

IMPLEMENTATION OF THE TECHNOLOGY OF CRITICAL THINKING DEVELOPMENT IN PROFESSIONAL TRAINING OF THE EMPLOYEES OF THE STATE CRIMINAL EXECUTIVE SERVICE

Zinaida Ye. Shumeiko, Candidate of Pedagogical Sciences, Associate Professor of the Department of Pedagogy and Humanities of the Academy of the State Penitentiary Service.

E-mail: zina1906@ikr.net

ORCID: 0000-0003-2705-0924

DOI: 10.32342/2522-4115-2020-1-19-41

Key words: critical thinking, students, State criminal executive service, professional training, method, form of study.

The author of the article analyzes the peculiarities of introduction of the technology of critical thinking development in the professional training of specialists of the State criminal executive service. She substantiates the relevance of the research with the requirements of state documents that determine the tendencies of reforming the educational sector at the present stage, as well as public requests.

Z. Shumeiko describes the history of the technology of critical thinking development, describes the main stages of the critical thinking formation (actualization, thinking and reflection). She identifies the signs of critical thinking, for example, critical thinking is thinking on its own; critical thinking begins with the formulation of the problem; ending the critical thinking process is a decision that will optimally solve the problem; critical thinking is characterized by clear reasoning; critical thinking is social thinking.

The author argues that the technology of critical thinking development is a pedagogical system aimed at forming analytical thinking for students, consisting of a unique set of techniques and techniques that enable them to create a situation of reflection and solution to a problem. She states that the purpose of critical thinking technology is to teach such perceptions of educational material, in the process of which the information received by the student can be understood, that it can be perceived differently compared with personal experience and on this basis to form one's own analytical judgment.

The author of the article defines the basic organizational and pedagogical conditions for the development of critical thinking in the process of professional training of future specialists: creating a special atmosphere in the classroom, which will encourage students to express their opinions freely, to defend their chosen position or to reject it; the usage of different types of questions that will help to shape the ability to respond adequately to different situations in educational and professional activities; the implementation of complex influence with the usage of various methodical tools. In the context of realization of the third condition Z. Shumeiko characterizes the peculiarities of development of students' critical thinking within the limits of classroom and extra-curricular work in the context of the course "Ukrainian language for professional direction", defines forms (problematic lectures, lectures-visualizations, lectures with pre-planned mistakes, debates, round-tables and press-conferences), methods and techniques of organizing the educational process that will effectively influence the formation of the phenomenon under study. The author offers examples of individual and collective tasks for independent work of students (analysis of articles on linguistic-historical subjects on the basis of a questionnaire, development of a project of a page or group on linguistic problems in social networks), substantiates the influence of these tasks on the development of critical thinking of future specialists of the State criminal executive service.

References

1. Volkova, N., Stepanova, A. (2018). *Fasylytator yak vazhlyva rolova pozytsiia suchasnoho vykladacha vyshu* [The facilitator as an important role position of the modern university teacher]. *Visnyk Universytetu imeni Alfreda Nobelia. Pedagogika i psykholohiia* [Bulletin of the Alfred Nobel University. Pedagogy and Psychology], no. 1 (15), pp. 228-234. (In Ukrainian).
2. Yesipova, O. (2013). *Teoretychni osnovy formuvannia krytychnoho myslennia* [Theoretical bases of formation of critical thinking]. *Novyi kolehium* [New College], no. 3, pp. 58-61. (In Ukrainian).
3. Kluster, D. (2003). *Krytycheskoe myshlenie* [Critical thinking]. *Vidkrytyi urok* [Open Lesson], no. 17-18, pp. 9-13. (in Russian).
4. Pometun, O. (2018). *Krytychne myslennia yak pedagogichnyi fenomen* [Critical thinking as a pedagogical phenomenon]. *Ukrainskyi pedagogichnyi zhurnal* [Ukrainian Pedagogical Journal], no. 2, pp. 89-98. (In Ukrainian).
5. Halpern, D. (2000). *Psikhohiia krytycheskoho myshleniia* [The Psychology of Critical Thinking]. Sankt-Peterburh, Piter Publ., 512 p. (In Russian).

6. Bloom, B.S., Krathwohl, D.R. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*, by a committee of college and university examiners. Handbook I: Cognitive Domain. NY, Longmans, Green Publ.

7. Bječić, D., Zlatić, L. & Bojović, M. (2010). Izobraževanje komunikacijsko kompetentnega učitelja. *Didactica Slovenica – Pedagoška obzorja*, no. 25 (5), pp. 29-43.

Одержано 10.11.2019.