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**METHODICAL SYSTEM OF DEVELOPMENT OF CRITICAL THINKING OF STUDENTS IN THE PROCESS OF THE STUDY OF THEORETICAL PHYSICS**

The article considers the problem of the development of critical thinking of the subjects of the learning process. The main social reasons, which stipulate the development of critical thinking, are shown and the necessity to develop the future specialist’ critical style of thinking is proved. As exemplified by vast scientific and methodological studies, the origination and historical development of conceptions about critical thinking are highlighted. The didactic potential of the course of theoretical physics for the formation and development of critical thinking is described. The papers proves that it is possible to use contradictions in methods of teaching electrodynamics, the analysis of these contradictions gives the opportunities to develop abilities of critical thinking of the subjects of the learning process. The study pays much attention to the simulation method, which was used by the authors to create methodological system of the development of students’ critical thinking. The use of simulation method in our study let us determine the objective, the content, methods, the didactic conditions of the development of students’ critical thinking during their studying of theoretical physics.

The authors of the article introduce the model of the development of critical thinking of students, majoring in physics, and the future teachers of physics. The contents of the main blocks, which form the methodological model, are substantiated. The theoretical and methodological part of the methodological system is analyzed in detail. The systemic approach plays an important role, which, as authors believe, takes the priority place in simulation of the experimental model of the methodological system, because it let predict the efficiency of the expected results in certain didactic conditions, using conceptual approaches and scientific based principles of this system. The authors appeal to the competency approach, which, according to the scholars, is a component of teacher professionalism. The attention is paid to the revealing of the contents of the reflexive approach, which is the key category, when the question is about critical thinking. The paper states the importance of relying on the action approach as the significant factor of the development of students’ critical thinking during the learning process at university. The contemporary scientific views on the essence of the action approach are given.

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