DEVELOPMENT OF CRITICAL THINKING OF STUDENTS THROUGH THE "SITUATION" METHOD

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Abstract:

One of the main tasks of higher educational institutions at the present stage is to obtain not only knowledge and skills, but also to reveal the abilities of each student, to educate an individual who will always be ready for life in a high-tech, competitive world. The condition for reforming the high education is the socio-economic transformations taking place in the modern world in various spheres of society. They are closely related to solving the problems of adaptation of university graduates to modern conditions of their professional activities. These reforms affect the educational process of a modern university.

Keywords. Education, situation method, types of situations, interactive learning.

Introduction

Today, graduates of higher educational institutions are required to have new professional thinking, flexibility of thinking, awareness, patience, tolerance, in-depth analysis of the information received, identification of true and false, etc. In this regard, there is a need to create conditions for the development of critical thinking of university students, which is an inseparable part of their professional competence. Only if students develop critical thinking at a high level does their future professional activity grow, requiring university graduates to be independent, creative, have the skills of business interaction and cooperation, as well as to solve complex production problems. Students of higher educational institutions should be well prepared for further self-development, strive for a variety of ways to achieve goals, make independent decisions, have a sense of teamwork, be active and flexible[1,2,5].

In higher education institutions, the most common teaching **methods are** are the following.

Analysis of specific situations (case study) is an effective and widespread method of organizing active cognitive activity of students. The goals of the method are to develop analytical abilities to study life and production problems; promote the correct use of information; develop independence and initiative in decisions. When faced with a specific situation, the student must determine the essence of the problem and express his attitude towards it.

The following types of situation are distinguished: situation-illustration, situation-exercise , situation-assessment, situation-problem [4].

An illustration situation explains any complex procedure or situation related to the main topic and assigned by the teacher. It stimulates independence in reasoning to a lesser extent. These are examples that explain the essence of what is being stated, although a question or agreement can be formulated about them, but then the illustrative situation will turn into an assessment situation.

The exercise situation involves the application of previously adopted provisions to solve specific problems. Such situations can develop students' specific data processing or discovery skills. They are mainly of a training nature, helping to gain experience.

The assessment situation describes a situation from which a way out has been found. A critical analysis of the decisions made is carried out. A reasoned conclusion about the event is given. The position of the listeners is that of outside observers.

A problem situation is a combination of factors from real life. Participants are actors, like actors, trying to find a solution or come to the conclusion that it is impossible.

The methodology for analyzing specific situations can be built in two directions:

• role-playing a specific situation: the participants study the situation in advance, and the lesson of its analysis turns into a role-playing game;

• collective discussion of options for solving the same situation. Significantly deepens the experience of students: everyone has the opportunity to familiarize themselves with solution options, listen and weigh many assessments, additions, and changes.

Practice has shown that the method of analyzing specific situations stimulates students to turn to scientific sources and enhances the desire to acquire theoretical knowledge to obtain answers to the questions posed.

Seminar-discussion (group discussion) is a process of dialogical communication between participants, during which practical experience is formed in participating in a joint discussion and resolution of theoretical and practical problems. At a seminar-discussion, a student learns to accurately express his thoughts in reports and speeches, actively defend his point of view, argue with reason, and refute the erroneous position of a fellow student. In a situation of dialogue, the student gets the opportunity to build his own line of behavior, which presupposes a high level of intellectual and personal activity, involvement in the process of educational cognition.

A necessary condition for the development of a productive discussion is the personal knowledge that students acquire in previous lectures and in the process of independent work. The success of a seminar-discussion largely depends on the teacher's ability to organize it. A semi -narrative discussion may contain elements of brainstorming and a business game.

In the first case, participants strive to put forward as many ideas as possible without subjecting them to criticism; then the main ones are identified, they are discussed and developed, and the possibilities of their proof or refutation are assessed. In the second, the seminar-discussion receives a kind of role-playing "instrumentation", reflecting the positions of the people participating in the discussion. You can enter, for example, the roles of presenter, opponent, reviewer, logician, psychologist, expert, etc. - depending on what material is discussed and

what didactic goals the teacher sets before the seminar lesson. If a student is appointed to the role of moderator of a seminar-discussion, he receives all the powers to organize the discussion. He instructs one of the students to make a report on the topic of the seminar, directs the course of the discussion, monitors the reasoning of evidence or refutations, the accuracy of the use of concepts and terms, and the correctness of the actions of the participants in the process of communication, etc.

The opponent or reviewer reproduces the opposition procedure adopted among researchers. He must not only state the speaker's position, thereby demonstrating his understanding of it, not only find vulnerabilities or errors, but also offer his own solution.

The logician identifies contradictions and logical errors in the reasoning of the speaker or opponent, clarifies the definitions of concepts, analyzes the course of evidence and refutations, the legitimacy of putting forward a hypothesis, etc.

The psychologist is responsible for organizing productive communication between students at the seminar-discussion, achieving consistency in joint actions, goodwill in relationships, preventing the discussion from turning into a conflict, and monitoring the rules of dialogue.

The expert evaluates the effectiveness of the entire discussion, the validity of the hypotheses and assumptions put forward, expresses an opinion on the contribution of one or another participant in finding a common solution, gives a description of how the participants in the discussion were trained, etc.

The teacher can introduce any role position into the discussion if this is justified by the goals and content of the seminar. It is advisable to assign not one, but two paired roles (two logicians, two experts), so that more students receive relevant experience.

Conclusion

The situation method allows you to solve problems of the formation and development of intellectual skills, critical and creative thinking. It encourages interaction, tolerance of other people's opinions, discussion of value priorities and philosophizing. The method promotes the acquisition of an individual position in the implementation of proposed research projects, which allows for the formation of an effective intellectual process when developing a group decision.

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