

## CRITICAL THINKING IN EDUCATION

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### ABSTRACT

This study explained critical thinking skills in education processes and the importance of thinking critically for a student who attends any education programme. Developing the ability to think critically is an important element for modern education approaches and models. This study intends to give a framework on the concept of thinking critically while teaching or learning. The world is getting both more technical and more complex day by day life environment, that's why the necessity for education increases for each growing generation. The skill of thinking critically is generally accepted as a very vital stage in every field of learning, particularly in the last decades. As a study draws a general suggestion on the importance of critical thinking skills. This article illustrates about critical thinking and its advantages in education.

**Keywords:** skill logically, improve, process, ability, enhance own opinions, capacity, determine.

### INTRODUCTION

#### Thinking in Education

Education, perhaps the most basic need for people, is the process that provides the development of human. According to Meyer (1976) the aim of education is to nurture the individual, to help, to realize the full potential that already exists inside him or her. There has always been a strand of educational thought that held that the strengthening of the child's thinking should be the chief business of the schools and not just an incidental outcome – if it happened at all (Lipman, 2003). Qualified education should show the way to students about what and how to learn. While students evaluate what they learned and their learning methods, they manifest their critical thinking abilities (Emir, 2009). As Cotton indicates (1991): "If students are to function successfully in a highly technical society, then they must be equipped with lifelong learning and thinking skills necessary to acquire and process



information in an ever changing world". One of the aims of education should be developing students' thinking skills as well as motor skills, which is basic goal of contemporary approaches in education. According to Elder & Paul (2008) students are not passive but active while they are realizing critical thinking.

### **Critical Thinking and Education**

One of the significant aims of education is to produce learners who are well informed, that is to say, learners should understand ideas that are important, useful, beautiful and powerful. Another is to create learners who have the appetite to think analytically and critically, to use what they know to enhance their own lives and also to contribute to their society, culture and civilization. These two aims for education as a vehicle to promote critical thinking are based on certain assumptions.

1. Brains are biological. Minds are created. Curriculum is thus a mind-altering device. This raises the moral requirement to treat learners as independent centers of consciousness with the fundamental ability to determine the contours of their own minds and lives.
2. Education should seek to prepare learners for self-direction and not pre-conceived roles. It is, therefore, essential that learners be prepared for thinking their way through the maze of challenges that life will present independently.
3. Education systems usually induct the neophyte into the forms-of-representation and realms of meaning which humans have created thus far.
4. Careful analysis, clear thinking, and reasoned deliberation are fundamental to democracy and democratic life.

On the basis of these considerations the capacity for critical assessment and analysis emerges as fundamental for enjoying a good quality of life

### **Beneficial Uses of Critical Thinking**

A person's *critical thinking* will be more generally-beneficial if they're **able to think well** and **use their thinking well**, in ways that will be more beneficial in more ways for more people. A person's *beneficial use of critical thinking* can decrease if they're not "able to think well" (e.g. if they can't recognize fallacious reasoning "that is logically incorrect" or they unintentionally use it with unconscious motivated reasoning) or if they don't "use their thinking well" (e.g. if they intentionally use fallacious reasoning in ways that might be considered unethical).

**Knowledge + Creative Thinking + Critical Thinking → Productive Thinking.**



## Critical Thinking in Schools

### LEARNING Critical Thinking (outside school) — Educating Yourself

The essence of critical thinking is logic. And logical evaluation — by using *reality checks* and *quality checks* — is the essence of Design-Thinking Process and Scientific Method. On the other end of the logic spectrum, we see a variety of logical fallacies that include circular reasoning and strawman arguments.

### TEACHING Critical Thinking (in school) — Strategies & Activities

**Critical Thinking in Life:** Students get many educational benefits when we show them that they use their basic problem-solving skills (imaginative creative thinking & logical critical thinking) for almost everything they do in life. When a student understands the practical value of critical Evaluative Thinking in their everyday life they will be more motivated to improve this valuable skill.

**Growth Mindset:** One of the best things a teacher can do for students is helping them develop-and-use a growth mindset. This is an extremely useful way to think because — when a student asks “how well am I doing in this area of life?” and honestly self-answer “not well enough” — instead of thinking “not ever” they will be thinking “not yet” because they are confident that in this area of life they can “grow” and improve, because when they invest intelligent effort in their self-improving, they will improve. A growth mindset will help them improve their skills in all areas of life, including their critical thinking.

Activities for Critical Thinking: Teachers can creatively generate a wide variety of goal-directed activities for doing-thinking-learning with inquiry activities (that can include logical argumentation) in design & science.

Thinking is encouraged by a creative use of Thinking Activities, such as Aesop's Activities or Socratic Teaching (Six Types of Socratic Questions) and other teaching tactics that encourage active learning.

Dany Adams explains how, "because the scientific method is a formalization of critical thinking, it can be used as a simple model that removes critical thinking from the realm of the intuitive and puts it at the center of a straightforward, easily implemented, teaching strategy," in Critical Thinking and Scientific Method.

**Understanding Logical Fallacies:** This *worthy educational goal* is the focus for a *wide variety of activities* that are *educationally valuable* and are *interesting for students*.

Critical thinking is not an isolated goal unrelated to other important goals in education. Rather, it is a seminal goal which, done well, simultaneously facilitates a



rainbow of other ends. It is best conceived, therefore, as the hub around which all other educational ends cluster. For example, as students learn to think more critically, they become more proficient at historical, scientific, and mathematical thinking. Finally, they develop skills, abilities, and values crucial to success in everyday life. Recent research suggests that critical thinking is not typically an intrinsic part of instruction at any level. Students come without training in it, while faculty tend to take it for granted as an automatic by-product of their teaching. Yet without critical thinking systematically designed into instruction, learning is transitory and superficial.

All proponents of thinking skills (critical, creative) emphasize the relevance of thinking for many aspects of life, not just those usually associated with "thinking." For example, the Critical Thinking Community says, "Critical thinking is the art of taking charge of your own mind. Its value is simple: if we can take charge of our own minds, we can take charge of our lives."

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