



## **CRITICAL THINKING FOR TRAINEE TEACHER**

**Vrushali H Rokade**

MIT College of Education & Research, P.G. Dept, Kothrud, Pune

### ***Abstract***

*Advances in technology and changes in necessary workplace skills have made the ability to think critically more important than ever before, yet there is ample evidence that many adults consistently engage in flawed thinking. Numerous studies have shown that critical thinking, defined as the deliberate use of skills and strategies that increase the probability of a desirable outcome, can be learned in ways that promote transfer to novel contexts. In the present study, researcher had worked on how to improve critical thinking among B.Ed. students so that they can be efficient teachers of future India.*

### **INTRODUCTION**

Critical thinking, viewed as rational and analytic thinking, is crucial for participation in a knowledge economy and society. Enhancing critical thinking as a crucial aspect of the competence citizens need to participate in society. Characteristics of instruction that are assumed to enhance critical thinking are: paying attention to the development of the epistemological beliefs of students; promoting active learning; a problem-based curriculum; stimulating interaction between students; and learning on the basis of real-life situations. Classroom gives the opportunity to the student to observe, imitate, and practice critical thinking and to think on it. Content to be taught in the class should be planned such that thinking process of the student should be developed and they should start feeling the sense of responsibility for the quality of the practice.

Critical thinking is significant in the learning process of internalization, in the construction of basic ideas, principles, and theories inherent in content. And critical thinking is significant in the learning process of application, whereby those ideas, principles, and theories are implemented effectively as they become relevant in learners' lives. Good teachers cultivate

critical thinking (intellectually engaged thinking) at every stage of learning, including initial learning. Each discipline adapts its use of critical thinking concepts and principles (principles like in school). The core concepts are always there, but they are embedded in subject-specific content. For students to learn content, intellectual engagement is crucial. All students must do their own thinking, their own construction of knowledge. Good teachers recognize this and therefore focus on the questions, readings, activities that stimulate the mind to take ownership of key concepts and principles underlying the subject. In some countries Critical thinking is offered as a subject for the adolescences as this is the age when they are sharp in their reactions to any situation/problems. To provide right direction for their thinking, critical thinking gives an added advantage for shaping their thinking process. So the researchers also felt that such subjects will enhance critical thinking capacity of students should be included in Indian education system.

Critical thinking is considered important in the academic fields because it enables one to analyze, evaluate, explain, and restructure their thinking, thereby decreasing the risk of adopting, acting on, or thinking with, a false belief. However, even with knowledge of the methods of logical inquiry and reasoning, mistakes can happen due to a thinker's inability to apply the methods or because of character traits such as egocentrism. Critical thinking includes identification of prejudice, bias, propaganda, self-deception, distortion, wrong information, etc. Some educators believe that schools should focus on teaching their students critical thinking skills and cultivation of intellectual traits.

**STATEMENT OF AIM:** To study the effectiveness of critical thinking programme on B.Ed students.

**OPERATIONAL DEFINITIONS:-**

1. Critical Thinking: - it is a process of thinking in which an individual thinks from all aspect of the problem and try to find out well justified conclusion.
2. Programme :- A programme of 20 sessions for developing critical thinking through activities, games, puzzles, were prepared by researchers.
3. B. Ed Student: - The students from B.Ed. studying in the Year of -2013-14 MIT College of Education & Research -Pune , were taken as a sample group.

4. Effectiveness: - Positive difference in mean-gain scores of post-test as compared to that of pre-test.

**OBJECTIVES:-**

1. To know the awareness level of B.Ed. students regarding critical thinking.
2. To develop and implement the programme on critical thinking for B.Ed. students.
3. To study the effectiveness of programme.

**HYPOTHESIS:-** There will be positive difference in students' behaviour change due to programme for development of critical thinking.

**NULL HYPOTHESIS:-** There will be no positive difference in students' behaviour change due to programme for development of critical thinking.

**RESEARCH DESIGNS:-** Considering the objectives of the present study experimental method was selected and following pre-post test single group designs were used.

Pre-Post single group design		
<b>O1</b>	<b>X</b>	<b>O2</b>

**VARIABLES: -** Independent variable: - B.Ed. students.

Dependent Variable:-Behavioral change in B.Ed. students.

**SAMPLING: -** 80 students were selected through purposive sampling method.

**TOOLS OF RESEARCH:-** Researcher made pre and post test .

**STATISTICAL TOOL:-** Following table provides the result –

Sample	Pre- test score	Post - test score	Sigma D	r	df (N-1)	't' value
80 Students						
<b>Mean of score</b>	<b>16.93</b>	<b>32</b>	<b>1.134</b>	<b>0.38</b>	<b>79</b>	<b>13.28</b>
<b>Standard Deviation</b>	<b>6.67</b>	<b>0.90</b>				

According to 't' table, df =79 and 't' Value at 0.05 level is 1.645. Obtained 't' value obtained is 13.28 is greater than 't' value at 0.05 level and hence significant at one tailed test. Therefore, Null hypothesis was rejected and research hypothesis was accepted. It means that there was positive development in critical thinking of students in B.Ed., due to implementation of programme prepared by the researcher for developing critical thinking.

#### **CONCLUSIONS:-**

1. Post test values were significantly high as compared to pre- test. Hence it is concluded that programme prepared by researcher for developing critical thinking was effective
2. Students learnt through activities, games, puzzles, how to handle different situations in the classroom.
3. Students learnt to think from all aspect of any problem or situation.
4. Students also felt that thinking on any particular situation or situation in a group may provide many solutions to the problem, rather than thinking alone. So team work is very important aspect.
5. Their comprehension ability improved.

#### References

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