

INTERCULTURAL COMPETENCE AS A SOCIAL FACTOR IN THE DEVELOPMENT OF COGNITIVE PROCESS

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Abstract: This article discusses the need to consider critical thinking as a result of the intercultural competence of an individual, which is the basis for the development of intellectual qualities in general.

Key words: critical thinking, intellectual behavior, cognitive flexibility, analytical thinking, making decision.

Critical thinking is one of the main qualities of the modern world, which allows you to consider the information received in detail in all its manifestations, draw conclusions and make decisions based on the analysis, as well as form your own opinion and defend your position.

In the modern world, we are surrounded by information, it comes from different sources and needs to be rethought and checked for authenticity. Thanks to critical thinking, we see inconsistencies and contradictions, we can weed out inaccurate data and separate facts from their interpretation.

“Critical thinking is the intellectually disciplined process of actively and skillfully considering, applying, analyzing, synthesizing, and evaluating information gathered by observation, experience, reflection, reasoning, or communication as a guide to belief and action.

It entails the study of those structures or elements of thought that are clearly present in all reasoning.

To study this type of thinking, the study must be based on the goals, problems of the issue under discussion; assumptions; concepts; empirical justification; reasoning leading to conclusions; objections from alternative points of view; and coordinate system.

Critical thinking - being peculiar to a variety of subjects, problems and goals - is included in the section of atypical ways of thinking, among which are: analytical thinking, cognitive flexibility, decision making, logical thinking, etc.

Critical thinking can be seen as consisting of two components: 1) a set of skills for creating and processing information and beliefs; 2) a habit based on intellectual commitment and use these skills to control behavior. Thus, it should be contrasted:

- 1) simple receipt and storage of only information, because it is associated with a certain way of searching and processing information;
- 2) simple possession of a set of skills, since it involves their constant use;

3) simply using these skills (“as an exercise”) without accepting their results.

This image of intellectual behavior depends on the motivation underlying it. When based on selfish motives, this often manifests itself in the skillful manipulation of ideas in the interests of one's own or group interests. As such, it is, as a rule, intellectually deficient, since in this case the personality is directed to the inner side of its existence and this is pragmatically conditioned.

When a person is based on impartiality and intellectual integrity, he is usually more intelligent than a higher level, although he is accused of "idealism" by those who are accustomed to its selfish use.

Critical thinking of any kind is never universal for any one person; everyone is subject to episodes of unruly or irrational thinking.

Therefore, its quality, as a rule, depends on the degree, quality and depth of experience in a given area of thinking or in relation to a certain class of questions. No one is a critical thinker through and through, but only to such and such a degree, with such and such insights and blind spots, subject to such and such tendencies to self-deception. For this reason, developing critical thinking skills and aptitudes is a lifelong task.

This is another brief conceptualization of critical thinking.

Critical thinking is self-directed, self-disciplined thinking that attempts to reason impartially at the highest level of quality. People who think critically consistently try to live rationally, rationally, empathically. They are acutely aware of the fundamentally flawed nature of human thinking if left unchecked. They seek to reduce the strength of their egocentric and sociocentric tendencies. They use the intellectual tools that critical thinking offers - concepts and principles that allow them to analyze, evaluate and improve thinking. They work diligently to develop the intellectual virtues of intellectual integrity, intellectual humility, intellectual courtesy, intellectual empathy, intellectual sense of justice, and confidence in reason.

A person with a high level of critical thinking understands that no matter how skilled they are as a thinker, they can always improve their reasoning abilities and sometimes fall prey to errors in reasoning, human irrationality, prejudices, biases, distortions, uncritically accepted social rules and taboos. , personal interests. She strives to improve the world in any way possible and contribute to a more rational and civilized society. At the same time, she is aware of the difficulties often associated with it. It avoids simplistic thinking about complex issues and strives to give due consideration to the rights and needs of the respective others.

A critical thinker recognizes the challenges in developing as thinkers and dedicates himself to a lifelong practice of self-improvement. He embodies the principle of Socrates: the unexamined life is not worth living, because he understands

that many unexamined lives together lead to an uncritical, unjust and dangerous world.

The intellectual abilities of the individual provide high efficiency in all spheres of her life. Intellectual cognition as cognitive flexibility, critical thinking and effective decision-making are determined by a "well-constructed social environment". Here, the term "well-built social environment" means well-built relationships with all members of society, including representatives of other cultures. These relationships, which are the key to productivity in all areas of human activity, can be characterized as intercultural competence.

In our opinion, intercultural competence, being a strong social readiness of the individual, forms and also develops the most complex intellectual traits that had prerequisites with her birth. Since cognitive flexibility, critical thinking as the highest types of mental operations develop with gaining experience. Here one cannot exclude the fact that many researchers in the field of psychology, pedagogy and other social disciplines consider the cognitive processes of a person as born of his qualities. In this methodological part of the study, we will try to theoretically substantiate the above-mentioned thought processes as the cause of intercultural competence and, accordingly, acquired in the course of interpersonal communications or other external phenomena. And also, do not lose sight of these types of intellectual behavior that we study, are the result of work, diligence and constant control over your thoughts.

Scholars Martin, Anderson, and Twatt, who have studied cognitive flexibility in intercultural communication, argue that indirect interpersonal aggression includes "harming others without face-to-face contact" through such means as spreading rumors or damaging reputation through breach of confidentiality. The study found a negative relationship between indirect aggression and cognitive flexibility, which means that cognitively flexible communicators are aware of the potential negative consequences of such actions and may think in a way that "allows them to find better ways to deal with situations that less flexible participants in a conversation might have aggressive responses to." Similarly, Martin, Anderson and Twatt (1998) found that cognitive flexibility was positively associated with reasoning and disagreement tolerance and negatively associated with verbal aggressiveness. Both of these results support the notion that cognitively flexible communicators can negotiate arguments and conflicts effectively and productively, allowing the individual to potentially navigate interpersonal conflict, which often arises from internal culture shock or intercultural confusion in interpersonal exchanges. These results indicate that cognitive flexibility is a useful tool for measuring a person's ability to act in moments of intercultural conflict by using a variety of effective communication tactics.

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