THE DEVELOPMENT OF THINKING AND PRACTICE OF TEACHING FUTURE TEACHERS IS ONE OF THE MOST SIGNIFICANT ROLES IN MODERN EDUCATION. THIS FORMATION WILL HAVE CONSEQUENCES ON MANY YEARS AND WILL AFFECT THE MINDS AND LIVES OF MANY STUDENTS. IN ADDITION, THERE CAN BE NO MORE IMPORTANT IMPACT ON FUTURE TEACHERS THAN HELPING THEM DETERMINE THE POTENTIAL ABILITY OF THEIR OWN MINDS TO THINK WITH EXPERIENCE, ACUMEN AND DISCIPLINE. THOSE TEACHERS WHO HAVE EXCELLENT CRITICAL THINKING AND THE ABILITY TO SOLVE PROBLEMS WILL BE ABLE TO TRAIN A FUTURE GENERATION OF PEOPLE, WHO CAN THINK CRITICALLY AND ABLE TO SOLVE PROBLEMS. THIS UNDERLINES THE FACT THAT THE POPULATION HAVE TO BE SYSTEMATICALLY ACTIVE IN TERMS OF TRAINING PROBLEM SOLVING AND CRITICAL THINKING.

ONE WAY TO EXPLAIN THE BASIC MEANING OF CRITICAL THINKING IS TO CONSIDER IT AS A SUBJECT CONSISTING OF FOUR INTERCONNECTED PARTS:
- the ability to participate in a reasoned conversation;
- reasoning, acting in the context of intellectual standards, such as clarity, accuracy, relevance, depth, breadth, logic;
- the involvement of analytical mental abilities, such as the ability to formulate and evaluate goals and objectives, issues and problems, information and data, concepts and theoretical constructions, assumptions and prerequisites, consequences and consequences, the point of view and reference systems;
- commitment to the fundamental value orientation, which includes certain features and inclinations, such as intellectual humility, intellectual courage, intellectual empathy, intellectual integrity, intellectual perseverance, faith in reason and justice.

IT IS IMPORTANT TO NOTE THAT THESE COMPONENTS ARE INTERRELATED AND INTERDEPENDENT, FUNCTIONING AS A SET OF SKILLS, PRACTICES, TRENDS, ATTITUDES AND VALUES. IN ADDITION, THIS CONCEPT OF CRITICAL THINKING IS MULTIDIMENSIONAL, INCLUDING INTELLECTUAL (LOGIC, REASON), PSYCHOLOGICAL (SELF-AWARENESS, EMPATHY), SOCIOLOGICAL (Socio-Historical Context), ETHICAL (MORAL NORMS AND EVALUATION) AND PHILOSOPHICAL (MEANING OF HUMAN NATURE AND LIFE). SINCE THE MULTIFACETED, MULTIDIMENSIONAL NATURE OF THE BASIC CONCEPT OF CRITICAL THINKING HAS BEEN DESCRIBED, IT SHOULD BECOME INCREASINGLY OBVIOUS THAT IT CAN BE VIEWED AS A UNIVERSAL IDEAL AND AS A DEEPLY PERSONAL TASK. THIS IS THE IDEAL THAT GUIDES THE PERSON WHEN HE / SHE PARTICIPATES IN THE PROCESS OF BECOMING A CRITICAL THINKER. HOWEVER, THE THINKING PERSON IS IN A DYNAMIC RELATIONSHIP WITH THE IDEAL, REVEALING ITS DEEPER MEANING IN THE PROCESS OF EXPERIMENTING AND LIVING WITH IT. THIS IS PART OF WHAT IT MEANS TO PARTICIPATE IN A UNIQUE EDUCATIONAL PROCESS LEADING TO A WIDELY DISCIPLINED HUMAN MIND AND CHARACTER.
The concept of critical thinking used in the study reflects the concept embodied not only in the bulk of research over the past 30–50 years, but also derives from ancient Greek roots. The word “critical” is derived etymologically from two Greek roots: “kriticos” (which means “discriminating judgment”) and “kriterion” (which means “standards”). Thus, etymologically, this word implies the development of "insightful judgment based on standards." In Webster's New World Dictionary, the corresponding entry reads "is characterized by careful analysis and judgment," followed by a gloss: "critical in the strictest sense implies an attempt at objective judgment to determine both strengths and weaknesses." Applied to thinking, we can conditionally define critical thinking as thinking that is clearly aimed at sound judgment and, therefore, uses the appropriate assessment standards in an attempt to determine the true value, value or value of something.

The tradition of exploring critical thinking reflects a general perception that left human thinking, which in itself often leads to prejudice, over-generalization, common mistakes, self-deception, toughness and limitations. The tradition of critical thinking studies ways to understand the mind and then train the intellect so that such "mistakes", "blunders" and "distortions" of thinking are minimized. It is assumed that a person's ability to rational reasoning can move forward and develop through the educational process aimed directly at this goal. The history of critical thinking documents the development of this understanding in various subject areas and in various social situations. Each major dimension of critical thinking has been selected in intellectual debates and disputes over 2500 years of intellectual history. This story allows us to distinguish between two contradictory intellectual tendencies: the overwhelming majority’s tendency to uncritically accept what was now considered more or less eternal truth, and the conflicting propensity on the part of a small minority to those who critically considered the question of what was generally accepted (as a result, the desire to establish more sensible, more reflective criteria and standards for judging what he does and what it does not make sense to accept as true).

Critical thinking can be seen as two components:

1) a set of skills for generating and processing information and beliefs;
2) a habit based on intellectual commitment, using these skills to guide behavior.

Thus, it should be opposed:

1) simple acquisition and storage of information alone, because it involves a special way to search and process information;
2) simple possession of a set of skills, since it implies their continuous use;
3) simple use of these skills ("as an exercise") without accepting their results.

Critical thinking of any kind is never universal for any person; each is subject to episodes of undisciplined or irrational thought.