

## **CREATIVE THINKING AS AN INTEGRAL PART OF PROFESSIONAL TRAINING**

Critical thinking is an essential skill that students need to develop to actively and consciously analyze and evaluate information, ideas, situations, or problems. Students can systematically consider different perspectives, identify the key issues, and understand the logic behind the concepts presented when they possess critical thinking skills. This approach to education not only helps students acquire the skills to solve specific problems but also enables them to critically analyze information and different points of view.

Critical thinking involves:

- Analyzing arguments
- Identifying hidden assumptions
- Determining the possible consequences of decisions
- Having the ability to interpret and evaluate information or a situation with objective criticism and understanding.

It includes analyzing arguments, solving problems, assessing evidence, and drawing reasonable conclusions.

In the classroom at NTU KhPI, critical thinking is promoted through the analysis of scientific materials, interaction with the teacher, and communication with classmates. Discussions, problem-solving, and improving argumentation skills contribute to developing a critical approach to the material studied.

We are collaborating with students from other groups and social and cultural initiatives for all.

During English classes discussing texts, analysis of vocabulary and expressions, and improvement of communication skills are actively used. Questions are discussed to stimulate a deeper understanding of the material.

Developing critical thinking is becoming increasingly important in education, helping students build adaptability to problems and challenges, formulate their own ideas, concepts, and ways of solving problems, work with different sources of information.

Thus, studies within university should provide the learning environment encouraging development of critical thinking and other soft skills which opens to the students the prospects of continuous self-development and self-improvement to be prepared for life and labour in modern society and the world.

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## **AFRICAN COUNTRIES' CULTURAL DIFFERENCE FROM UKRAINE**

Many researchers who study different aspects of African countries' life, despite a comparatively long period of their independence, are still bound to the so-called term of «colonial legacy». This term is already quite worn and is often used without any connection with reality, simply conveying and symbolizing all the bad things that tend to happen on the continent. It is referred to as an inevitable evil in African conditions and its causes are hidden behind the haze of centuries and, of course, they have nothing to do with the current state of affairs, the ruling establishment and its representatives.

In no way denying the negative impact of the colonial past on the current state of affairs, we believe that at this stage of development it would be very appropriate to analyze the state of culture of African countries through the prism of another culture's perception. It seems that a comparative approach based on the application of the methods and models by G. Hofstede and F. Trompenaars, who have proven themselves in the analysis of the similarities and differences of cultures, will be of particular interest for the analysis of culture.

In such a comparative analysis, it is necessary to take into account the incredible diversity of the African continent in terms of available languages,