

## CRITICAL THINKING DISPOSITIONS

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**Abstract:** *Critical thinking today is not just an individual typological characteristic of a person, but a criterion according to which the heads of prestigious firms select employees. The importance of this ability is written on the Internet, in periodicals, and in the media. Teaching critical thinking helps a person to work with a continuously growing flow of information, to distinguish truth from lies, to correctly interpret the facts presented to him and formulate conclusions.*

**Key words:** *evaluating academic content, authentic materials, communication, open- and fair-mindedness, inquisitiveness, flexibility.*

**Introduction.** Critical thinking includes the component skills of analyzing arguments, making inferences using inductive deductive reasoning, or judging or evaluating, and making decisions or solving problems when evaluating academic content. Background knowledge is a necessary but not a sufficient condition for enabling critical thought within a given subject. Critical thinking involves both cognitive skills and dispositions. These dispositions, which can be seen as attitudes or habits of mind, include open- and fair-mindedness, inquisitiveness, flexibility, a propensity to seek reason, a desire to be well- informed, and a respect for and willingness to entertain diverse viewpoints.

**Discussions and results.** There are both general- and domain- specific aspects of critical thinking. Empirical research suggests that people begin developing critical thinking competencies at a very young age. Although adults often exhibit deficient reasoning, in theory all people can be taught to think critically.

Instructors are urged to provide explicit instruction in critical thinking, to teach how to transfer to new contexts, and to use cooperative or collaborative learning methods and constructivist approaches that place students at the center of the learning process. In constructing assessments of critical thinking, educators should use open- ended tasks, real-world or "authentic" problem contexts, and ill-structured problems that require students to go beyond recalling or restating previously learned information. Such tasks should have more than one defensible solution and embed adequate collateral materials to support multiple perspectives. Finally, such assessment tasks should make student reasoning visible by requiring students to provide evidence or logical arguments in support of judgments, choices, claims, or assertions. Critical thinking is important an element of all professional fields and academic disciplines when evaluating academic content. Within the framework of scientific skepticism, the process of critical thinking involves the careful acquisition and interpretation of information and use of it to reach a well-justified conclusion. The concepts and principles of critical thinking can be applied to any context or case but only by reflecting upon the nature of that application. Critical thinking forms, therefore, a system of related, and overlapping, modes of thought such as anthropological thinking, sociological thinking, historical thinking, political thinking, psychological thinking, philosophical thinking, mathematical thinking, chemical thinking, biological thinking, ecological thinking, legal thinking, ethical thinking, musical thinking, thinking like a painter, sculptor, engineer, business person, etc. In other words, though critical thinking principles are universal, their application to disciplines requires a process of reflective contextualization. Critical thinking is considered important in the academic

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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, misinformation, etc. Given research in cognitive psychology, some educators believe that schools should focus teaching their on students critical thinking skills and cultivation of intellectual traits. Socratic method is defined as "a prolonged series of questions and answers which refutes moral assertion by leading an opponent to draw a conclusion that contradicts his own viewpoint. Critical thinking skills through Socratic method taught in schools help create leaders. Instructors that promote critical thinking skills can benefit the students by increasing their confidence and creating a repeatable thought process to question and confidently approach a solution. Students also accomplish follower-ship skills that can be used to probe the leader's foundations. Critical thinking skills through Socratic method serve to produce professionals that are self-governing. However, Socratic method for critical thinking skills can become confusing if an instructor or leader uses the method too rigidly, the student may not know what the instructor or leader wants from him. An instructor or leader may disillusion the students if he uses particular style of questioning. Instructors must reveal their reasoning behind the questions in order to guide the students in the right direction. "Socratic method can serve twenty-first-century leaders to instruct students, mentor protégés, motivate followers, advise other leaders, and influence peers.

The general goal of thinking is to figure out some situation, solve some problems, answer some questions, or resolve some issue. It also is a process in which a person pursues reliable and pertinent information about the world. Critical thinking is often described as reasonable, ruminative, trustworthy, and a well practiced form of thinking that assists people with deciding what they should believe in and what actions should be taken. A practiced critical thinker will ask good questions, collect pertinent data, categorize common characteristics, logically reason with the new data and then he or she will come to a trustworthy and dependable conclusion. Critical thinking makes use of many processes and procedures. Some processes include but is not limited to asking questions, making judgments, and identifying assumptions.

Critical thinking is a person's ability to effectively analyze incoming information and reasonably defend one's opinion, understand the position of a communication partner, correctly formulate conclusions and make the only right decision based on the initial data. It characterizes a person as an active subject of educational activity in an educational institution, and not just a passive recipient of dry information. It makes the employee a truly valuable asset to the enterprise, as it implies the ability to reason. The ability of a person to think clearly combines logic and critical thinking. In the absence of critical thinking, it is impossible to form the elementary skills of introspection and reflection in a person. Such an individual will not learn from his mistakes and recall the experience of the past in an incomprehensible situation.

Based on the definition, we can conclude that the signs of its presence in an individual are:

- the ability to establish causal relationships between events and people's emotional reactions;
- understanding the patterns of historical events;
- the ability to choose from a variety of facts and theses those that are necessary to solve a particular situation;
- the ability to recall personal experiences (both positive and negative) in a stressful situation;
- tolerance for other people's opinions and life principles of another person;
- the ability to constructively perceive criticism;
- the ability to reasonably express their thoughts in a dialogue;
- the ability to notice contradictions and inconsistencies in the statements of the interlocutor;

- consistency and goodwill in resolving disputes and conflict situations;
- propensity to resolve conflicts peacefully;
- rejection of template options for actions and stereotyped thinking;
- self-actualization;
- the ability to introspection and the need for continuous self-development and self-improvement.

The ability to reason rationally is an integral component of various spheres of human life in society.

**Educational activity.** This feature of mental activity helps a schoolchild or student independently select the necessary scientific and methodological literature for writing an essay or term paper and structure the text of theoretical primary sources, helps to reveal the cause-and-effect relationships of phenomena and processes of the surrounding reality. During lessons, seminars and practical classes, students with developed basics of critical thinking argue their point of view, take an active part in discussions, and are leaders in the team.

The principles of criticality and prudence are in demand in such sciences as philosophy, social science, history, political science, sociology, psychology and pedagogy. The higher the level of development of mental operations of a school student or college student, the higher his marks.

**Sphere of professional work.** At many enterprises, employees must not only know the standard schemes of the technological process, but also be able to make non-standard decisions. This is a sought-after ability for such professions as an engineer, designer, manager, repairman, doctor. The key skills of critical thinking are recorded in professiograms.

According to Agapov, critical thinking is a professionally significant feature of any leader, which underlies the ability to see problems in a complex way, make life-changing decisions in the face of a lack of information.

**Everyday life.** Each of us has to deal with issues of our studies, work, career, personal life and health. Psychologists have found that the criticality of consciousness helps people to recognize the lie in the words of the interlocutor and tactfully point it out to him, to be convincing in a heated argument, to successfully and promptly resolve family conflicts, and to maintain mutual understanding with loved ones.

Experts in the field of psychology believe that the demand for critical thinking today is due to scientific and technological progress. Associated with this is the ever-increasing amount of information that a person encounters on a daily basis. A modern resident of a metropolis needs to be able to "filter" information.

Critical thinking can develop the following qualities in a person:

- resourcefulness and ingenuity;
- speed reaction;
- Analytical mind;
- rationality and consistency;
- balance of character;
- stress resistance and tact;
- tolerance and tolerance;
- self-awareness;
- creativity.

Features of critical thinking are studied in developmental psychology. Knowledge, type of information, intelligence, features of memory, logic make it possible to distinguish the following types of critical thinking:

**Weak type.** This type of thinking is often called pseudo-intellectual. It can be found in selfish people who are only interested in their own well-being. Such people in their actions are

motivated by selfish goals. Strong type. His example is an objective approach to the study of something. Today, in psychology and pedagogy, there is only such an approach to distinguishing types of critical thinking. With the help of psychological techniques, one can assess the level of development of critical thinking. If, according to the results of several tests, a person has a low level of development of this indicator of intellectual activity, do not despair: this ability can be developed at any age. Today there are various ways of forming critical thinking. This component of the intellectual construct of the personality goes through regular phases in its development.

The basis of teaching critical thinking are 3 phases:

**Call phase.** At this stage, the person's existing stock of knowledge is updated and interest is formed in the topic and the upcoming discussion of issues. To solve the problems of this phase, public educational institutions and private schools use problem situations, illustrations, rhetorical questions, and incorrect logical chains. One of the main conditions for effective learning in modern didactics and pedagogy is the independent formulation of the objectives of the lesson by students. Critical thinking manifests itself in the reasoning of children. At this stage, the teacher does not evaluate the correctness of the students' answers.

**The phase of comprehending information.** At this stage, the teacher organizes the work of students with new material. For a better understanding of the new material, it is recommended to combine individual, group and pair methods of work. It is at this phase that students try to find answers to questions that concern them, satisfy their cognitive interest with the help of search methods of work, logical operations and ways of processing new material. The teacher at this stage acts as a coordinator of the educational process.

**Reflection phase.** This is where the ability to analyze information develops. Students think about new material, they form their own attitude to what they heard, read, saw. They compare new facts with already known ones. If at the previous stage the teacher managed to create optimal conditions for productive work, then the result of the reflective stage will be the transformation of new knowledge into the personal experience of students. Modern psychology offers a huge number of effective ways to develop critical thinking. They have no age restrictions, but they are usually classified into technologies for children and technologies for adults. The stages of development of critical thinking are consistent, so training tasks and exercises should follow the principle "from simple to complex".

**For children.** Comparison (comparison) is a key method of teaching children critical thinking. In specially organized classes, a teacher-psychologist teaches children to identify as many reasons as possible for classifying different subjects. The degree of complexity of tasks involving the comparison of objects is constantly growing, they are focused on the zone of proximal development of the child. At first, educational psychologists use simple objects and things from habitual use in exercises of this type. Gradually, the facilitator teaches children to compare abstract concepts. Having mastered these comparison skills, adolescents become able to compare two works by the same author or two films by the same director.

**Work in microgroups.** A teacher who knows how important critical thinking is in the modern world regularly organizes work in microgroups in the classroom in order to develop the skills of interaction and joint search by students for a solution to a problem. **Creation.** This is a universal method for developing critical thinking and the ability to think outside the box, which reinforces the effect with positive emotions that arise in the process of creating a masterpiece. All that is required of the teacher is to guide the creative process of children. Psychologists advise not to rush to help children in case of difficulties during the production of a work of art. It is better to give them time to deal with the difficulties on their own. In this case, after a few minutes, the guys can notice signs of critical thinking.



Method of development of critical thinking with the help of questions. Pure critical thinking develops in the course of finding answers to a variety of questions. When the teacher asks students questions, he stimulates their activity, attentiveness. The theory of the development of critical thinking by asking the child questions fully complies with the requirements of the Federal State Educational Standard. Logic exercises, board games, puzzles and rebuses. Such classes develop logic, attention, observation, memory.

For adults. Participation in discussions and debates. Such events teach to hear and correctly interpret the statements of opponents. In accordance with the rules for holding these events, in this case, polite behavior throughout the discussion of a particular issue is called a sign of developed critical thinking.

Brainstorming is an effective method for developing critical thinking. An example of a situation for the development of critical thinking using this method can be the organization of a group discussion of a problematic issue, where participants offer many ideas and ways to solve it. All proposals of brainstorming participants are recorded on a blackboard or whatman paper, and then subjected to a detailed analysis.

Metacognition. This method stimulates such features of critical thinking as the ability to see oneself from the outside, the ability to reflect, self-criticism. Game of chess. The characteristics and rules of the game create conditions for the formation of critical thinking. The winner is the player who better establishes cause-and-effect relationships and is able to predict the opponent's train of thought.

**Conclusion.** "Critical thinking is the disciplined art of ensuring that you use the best thinking you are capable of in any set of circumstances when evaluating academic content. In simple terms, critical thinking in pedagogy is the universal ability of a person to work effectively with information. You just need to learn how to stimulate critical thinking. Constant work on expanding your own horizons, solving logical problems, self-education - these are the available ways to optimize brain function.

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