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# **TOPICAL ISSUES OF MODERN SCIENCE, SOCIETY AND EDUCATION**

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# DEVELOPMENT OF CRITICAL THINKING AS A PEDAGOGICAL CONDITION FOR PREPARING FUTURE DOCTORS FOR PROFESSIONAL INTERACTION

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**Introduction.** Thinking is a mental process of reflecting objective reality, which is the highest degree of human cognition. The structure of thinking consists of three interconnected components, which in the model can be represented in the form of concentric circles of different levels of thinking: general, objective, critical. According to scientists, each subsequent level of thinking includes the previous one: 1) general thinking is a general process of information processing; 2) subject thinking - is the process of processing information on a particular subject using research methods, enriched with subject and methodological knowledge; 3) critical thinking is a process of control over the course of general and objective thinking; 3) Critical thinking is a complex process and is characterized by the following properties: - awareness; - independence; - reflectivity; - purposefulness; - validity; -controllability; -self-organization. It operates at different levels: 1) operating; 2) subject; 3) reflexive; 4) personal, 5) communicative.

Thus, these characteristics of thinking are the main personal qualities of man. The personal structure of thinking is independent. According to S. Maksymenko, independence is based on the knowledge and experience of other people, but involves a creative approach to knowledge of reality, finding, their own ways and means of solving cognitive and other problems. The formed skills of critical thinking in the future doctor will ensure the adoption of the most optimal decisions in any type of work in the professional activity of the doctor and will ensure the performance of all functions provided by this profession. As it has already been clarified, it is necessary

when solving clinical problems, forming conclusions, evaluating and making decisions.

Thus, critical thinking is part of the structure of professional thinking of a medical student. To teach students to think critically - means to correctly formulate questions to the patient in the process of data collection in order to clarify and establish the diagnosis; focus on minor details (symptoms, complaints); to be observant: to analyze, compare data of laboratory and clinical researches; draw conclusions, find and develop treatment protocols, etc.

The relationship between the personal psychological structures of the medical student and the development of critical thinking, as an indicator of the personal development of the future doctor to practice, is manifested in the close relationship of their components. Critical thinking creates all the necessary conditions for students to master their future profession, causes a key source of intellectual activity - cognitive needs, really contributes to the formation and self-realization of the individual, the successful acquisition of professional knowledge and skills.

**Aim.** To reveal the concept of "critical thinking". To single out the main processes of future doctors in pedagogical conditions.

**Materials and methods.** Modern educational space contains two types of pedagogical processes - innovative and traditional. It is the use of innovative pedagogical technologies in the process of training future doctors contributes to the formation of a modern specialist of the highest grade, because it strives for the most individualized training. As you know, the main task of organizing and conducting classes using innovative pedagogical technologies is to teach in such a way that students each time discover something new (unknown to them the parameters of professional activity). This increases their interest in learning, solves problems with motivation.

**Results and discussion** Through the prism of such an approach, the development and improvement of critical thinking in future physicians acquires special significance among many innovative pedagogical technologies. Main part. So what is critical thinking? According to MV Clarina [1], critical thinking is the search

for common sense - how to reason objectively and act logically, taking into account both their point of view and other opinions, the ability to abandon their own prejudices. Critical thinking is able to put forward new ideas and see new opportunities in solving problems. According to IE MSResk [2], critical thinking is a well-known skepticism, a restrained attitude to a certain order of things that has already developed, to established norms or ways of behavior. And now let's return directly to everyday pedagogical work. What do we often see? In traditional practice, the teacher explains most of the lesson, illustrates, interviews, provides tasks "according to the sample" and often does not devote enough time to enhance the cognitive activity of students. Namely, the student's cognitive activity contributes to the development of critical thinking, analysis of clinical cases, logical selection of the necessary clinical, laboratory and instrumental methods of examination of the patient, the rational organization of treatment and prevention work. Critically approaching each case, the student from the very beginning not only substantiates his point of view, but also analyzes the activities of other students. This will create conditions for successful self-realization of future doctors in their future activities, as this technique involves the integration of knowledge in various fields of medicine, creativity, opportunities for self-development and self-realization, communication skills, advanced technologies for diagnosing and treating various diseases. The analysis of different teaching methods (non-simulation, simulation, work with patients) showed that the organization of classes of medical students with the use of elements of critical thinking requires certain conditions, namely: - first providing a task for training; - explanation to students that each of them is both a "competitor" to the other, and a "partner" in the coincidence of opinions; - each student is an individual, and he must develop the ability to give his opinion, ie to develop public speaking skills; - Each student should be given the same amount of time to teach their thoughts. Even when the student is silent, it is necessary to wait (of course, for a short time), at this time the student will think, and this is also a certain achievement; - not to allow other students to interrupt the student who gives his opinion, it distracts him, confuses him, and he will not be able to express his point of view. As a result, he is



dissatisfied with the lesson and loses interest in discussing the topic; - Each student must realize that his opinion also matters during classes. Students must first listen to everyone's opinion and only then provide their comments; after discussion the teacher draws a conclusion, noting the most correct decisions on the part of students; it is advisable to conduct classes in small groups (8-12 students), which allows the teacher to more rationally discuss the views of each student. By forming critical thinking during training, in the end the graduate significantly increases his ability to: a) form a personal point of view based on objective data; b) find out the causes and conditions of the problem; c) to put forward their alternative opinions; d) collect information from various sources and analyze their quality and reliability; e) based on the causes of the problem to determine ways to solve it. Conclusions.

**Conclusions.** Thus, the formation of critical thinking in students (especially physicians) is an important pedagogical technology, which based on a personal approach contributes to the acquisition of professional qualities, thereby increasing the competence of future professionals. It, of course, requires a rational organization of the educational process, in particular, the relative duration of classes (at least 3 hours). But, most importantly - the desire of the teacher.

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