

The Provocation of “Critical Thinking” in the Current Bulgarian Education

Introduction

Education is fundamental. It is very important for personal development. Under the fast changing circumstances and the influence of the current civilization it is necessary to modify the education model. According to this situation there is a discussion in Bulgaria about the innovation in the educational policy.

In the educational area innovation is accepted as a model which transforms the educational style, its aims and the relationships between students and teachers (М. Кларин, 1995: 47–48). The author thinks that “innovation is not everything new; it includes only the major changes that involve the pedagogic theory and its character” (М. Кларин, 1995: 47–48).

There are two **innovation methods of approach: technological and research**. The technological approach is basic and it causes repeating studying course that reaches learning success. There are clearly described educational goals which could be presented as different kinds of students’ learning styles, using the curriculum, diagnostic process and corrections to get effective results. The second approach accepts education as creative searching, like looking for a problem, hypotheses for its solution and cognitive reflection that follows the results and the cognitive process (М. Кларин, 1995: 47–48).

In the current Bulgarian education system the idea of students’ critical thinking development is a social, pedagogical and philological priority. Because of the information society there are big changes at the Bulgarian school that cause not only the transfer of knowledge, using the pedagogical technology. The development of students’ critical thinking is concerned, too. It helps students to learn and transform the knowledge which they will use in their real future life. The main educational usefulness is to create capable people ready to meet the challenges of their environment.