

STRUCTURAL AND COMPONENT ANALYSIS OF THE CONCEPT «CRITICAL THINKING» IN PSYCHOLOGICAL AND PEDAGOGICAL DISCOURSE

In the context of development of modern education and science, the information society creates new opportunities, opens prospects in the field of professional self-realization for a modern young specialist who must be responsible and highly qualified to carry out professional activities. The modern specialist in order to be competitive in the labour market should be quickly make decisions by applying critical, analytical thinking based on adapted information, to be creative, to master digital technologies for effective use in the process of working for continuous self-education and self-improvement.

Therefore, one of the priority tasks of Ukrainian higher education is the competent specialists' training, in particular, teachers of computer science, who have such skills and abilities and can to think critically in particular.

The purpose of the study is the theoretical analysis and generalization of the views of scientists concerning the definition of the concept "critical thinking" in psychological and pedagogical science, clarification of features, the main structural components of critical thinking, determination of a number of skills, abilities that are the part of its composition.

The scientists A. Avershyn, V. James, J. Duei, L. Kyienko-Romaniuk, D. Kluster, M. Lipman, K. Meredith, R. Pol, O. Pometun, M. Pochinkova, Ch. Temple, S. Terno, O. Tiahlo, P. Freire, T. Hharlampiev, T. Hhachumian, D. Halpern and others paid attention to the problem of critical thinking. The scientists give a lot of different interpretations of this complicated concept, but there is no common opinion concerning the definition of the concept "critical thinking".

The philosophical and educational discursive analysis allows to affirm that "critical thinking" as a concept was known in the time of antiquity, but such a term was introduced into science rather recently, in the second half of the twentieth century. The classical philosophers considered the ability to criticize information, to check its

authenticity, to make convinced conclusions that are based on facts, to be impartial in the contents of this concept. Investigations of the defined period also emphasized the critical thinking, which is manifested in the desire of a person to evaluate objectively their actions, phenomena, events, to consider them in detail, do not take on faith. After all, before the advent of the term “critical thinking” the scientists spoke about the person’s critical thinking.

A person with a critical mind is able to detect and determine its mistakes, compares the facts, carefully weighs solutions, it is able to resist manipulations, it is critical concerning proposals, judgments. Criticality was considered by scientists as the quality of thinking, one of the key characteristics of a personality, which is necessary for objective knowledge of the surrounding world, for intellectual growth, development of creativity, formation of important features of character. By disclosing the content of this concept, the scientists speak about such components as a search for evidence during checking the truth of assumptions, valuation and self-assessment of the results of its own and another’s activity, control and self-control during activity.

Based on the definitive analysis of the concept “critical thinking”, the following vision of this term is presented: it is the type of thinking, which is inherent in logic, purposefulness, discipline, reflexivity, which includes creative imagination, value installations, and the evaluation component.

The features of a personality, which has critical thinking and uses are honesty, openness, impartiality, intellectual independence, high erudition, flexibility, self-criticism. Such a person analyzes information independently; is able to detect false information, errors; avoids wrong interpretations of the content; recognizes information manipulations; puts questions; establishes causal relationships among the objects; argues its own point of view, position; respects the opinion of others and changes its opinion, if it can be disproved; objectively evaluates public phenomena; weighs its own solutions; makes conclusions on the basis of reliable facts, realizes its own thinking process.

Critical thinking is necessary during solution, but sometimes for formulation of professional and daily tasks, decision-making, objective evaluation of results. It

promotes development of students to work independently, distinguish problems and seek the ways to solve them, the ability to analyze new situations and apply their own life experience for such an analysis, to build a trajectory of self-improvement and harmonious development. The social role of critical thinking is manifested in development of communicative abilities, the ability to work in a team, respect each other, tolerate another vision, and argue their own position.

Thus, thanks to critical thinking, the future teachers of computer science will acquire many of the necessary personal qualities and properties in modern life as the following: worldview guidelines and values, stable life position, own vision of problems, and will be able to adapt to rapid changes in information society, harmoniously develop, self-improvement and self-realization in professional and personal life.

The prospect of the future research is to find out the peculiarities of the future teachers of computer science critical thinking development in the process of professional training.