THEORETICAL FOUNDATIONS FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES IN EDUCATION

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Abstract: The article is based on a hypothesis: the process of forming students' professional competencies will be more effective if the technology of developing critical thinking is used in the educational process. Based on this, the main tasks solved in the article are as follows: - The analysis of scientific and methodological literature on the topic under study was carried out. - Justified and developed various techniques for the development of critical thinking. - Criteria and indicators of the effectiveness of the technology for the development of critical thinking have been identified. - The effectiveness of the developed methods in the process of teaching students has been checked.

Keywords: Personalization. Educational Process. Higher Education. Educational Activity.

1 Introduction

The degree of knowledge of the problem. The technology for the development of critical thinking is based on the ideas and provisions of the theory about the stages of mental development of a child; about the zone of proximal development and about the inextricable connection between education and the general development of the child; on the foundations of the formation and development of critical thinking; about metacognitive teaching; civil and legal education, etc. An undeniable merit of active developers of technology in particular.

It is extremely difficult for a modern student to motivate for cognitive activity, for finding a path to a goal in the field of information and communication. This happens because students often experience serious difficulties in perceiving educational material in all subjects. The reason for this is the insufficiently high level of development of thinking and, above all, critical. And this is very important for a person in the modern world, who is entering a new century with a new look of cognitive culture, for which "reproducing person" is a concept that is essentially outdated and uninteresting. In addition to reproducing activity, there is another kind of activity, namely, combining or creative activity. The criticality of the mind is the ability of a person to objectively evaluate his own and other people's thoughts, carefully and comprehensively check all the proposed positions and conclusions. Iasechko, Iasechko S., Smyrnova (2021). Critical thinking helps a person determine priorities in their personal and professional life. It presupposes the acceptance of individual responsibility for the choice made, increases the level of the culture of working with information, forms the ability to analyze and draw independent conclusions, predict the consequences of one's decisions and be responsible for them, and allows to develop a culture of dialogue in joint activities. Polat (2021).

Investigating the practical activities of teachers, the following can be revealed: The educational process is focused mainly on the formation of reproductive characteristics of thinking,

problem situations are rarely created in the classroom, interactive technologies (dialogue, game, task, problem) are practically not used. Iasechko, Shelukhin, Maranov (2021). The educational material is presented as a sum of facts, which is not subsequently subjected to critical assessment; students are encouraged to reproduce generally accepted, sometimes banal approaches to the interpretation of philosophical, scientific and moral problems. Many teachers are not prepared for the development of students' CT, they are not stimulated by the motives and the need to master the skills of critical thinking. The atmosphere of benevolence, tolerance, cooperation necessary for the development of CT is the exception rather than the rule. Thus, it is obvious that there are contradictions between: - teachers 'understanding of the importance of the formation and development of students' CT and their unwillingness to solve these problems in practice due to the lack of necessary professional competencies; - the need to form students' professional competencies and insufficient organizational, informational and methodological support of this process. - the proven (confirmed) effectiveness of the technology of critical thinking when teaching in higher education and the insufficient use of this technology. As a result, a problem arises: what are the means and methodological ways of forming students' professional competencies based on the technology of developing critical thinking. The purpose of the article is to develop and test the techniques of technology for the development of critical thinking for the formation of professional competencies of students. Iasechko, Kharlamov, Skrypchuk, Fadyeyeva, Gontarenko, Sviatnaia (2021).

2 The initial presuppositions

In the article, the following research methods were used to solve the set tasks: theoretical (study and analysis of scientific and pedagogical, psychological and pedagogical, reference, specialized literature, regulatory documentation on the topic of research, additional professional advanced training programs; analysis, comparison, classification of the information received and generalization); empirical (pedagogical experiment, observation, questionnaire survey, survey, conversation, testing); mathematical (statistical data processing).

3 Methods

Since the 1980s in the United States, and in European countries since the 1990s, the development of critical thinking has become one of the main goals of education. The conducted review and analysis of foreign studies on the problem of critical thinking gives grounds to draw a conclusion about the personal and social significance of this phenomenon and the priority of its development in education in many countries of the world. It is very difficult to define the concept of "critical thinking": it includes too many different parameters - skills, types of activity. There are many definitions of this term in the literature. Critical thinking is believed to occur when new, already understood ideas are tested, evaluated, developed, and applied. Memorizing facts and understanding ideas are necessary preconditions for critical thinking, but they themselves, even in their totality, do not constitute critical thinking. Today, in different scientific sources, you can find different definitions of critical thinking. On the one hand, "critical" is associated with something negative, rejecting. Polat (2021). Thus, for many, critical thinking presupposes an argument, discussion, conflict. On the other hand, some authors combine the concepts of "critical thinking" and "analytical thinking", "logical thinking" and "creative thinking", etc. into a single whole. Although the term "critical thinking" has been known for a very long time, in the professional language of practicing teachers this concept began to be used relatively recently. Here are some of the definitions of critical thinking available in the scientific and methodological literature Polat (2021):

- The ability to analyze information from the standpoint of logic, the ability to make informed judgments, decisions and apply the results obtained to both standard and non-standard situations, questions and problems;
- A special kind of thinking aimed at evaluating ideas. More narrowly, it is related to the verification of the accuracy of statements and the validity of reasoning;
- Systematic assessment of arguments based on clear rational criteria;
- A special type of mental activity that allows a person to make a sound judgment about the proposed point of view or behavior model;
- Making informed decisions about what to do and what to believe;
- Thinking leading to self-improvement;
- The ability to pose new questions, develop a variety of arguments, make thoughtful decisions.

Critical thinking as intelligent reflective thinking focused on deciding what to believe in and what to do. Critics are trying to understand and realize their own "I", to be objective, logical, trying to understand other points of view. Critical thinking, in their opinion, is a search for common sense: how to reason objectively and act logically, taking into account both your point of view and other opinions; the ability to abandon their own prejudices. Critical thinking, able to come up with new ideas and see new opportunities, is essential when solving problems.

At the same time, unlike everyday / everyday thinking, critical thinking replaces confusion, inaccuracy and uncertainty of judgments with clarity, accuracy and concreteness of expression of opinions. Inconsistency, illogicality, superficiality, banality, partiality give way to consistency, consistency, depth, significance, impartiality of critical thinking. One of the main features of critical thinking is the indispensable presence of transcendental reflexion, which requires a thinking subject to self-account for which of the functions of consciousness thinking is used for: for value orientation, for cognition or the search for means to achieve a goal.

In our opinion, the most appropriate definition for this research would be the following definition: critical thinking is a special type of mental activity that allows a person to make a sound judgment about the proposed point of view or behavior model. Based on the given variety of definitions, let us consider the features, the main distinctive features of critical thinking. Critical thinking means evaluative, reflective thinking. It is an open mind that does not accept dogma, which develops by superimposing new information on personal life experience. This is the difference between critical thinking and creative thinking, which does not provide for evaluativeness, but presupposes the production of new ideas that very often go beyond the framework of life experience, external norms and rules. However, it is difficult to draw a clear line between critical and creative thinking. We can say that critical thinking is the starting point for the development of creative thinking, moreover, both critical and creative thinking develop in synthesis, are interdependent.

First, critical thinking is independent thinking. When the lesson is built on the principles of critical thinking, everyone formulates their ideas, assessments and beliefs independently of others. Nobody can think critically for us, we do it exclusively for ourselves. Therefore, thinking can be critical only when it is individual in nature. Secondly, information is the starting point, not the end point of critical thinking. Knowledge creates motivation, without which a person cannot think critically, as it is sometimes said, "it is difficult to think with an empty head." To generate a complex thought, you need to process a mountain of "raw materials" - facts, ideas, texts, theories, data, concepts. Third, critical thinking begins with asking questions and clarifying the problems that need to be solved. Human beings are inquisitive by nature. We notice something new, and we want to know what it is. We see a certain landmark, and we already want to get inside. However, a genuine cognitive process at any of its stages is characterized by the desire of the knower to solve problems and answer questions arising from his own interests and needs. Therefore, concludes John Bean, the challenge in teaching critical thinking is partly in helping students see the endless variety of problems around us. Fourth, critical thinking strives for persuasive reasoning. The critical thinking person finds his own solution to the problem and supports this solution with reasonable, substantiated arguments. He also realizes that other solutions to the same problem are possible, and tries to prove that the solution he has chosen is more logical and more rational than others. Fifth, critical thinking is social thinking. Every thought is tested and refined when it is shared with others, or, as the philosopher Hana Arendt writes, perfection can only be achieved in someone's presence.

All five points of this definition of critical thinking can be embodied in various types of educational activities, but the best one for both teachers and students is written work. It is possible to single out the characteristics that B. Russell defined as a "series of thinking skills":
Focusing skills: Identification of problems, contained in an explicit or implicit form of new information;
Revealing goals: defining the direction and goals of learning new information.
Information gathering skills: Observation: obtaining information using one or more sensory systems;
Formulation of questions, search for new information through questions.
Memorization skills: Coding: storing information in long-term memory; Recall: retrieval of information from long-term memory.
Organizational skills:
Comparison:
identifying features of similarities and differences between objects;
Classification: grouping and designation of objects based on their identified features;
Presentation: Presentation of new information.
Analytical skills: Identification of attributes and components: defining characteristics or parts of the main ideas or concepts contained in new information;
Identification of relationships and concepts: definition of cause-and-effect relationships;
Identification of main ideas; identification of the central element; for example, a hierarchy of key ideas in a message or an ordering of causes;
Error identification: Identifying logical misconceptions and other errors and, where possible, identifying options for correcting them.
Generation skills:
Conclusions: summation, identification of the most important information or ideas;
Prediction: Anticipating events or consequences based on available information;
Development: An explanation of additional details, examples, or other relevant information.
Integration skills: Effectively combine information to formulate new ideas;
Reconstruction: reformulating information and ideas or changing the logic contained in the information to formulate new ideas.
Evaluation skills: Formulation of criteria for evaluating information or ideas;
Check: check the correctness of the statements.
The main theoretical provisions of the technology for the development of critical thinking are formulated:
- critical thinking is a necessary characteristic of a modern specialist;
- critical thinking can be purposefully formed in the educational process. It can be formed spontaneously, but at a much later date and, as a rule, after the university;
- critical thinking allows not only to notice contradictions, shortcomings, gaps in information, but also to carefully analyze various sources, to comprehend their own position, to possess a variety of strategies for working with information and solving problem situations;

- at the psychological level, critical thinking develops with active joint goal-setting, with active critical perception of the material, with actualization of reflection;
- at the philosophical level, critical thinking implies the mastery of various strategies for interpreting the text, accepting the fact that any theory is fundamentally "vulnerable", the fact that the world is multipolar;
- from the point of view of the teacher, critical thinking requires meaningfulness in the use of various methods of work (assessment, etc.). It should be noted that training in the technology of developing critical thinking becomes productive only when the teacher himself, in the process of realizing his own activity, is able to abandon the methods of work officially approved and practiced for years. It is necessary to destroy such pedagogical stereotypes as: - the student should not make mistakes;
- the teacher knows what and how the student should answer; - the teacher teaches and the student learns;
- the teacher must know the answers to all questions that arise in the lesson; - there should always be an answer to the teacher's questions.
Sets the following goals and objectives:
1) Formation of a new style of thinking, which is characterized by openness, flexibility, awareness of the internal ambiguity of position and points of view, alternative decisions.
2) Development of such basic personality traits as critical thinking, communication, creativity, mobility, independence, tolerance, responsibility for one's own choice and the results of one's activity.
3) Development of analytical, critical thinking.
The task is to teach students:
- to identify cause-and-effect relationships;
- consider new ideas and knowledge in the context of existing ones;
- reject unnecessary or incorrect information;
- understand how different pieces of information are related to each other;
- highlight errors in reasoning;
- make a conclusion about whose specific value orientations, interests, ideological attitudes reflect the text or the speaking person;
- avoid categorical statements;
- be honest in your reasoning;
- to identify false stereotypes leading to wrong conclusions;
- to identify bias, opinion and judgment;
- be able to distinguish between a fact that can always be verified from an assumption and personal opinion;
- to question the logical inconsistency of oral or written speech;
- to separate the main from the essential in the text or speech and be able to emphasize the first.
The organization of the educational process is as follows. The main role is given to the text. They read it, retell it, analyze it, transform it, interpret it, discuss it, and finally compose it. The student must master his text, develop his own opinion, express himself clearly, convincingly, confidently. It is extremely important to be able to listen and hear another point of view, to understand that it also has a right to exist. The role of the teacher is mainly coordinating. A popular method of demonstrating the thinking process is the graphical organization of the material. Models, drawings, diagrams, etc. reflect the relationship between ideas, show learners the train of thought. The process of thinking, hidden from the eyes, becomes visual, takes on visible embodiment.
In the classroom, the thinking process becomes visible and, therefore, accessible to the teacher. The learner is always active. He always thinks independently and uses all the knowledge he has at his disposal. He builds up a worthy argument to support his opinion. Good work involves looking for a solution to a problem and offering the answer to the learners. The development of students' critical thinking is also carried out through oral and written speech activity in the analysis of fictional and journalistic texts, critical articles in the process of mastering subject knowledge and skills. The greatest opportunities for the development of personal qualities and intellectual skills included in the cognitive component of critical thinking are possessed by texts, since they imply the formation

of value orientations in the unity of ideological content and compositional, artistic and stylistic features. This technology is based on the basic model of three stages "challenge - implementation (comprehension) - reflection (reflection)", which allows students to independently determine the learning goals, actively search for information and reflect on what they have learned.

Evocation phase. Often the lack of learning efficiency is explained by the fact that the teacher constructs the learning process based on the goals set by him, implying that these goals were initially accepted by the students as their own. Indeed, the setting of goals by the teacher occurs in advance, which allows him to more clearly design the stages of the educational process, to determine the criteria for its effectiveness and methods of diagnosis. At the same time, many well-known scientists-didactics who develop in their research the ideas of a constructivist approach to teaching, believe that it is necessary to give the student the opportunity to set learning goals on his own, creating the necessary internal motive for the learning process. Only after that, the teacher can choose effective methods to achieve these goals. So, if you provide an opportunity for students to analyze what they already know about the topic being studied, this will create an additional incentive for them to formulate their own goals-motives. It is this task that is solved in the evocation phase. The second task, which is solved at the challenge phase, is the task of enhancing the student's cognitive activity. We often see that some of the learners in class do not make significant intellectual efforts, preferring to wait for the moment when others will complete the proposed task. Therefore, it is important that during the challenge phase everyone can take part in work aimed at updating their own experience. An important aspect in the implementation of the challenge phase is the systematization of all information that appeared as a result of free statements from students. This is necessary in order for them, on the one hand, to see the collected information in an "enlarged" categorical form, while this structure can include all opinions: "correct" and "incorrect". On the other hand, ordering the opinions expressed will allow you to see contradictions, inconsistencies, unclear points, which will determine the directions of further search in the course of studying new information. Moreover, for each of the students, these areas can be individual. The student will determine for himself on which aspect of the studied topic he should focus his attention, and which information requires only verification for reliability.

In the process of implementing the challenge phase: Students can express their point of view on the topic being studied, and doing it freely, without fear of making mistakes and being corrected by the teacher. It is important that the statements are recorded, any of them will be important for further work. At the same time, at this stage, there are no "correct" or "incorrect" statements. A combination of individual and group work would be useful. Individual work will allow each student to update their knowledge and experience. Group work allows you to hear other opinions, express your point of view without the risk of being wrong. The exchange of views can also contribute to the development of new ideas, which are often unexpected and productive. An exchange of views can also contribute to the emergence of interesting questions, the search for answers to which will encourage the study of new material. In addition, often some students are afraid to express their opinion to the teacher or to a large audience at once. Working in small groups makes these learners more comfortable. The role of the teacher at this stage of work is to stimulate students to remember what they already know on the topic under study, to promote conflict-free exchange of views in groups, fixing and systematizing information received from students. However, it is important not to criticize their answers, even if they are inaccurate or incorrect. At this stage, the important rule is: "Any opinion of students is valuable." Sometimes a situation may arise when the declared topic is unfamiliar to students, when they do not have sufficient knowledge and experience to develop judgments and conclusions. In this case, you can ask them to make assumptions or a forecast about a possible subject and object of study. So, in the case of successful implementation of the challenge phase, the

classroom has a powerful incentive to work at the next stage - the stage of obtaining new information.

The phase of understanding the content (realization of mening). This stage can be called the semantic stage in another way. In most classes where new material is learned, this phase takes the longest. Most often, acquaintance with new information occurs in the process of its presentation by the teacher, much less often - in the process of reading or watching materials on video or through computer training programs. At the same time, in the process of implementing the semantic stage, students come into contact with new information. The fast pace of presentation of new material in the mode of listening and writing practically excludes the possibility of its comprehension. One of the conditions for the development of critical thinking is tracking your understanding when working with the material being studied. It is this task that is the main one in the learning process at the phase of comprehending the content. An important point is to obtain new information on the topic. If you remember that during the challenge phase, the students determined the directions of their knowledge, then the teacher in the process of explaining has the opportunity to place accents in accordance with the expectations and the questions asked. The organization of work at this stage can be different. This can be a story, a lecture, individual, pair or group reading, or watching a video. In any case, it will be individual acceptance and tracking of information. The authors of the pedagogical technology for the development of critical thinking note that in the process of implementing the semantic stage, the main task is to maintain the activity of students, their interest and inertia of movement created during the challenge phase. In this sense, the quality of the selected material is of great importance. Iasechko, Shelukhin, Maranov (2021).

As practice shows, sometimes, even in the case of a successfully implemented call phase, in the process of work in the implementation phase, the interest and activity of the learners weaken. There can be several explanations for this. First, the text or message that contains information on a new topic may not meet the expectations of the learners. They can be either too complex, or do not contain answers to the questions posed in the first phase. In this regard, it is somewhat easier to organize the study of a new topic in a listening mode. However, given the psychological characteristics of perception, it is necessary to use special techniques for enhancing attention and stimulating critical thinking. Reading mode is more difficult to organize. But, as the authors of the pedagogical technology for the development of critical thinking note, reading stimulates the process of critical thinking to a much greater extent, since it is an individual process in itself, not regulated by the speed of perception of new information. Thus, in the process of reading, students have the opportunity to reread the incomprehensible, mark the most important fragments, and turn to additional sources. Secondly, the teacher does not always use possible methods of stimulating attention, although these methods are well known. These are problematic questions in the course of explaining the story, graphic presentation of the material, interesting facts and comments. In addition, there are techniques for thoughtful reading. One cannot but pay attention to one more circumstance. As well as at the first stage of work in the mode of technology for the development of critical thinking, at the semantic stage, students independently continue to actively construct the goals of their learning. Goal setting in the process of acquaintance with new information is carried out when it is superimposed on existing knowledge. Students can find answers to previously asked questions, solve difficulties encountered at the initial stage of work. But not all questions and difficulties can be resolved. In this case, it is important for the teacher to stimulate the formulation of new questions, the search for answers through the context of the information with which the students work. Harris, Sutton (1986).

In the phase of comprehending the content, the learners: Make contact with new information. They are trying to compare this information with the existing knowledge and experience. They focus on finding answers to questions and difficulties that have arisen earlier. Pay attention to ambiguities while trying to raise new questions. They strive to track the very process of acquaintance with new information, to pay attention to what exactly attracts their attention, which aspects are less interesting and why. Prepare for analysis and discussion of what they have heard or read. The teacher at this stage: Can be a direct source of new information. In this case, his task is to present it in a clear and attractive way. If students work with the text, the teacher monitors the degree of activity of the work, attentiveness when reading. To organize work with the text, the teacher offers various techniques for thoughtful reading and reflection on what has been read. The authors of the pedagogical technology for the development of critical thinking note that it is necessary to allocate sufficient time for the implementation of the semantic stage. If learners are working with the text, it would be advisable to set aside time for a second reading. This is quite important, since in order to clarify some issues, it is necessary to see the textual information in a different context. Iasechko, Shelukhin, Maranov (2021).

Reflection phase. Reflective thinking means focusing your attention. It means carefully weighing, evaluating and choosing. In the process of reflection, the information that was new becomes appropriated, turns into own knowledge. Analyzing the functions of the first two phases of the technology for the development of critical thinking, we can conclude that, in fact, reflective analysis and assessment permeate all stages of work. However, reflection in the phases of invocation and implementation has other forms and functions. In the third phase, the reflection of the process becomes the main goal of the activities of students and teachers. Often there is practically no time left for detailed reflection. More attention in the classroom is paid, first of all, to the presentation of new material. Students are not accustomed to the fact that after this stage they can be asked questions such as: "What information attracted your attention?", "What did you do in order to highlight the main idea of the read text?" and the like. Even more confusion can be caused by the teacher's proposal to share in pairs or in a group his views on the questions that have arisen during the lesson. The answers in this case do not differ in variety and semantic richness. Few of the students can ask the audience or the teacher questions about the difficulties that have arisen in the assimilation of new material or its interesting points. Most of the questions asked are from the category of explanatory or factual. All this testifies to the fact that reflection in learning cannot be carried out spontaneously. It requires systematicity at all stages of work, as well as regularity and methodological consistency. Reflexive analysis is aimed at clarifying the meaning of the new material, building a further training route (this is understandable, it is not clear, it is necessary to learn more about this, it would be better to ask a question about this, and so on). But this analysis is of little use if it is not translated into verbal or written form. It is in the process of verbalization that the chaos of thoughts that was in consciousness in the process of independent comprehension is structured, turning into new knowledge. Questions or doubts that arise can be resolved. In addition, in the process of exchanging views on what they have read or heard, students have the opportunity to realize that the same text can cause different assessments that differ in form and content. Some of the judgments of other learners may be perfectly acceptable to be accepted as our own. Other judgments generate the need for discussion. In any case, the reflection phase actively contributes to the development of critical thinking skills.

4 Results and discussion

There is no doubt about the importance of tracking the development of students' knowledge. The mechanism of this development can be represented as follows: - Actualization of existing knowledge, identification of difficulties and gaps in knowledge, formulation of questions. Outcome setting goals for educational activities. - Acquaintance with new information, its correlation with existing knowledge, search for answers to previously posed questions, identification of difficulties and contradictions, adjustment of goals. - Summation and systematization of new information, its assessment, answers to

previously posed questions, formulation of questions, setting new goals for educational activities. In the reflection phase, students systematize new information in relation to the ideas they already have, as well as in accordance with the categories of knowledge (concepts of various ranks, laws and patterns, significant facts). At the same time, the combination of individual and group work at this stage is the most appropriate. In the process of individual work (various types of writing: essays, keywords, graphic organization of the material, and so on), students, on the one hand, select information that is most significant for understanding the essence of the topic being studied, as well as the most significant for the implementation of previously set individually goals. On the other hand, they express new ideas and information in their own words, independently build cause-and-effect relationships. Students remember best what they have understood in their own context, expressing it in their own words. This understanding is long-term. When the learner reformulates the understanding using their own vocabulary, a personal meaningful context is created.

Along with written forms, oral reflection is no less important. Note that a lively exchange of ideas between students makes it possible to expand their expressive vocabulary, as well as get acquainted with various representations. By resolving the dialogue at the stage of reflection, the teacher makes it possible to see and consider different versions of opinions on the same question. We noted the importance of the reflection phase for the development of students' knowledge. In this context, reflection is important for tracking learning outcomes. But no less important is the role of this phase for tracking the learning process itself, the process of thinking and activity. The way to learn is to point out your doubts, try to clarify unclear questions and thus get closer to the meaning of the new experience. This thought helps you understand the essence of reflective learning. Tracking the stages, the mechanism of their activities helps the student to understand the methodology of educational and scientific knowledge. Iasechko, Kharlamov, Skrypchuk, Fadyeyeva, Gontarenko, Sviatnaia (2021).

In the process of reflection, the teacher evaluates the results of the students' work. The question often arises about the mechanism for diagnosing the effectiveness of the learning process in the technological mode. At the first and second stages of work, it is important for the teacher to refrain from evaluating aloud. This does not mean that it is necessary to completely refrain from diagnosing the process. But it is at the final stage of work that the diagnostic results can be announced. A feature of diagnosing the effectiveness of work in the mode of technology for the development of critical thinking, in addition to those already indicated above, is that the teacher and students can track the development of ideas, ideas and practical experience in dynamics, as they work at the stages of challenge, comprehension of content and reflection. Iasechko, Shelukhin, Maranov (2021).

5 Conclusion

1. Critical thinking is a special type of mental activity that allows a person to make a sound judgment about the proposed point of view or behavior model.
2. The technology for the development of critical thinking is based on the use of 3 stages: "challenge - comprehension - reflection".

A special feature is that the student in the learning process himself constructs this process, based on real and specific goals, he himself tracks the directions of his development. On the other hand, the use of this strategy is focused on developing the skills of thoughtful work with information and text.

3. The use of technology for the development of critical thinking in the classroom solves many educational tasks: it increases motivation for learning, activates the learning process, thinking, destroys the barrier between the student and the teacher, establishes dialogical relationships, promotes the manifestation of personal qualities, creativity, the desire for cooperation and social activity, student self-realization. This technology forms a

new style of thinking, which is characterized by openness, flexibility, reflexivity, alternative decisions made; develops such basic personality traits as communication, creativity, mobility, independence, responsibility for their own choices and the results of their activities; forms a culture of reading, stimulates independent search creative activity.

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Primary Paper Section: A

Secondary Paper Section: AM