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THE INFLUENCE OF CRITICAL THINKING SKILLS ON THE EFFECTIVENESS OF MASTERING KNOWLEDGE BY INTERNSHIP DOCTORS OF THE POSTGRADUATE EDUCATION FACULTY

The transformational processes of the modern world generate the vital need for systematic information updating and qualitative development of new skills that are necessary for the effective activity of specialists of any public sphere. To master the set of ready knowledge and skills is not enough for the student of higher educational institution in XXI century. Today this approach is archaic and no longer meets the requirements established by the society for the training of specialists of any industry. The graduates of Ukrainian universities should not just "know", but rather "possess" relevant professional competencies that will further define their path as future professionals of any industry.

The practice of work with internship doctors shows that the effectiveness of mastering of the educational program depends on the approach chosen by the teacher in the course of his/her professional activity. The system of planned monitoring researches has shown the priority of use of educational technologies applied in the framework of the methodology of development of critical thinking at the educational institutions.

Analysis of recent research. The technology for development of critical thinking through writing and reading was developed by the International Reading Association of the University of Northern Iowa and Hobart and William Smith Colleges. The authors are Charles Temple, Ginny Steel, Kurt Meredith. At the present stage of the development of psychological and pedagogical thought, the studies of such authors as O. Pometun, A. Tiaglo, D. Harpern and others are important.

The purpose of the article is to analyze the influence of critical thinking skills on the effectiveness of training of internship doctors.

Presentation of main material. The analysis of international studies conducted by psychology and pedagogical experts in different regions showed rather disappointing statistics that show that only a small proportion of interns (approximately 25%) have the skills and mastered techniques of critical thinking [3]. Today it becomes a serious problem for the higher education in general and for the faculties of postgraduate programs in particular. After all, the training of internship doctors pursues the overall goal of educating an independent and competitive specialist, who is able to think purposefully and critically.

Summarizing a number of approaches to the definition of critical thinking, we have identified that in its general outline it is a complex process that has certain stages and a clear logic for combining them — reviewing of information and making decisions. Intermediate stages of this process are the perception of diverse information; analysis of different approaches to its interpretation; choice of own position; comparing this position with existing perspectives; argumentation and decision making based on thought operations conducted [2].

The technology of the development of critical thinking is determined as a structured system of activity, which consists of two parts: 1) study of the problem; 2) independent choice of the solution to the problem. For the effective introduction of critical thinking technology, it is important to choose and justify the method that is used in one of the three phases of class with internship doctors (challenge, comprehension, reflection) [4].

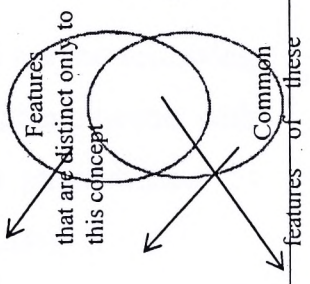
We can state the fact that the toolkit for teacher's work on the development of critical thinking of internship doctors is much more complex than the methodological baggage that teachers of general educational institutions have. In this regard, we consider it advisable to give some examples of work on the technology of development of critical thinking at higher education institutions, at which dentists – internship doctors are being trained.

Venn diagram, which shows all possible logical approaches to a set of options, is an effective method to help internship doctors develop critical thinking. This method makes it possible to analyze and synthesize during the study of two or more aspects of a problem that have distinct and common features. The diagram itself consists of two or more circles that have a sector of intersection. That part of the diagram that is the

intersection of circles contains common features of concepts and phenomena and the other two parts contain a list of differences [4].

Table No.1

Analysis and synthesis within the study of two or more aspects of a problem

Stage (phase) of the lesson	Activity of the teacher	Activity of internship doctors	Method of development of critical thinking
Stage of challenge	- Organization of paired or group work on implementation of Venn diagram method Challenge the knowledge that is already available 1. Outline questions that need to be answered: Why?, How?, What for? 1.	- Recall and analyze the already available information on the topic Systemize information on the topic - Publicly demonstrate the knowledge using oral and written speech	Venn diagram 

Fragment of a practical lesson

(using the method of development of critical thinking)

Name of the course; Topic of practical lesson; Method name: Venn diagram

The purpose of the method: to develop the ability to work with a flow of information that is constantly expanding and updating; to develop the ability to confidently and correctly express own thoughts; to develop the ability to build

constructive relationships with others; to develop the ability to graphically present a problematic issue; to develop critical thinking skills. Tab No. 1.

The method of cubing, which makes it easier to comprehensively consider the problematic topic, is the method that is no less effective when working with internship doctors. This approach involves the use of a multi-sided cube, on each side of which specific questions are written; the answers to these questions encourage the development of critical thinking.

Among the possible instructions on the sides of the cube there are the following variations of tasks: 1) describe the phenomenon; 2) compare this phenomenon with another one; 3) find an association; 4) analyze the essence of the phenomenon; 5) determine practical importance; 6) select the arguments for and against [1].

Fragment of a practical lesson

(using the method of developing critical thinking)

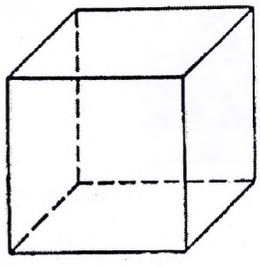
Name of the course; Topic of a practical lesson; Method name: Cubing

The purpose of the method: to develop the ability to make own opinions based on the awareness of diverse experiences, ideas and perceptions; to create conditions for self-study (academic mobility); to develop critical thinking skills.

Cinquain is the innovative method of development of the critical thinking of internship doctors at institutions of higher education. It is a kind of process of creating a poem (not necessarily a rhymed one), consisting of five lines. The writing of each line is done according to certain principles and rules. Cinquain gives the possibility to briefly summarize the information on a particular issue. Writing a Cinquain is a creative process that activates the mental activity of interns and promotes the development of critical thinking. Cinquain rules: 1. Title (one word); 2. Adjectives (2 words); 3. Verbs (3 words); 4. Short sentence (4 words); 5. Synonym (1 word) [1].

Table. No. 2

Own opinion based on awareness of diverse experience

Stage (phase) of the lesson	**Activity of the teacher**	**Activity of internship doctors**	**Method of development of critical thinking**
Stage of comprehension	- Encouragement of motivation to learn a topic during the work with new information. - Organization of direct contact with new information - Organization of paired work or group work	- Listen to the material (speech) using active methods of work - Answer the questions written on the side of the cube presented to them	Method of cubing 

Fragment of a practical lesson

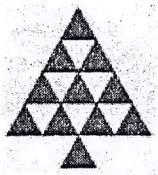
(using the method of developing critical thinking)

Name of the course; Topic of practical lesson; Method name: Cinquain

The purpose of the method: to develop the critical thinking of internship doctors; to develop the ability to analyze the studied material; to develop thinking operations (analysis, synthesis, comparison, etc.); to develop the ability to confidently and correctly express own thoughts.

Table No. 3

Thinking operations: analysis, synthesis, comparison.

Stage (phase) of the lesson	Activity of the teacher	Activity of internship doctors	Method of development of critical thinking
Stage of reflection	- Creative processing, analysis and interpretation of information - Organization of students' pair and group work - Preparation and explanation of the technology of writing creative works in the form of Cinquains	- Match new information to "old" information, using the knowledge gained during the comprehension stage - Make creative works in the form of Cinquains - Analyze own thinking operations and feelings	Writing creative works in the form of  Cinquains 1. Key word: 2. Two adjectives: 3. Three verbs: 4. Short sentence 5. Synonym:

Conclusion:

1. Formation and development of critical thinking of internship doctors is achieved with the use of the following methods: "Analysis and synthesis within the

frame of the study of two or more aspects of the problem", "Own thought based on the awareness of diverse experience", "Thinking operations: analysis, synthesis, comparison".

2. These techniques contribute to the consideration of pathological process or disease from different points of view and encourage the beginning doctors to develop the clinical thinking required for the subsequent independent medical work.

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