

agreement (resolution, memorandum etc.) on cooperation between education institutions;

- Compliance with the requirements of international accreditation of joint education programs on the basis of improving the system of education quality;
- Development of the structure and content of joint educational programs based on the competence approach with the consideration of perspective needs of the labor market and national peculiarities;
- Organization of educational process in conformity with the rules defined in the document on cooperation between education institutions and national norms.

References

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2. <https://www.afd.fr/en/development-aid-whats-it-all-about>
3. https://oxfordre.com/education/search?btog=chap&f_0=keyword&q_0=education%20and%20development
4. http://iepjournal.com/journals_eng/25/2016_3_Obolenska_Tsyrukun.pdf

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The role of questioning in the distance course and critical thinking of the future officer

There are many definitions of critical thinking. Ennis [1] lists 14 philosophical scientific definitions and three dictionary definitions. Critical educators consider at least three of its functions.

- Make a person think about what to believe in or what to do.
- Help a person meet the standards of adequacy and accuracy appropriate to thinking.
- Meet the relevant standards of thinking to some threshold level.

Critical thinking requires knowledge: about the concepts of critical thinking, about the principles of critical thinking and about the subject of thinking.

What teaching methods are the most effective in developing factors, abilities and knowledge of critical thinkers? Combining individual critical thinking instructions with the subject of learning, in which students are encouraged to think critically, was more effective than each in itself.

Teachers have to help students become autonomous thinkers via their subjects to identify their cognitive structure and encourage discussion and argumentation.

Historically, the concepts of "critical thinking" and "problem solving" have been equivalent. If critical thinking is viewed narrowly as the evaluation of intellectual products, it will be incompatible with problem solving and decision making that are constructive.

As for creative thinking, it overlaps with critical thinking. And otherwise, creativity in any field must be balanced by a critical evaluation of a painting project or a new mathematical theory.

Questions are a common way to help students consolidate content or assess understanding of content. Characteristics of the question include relevance to the

content, purpose and placement. The questions should directly reflect the purpose of learning and exist throughout the whole lesson. So the questions are very powerful. They always contain important information that makes a person think in a hidden or explicit form, focus on the result, suggest a new aspect of the conversation or activity.

It is necessary to teach a student to ask questions to himself. When we deliberately ask ourselves questions, our mind brings to the surface a lot of useful information. This can be a list of answers to questions (options). The question draws your attention to what happens after the decision is made. It seems to see that the decision has already been made, and we need to think about how to implement it.

The new function of the question is a person's formulation of the question to organize their own thoughts and actions and the opportunity to share with those who are willing to think with him.

There is a philosophical question, which plays a significant role in this science. In the philosophical dictionary, the question is defined as a linguistic expression of the presence of emptiness in the cognitive desire (the question as the performance of the question) [2]. This is the fixation of knowledge incompleteness in a particular area, the attitude, the sharpness of our consciousness to the unknown, on the invisible side of the subject. Talking questions in philosophy means mastering the art of philosophizing.

Pedagogical questioning is the basis and content of the pedagogical process, one of the conditions of collective thinking, organization of the process of translation the meaning from one situation to another, between different groups of students. They set the semantic framework for collective thinking. Pedagogical questioning is the asking new and new questions not in order to get immediate answers, but to keep asking further questions.

A student who has learned to ask questions on his own becomes a subject of his intellectual activity. The ability to ask questions makes a person free. According to Kant, the ability to ask correctly formulated questions is the most important and necessary sign of intelligence, insight and pedagogical skills.

Thus, the art of questioning is a special content of learning. Ideally, it should be considered as one of the types of literacy which is needed to a man of the XXI century. Development of culture of symmetrical questioning is especially important, because it promotes effective cooperation in problematic situations, and overcoming the long-established phenomenon of alienation in relation to the problem of freedom [3].

One of the options for asking in the distance course can be a forum "Questions – Answers", where students under the guidance of a tutor learn to formulate questions and answer them.

References

1. Ennis R. H. «Critical Thinking Assessment», Hampton Press, 2003.
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