

Critical Thinking Idea and Concept

¹Tarig Fadlallah Altahir Ahmed, ¹Sateesh Babu Arja, ¹Sireesha Bala, ¹Alaa Khedir Omer Altahir, ¹Reshma Fateh

¹Avalon University School of Medicine, Willemstad, Netherland Antilles, Curacao

¹Correspondence Author: tarigabohigel2000@gmail.com

Accepted 2018-03-15, Published 2018-03-22

Abstract:

The purpose of this article is to define What Is Critical Thinking? Complex Thinking and what the creative training and development related to Critical Thinking. Also, the article emphasizes the role of Critical Thinking in developing Public health awareness and how as the public should understand the main concept of critical thinking. Critical thinking is the objective analysis of truths to form a ruling. The topic is compound, and there are numerous different meanings which usually include the lucid, skeptical, impartial analysis or assessment of truthful indication ⁽¹⁾. Critical thinking calls for the aptitude to know problems, to find practical means for meeting those glitches comprehend the importance of ordering and order of superiority in problem resolving, fold and marshal relevant information, Know unspecified assumptions and standards, understand and use language with correctness, clearness, and judgment, understand data, to assess indication and assess influences, know the life of rational relationships between proposals, put to exam the assumptions and simplifications at which one reaches, rebuild one's patterns of politics on the basis of broader experience and reduce precise rulings about specific things and qualities in everyday life.

Key Words: Critical Thinking, Thinking Concept, understand Thinking, Thinking Processes, Knowledge, and Thinking

Introduction:

Critical Thinking is the procedure of using reasoning to distinguish what is true, and what is false; in the phrases and we hear every day. Part of it involves being familiar with logic and logical fallacies - those bits of false reasoning that are used to manipulate and mislead us. Part involves being able to separate facts from opinions. The part includes being reasonable and open-minded; not discharging anything deprived of examination and not tolerant anything without examination, either. Slice of it includes asking questions of you and of others because that is how we expose the fact and the inspirations behind the arguments. The portion includes self-regulation; the continuing procedure of making sure that you have not tumbled into any of the rational fallacies or justifications yourself. Ideal critical thinkers are inaugural minded; prepared and eager to discover all thoughts and all points of view, including those alien or different to their own ⁽¹⁾. They are not endangered by differing opinions because they are watching for the fact; they

distinguish that if they have it now, it will attitude any inspection. And if they don't have it, they are willing to bead the lies they have, and encirclement it. Critical thinkers question everything; using their gears to ferret out the fact, wherever it may fleece ⁽²⁾.

Discussion:

History of Critical Thinking: Critical thinking was labeled by Richard W. Paul as a crusade in two surfs in 1994. The first surf of critical thinking is frequently referred to as a 'critical analysis' that is strong, lucid thinking including analysis. Its particulars differ amongst those who describe it ⁽²⁾. There are two types; Objective Fact, is true irrespective of the spectator, based on the descriptions of the words used. Many objective facts can be measured, but not all can. For example, ideas such as love, or fairness are true for everybody, based on the descriptions of the arguments. An instance of Objective Fact is the announcement, (dogs are quadrupeds." Subjective Fact, which differs from individual to other, contingent on that individual's politics and life knowledge. An example

of Subjective Fact is the announcement, "I love dogs." Subjective facts are typically not value arguing about since they only touch the individual who grips them and no one else ⁽²⁾. What is View in the Critical Thinking? Views are the assumptions that an individual form concerning questions where the fact is not yet basic or is unbearable to distinguish. Views can be formed about either objective or subjective fact. Numerous views worry the future. We can make forecasts, based on what we distinguish about the current and the way things like to this have played out in the past. But we cannot distinguish the upcoming until we get there. So, we form views and argue about it ⁽³⁾. We also form views about the incentives of persons we don't distinguish, such as political figures or superstars, and about things that are on a range, such as whether or not a specific individual is ethical, or if a gap display is brash. As the overall rule, the views of others should not be lightly discharged; especially the views of those who distress with you. But sometimes, the views are clearly off corrupt. Example, overstated for clearness, think of the color of the sea at a white sand beach in the Caribbean. You may reflect on it as blue. Somebody else may call it blue-green, or turquoise. All of these are lawful. But if somebody says it's "dogs." and twitches to swing a cord in front of it, they are obviously way off base. All views must be considered. But some will obviously be mistaken. Not all views are similarly valid. Critical thinking will help you sort out the lawful ones, and assistance your modification your own so that they become more lawful ⁽³⁾. The Logic in the Critical Thinking: There are two kinds of logic. Formal logic contracts virtually exclusively with the form that influences take. It decreases everything to formulations, which are integrally either lawful or misleading. You can wad any statement you want into the formulation to test it. Content doesn't matter. For altogether lawful influences, if the buildings are true, the deduction will also be true. (For the misleading influences, the deduction may be either factual or untrue, whether or not the buildings are true. That's why they are misleading; they neither show nor refute anything.). Casual logic deals in the messy context of dialect English. It comprises testing our own thoughts for internal bias, understanding how the setting we live informs our opinions, and investigative our own reasoning procedure. It also includes reasoning based on the gratified of the influences, not just their form ⁽⁴⁾. What is an argument in the Critical Thinking? Essentially, an argument is one or more buildings and the deduction that can be strained from them. Both buildings and assumptions can be either

factual or untrue. There are 2 kinds of arguments; deductive and inductive. A deductive argument delivers all the provision wanted to arrive at its assumption. An inductive argument delivers some but not complete support. A good deductive argument is known as "valid." If all the premises are true, the assumption will also be factual. An example is a report, "All cats are quadrupeds. Drone is a cat. Therefore, Purr is a quadruped." A good inductive argument is known a strong or cogent ⁽⁴⁾. Mistakes and Misconceptions in Critical Thinking: A logical misconception is a mistake in reasoning. A deductive misconception can have a deduction that is either factual or untrue, even if all the premises are factual. An example would be, "All cats are mammals. My dog is not a cat. Therefore, my dog is not a mammal." An inductive misconception is simply a quarrel where the buildings are not strong enough to support the deduction. Even if they are correct, you can't reach that deduction from here. "Drone is the only Siamese cat I distinguish. Drone is very silent and approachable. Siamese cats are probably very silent and approachable." (This is the misconception of Hasty Simplification. Basing an assumption on a sample that is too small you can also have simple truthful mistakes. These are not problems with cognitive, but simple errors about the truths. An example would be "The Earth is the fourth planet from the Sun," when, in fact, it's the third. The only way to guard in contradiction of those is to do explore. But isn't it bad to judge things? There is alteration between starting rulings and being judgmental, while it's factual that the two are frequently confused in our language. By means of that misperception to encourage persons not to think is the misconception of Equivocation, by the way. The first includes starting view or assessing the factor falsehood of a claim, based upon judgment, reason, and contrast ⁽⁵⁾. The second includes ascribing an emotional value of good or evil, usually a punitive one, to being, place, object, or impression. As you can see, they are 2 very dissimilar ways of thinking. Being judgmental is the conflicting of Critical Thinking since the share of the spirit of critical thinking is not starting emotional accessories to your views, being reasonable, and looking simply for a fact. Also, in repetition, judgmental thinking typically includes a lot of rational misconceptions ⁽⁵⁾. The Purpose of Critical Thinking: This is where you start workout these skills. You may have diverse purposes, contingent on the conditions. The first thing you have to do is to be clear about your purpose. Learn if it battles with the purpose of the individual you are talking with. For example, if you want to find out about strains of dogs, but they want

you to take home the stray that is in the backyard and if you are trying to discover the best strain of dog for you, what do you mean by best? What can make it the best? Is it significant that it can devote long hours alone? Does it essential to be welcoming to children? Do you want it for a friend or a watchdog? "Best" is a relative tenure. You need to be obvious about what you need. Also, although the whole point of Critical Thinking is to reach the fact that is perfect. We often misplace pathway of principles, as they are packed out by other belongings. This is where the self-regulation actually derives into play ⁽⁶⁾. We essential need to make unquestionable that we aren't starting arguments just to care a position we have to convert emotionally attached to, or because we can't stand the individual we are quarreling with and we want to display him up, or because we are weary and irritable, or for a host of other details. It's significant not to lose vision of our aim. We also need to be conscious of our own models. Each of us has them; they are the expectations we make about the world; our world opinions. And they color all the implications we make and all our inductive mental. We cannot evade them, and we don't unavoidably have to change them (although it's fit to do so if our cognitive displays that they were defective.) But we do need to be conscious of what they are ⁽⁶⁾. Inductive versus deductive thinking in the Critical Thinking: Inductive thinking includes drawing on many dissimilar truths, concepts, or feelings to come to a larger assumption. Examples of inductive cognitive include discrepancy diagnosis, inquiry-based teaching, and trial and error. Deductive Reasoning involves addressing the known first and attempt to discover more information about why the known is what it is. Examples of deductive cognitive include root cause an examination and top-down knowledge ⁽⁷⁾. Functions of Critical Thinking: The list of essential critical thinking skills includes remark, clarification, analysis, inference, evaluation, explanation, and metacognition. According to Reynolds, an individual or group engaged in a strong way of critical thinking gives due thought to establish for example, evidence through realism, context services to isolate the problematic from context, relevant criteria for making the judgment well, applicable approaches or methods for forming the judgment and applicable hypothetical constructs for sympathetic the problem and the question at hand. In adding to owning strong critical-thinking skills, one must be willing to involve problems and decisions using those skills. Process of Critical Thinking: Critical thinking calls for the aptitude to know problems, to find practical means for meeting those glitches comprehend the importance of

ordering and order of superiority in problem resolving, fold and marshal relevant information, Know unspecified assumptions and standards, understand and use language with correctness, clearness, and judgment, understand data, to assess indication and assess influences, know the life of rational relationships between proposals, put to exam the assumptions and simplifications at which one reaches, rebuild one's patterns of politics on the basis of broader experience and reduce precise rulings about specific things and qualities in everyday life. A tenacious effort to examine any trust or hypothetical form of knowledge in the light of the evidence that supports or disproves it and the further deductions to which it inclines ⁽⁸⁾.

Traits of mind: The habits of mind that describe a person strongly willing toward critical thinking comprise a wish to follow aim and evidence wherever they may chief, a systematic method to problem resolving, curiosity, even-handedness, and sureness in reasoning. Rendering to a definition analysis by Kompf & Bond, critical thinking includes problem resolving, choice making, metacognition, rational thinking, reasoning, knowledge, intelligence and also a moral component such as reflective thinking ⁽⁸⁾. Critical thinking comprises ID of prejudice, bias, publicity, self-deception, misrepresentation, misrepresentation, etc. Assumed research in cognitive psychology, some teachers trust that schools should emphasis on teaching their students critical thinking skills and farming of intelligent characters ⁽⁹⁾. Critical thinking skills can be used to assist nurses during the valuation procedure. Finished the use of critical thinking, nurses can question, assess, and rebuild the nursing care procedure by stimulating the recognized theory and repetition. Critical thinking services can assist nurse's tricky resolve, reproduce, and make a decisive decision about the present state they face. Critical thinking makes "new potentials for the growth of the nursing knowledge. Due to the sociocultural, environmental, and party-political issues that are touching healthcare distribution, it would be helpful to demonstrate new techniques intending. Nurses can also involve their critical thinking services through the Socratic method of discourse and likeness. This repetition normal is even part of some controlling governments such as the College of Nurses of Ontario – Professional Values for Ongoing Capabilities. It needs nurses to involve in Deep Practice and keep annals of this sustained expert growth for likely appraisal by the School. Critical thinking is also measured significant for human rights education for allowance ⁽⁹⁾.

Conclusion:

Critical Thinking is the procedure of using reasoning to distinguish what is true, and what is false; in the phrases and we hear every day. Critical thinkers question everything; using their gears to ferret out the fact, wherever it may fleece. There are two types; Objective Fact, is true irrespective of the spectator, based on the descriptions of the words used. Views are the assumptions that an individual form concerning questions where the fact is not yet basic or is unbearable to distinguish. Views can be formed about either objective or subjective fact. Numerous views worry the future. We can make forecasts, based on what we distinguish about the current and the way things like to this have played out in the past. But we cannot distinguish the upcoming until we get there. So, we form views and argue about it. We also form views about the incentives of persons we don't distinguish, such as political figures or superstars, and about things that are on a range, such as whether or not a specific individual is ethical, or if a gap display is brash. As an overall rule, the views of others should not be lightly discharged; especially the views of those who distress with you, but sometimes, the views are clearly off corrupt.

References:

- 1) Critical Thinking 9 Edition -Author: Brooke Noel Moore and Richard Parker-ISBN: 978-0-07-338667-6-MHID: 0-07-338667-7
- 2) Atlantic International University website, Ethics Course Link is: <http://cursos.aiu.edu/Criticalthinking.html>
- 3) Ashwin, P. (2005), Variation in students' experiences of the 'Oxford tutorial', *Higher Education*, 50, 632–644
- 4) Ashwin, P. (2006), Variation in academics' accounts of tutorials, *Studies in Higher Education*, 31(6), 651–665
- 5) Ashwin, P., & Trigwell, K. (2003), Undergraduate students' experience of learning at the University of Oxford, Oxford: Institute for the Advancement of University Learning.
- 6) Beck, R. (2008), the pedagogy of the Oxford tutorial, Retrieved February 12, 2008, from <http://www.lawrence.edu/conference/tutorials/rbeck.shtml>
- 7) Browne, N., & Keeley, S. (2006). *Asking the right questions: A guide to critical thinking*, Upper Saddle River, NJ: Prentice Hall
- 8) Cooper, P., & McIntyre, D. (1996), *Effective teaching and learning: Teachers' and students' Perspectives*, Buckingham, UK: Open University Press.
- 9) Ennis, R. (1991). Critical thinking: A streamlined conception. *Teaching Philosophy*, 14(1), 5

IISJ