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CRITICAL THINKING AS A BASIS FOR FORMATION OF SELF DEVELOPMENT COMPETENCE

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Annotation. In the process of globalization, there is an opinion on the role of competent personnel in the development of Education, Science and scientific and technical spheres, consistent implementation of future teachers' professional skills to educational processes through critical thinking of the formation of self-development competency, harmonization of professional skills with personality qualities

Keywords. Competence, competence, critical thinking, self-development competence education, science and technology, professional skills.

Introduction

In the process of globalization, competent personnel play an important role in the development of education, science and technology, making extensive use of international programs such as PIAAC estimating the competence of adult population and the PISA program directed to estimation of the knowledge of students. The progressive increase of requirements, such as the combination of professional skills with personality traits, rapid adaptation to various changes, leads to the formation of self-development competencies, the development of critical thinking in students and their consistent introduction into educational processes.

The formation of competencies in students begins with a patriotic assessment of their self-control, self-control and critical essessment. Many teachers today are trying to instill critical thinking skills in their students in their classes. Critical thinking is one of the basic conditions of competence, which helps us to better understand the competitive requirements of the 21st century, what we are learning and doing.

It is well known that critical thinking involves many different parameters - skills, activities, values. There are many definitions of this term in the literature and not all of them are consistent. First, critical thinking is a type of mental activity, and it is important to understand that simply memorizing something is not critical thinking. Second, remembering is a radically different process from critical thinking, although it is a critical operation. Computer memory is much higher than ours, but we realize that it lacks the ability to remember

and think. It is true that most school teachers prefer memory to all thinking and know only the memory of students in control exams, but proponents of critical thinking believe that more complex types of mental activity should be considered.

Another type of "critical" thinking is related to understanding complex ideas, and without them the learning process may not even exist. In particular, in biology, physics, math, history, and literature classes, students sometimes have to work their brains well to understand what the teacher is saying or what is written in the textbook. Comprehension is a complex operation, especially if the learning material is heavy. For example, the student Maxwell's equations focus on the psychology of the child trying to understand Einstein's theory of relativity. Of course, his brain is a complex intellectual process. Yet when we try to understand someone's idea, our own thinking becomes passive. Hence, critical thinking occurs during the testing, evaluation, development, and application of new, understandable ideas. Remembering facts and understanding ideas is a prerequisite for critical thinking, but these alone are not a sufficient condition for critical thinking.

The third type of thinking that does not fit the definition of critical thinking is creative or intuitive, thinking. The brain of an athlete, artist, or musician also performs complex and much more difficult work.Or artists and musicians rely on complex mental operations in their work and do not fully understand them. Their intuitive thinking, despite its importance, cannot be said to be critical.

Critical thinking is independent and logical thinking. When the information presented in a lesson is based on the principles of logical and critical thinking, students each form their own ideas, assessments, and beliefs independently of the others. No one can think critically for us, we only think for ourselves. Therefore, thinking is important only when it is individual. Students need to be free enough to think with their heads and solve even the most complex problems independently.

Usually students sing a piece of music because they like its tone or because its text is easily repeated. Many people remember the beginning of many songs (for example, "If you're in love"). But the problem is: most people never read his poems. All of this knowledge is derived from previous teacher communication data. However, they must acquire new skills: read the poetic text independently and form their own opinions on it.Critical thinking does not have to be absolutely unique: we have the right to accept another person's idea or belief as our own.

A critical thinker rarely expresses someone's point of view. But the main thing is that everyone has decided at the same time what he thinks, and through this the competence of self-development is formed. Independence, therefore, is the first and perhaps most important feature of critical thinking, and it evokes cognitive motivation. That is, to generate a complex idea, a mountain of "raw materials" - facts, ideas, texts, theories, data, concepts - needs to be

processed. We do not want to compare critical thinking with traditional study of facts - it is clear that specific knowledge does not diminish it at all. However, learning is not limited to learning to think critically: we teach our students to memorize a variety of information in order to understand the most complex concepts.

Learning to think critically is only one part of a teacher's versatility.

One can think critically at any age: this is explained not only by the accumulation of sufficient life experience and knowledge among students, but also for first-graders. Of course, children's mental abilities also improve during the lessons, but even children can think critically and absolutely independently (everyone who has children knows this very well). Usually, students, teachers, writers, and scholars critically reflect on each new fact in their cognitive activities. This critical thinking, the traditional process of cognition, is individualized, meaningful, continuous, and effective. Another aspect of critical thinking begins with raising questions and identifying problems that need to be addressed. Man is curious by nature and wants to know what it is when he notices something new, and this is in fact the inalienable property of all living beings.

If by John Bean critical thinking is: “The difficulty of teaching critical thinking is partly to help students solve the infinite variety of problems around us,” according to American philosopher John Dewey, “critical thinking begins when students face a particular problem”. The main question that needs to be asked about a situation or event that is perceived as the starting point of the learning process is the question of what problems this event causes. Focusing on problems stimulates students' natural curiosity and encourages them to think critically. In dealing with only one problem, in finding a way out of a difficult situation, does the [student] really think. It follows that when preparing for a lesson, the teacher needs to identify the scope of the problems that the students will face and then help the students to formulate these problems independently when they are ready for it.

The formation of students ’self-development competence is based on the ability to think critically about their confident thinking. Critical thinkers find a solution to a problem and reinforce that solution with rational arguments. He also understands that there may be other solutions to the same problem, and tries to prove that the solution he chooses is more logical and reasonable than the others.

Critical thinking is also social in nature, and any opinion is tested when it is shared with others, and as the philosopher Hannah Arendt wrote, "perfection can only be achieved in the presence of someone." We improve and deepen our position in arguing, reading, discussing, protesting, and sharing ideas with other people. Therefore, teachers who work on the basis of critical thinking always try to use different pair and group work in their classrooms, including discussions and debates, as well as written works, various publications. In addition, any critical thinker works in a particular team and solves a wider range of tasks than building his or her

own personality. In addition, it is social in nature by nature because the writer always pays attention to the reader. This activity helps to educate educated citizens who can direct their ideas and efforts to good goals.

Literature

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