



**ORIGINAL RESEARCH PAPER**

**Pedagogical Science**

**CRITICAL THINKING IN THE PRACTICE OF EDUCATIONAL INTERVENTION**

**KEY WORDS:** Critical Thinking, Curriculum, Higher Education, Skills, Students.

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**ABSTRACT**

University students must be critical, and for this, from the formal curriculum and its development, critical thinking must be favored, not only for the fulfillment of the purposes of education at the level, but for the influence of their graduates in the transformation Social. A qualitative investigation was carried out with the phenomenological method since it recovered experiences and perceptions of professors and students of Bachelor in Educational Intervention with the purpose of understanding from the perception of the actors the critical thinking skills that they need to develop to carry out the process of educative intervention. A focus group was held with teachers, 55 interviews and 55 mixed questionnaires for students in sixth and eighth semesters attending professional practices. The skills that still need to be developed to intervene are inductive reasoning and argumentation, important to develop diagnoses and identify areas of opportunity to transform them.

**INTRODUCTION**

Higher education in the world is undergoing transformations that have an economic, social, political and cultural impact. Therefore, many countries are reforming their educational systems because they believe that what happens in the classroom today will mark their future. (They will, 2019: 1). The debate on higher education is present throughout the world and among the topics addressed is the need to review and transform the educational system to face demands of a new nature arising from the globalized world. (ANUIES, s / f).

In recent years, higher education has been transformed, but it is necessary to discuss the purpose of the formal curriculum and its development since it is not only about training professionals and technicians for the labor field that are competent in the area for which they were trained, but that develop skills to achieve the purposes of higher education such as the transformation, development and independence of Mexican society. The student must have a comprehensive education and participate democratically as a citizen in public decisions, as well as in the production of scientific and technological advances. For students to achieve with these objectives that the National Association of Universities and Institutions of Higher Education (ANUIES) proposes, it is important that they develop critical cognitive skills, which have not been considered in the evaluation of graduates of higher education programs.

Training critical, thoughtful and fearless professionals are the challenges of current higher education according to Ríos (2016), who mentions that the state of violence, economic precariousness and social imbalance that characterizes several countries of the world, can face fearless training to propose and participate in the solution of problems. In addition, globalization has permeated political power and control in nations and it is control that inhibits freedom. Situation that has reached education with bureaucratic mechanisms that limit the participation of students in important proposals for development.

Therefore, this research was conducted with a qualitative approach under a phenomenological methodology that recovers the experiences and perceptions of the actors (teachers and students) during the curriculum put into action

regarding the development of critical thinking in 6th graders. and 8th. Semesters, since to ensure that a student can solve socio-educational and psycho-pedagogical problems in the fields of formal, informal and non-formal education, it is necessary to focus on the development of critical thinking based on the analysis, reflection and evaluation of social situations that They change and are circumstantial. Interviews and a mixed questionnaire were applied to students as well as a focus group to teachers attending professional practices.

Critical thinking is considered relevant for autonomous learning in the training of university students, specifically, those who are trained to perform in the field of education, but there is a lack of systematic work on how to promote their development and evaluation. The literature review reflects few studies on the subject in this field, therefore its relevance. Regarding the evaluation, Ossa-Cornejo and others (2017) identify divergences to define and evaluate critical thinking with a wide variety of instruments, as well as the skills identified. Critical thinking is a construct about a type of complex cognitive process that is integrated by several interrelated processes or abilities that allow evaluating, processing analytically and reflexively, prosecuting, accepting or rejecting information produced in social contexts or in scientific works (Tung and Chang, 2009). Thought that future graduates in educational intervention need to develop who, due to their broad field of action, such as formal, informal and non-formal education, with educational processes derived from diagnoses of reality with which they will intervene and with theoretical arguments and empirically to work with socially vulnerable groups.

The scope of the Educational Auditor is complex, diverse, with a high degree of difficulty and requires the monitoring of a thoughtful process, evaluation and careful analysis to develop an intervention process that goes from the diagnosis, action plan, implementation and evaluation that It materializes in an educational development project. Therefore, the following is raised: What are the critical thinking skills that students need to develop to carry out the educational intervention process? The general objective is to understand from the perception of the actors the critical thinking skills that students need to develop in order to carry out the educational intervention process.

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**THEORETICAL FOUNDATION**

One of the first constructs on the PC, and which has served as the basis for numerous studies, was that of Ennis (2005) who considers critical thinking to be a thoughtful reasoned thought when deciding what to do or say. The PC is reflective because it allows you to plan ideas in a conscious way and it is reasonable because the decisions or solutions of any problem are taken from the use of reason. In addition, it is a totally action-oriented thought, its purpose is to solve problems. (De-Juanas, 2013). The PC is a cognitive ability that can be taught and achieved in any subject, as it is generalizable and its learning can be transferred to different situations and contents. Education is the means to develop it. (Ennis, 2005).

The PC is the disposition and ability to suspend the available evidence in a field until there are enough elements to establish the truth or viability. The norms and standards of the thematic field provide criteria for the sensible use of skepticism, that basic knowledge of the field or area cannot be replaced by additional skills.

Saiz and Rivas (2011) explain the PC as a process of knowledge search, through reasoning, problem solving and decision-making skills, similar to the process of educational intervention students demand the development of these skills.

Educational Intervention is considered an emerging field in Mexico and refers to experiences of action that includes diagnosing, designing intervention strategies and implementing them; and another that refers to training processes through content to train education professionals. (Negrete, 2010).

**METHODOLOGY**

The present qualitative research approached from the phenomenology sought to understand from the perception of the actors the critical thinking skills that students need to develop to carry out the educational intervention process. A focus group was applied with ten professors who have attended the professional practices and seminars of the LIE, which are taken from the sixth semester, in which students apply their skills to intervene.

Interviews were applied to 50 students of the Bachelor in Educational Intervention and a mixed questionnaire of 19 items reliability index is .80 to assess critical thinking skills such as inquiry, inductive reasoning, deductive reasoning, decision making, problem solving evaluation and argumentation.

**RESULTS**

The main difficulties that students face in the construction of the intervention project are: critically approaching the theory, which implies investigating in different sources and analyzing the texts to argue their ideas; understand the problems that arise in the context where it will intervene, using theoretical and empirical arguments; communicate your ideas or knowledge, orally and in writing; reading comprehension; creativity to innovate in the design of strategies to intervene and systematize the experience through the analysis of the interventions carried out, the deduction of its achievements and important results.

Of the 55 students, only 75% have shown that they have developed the evaluated skills and 25% need to develop them, otherwise they will have difficulties to carry out the intervention project in the labor field. The ability in which the students had major difficulties was inductive reasoning by requiring to analyze the information and identify the problems to which they should subsequently offer solutions.

**CONCLUSIONS**

The challenges of teaching in the bachelor's degree is to

promote in students the development of skills such as analysis, reflection and evaluation of texts, communication skills in which they express their conclusions and findings in an argumentative way as to the problems they identify, the solution to them and the results of the intervention, also abilities to search for information either from different research instruments or from reliable theoretical sources, skills related to critical thinking. The skill that they need to develop further is inductive reasoning since they present difficulties in recovering information from reality, analyzing it and identifying problems.

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