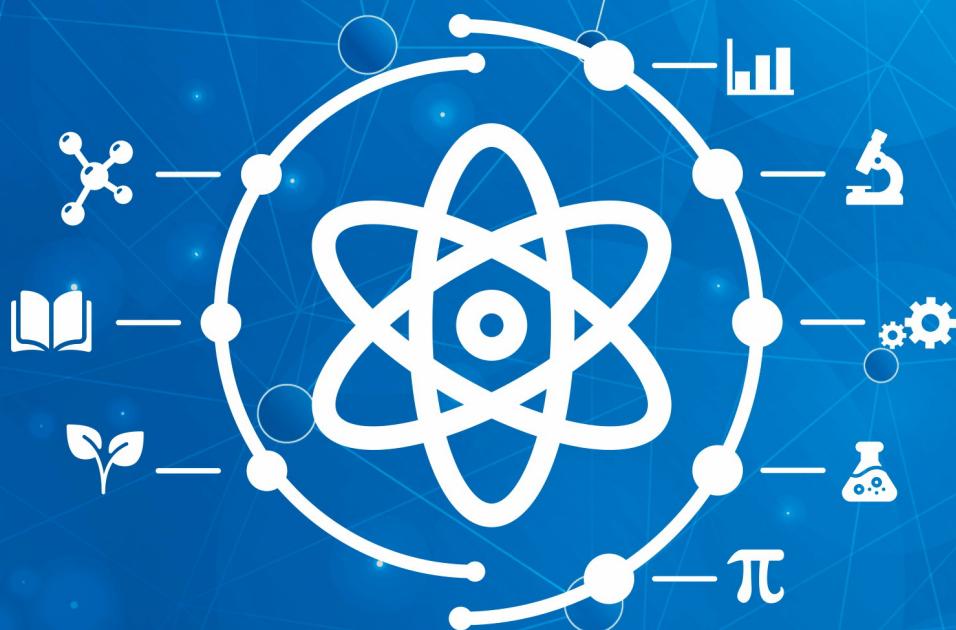




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FORMATION OF CRITICAL THINKING COMPETENCES IN THE PROFESSIONAL TRAINING OF FUTURE SPECIALISTS IN PHYSICAL CULTURE AND SPORTS

Abstract. The article deals with the topical issue of forming critical thinking competences of future specialists in physical culture and sports in the process of their professional training in higher education. The importance of developing critical thinking for the effective solution of practical problems in the field of physical education and sports, in particular in the context of health preservation, is substantiated. The key qualities of critical thinking in this area are identified, including independence, depth, breadth, flexibility, criticality and speed. The pedagogical technology for the development of critical thinking, which includes the stages of challenge, comprehension and reflection, is described and its application in physical education classes is shown. The importance of communication and collaboration as components of the professional competence of future specialists, their peculiarities in the field of physical culture and sports and indicators of their formation are considered. The advantages of using tasks aimed at identifying students' critical attitude to information to increase their potential and develop their independence are emphasised.

Key words: critical thinking, professional training, specialists in physical culture and sports, pedagogical technology, challenge stage, comprehension stage, reflection, communication, collaboration, competence.

Critical thinking development technologies have evolved from a learning process based on memorisation to the use of various methods that stimulate independent and creative thinking. It should be emphasised that critical thinking is consistent with the principles of democratisation of education, as it contributes to the formation of democratic values in both students and teachers of higher education institutions. Professional training of future specialists in the field of physical culture and sport in higher education should be aimed at

developing their critical thinking. This is due to the need for their readiness to effectively solve practical problems in the field of health with minimal need for external support [1].

In the field of physical education and sport, critical thinking is characterised by a number of important qualities, including independence, insight, comprehensiveness, adaptability, evaluation ability and efficiency. Independence of thinking is manifested in the ability of future specialists in the field of physical education and sport to identify new challenges, formulate goals and find ways to achieve them independently. In addition, future physical education teachers and sports mentors should be able to analyse sports and physical education circumstances and predict their dynamics [1, 2].

Developing the ability to think critically in the context of physical education and sport is the ability to adequately assess circumstances and actions, as well as to find innovative solutions that best meet the requirements of sports and physical education practice.

In view of this, it is important to study issues related to the formation of critical thinking in higher education students as a component of their future professional competence [5].

In the process of training specialists in physical culture, a key aspect of training is the formation of competence, which involves students' mastery of methods of using pedagogical technologies aimed at developing critical thinking.

The analysis of scientific and pedagogical literature [1-5] allowed us to distinguish the following stages technology of critical thinking: challenge, comprehension and reflection (Table 1).

Table 1
Stages of critical thinking technology

Technology stage	Content of the stage
The challenge stage	The challenge phase usually takes place at the beginning of a physical education lesson. At this stage, students are asked to formulate the topic of the lesson based on some fragments provided by the teacher and to determine the importance of the preparatory and main parts.
The stage of reflection	At the comprehension stage, students receive new information. When studying the technique of performing motor actions, they are offered various ways of learning: verbal description, graphic diagrams, video materials, and practical performance. Different teaching methods are used. An obligatory element is the determination of further steps in the work on the studied motor action. To evaluate learning achievements, it is planned to hold a competition on the studied motor action for the result. The implementation of this algorithm of actions contributes to the development of students' critical thinking skills and the ability to apply the acquired knowledge in practical activities.
Reflection	Reflection is the final part of the lesson. At this stage, students usually share their impressions of the lesson and assess their own condition. They are also asked to evaluate their own work and given homework.

Communication, in the context of the basics of communication theory, is an effective simultaneous and consistent interaction aimed at exchanging information between communicators. Collaboration, or cooperation, is defined as the process of combining the

efforts of two or more individuals or organisations in any field to achieve a common result, which involves the exchange of knowledge, mutual learning and coordination of positions (reaching a consensus).

In the field of physical culture and sports, communication and collaboration are characterised by specific features that can be viewed in two main ways: building relationships through direct interaction; mutual influence between partners, which is carried out indirectly through sign systems.

The presence of this competence allows participants of the educational process in the field of physical culture and sports not only to exchange information, but also to achieve their mutual understanding. Interaction between these subjects is a key element of sports and physical activity, which determines its process and results [5].

The level of communication competence is assessed by the following criteria:

- proactivity in communication, which reflects the desire and readiness for interaction;
- the ability to adapt communication to a specific purpose, situation and characteristics of the interlocutor, including the ability to choose appropriate ways and methods of communication;
- skills of persuasive communication, which involve the effective use of selected means and methods to achieve the set communication goals [3].

The presence of collaboration competence in a specialist in the field of physical culture and sports is determined by the following key factors:

- awareness and acceptance of common goals aimed at achieving a certain result;
- effective interaction in a team environment;
- conscientious implementation of instructions and commitments;
- demonstration of initiative and independence in implementing instructions to achieve goals and objectives, as well as providing psychological support to team members.

The study confirms the importance of developing critical thinking competences in the process of professional training of future specialists in physical culture and sports. Developed critical thinking is a prerequisite for their successful professional activity, as it provides the ability to independently analyse situations, make informed decisions and effectively solve practical problems in the field of physical education and sports. The proposed pedagogical technology for the development of critical thinking, which includes the stages of challenge, comprehension and reflection, demonstrates its practical value for activating students' cognitive activity and developing their independent thinking skills. The introduction of this technology into the educational process contributes not only to the acquisition of theoretical knowledge but also to the development of the ability to apply it in practice, which is especially important for future industry professionals. In addition to critical thinking, communication and collaboration competencies play an important role in professional training. The ability to effectively communicate and collaborate with different participants in physical education and sports activities is the key to successful interaction and achievement of common goals. The use of tasks aimed at identifying students' critical attitude to information is an effective approach to assessing the level of formation of relevant competences and stimulating further intellectual development.

Prospects for further research may be associated with the development and testing of specific methodological recommendations for the implementation of critical thinking development technology in various disciplines of professional training, as well as with the study of the impact of the formed competencies on the further professional activities of graduates.

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