanced (D. Halpern); skeptical perception of the generally accepted, controlled, purposeful and meaningful (R. Paul, L. Elder); independent (D. Cluster); justified (E. Glaser); intellectually ordered (M. Scriven, R. Paul); historically and socially conditioned (R. Dumein), rational and reflexive (American National Council for Learning Critical

Thinking); evaluating, open, self-regulating judgment, the cognitive process of man (P. Fanchione); the process of matching (V. Ruggiero); professional interpretation and assessment of observations, (M. Scriven); type of thinking, carrying out analysis, evaluation, organization of information (R. Johnson); as the process of obtaining, searching, analyzing, evaluating, conceptualizing and synthesizing information for the development and formation of thinking, which is accompanied by self-awareness and the ability to creatively apply this information, considering all the risks (Ildrim); smart and analytical approach to existing techniques, methods (V. Bolotov); reasoned and logical, based on personal experience and proven facts (T. Voropai, I. Zagashv, S. Zaire-Bek, O. Tyaglo). Most scientists believe that the essence of critical thinking is the evaluation of information by the recipient [1].

The presence of a large number of definitions of the term "critical thinking" reflects the topicality of this phenomenon, since the possession of critical thinking forms a basis for a person's independence of thinking; the ability to process a large amount of information in a short time and with maximum efficiency; the ability to ask non-standard questions; the ability to argue [2]. All this will give an opportunity to form an individual, which is difficult to manipulate, to impose an opinion on; which can find a way out of a difficult situation in the shortest possible time. People with a developed critical thinking will be guided by personal experience, take into account the opinion, evaluation and experience of others, make more balanced and considered decisions and formulate their own position.

Critical thinking is very important for university students because they have to get ready for efficient and creative professional activity. Thanks to the use of different techniques of developing critical thinking, the learning process can be more meaningful and creative, which will bring much greater results than traditional academic tasks. It is very important that future specialists in different fields of science, engineering, medicine, finance etc, acquire profound skills of critical thinking. This is associated also with the age-specific features of thinking, with the fact that young adults have a growing need for self-knowledge, self-realization, a critical attitude to the world around them. The learning process is based on relations

of cooperation between the teacher and students.

It should be taken into account that the development of critical thinking is not only an issue of personal and intellectual growth, but it is also connected with the development of conscious citizenship, responsibility for the whole community.

References

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