The Practice of Business's Teacher Teaching: Perspective from Critical Thinking

Yu-Mei Lin & Pei-Chen Lee

Assistant Professors, Department of Tourism and Hospitality,

China Institute of Technology

E-mail:yu_ma0103@yahoo.com.tw

Abstract

In lifelong learning social context, people should improve the thinking method   the trend of the times. The time is progressive, the thinking method also should unceasingly change, reaches the good thinking result, but critical thinking to the time best study way, therefore this article is for the purpose of discussing the critical thinking definition; secondly, study the critical thinking factor; thirdly, develop the critical thinking stage; lastly, try to make several comments on my conclusion.

Keywords: *critical thinking skill, critical thinking disposition, business's teacher, teaching*

1.   Foreword

The driving force behind the development of human culture is the thought, the ideological driving force behind from rational thinking, rational thinking, thinking fields are barren, pale. To be able to rational thinking, critical thinking education is the only way to (Qiu velvet, 2003). Brookfield (1987) that the citizens of the twenty-first century is the critical thinking, creative thinking, critical thinking instruction attention and for adults, but the pressing issue of the development of democratic institutions, and critical thinking is the enlightenment of human rationality human ability to construct his own life (Wenming Li, 1997). Generations living in the 21st century, we must be constructed to meet the trend of the times thinking to cope with the needs of modern society. Therefore, we first understand the definition of critical thinking, and secondly, to explore the elements of critical thinking, Furthermore, the understanding of the stage of development of critical thinking, finally, will be used in teaching critical thinking.

2. The Significance of Critical Thinking

In recent years, critical thinking has become popular vocabulary in educational psychology. What is critical thinking? Domestic and foreign scholars have proposed definitions of critical thinking are summarized as follows:

Critical thinking is to decide what is credible or what can do, reasonable and thoughtful thinking (Norris & Ennis, 1989). Garrison (1991) suggests that the analysis of the concept of "thinking", coupled with "critical", and presented the characteristics of critical thinking: 1. Thinking is an inner journey, think there is a purpose. Thinking individuals active mind operation. The possibility of the use of cognitive skills or strategies, critical thinking and enhance the desired result, it is usually used to describe the thinking is

very important, and involves problem solving, the form of inference, speculated that possibility and decided to use what thinking skills, and produce special results The types of thinking tasks (Halpern, 1997).

Brookfield (1993) Critical thinking is not only questioned the spirit of judgment, it is more important to consider this problem long on the level of different solutions for a productive, emotional and rational process, by the life positive and negative the stimulation of both sides of the event, and operate in an open system of Constructivism and restructuring activities.

In summary, critical thinking is a high-level thinking skills course. Skills, attitudes and knowledge elements and by questioning, introspection, liberation, reconstruction process can help learners get the ability to solve the problem, a reasonable judgment action based on a reasonable life.

2.1 Parameters, Critical Thinking Elements

The elements critical thinking connotation, skills, attitudes and knowledge. A detailed explanation of the elements of critical thinking by the knowledge, skills, and attitudes.

2.2 A knowledge of Critical Thinking

Knowledge elements in critical thinking is very important. Norris & Ennis (1989) Critical Thinking connotation architecture referred to the origin of critical thinking in order to solve the problem, but to solve the problem of the need for a foundation to support the basis of means from others or observed acceptable conclusion, and background knowledge. Sexuality and critical to carry out or not, with the background and the conversion of the strength of the ability of critical thinking that is critical thinker should have the knowledge to solve the problem, only to help the criticism of the conduct of, or will be in trouble.

In summary, knowledge elements in critical thinking can not be ignored. An important source to generate critical thinking that is, from the knowledge generated knowledge to thinking can also conducive to the conduct of the thinking. Therefore, critical thinking skills, critical thinking, attitude, knowledge and critical thinking critical thinking major elements.

2.3 Second, Critical Thinking Skills

The theoretical learning critical thinking Norris & Ennis (1989) critical thinking skills grouped into three basic skills in the following description of its significance:

(A) To clarify the ability of

A basic clarification

> ➢ Can be noted that the focus on
>
> ➢ The controversial issues can be analyzed
>
> ➢ Proposed to clarify the role

To Senior clarification

> ➢ The appropriate definition of a noun
>
> ➢ To determine the premise of a discussion where identification of the implicit assumption

(B) The foundation of capacity: the ability to establish a sound basis for the inference, including:

> ➢ Be able to judge the credibility of the message source

➢ Can be observed or to judge the degree of the others said the credibility of the message

(C) The ability of the inference

➢ Deductive ability

➢ inductive capacity

➢ can engage in value judgments

(D) The ability to use strategies

➢ The right time.

➢ Decided to take action

➢ The ability to interact with others, such as discussions with others, debate, or oral, written ability to express themselves.

In summary, critical thinking skills, must contain clarify the foundation's ability inference strategy involves deductive, inductive and value judgments, in order to generate critical thinking. Third, critical thinking attitude

Attitude of critical thinking as a critical spirit, with a critical spirit of critical thinking in order to lead to its use of critical thinking skills, and critical thinking attitudes Norris & Ennis (1989) proposed a total of fourteen below:

(1) Find a clear statement of the problem or dispute which

(2) Identify the cause or reason

(3) try to stay connected and message source

(4) Reliable sources

(5) Holistic problem thoughtful

(6) Attempt without departing from the center of gravity of the topic

(7) Always remember the point of view of self and the basic position

(8) To find an alternative

(9) To keep an open mind, thinking about things from different points of view, give careful consideration to the views of others, able to suspend judgment when the evidence of reason is not sufficient

(10) Based on sufficient evidence and reason, to change the position of the self, and to control their own position

(11) Should require the subject within the accuracy

(12) A rational attitude to deal with the complex issues

(13) To take the ability of critical thinking

(14) Keenly aware of the feelings of others, the level of education, and life in the ways of the world

From the above we can see, with the attitude of critical thinking, solve the problem, identify the causes, holistic thoughtful, open attitude, to control their own position, and more objective and impartial, proactive, and make a reasonable conclusions, and to deal with complex issues in a rational manner.

3. Critical Thinking Development Stage

Brookfield (1987) critical thinking model is divided into the following five periods

(A) Raise Events

When unexpected events cause individual internal unrest and confusion, such as divorce, unemployment, and so on. The general theory of critical thinking scholars "negative events" more emphasis on critical thinking, while ignoring the important role of the positive events.

(B) Assessment, Evaluation

Critical thinking of the second period of self-examination and the environmental assessment, this period is the recognition of the context and clarify issues, and re-self-test.

(C) To Explore

When individual recognition and identification of the aspects of life caused by the gap or inconsistency, so start looking for reasons or answers or be able to explain these drop and begin to explore the new method can coexist. Specific modalities include individuals or groups, privately or publicly to seek assistance with the appeal. The characteristics of this period that is looking for new ways, new answers, new concept and organization of the new model of their own world view.

(D) The Development of Alternative Viewpoints or Programs

During this period, the individual will have come to expect to have confidence in the new role to play, and try to develop the knowledge and skills necessary to act. The App called this period in 1985 for the conversion period, means that the individual is in the old thinking and behavioral patterns have left in the pending development of the new model. Correction and consultation are the characteristics of this period.

(E) Integrin

When the individual once confirm the value, accuracy and validity of the new thinking and behavior patterns, they will begin to find ways to integrate these life contexts. During this period, the individual may achieve some kind of conflict of emotion and thought, opinion integration period derivative action may be outside can be observed, but there may be hidden without explicit. App in 1985 described the integration period of the individual in accordance with the obtained from the conversion period, new ideas, new assumptions and new ways of thinking to acting and able to gain comfort. All in all, this period includes the conversion of the beliefs and assumptions, significance is also a point of view conversion. From a cognitive standpoint, critical thinking in all phases, the integration of cognitive and affective domain is a very important consideration, such as frustration, depression and other emotions are in the process of self-examination and cognitive elements cross interactive.

Wu, Critical Thinking Skills of Teachers and their Teaching Practice

Understand the definition of critical thinking, elements, stages of development and evaluation methods, and finally summarized Li Ying (1997) and Su Yihui (1997) study, and asked the critical thinking skills of teachers teaching practice. The following is divided into two parts on the teachers' personal development and teaching strategies

First, the teachers' personal development

(A) Self-development

Teachers' personal self development followed from conventions, self-restraint, gradually toward the perceived self within different voices, and then toward the judge, and the development of autonomy and self-direction integration.

(B) The Development of Cognitive Abilities

Teachers' cognitive development is based on an analysis to solve the non-problem orientation, gradually towards the development of social and human caring orientation. On the other hand, from a simple, mandatory convergence of thinking mode, gradually toward the complex, self-examination, consider the context, and diffusion-thinking mode.

(C) The Development of the Interpersonal

Development of relationships based on self-centered changed to authority and rules will be followed, and then expanded to consider other people's views and positions, and finally the development of the open view of the world for the care of the human.

(D) The Development of the Concept of Knowledge

The development of teachers' personal knowledge beliefs from the objective, inherent in the concept of knowledge gradually develop communication, constructed view of knowledge, understanding situational, cultural, and historical context.

Second, teachers teaching teaching strategies

(A) Providing an Environment Suitable for Learners Thinking

Learners in the learning context can fully express their views, feelings, and even the development of a variety of new ways to help learners critical thinking. Cooperative learning, supportive learning etc are helpful to the development of critical thinking. Particularly supportive learning environment is important to the development of critical thinking, critical thinking, often caused by the impact of personal inner unbalanced, uncomfortable, unsafe, or even frighten feelings. At this stage, sometimes learners obvious frustration, anger, confusion, etc. At this time, the adult teachers should be more patience, understanding, and provide a supportive learning environment, learners supportive care and feelings.
(B) The integration of Critical Thinking Teaching

Teaching methods must be designed to provide learners with each other to discuss the opportunity. In the course of discussion, stay for some way of thinking can stimulate learners to think about their own views of the students in the development of the lower stage, and generate ideas; As for other learners can view the controversy or different views or face their own prejudices resistance or controversial discussions, this discussion will make them unsafe, uncomfortable feeling of uncertainty, the last rational thinking, through this process, they will progress. Therefore, the adult teachers should provide a variety of teaching materials, encourage and support learners to generate discussion of different perspectives, attention to individual differences and to encourage the spirit of its development challenges learners the ability of critical thinking and able to fully demonstrate critical thinking spirit.
(C) The Establishment of the Interactive Relationship between the Teachers and Students

Traditional teaching situation, the teacher is a more authoritarian image, to create a classroom climate based on teacher-centered model, often hinder learners to express their views before the teachers, the teacher-student relationship, there are teachers said is, no doubt, nor do they need any further thinking, therefore, the learners' critical thinking skills is not easy to produce. The adult teachers should set an

example, not an authoritative role, but an assisting role, showed himself as a sincere listener supporters is very important.

(D) The Establishment of Good Peer Relationships

Peer relationship is most likely to affect each other's learning, it is very important to establish a good relationship of peer learning. If they could develop higher order thinking among his peers, the learner helpful, because peer support is important for the development of critical thinking, learning resources. Land and Conclusion

Critical thinking three human thinking mode a complex psychological way of thinking, critical thinking can not be ignored in the process of human development, has been the decline of the traditional way of thinking on globalization, post-modern society critical thinking ability is very important for teachers, teachers play an important role to guide students to teach students and the students to develop grant in addition to the ability to think, and critical thinking skills into teaching, depending on critical thinking is a practice the nature of the activities, in addition to promoting individual self-development, cognitive development, interpersonal relationships, knowledge concept, and by teaching activities, provide discussion, dialectical process, a wide range of courses to create a good learning situation, to help teachers and students to produce sense point of view, the development of the ability to think critically, to enable teachers to integrate into a variety of courses in the teaching process, to nurture students' critical thinking skills, cultivate the students to have a diversity of thinking.

References

Brookfield .S.D.,（1987）。*Developing Critical Thinkers；Challenging Adults to Explore Alternative Ways of Thinking and Action.* Open University Press.

Brookfield, S. D.（1993）.Understanding consulting as an adult education process.*New Directions for Adult and Continuing Education,58,*5-13.

Facione, P. A. & Facione, N. C.（1992）.*The California Critical thinking disposition inventory.* The California Academic Press.

Garrison, D. R.（1991）.Critical thinking and adult education: A conceptual model for developing critical thinking. *International Journal of Lifelong Education, 10*, 287-303.

Halpern, D. F. （1997）.*Critical Thinking Across the Curriculum: A Brief edition of Thought and Knowledge.* New Jersey : Lawrence Erlbaum Associates.

Norris, S. P. & Ennis, R. H. （1989）.*Evaluating Critical thinking.*

California: Formerly Midwest.