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 situations that they change and are circumstantial. Interviews based on the analysis, reflection and evaluation of social processes derived from diagnoses of reality with which they will intervene and with theoretical arguments and empirically Accepted: 25th January, 2020

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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.

Training critical, thoughtful and fearless professionals are the challenges of current higher education according to Rios (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 control in nations and it is control that inhibits freedom. 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-Cornero 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.
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, as well as 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.

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