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V. Riznyk

Pereyaslav-Khmelnytskyi State Pedagogical University named after Hryhorii Skovoroda, Ukraine

[riznyk84@gmail.com](mailto:riznyk84@gmail.com)

<http://orcid.org/0000-0002-6083-2242>

#### PROFESSIONAL TRAINING and STAGES OF FUTURE ECONOMISTS' CRITICAL THINKING DEVELOPMENT

##### ABSTRACT

*In modern education, special attention is paid to the problems of professional training of students and the formation of their professional knowledge and skills, as well as the difficulties of organizing training, which builds a phased formation of the planned results. The quality of management of the system of professional training of future economists is determined by several factors: effective implementation of the quality of the components of academic potential; scientific, methodological, organizational, managerial, logistical, information, and telecommunication support of the potential capabilities of the educational institution in the process of integration of education, science, and innovation, and the orientation of such a process to the training of highly qualified personnel in the economic sphere with developed critical thinking. Given the relevance of the formation and further development of students' critical thinking as members of the information society, it is natural to study the stages of development of this quality in future economists in their professional training. The purpose of the article is to study the stages of the development of critical thinking of future economists in the process of their professional training. Research methods: analysis of scientific research on the problems of formation and development of critical thinking, as well as analysis of training programs for future economists and generalization of their results to identify the stages of development of critical thinking of future economists in their professional training. The article characterizes the patterns of development of critical thinking of future economists. It is shown that in professional training through IT, the development of critical thinking is based on general and specific laws of the pedagogical process and is manifested in the objective dependence of the consequences of developing students' thinking. It has been proved that the process of developing critical thinking of future economists through IT goes through the following stages: evocative and formative (using problem tasks to develop critical thinking in the process of studying professional disciplines), individual developmental (using online learning opportunities, taking training); quasi-professional (during internships, writing a qualification paper). The division into stages is conditional, but it allows us to build a model for developing future economists' critical thinking in their professional training using IT.*

**KEYWORDS:** *critical thinking, development of critical thinking, future economists, professional training, professional education.*

**Statement of the problem.** Nowadays, there is a powerful integration of sciences and specialties to meet the needs of humanity and each individual. Today, without humanities and natural and mathematical disciplines, it is impossible to solve economic problems and master the basics of the digital economy while developing the ability to work intellectually. That expresses a close connection between the formed economic knowledge, skills, abilities and motivation, spiritual development, and creative and critical thinking, which economists need today.

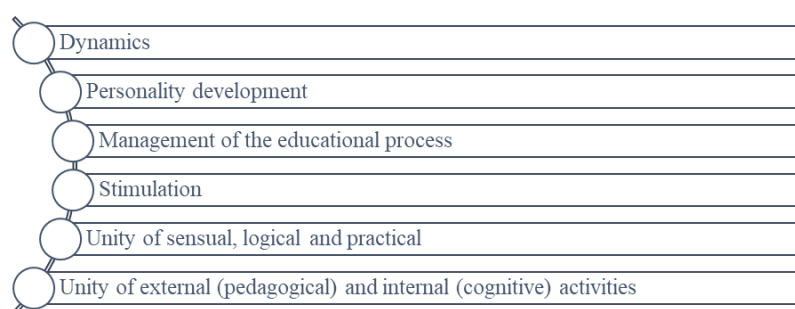
The European Community, within the framework of the European Education Policy Strategy, has established common goals for the training of specialists:

- to provide all interested persons with continuous training and mobility in obtaining education;
- significantly improve the quality and efficiency of the educational and scientific process;
- to promote justice and social cohesion of individuals and to support the active citizenship of people;
- to strengthen the implementation of creativity and innovation at all structural levels of education and training, including entrepreneurship [2].

All four goals correspond to the direction of the development of critical thinking within the framework of modern economic education. As economist H. Anilovska points out, modern educational programs are based on global cooperation, and Ukraine's success depends on its inclusion in the international division of labor and receiving a share of world income [1]. In modern vocational education, special attention is paid to the problems of organizing the process of professional training of students and the formation of their professional knowledge and skills, as well as the issues of organizing training. Thanks to this, the step-by-step formation of the results of vocational training as a set of competencies is built. That means that each result acquires a particular development during the form process. Therefore, it is natural to study the stages of development of future economists' critical thinking during their professional training.

**Analysis of current research.** A. Kuzminsky and V. Omelianenko define development as "a specific process of change, the result of which is the emergence of a qualitatively new, a progressive process of ascent from the lower to the higher, from the simple to the complex" [8]. The key for us is G. Kostiuk's opinion, who defines development as a continuous process that manifests itself in quantitative changes in a human being, that is, an increase in some and a decrease in others skills or abilities. However, it is not reduced to quantitative changes, growth, etc., which already exist but include qualitative changes. Quantitative changes cause the emergence of new qualities, i.e., signs, and properties formed in the course of development itself, and the disappearance of old ones [7]. We cannot ignore the Pedagogical Dictionary of S. Goncharenko, where "personality development" is understood as the process of personality formation as a social quality of an individual as a result of his socialization and upbringing. Personality development takes place in activities that are guided by a system of motives inherent in a particular personality. As a prerequisite and result of personality development, there are needs. [6, p. 289]. The generalization of definitions testifies to the importance of need as a prerequisite for personality development. Thus, the requirements for personality development are needs, and formation and development constitute a specific process. Therefore, the development of critical thinking should be considered as a process outlined within time, based on the regularities of the pedagogical process ("objective, stable and essential connections in the educational process that determine its effectiveness.") [4, p. 86].

The regularities of developing critical thinking in future economists' professional training through IT are based on the general and specific regularities of the pedagogical process. They are manifested in the objective dependence on the consequences of the development of students' thinking. I. Pidlasy distinguishes the following regularities [9] (Fig. 1).



**Fig.1. Regularities of the pedagogical process**

Regarding the first regularity, the teacher of the professional discipline should select and propose tasks that would require the application of general principles, strategies, and procedures of critical thinking. According to the second regularity, the well-known Ukrainian researcher of the methodology for the development of critical thinking, S.Terno, notes that the most favorable conditions for the development of critical thinking are created in an accessible learning environment when solving problem problems with the help of problem one's methods and interactive forms of learning. The presentation of the results in the form of writing an essay with subsequent reflection encourages the self-organization of pupils' / students' thinking [11]. Compliance with the third regularity requires constant feedback between the teacher and the student, building the educational process using critical thinking methods aimed at reflection. We agree with S.Terno that feedback should be systematic, and corrective actions should be valid and intensive. The fourth regularity requires the creation of a learning environment that stimulates intrinsic motivation. Such a situation is possible due to creating problem situations that activate the internal stimuli of students' educational activities. The fifth regularity significantly impacts the professional training process since consolidating the acquired knowledge in practice gives the most favorable result. At the same time, we should not forget about emotional emphasis, that is, about sensory perception and logical comprehension, because the practice of working in higher education institutions shows that teachers often give specific tasks of professional direction without taking into account the intensity and quality of sensory perception, as well as its logical comprehension, the so-called "tasks for the sake of a task." According to the sixth regularity, applying the methodology for the development of critical thinking of future economists requires the creation of conditions for the self-development of students through high-quality pedagogical activities. The teacher should create such an environment and conditions of learning (emotional state, problem tasks, ways to solve complex tasks and problems, rules of thinking) in which students can carry out their cognitive activity. Note that all regularities are interconnected, contributing to harmonizing the educational process.

The pedagogical process is built under the stages, which are preparatory, basic, and final. Authors [5] reveal the content of each of the stages as follows: preparatory – creating conditions for the functioning of the pedagogical process, determining the goal, diagnosing the conditions and forecasting achievements, as well as designing and planning the development of the process; the main one is the implementation of the pedagogical process; final – analysis of the course and results of the pedagogical process. These stages should correspond to the development of the professional qualities of the future economist. Still, the phases of developing future economists' critical thinking in their professional training are not apparent.

The **article aims** to study the stages of the development of future economists' critical thinking during their professional training.

**Research methods:** analyzing scientific research on the problems of formation and development of critical thinking, analyzing training programs for future economists, and generalizing their results to identify the stages of development of critical thinking of future economists in the process of their professional training.

**Results.** The structure of professional training comprehensively covers the process of training a student, characterized by the systemic unity and succession of substructural parts, the presence of integrative links between them, and the beginning and final result of the effectiveness of its architectonics in the relationship of internal synchronization. Based on the results of the

analysis of scientific sources, three key parameters for the development of critical thinking of future economists in the process of their professional training through IT have been identified: to effectively motivate future economists to develop critical thinking, to provide students with up-to-date scientific information, to form the competencies they need in their future work based on the acquired knowledge, skills and abilities of critical thinking; to develop the professional education of economics students for entrepreneurial activity, taking into account the focus on the development of critical thinking.

The process of formation of developed critical thinking in economists is a complex object of research and is ensured by filling with knowledge, skills, and abilities as a single complex of training, says N. Samaruk [10].

Chairman of the Foundation for Critical Thinking L. Elder [3] has developed her concept for developing critical thinking, consisting of six stages. In it, she clearly described the gradual development of thinking skills and priorities that we should consider when developing critical thinking in the professional training of future economists. Therefore, based on the above theoretical analysis of the structure and regularities of the pedagogical process, the features of professional training of economists, as well as the stages of development of critical thinking in general, we assert that the development of critical thinking in future economists in the process of professional training is justified in the triadic phenomenon.

The first is a system of synchronized scientifically grounded methods, forms, and means of teaching disciplines in future economists' professional training to develop their critical thinking. Among such means, special attention should be paid to the means of material and technical and information and telecommunication analytical support (graphic and demonstration on various information and communication media, telecommunications, interactive, technical, project multimedia, laboratory and instrumental, accounting, inventory and systematization of operational information data, scientific and methodological, regulatory and regulatory) and the development of information and analytical consulting and advisory systems for entrepreneurial activity. It is essential to emphasize the following forms of education: individual, personalized, complex in small and expert-analytical (public experts and inspectors) groups, creative and laboratory, group and optional, problem-based discussion clubs.

Secondly, it is a way to organize the process of independent professional training of students for the sectors of the economy (by type of economic activity) to develop their critical thinking. At the same time, it is essential to apply methods of motivational stimulation, polygon laboratory interactive-situational tasks, tasks for the study of the source basis of information (library, scientific and metric, disciplinary and coursework, reference and encyclopedic); mastering logic scientific knowledge and assimilation of the latest scientific knowledge, as well as research methods in modern methodological areas; mastering scientific methods of analysis (institutional, comparative, cluster systemic, SWOT, portfolio, cause-and-effect, cost-benefit, case method, problem-based, efficiency, prognostic). It is also essential to use various independent research activities (instrumental and analytical, design and testing, laboratory, predictive and modeling, pedagogical, and expert).

Thirdly, it is an academic service for forming a favorable environment for integrating education, science, and innovation through the socio-economic direction of professional training of highly qualified economists with developed critical thinking. It is essential here to organize institutional internships through various forms of professional-propedeutic, production-adaptive activities in the areas of future employment and prolonged employment – administrative (development and implementation organizational and managerial procedures of technical regulation (rationing, accreditation and licensing, standardization and certification, labeling, development of guidelines and technical conditions), planning (strategic, long- and short-term, institutional, systemic and current) and design (organization of the educational and scientific process in the global academic dimension of social guarantees, integrity and ethics, ensuring the mobility of participants in the process and their legal protection), administrative influence (social, psychological and pedagogical, moral and ethical, management, regulatory and legal, financial and economic, scientific and methodological, information and educational). It is essential to apply the best practical and valuable experience in cooperation with employers, public representatives, state regulation, security services, and other stakeholders since the development of critical thinking here is due to the introduction of practical training and research, institutional, and professional internships.

The considered process of development of critical thinking of future economists through IT can be represented by the following scheme (Fig. 2).

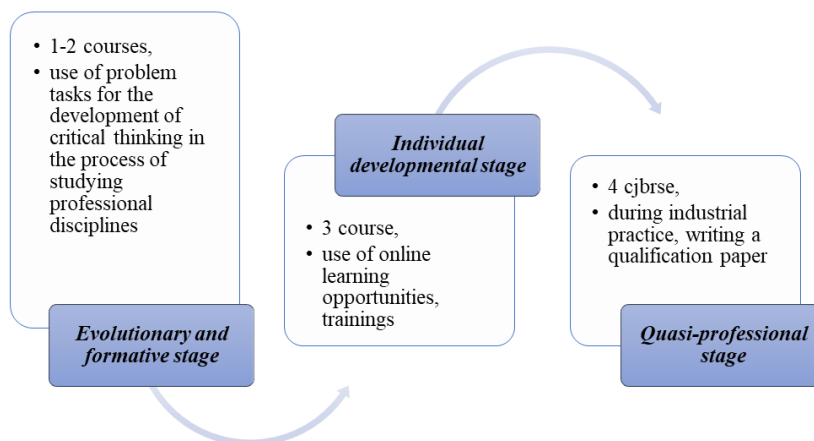


Fig.2. Stages of development of critical thinking of future economists

A graduate of a higher education institution will become a professionally competent economist with developed critical thinking if, during the entire period of study, the teaching staff will carry out purposeful work on the application of the basics of vocational education and its technologies, provide access to educational Internet resources, as well as fulfill the pedagogical requirements for classroom and extracurricular classes.

**Conclusions.** The quality of management of future economists' professional training system is determined by several factors: effective implementation of the quality of the components of academic potential; scientific and methodological, organizational and managerial, material and technical, information and telecommunication support the educational institution's potential capabilities regarding integrating education, science, and innovation and the orientation of such a process to train highly qualified personnel in the economic sphere with developed critical thinking.

The process of developing future economists' critical thinking through IT goes through the following stages: educational-formative (the use of problem tasks to develop critical thinking in the process of studying professional disciplines); individual development (use of online learning opportunities, training); and quasi-professional (during industrial practice, writing a qualification work). The division into stages is conditional, but it allows you to build a model for developing future economists' critical thinking in their professional training using IT.

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#### ПРОФЕСІЙНА ПІДГОТОВКА ТА ЕТАПИ РОЗВИТКУ КРИТИЧНОГО МИСЛЕННЯ МАЙБУТНІХ ЕКОНОМІСТІВ

*В'ячеслав РІЗНИК*

*ДВНЗ «Переяслав-Хмельницький державний педагогічний університет імені Григорія Сковороди», Україна*

**Анотація.** У сучасній освіті особлива увага приділяється проблемам професійної підготовки здобувачів освіти та формування в них професійних знань і вмінь, а також проблемам організації навчання, завдяки яким вибудовується поетапне формування планованих результатів. Якість управління системою професійної підготовки майбутніх економістів обумовлюється низкою факторів: ефективна реалізація якості складових академічного потенціалу; науково-методичне, організаційно-управлінське, матеріально-технічне, інформаційно-телекомунікаційне забезпечення потенційних можливостей закладу освіти щодо процесу інтеграції освіти, науки та інноватики, і орієнтації такого процесу на підготовку висококваліфікованих кадрів економічної сфери з розвиненим критичним мисленням. З огляду на актуальність формування і подальшого розвитку критичного мислення студентів як членів інформаційного суспільства, природним є дослідження етапів розвитку цієї якості у майбутніх економістів у процесі їх професійної підготовки. Метою статті є дослідження етапів розвитку критичного мислення майбутніх економістів у процесі їх професійної підготовки. Методи дослідження: аналіз наукових досліджень з проблем формування і розвитку критичного мислення, а також аналіз програм підготовки майбутніх економістів та узагальнення їх результатів щодо виокремлення етапів розвитку критичного мислення майбутніх економістів у процесі їх професійної підготовки. У статті охарактеризовано закономірності розвитку критичного мислення майбутніх економістів. Показано, що у процесі професійної підготовки засобами ІТ розвиток критичного мислення ґрунтується на загальних і специфічних закономірностях педагогічного процесу та виявляється в об'єктивній залежності наслідків розвиненості мислення студентів. Доведено, що процес розвитку критичного мислення майбутніх економістів засобами ІТ проходить такі етапи: евокаційно-формувальний (використання проблемних завдань для розвитку критичного мислення у процесі вивчення фахових дисциплін); індивідуально-розвивальний (застосування можливостей онлайн-навчання, проходження тренінгів); квазі-професійний (під час виробничої практики, написання кваліфікаційної роботи). Ділення на етапи умовне, але воно дозволяє побудувати модель розвитку критичного мислення майбутніх економістів у процесі їх професійної підготовки з використанням ІТ.

**Ключові слова:** критичне мислення, розвиток критичного мислення, майбутні економісти, професійна підготовка, професійна освіта.