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У випуску висвітлюються різноманітні аспекти соціального підприємництва та інновацій в економіці України та Норвегії. Даний збірник підготовлений в рамках співпраці економічного факультету Чернівецького національного університету імені Юрія Федьковича та Інституту доктора Яна-Урбана Сандала, зокрема наукового обміну молодих науковців до норвезького інституту. Результати досліджень представлені на 60 Саміті «Розмови про нові проблеми соціального підприємництва. Відзначення 10 річниці проведення 2008-2018» в рамках проведення IV Міжнародної Шумпетерівської конференції «Наукова спадщина Йозефа Аліза Шумпетера та сучасність: погляд із минулого в майбутнє» (03-04 жовтня 2018 року, Чернівці).

Для науковців, фахівців-практиків, викладачів навчальних закладів, аспірантів, студентів - усіх, кого цікавлять теоретичні та прикладні аспекти економічних досліджень.

The issue covers various aspects of social entrepreneurship and innovation in the economy of Ukraine and Norway. This collection was prepared within the framework of the cooperation of the Faculty of Economics of Yuriy Fedkovych Chernivtsi National University and the Fil. Dr. Jan-Urban Sandal Institute, particularly scientific exchange of young scientists to the Norwegian Institute. The results of the research are presented at the 60th SUMMIT Conversations on Emerging Issues in Social Entrepreneurship Ten Years Anniversary 2008 - 2018 within the framework of the IV International Schumpeterian Conference "Joseph Alois Schumpeter's Scientific Heritage and Modernity: A View from the Past into the Future" (October 03-04, 2018, Chernivtsi).

It can be used by scientific employees, practitioners, teachers of institutions of higher and secondary specialized education, students. This issue is intended for all who are interested in theoretical and applied aspects of economic research.

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CRITICAL THINKING AS A DETERMINANT ECONOMIC DEVELOPMENT

The article is devoted to the definition of the essence of critical thinking as necessary component of human mental activity in the modern information society. The paradigm of determining the criticality of personality thinking is highlighted. The systematic approach to the problems in the outstanding concepts is analyzed.

For the successful development of the world economy, we must use the latest and most original approaches that will lead to predictable innovation changes. Access to a great deal of information opens up many opportunities, but often the media and government governments skillfully manipulate people's minds, so critical thinking is a kind of filter. Liberal education using critical thinking is deprived of stereotyped thinking. No political, religious or cultural prejudice prevents the control of the unbounded science and the process of thinking. Within the population of Ukraine, there is a persistent belief in the value of education, in its vital role for a full-fledged life. This is confirmed by a large number of students and higher educational institutions in Ukraine. But the problem is that a very small part of political parties and the media are thinking about educational issues. The educational system creates a lot of frameworks for both students and teachers and they are not capable of producing new knowledge effectively. The situation on both the world labor market and in Ukraine should be better, because most students do not acquire real skills, with which they can be flexible and easily handle any kind of activity. Of course, critical thinking faces a lot of criticism and requires more time consuming, but this is what leads to independent thinking.

Keywords: *critical thinking, information society, turbulence era, economic development, liberal education.*

Introduction

Today we can hear a lot about informational economy or about economics of knowledge. This type of economy can be characterized as creating, distributing and using knowledge for growth and competitiveness. All spheres of tangible and intangible production, industrial and social relations develop on the basis of dynamic growth and updating of knowledge.

The driving force of the modern information economy is human creativity. Creativity - "a process of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements, disharmonies, and so on; identifying the difficulty; searching for solutions, making guesses, or formulating hypotheses about the deficiencies; testing and retesting these hypotheses and possibly modifying and retesting them; and finally communicating the results"[11], according to the Ellis Paul Torrance - has become the main source of competitive advantage. Increasing attention to the creative sphere is also explained by scientists as a result of the integration of production (first of all, connected with the digital revolution) and social (social networks), resulting in a fundamentally new channel of mass marketing of creative products. Based on the forecasts of various reputable international organizations, in the next decade, the largest part of GDP will be created mainly due to creative components.

Methodology

This article utilizes the idea of free and independent science as talked about by Sandal (2016). The analysis is essentially a survey of writing on science and its free elements. The survey of writing likewise cover the ideas of development, specific issues, the right to speak freely, part of distributing in autonomous science and its connection to information age. We have endeavored to feature the association between the free and independent sciences with these ideas.

Theoretical part of critical thinking

At the current stage of the development of society's, critical thinking is broad recognition in various fields of psychology, sociology and pedagogy. The term "critical thinking" as a logical process of reflection of objective reality is perceived ambiguously in the scientific world practice. "Critical thinking being a process which requires research, intuition, logic, experience and universal values gives individuals the ability of recognizing one's own errors and biases as well as an efficient decision making"[5, p. 16]. In this respect, "individuals who have the tendencies of critical thinking can cause differences in economics and social studies having higher cognitive skills"[2, p. 159-160]. Critical thinking involves significant independence of thinking and a high level of education and human capital. However, it would be more beneficial with more studies on critical thinking, and for this reason studies on critical

thinking would contribute to the development of interdisciplinary researches.

A distinctive feature of creativity is that it may ultimately remain in the form of a plan, and innovations should give a tangible, beneficial effect. That is why innovation is the highest and most complex form of manifestation of creativity.

Probably only those companies that will master the science of creative management of socio-economic development in the conditions of turbulence of the economy will be the leaders of socio-economic, scientific and technological progress. The main feature of turbulence is unpredictability, which nevertheless opens up new opportunities, as people go beyond the limits, become more flexible. If a country grows leaders regardless of available resources, it will win in this competitive struggle. If the country does not do this, then again, regardless of the available resources, it will lose the irpositions.

The main principle of economic leadership began to be erased - responsibility, when debts under the old loan are covered by a new one. Thus, we want to capitalize without paying. As a result, Karl Marx wrote about this in the third volume of "Capital", pseudo securities, pseudo-money are created that grow into financial pyramids faster than institutions that can stop them.

Creative ideas form a global network economy, because in the creative economy, the interaction between carriers of "ideas" is mediated by broad network connections on a global scale (the emergence of the Internet as a new technological infrastructure of the economy).

The concept of critical thinking is dating back to Socrates, is described as "ethical power guiding to virtue" and "logical way of thinking which guides our attitudes". Having been defined as describing facts correctly today, critical thinking has many other definitions in the literature.

Glaser (1985), conceptualized critical thinking in three ways "an attitude based on foreseeing and solving problems", "having the capacity of deduction and reasoning", and "being able to put all these methods into practice in daily life" [3, pp. 24–27].

Dressel and Mayhew [1] have listed the following to display the importance of the concept of critical thinking:

- The ability is especially significant for transferring information that involves ethical and spiritual values and raising children.
- The ability creates knowledge which is not randomly produced, but relevant and promising.
- The ability plays an important role to solve problems and draw valid conclusions and judge the validity of inferences.

- The ability has a long term influence on knowledge retention.

Paul suggests critical thinkers to ask themselves the following questions [8, pp. 95–102]:

- What is the purpose of my thought?
- Is the question (problem) which I struggle to answer clear enough?
- In what kind of point of view should I think about?
- What concepts or ideas constitute the center of my thought?
- What assumptions do I try to put forward?
- What knowledge will I use (data, truths, observation)?
- How should I comment on this information?
- What conclusions have I reached?
- If I accept the outputs, what about the applications? If I put my thoughts into practice what consequences will I face?

The above questions show that one may need all of the basic thinking skills for some higher order thinking processes such as critical thinking or problem solving. Critical thinking skills can be listed as follows: sorting, pairing, hypothesizing, comparing and contrasting, clustering, cause-effect analysis, forecasting, determining patterns and exceptions, planning, synthesizing, classifying, rating, deducting, reasoning, collecting data, evidence and knowledge.

According to Carl Popper's theory, any knowledge is always connected with the search for truth and the elimination of errors directly by criticizing theories and guesses - both their own and others.

Professor Ralph Johnson emphasizes the importance of critical thinking as a special kind of mental activity, which allows a person to make a sound judgment of the point of view or a model of behavior that emphasizes the role of critical thinking in solving issues and problems.

Critical thinking does not have to be completely original: the idea or the conviction of another person can be taken as own conclusions, because it seems to confirm the chosen position in solving a certain issue. A person who thinks critically can divide someone's point of view, but bases his choice on independent conclusions. Independence, therefore, is the first and, perhaps, the most important characteristic of critical thinking.

Thus, one can clearly formulate the notion of critical thinking as reflexive, that is we mean, thinking that examines, analyzes oneself, where knowledge is the starting point for the use of cognitive techniques and strategies, leading to a probabilistic assessment and logical conclusion. In the discussion part, we will look at how we can use

critical thinking to gain competitive advantages, and the goals of the decision-making process.

Discussions and Analysis

In the presence of a large amount of information it is often difficult to find in it real facts. Informatization combined with individualistic ideals gave the following ambiguous phenomenon: a large stream of judgments (indicating the use of the right to publicity and the promotion of freedom of speech), which in many cases are fragmentary, inaccurate, false and even sometimes dangerous to others.

At the same time, critical thinking can act as a negative factor, because excessive criticism that is not based on arguments can be of a threatening nature. Therefore, we need human resources that could ensure the productive development of society, taking into account the current trends of informatization.

The same state educational standards, educational requirements, educational programs and standardized educational institutions - all this is the result of industrialization. One of the highest qualities of the educational system in the world should be development that corresponds to changes in time. So, thanks to constant and timely innovation, modern education can be demanded and effective. The concept of education, which is based on a critical approach to learning, and the promotion of the use of critical thinking, with a high probability, can be the basis for future reforms. Using critical thinking, a person always ponders, looks for causation, tries to understand it, and not just perceive information. In this way, autonomy and mental activity, stimulated by critical thinking, can be an effective educational tool at the beginning of the twenty-first century.

Global principles of informatization and individualization reorient educational institutions to search for innovative teaching and education systems that would stimulate personal development according to the information age of society. In modern university education, there is a change of emphasis from learning the amount of information to the development of independent, critically reflexive thinking.

The main goal of encouraging students to be more rational is their own benefit (this is a step towards their independence), and not at all for the benefit of ourselves - the benefits of society. It is clear that in the information society there is not enough information, but lack of knowledge on how to use it in a proper way.

Skills-based learning has become very requested in an age that is driven by technology and globalization. The vast majority of representatives of the political elite, businessmen and educators view

these skills as the only way to preserve the country's competitive position. It prevents students from dreaming and makes them think from a purely practical point of view that is devoid of creativity. An open study of knowledge is leveled and recognized as a weakness.

In this era, the majority chooses mostly precise sciences, because there is a high probability that humanitarian education will not be high-paying. But liberal education plays an important role, because it is the ability for the mind to range widely and pursue interests freely.

Education enables to create and develop new authoritative people who do not have the purpose of obtaining political power, examples can be Mark Zuckerberg, Jeff Bezos, and Jack Ma. Their activities are deprived of propaganda of certain political ideologies. After returning to history, we know that many radical regimes that used pseudo knowledge could easily manipulate people and impose their ideology. Now people are more critical of the official leaders of their states and they are in a position to cast doubt on the decisions.

We have been told that the modern educational system manifested in the Bologna Decree will take care of, and largely solve both the university transformation and labor market dilemma in Europe (and elsewhere). However, the truth is that no governmental programs can ever introduce, or pave the way for any successful innovation or independent science. Individuals carry out innovations, as independent science, and governments cannot do that. The process of innovation as well as the process of independent science are based on judgmental decisions. Only individuals can make decisions, while corporate bodies and governmental agencies arrive at decisions by aggregating votes[10].

Innovation causes a shift in the technological, economic and political situation and is defined as development. Development is understood as the transformation from one static society to a new static society on a higher level.

In independent science, as well, the scientist follows the same logic and prerequisites as the independent Schumpeterian entrepreneur. Independent science means to create new knowledge – the scientific truth, to give something that previously did not exist in our knowledge base. Independent science does not build on already known facts, like the research process. Research means development by small steps and indicates a static formula. The independent scientist does not take orders, remunerations or directions from any superior master[10].

According to the UNESCO, the number of students in higher education has increased to 207

million, a special increase occurred between 2000 and 2014(+107 million) [13].

It is also very important to analyze how educational attainment affects participation in the labor market. Approximately 84% of adults after graduation are employed by OECD countries. It depends on the field of activity: the employment rate is 81% for arts and humanities, social sciences, journalism and information graduates; and 88% for information and communication technology (ICT) graduates.

In Ukraine, the number of students graduated from higher educational institutions in 2017 amounts to 359,9 thousand people. Number of graduates who received an assignment to work in 2017 totals 58,858. However, very often you can observe a situation when students start to work not in their specialty. On the one hand, this is an advantage, because free choice is a sign of a democratic society, but on the other hand it is a significant loss of highly skilled resources. So this situation requires further investigation and confirmation of its statistical data in order to eliminate this problem [12].

The transition to the Bologna Process in Ukraine is a definite advantage on many criteria; one of the most important is mobility. This criterion fosters cross-cultural thinking and helps to communicate better with different nationalities. Perhaps it is exactly what we need in the future. However, Ukraine must be careful with the exact copying of foreign education systems. For example, testing does not raise creativity, critical thinking and problem solving at all. Education should enable students to feel free to experiment and enjoy the learning process.

The ultimate goal of critical thinking is to produce innovation and independent science. The systematic and holistic nature of innovation leads the economy to continuous growth and most importantly - to meet the needs of the population. Critical thinking is constantly looking for problems (especially in the economic sphere), to solve them, thereby promoting society to new achievements. The concept of "innovation" should not only be considered as a process of creating something new and its result, but also as a way of thinking that goes beyond the traditional perception of reality and allows us to adapt to the changes of the modern world.

Conclusion

In this article we have considered the era of informatization and its main features, among which the important role is disturbed by turbulence. We came to the conclusion that turbulence leads to the creation of new and more effective ways that lead to economic growth. One of the effective ways can be the use of critical thinking, especially in educational

institutions, in particular, institutions providing higher education.

The prerequisites for encouraging the use of critical thinking in learning are the social processes of informatization and the development of the idea of individualism, as well as changes in educational standards. Critical thinking has been proven to be an effective educational tool and, in addition, an important factor in social development and an instrument for the formation of a worldview. Critical thinking also places considerable danger upon the inept presentation of ideas and methods of critical thinking, which requires detailed research and systematic implementation. Education is one of the main sources of the ability to think critically, it has the most advanced set of knowledge and practical measures designed to introduce the principles of critical thinking into life. The combination of opportunities for critical thinking and the tools of modern education creates significant prospects for individual and social development.

Significant bureaucratization leads to a static and non-innovative learning process. If the system is not successful, it needs to be changed, the only solution for the owner of the university system (which is usually the government) is to invest more money, more resources, and more effort in the system than hiring more staff, both academically and non-academically, number of programs, creating new places, expanding university networks both at the national and international level, and so on. These measures will promote the spread of problems and represent a huge amount of money and resources. A dynamic, innovative learning process is constantly under pressure for survival rather than through traditional competition, since no such competition exists under the influence of innovation, but rather because the refusal stimulates less costs and improves the quality of the management of information about the service. Liberal education means liberation; be free. No one can do this for another person, but educational systems have better or lesser approaches to freedom than one that can be justified by individual talent and individual potential. Dynamic, innovative teaching methods are exactly what is needed in order to unite more people into a substantial existence.

The era of informatization is supported by the fact that graduates of the specialties of information and communication technology (ICT) are 7% more than representatives of the humanities. Our time dictates the new conditions of the movement of social development. Transformation and achievement of scientific progress are leading to changes in the economic and social order, which usually leads to changes in the world economic order. Man must be ready for restructuring, where it

becomes necessary to participate directly in the processes of reformation. Therefore, the prospect of having a critical thinking of a citizen is unconditional. It should be noted that it would be expedient to consider the function of critical

thinking in the modern economic paradigm of society, as well as determine its essence and role in shaping the economic and responsible position of society.

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Анотація

Катерина Улізько

КРИТИЧНЕ МИСЛЕННЯ ЯК ДЕТЕРМІНАНТА ЕКОНОМІЧНОГО РОЗВИТКУ

Стаття присвячена визначенню сутності критичного мислення як необхідної складової психічної діяльності людини в сучасному інформаційному суспільстві. Висвітлено парадигму визначення критичності мислення особистості. Проаналізовано системний підхід до проблем найпопулярніших концепцій.

Для успішного розвитку світової економіки необхідно використовувати останні та найбільш оригінальні підходи, які призводять до передбачуваних інноваційних змін. Доступ до великої кількості інформації відкриває безліч можливостей, але зазвичай засоби масової інформації та державні установи вміло маніпулюють розумом людей, тому критичне мислення виступає своєрідним фільтром інформації. Ліберальна освіта з використанням критичного мислення позбавлена стереотипного мислення. Жодні політичні, релігійні або культурні упередження не дозволяють контролювати незалежну науку та процес мислення. Серед населення України існує стійке упередження щодо цінності освіти, її важливої ролі в забезпеченні повноцінного життя. Це підтверджується великою кількістю студентів та вищих навчальних закладів в Україні. Але головна проблема полягає в тому, що лише невелика частина політичних партій та засобів масової інформації дискутують щодо питань освіти. Навчальна система створює багато рамок для студентів та викладачів, і вони не здатні ефективно продукувати нові знання. Ситуація як на світовому ринку праці, так і в Україні повинна бажати кращого, так як більшість студентів не набувають реальних практичних навичок, з якими вони зможуть бути гнучкими та легко виконувати будь-який вид діяльності на ринку праці. Звичайно, критичне мислення стикається з великою кількістю критики і вимагає більше часу, але саме це веде до незалежного мислення.

Ключові слова: критичне мислення, інформаційне суспільство, ера турбулентності, економічний розвиток, ліберальна освіта.

КРИТИЧЕСКОЕ МЫШЛЕНИЕ КАК ДЕТЕРМИНАНТА ЭКОНОМИЧНОГО РАЗВИТИЯ

Статья посвящена определению сущности критического мышления как необходимой составляющей психической деятельности человека в современном информационном обществе. Освещено парадигму определения критичности мышления личности. Проанализированы системный подход к проблемам самых популярных концепций.

Для успешного развития мировой экономики необходимо использовать последние и самые оригинальные подходы, которые будут приводить к предполагаемым инновационным изменениям. Доступ к большому количеству информации открывает множество возможностей, но обычно средства массовой информации и государственные учреждения умело манипулируют умами людей, поэтому критическое мышление выступает своеобразным фильтром информации. Либеральное образование с использованием критического мышления лишено стереотипного мышления. Никакие политические, религиозные или культурные предубеждения не позволяют контролировать независимую науку и процесс мышления. Среди населения Украины существует стойкое предубеждение относительно ценности образования, его важной роли в обеспечении полноценной жизни. Это подтверждается большим количеством студентов и высших учебных заведений в Украине. Но главная проблема заключается в том, что лишь небольшая часть политических партий и средств массовой информации дискутируют по теме образования. Обучающая система создает много рамок для студентов и преподавателей, и они не способны эффективно продуцировать новые знания. Ситуация как на мировом рынке труда, так и в Украине должна желать лучшего, так как большинство студентов не приобретают реальных практических навыков, с которыми они смогут быть гибкими и легко выполнять любой вид деятельности на рынке труда. Конечно, критическое мышление сталкивается с большим количеством критики и требует больше времени, но именно это ведет к независимому мышлению.

Ключевые слова: критическое мышление, информационное общество, эра турбулентности, экономическое развитие, либеральное образование.

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